Policies for Faculty Appointment, Development, Promotion and Tenure

Policy Owner: Medical College of Georgia Faculty Senate

Table of Contents

Introduction 1
Faculty Classification 3
Appointments 4
Figure 1—NPE/Affiliate Faculty Identification, Recruitment and Appointment Workflow 6
Policies for Faculty Development 7
Figure 2—Promotion Diagram 8
Promotions Process 9
NPE/Affiliate Faculty Identification, Recruitment, Appointment and Promotion Supplement 11
Figure 3—Tenure Diagram 18
Tenure Process 19
Pre-Tenure Review 29
Post-Tenure Review 33
Figure 4—Required Review Processes for Academic Administrators 39
Promotion and Tenure Committees 40
Faculty Retraining 44
Promotion and/or Tenure Portfolio Guidelines 45
APPENDICES 51
Faculty Promotion by Rank, Track and Pathway Supplements 52
Portfolio Attestation 91
Summary of Annual Evaluations 92
Summary of Assigned Contract Effort 93
MCG CV Format 94
MCG Promotion and Tenure Review Summary 2020 - 2024 95
Promotion and Tenure Portfolio Reviewers' Rubric 98

Revised February 7, 2025; BoR and Administrative V1

Introduction

This document was developed to describe the promotion and tenure process for faculty in the Medical College of Georgia (MCG) at Augusta University (AU). It is intended to be the college-specific supplement to the "Augusta University Promotion and Tenure Policies."

These policies are intended to assist the individual faculty member and their chairperson in:

- Selecting the appropriate pathway and track for appointment
- Creating a personal career development plan
- Assessing the faculty member's readiness for promotion and/or tenure consideration
- Preparing promotion and/or tenure documents

The Department Chairperson should guide and facilitate career development and, along with the faculty member, guide the preparation of appropriately timed promotion and/or tenure documents. As such, the chairperson must be knowledgeable of the requirements and policies as specified in both the AU and the MCG policies for Faculty Appointment, Development, Promotion and Tenure (FADPT) documents. Accelerated promotion requires strong justification based on exceptional productivity. (BoR Policy 8.3.6 "*Under special circumstances, faculty who are performing significantly above the standard for their current rank may be considered for "early" promotion.*")

As required by the University System of Georgia policies, AU sets forth the following policies for the award of promotion and tenure. These policies specify the following areas of assessment:

1) research, scholarship, creative activity;
2) teaching and effectiveness in instruction;
3) professional service to the institution or the community;
4) professional growth and development; and
5) involvement in student success activities.

For promotion of non-tenure track faculty, it is expected that faculty members make noteworthy contributions in at least three areas and meet expectations in the other two. For promotion of tenure track faculty, it is expected that faculty members make noteworthy contributions in Scholarship, Teaching, and one other area, and meet expectations in the other two.

Tenure is awarded to those who are appointed to a tenure-track faculty position and who demonstrate noteworthy achievements in Scholarship and Teaching and meet expectations in the other areas.

It is expected that all faculty members engage in professional development that will enhance their scholarship, teaching, student success and service responsibilities.

For the purposes of the AU Faculty Evaluation System, student success activities (SSA) is a comprehensive term for those faculty activities whose purpose is to 1) enhance student learning and engagement for the learner through continuous improvement of the learning environment, and/or 2) position the learner to be successful in achieving their short-term and long-term academic, career, and personal growth goals. Faculty support student success through in and out of class efforts. Involvement in SSA is included within the faculty member's allocation of effort in the workload areas of teaching, research / scholarship / creative work, service, and administration, as applicable. The inclusion of SSA is appropriate for learners at all levels (e.g., undergraduate, graduate, and professional students and trainees). [NOTE: Definitions for the workload areas are found in the Institutional Framework for Faculty Workload].The standalone student success activities metrics is referenced in AU ASA Guidance 2022.04.18.

While there is no standard workload assignment across the institution, faculty workload assignment is usually a mix of time assigned to scholarship (including research and creative activity), teaching, and service. It is recognized that a research university will have faculty with varied areas of expertise and responsibilities and, therefore, the percentage of effort in each of these areas will not necessarily be consistent within or across units. The evidence put forth by the candidate will be assessed in terms of the candidate's chair-assigned effort distribution in these areas.

Faculty Classification

Faculty classification is the institution's system for faculty designation and the provision of rank/title for faculty appointments, reappointments and promotion. The faculty of the institution consists of the Corps of Instruction and administrative officers. Academic rank may refer to tenure or non-tenure track faculty, whereas administrative titles carry no rights of tenure. The purpose of faculty classification is to:

- Promote optimal working relationships among faculty and staff
- Promote individual professional development
- Provide structure consistent with the mission and goals of AU

Faculty Classification	Track	Rank
Regular Faculty (Full and part-time, paid faculty)	Tenure or non-tenure	Instructor Assistant Professor Associate Professor Professor
	Non-tenure	Assistant Research Scientist Research Scientist Senior Research Scientist Principal Research Scientist
Clinical Faculty (Volunteer clinical faculty)	Non-tenure	Clinical Instructor Clinical Assistant Professor Clinical Associate Professor Clinical Professor
Affiliate Faculty (Volunteer non-clinical faculty)	Non-tenure	Adjunct Instructor Adjunct Assistant Professor Adjunct Associate Professor Adjunct Professor
Emeritus Faculty	N/A	Emeritus ranks and titles

For all regular faculty in the rank of instructor, assistant professor, associate professor, and professor, there are 6 pathways to promotion: clinician, clinician-educator, educator, educator-clinician, researcher, and clinician investigator. Specific criteria for these pathways including promotion on the research scientist pathway can be found on page 52.

Five of the seven promotion pathways have a tenure track and a non-tenure track with the exception of the research scientist and the clinician pathways, which only have a non-tenure track. Overview of the promotion and tenure processes are outlined in Figure 2 and Figure 3 (page 8 and 18) respectively.

Appointments

Primary Appointment:
At the time of appointment, each faculty member will be given an offer letter that includes academic rank, whether the appointment is to be on a tenure or a non-tenure track, the percent apportionment of time allotted for assigned duties, and a document containing criteria for promotion and tenure. Any credit toward tenure and time in rank for previous academic service at MCG or another institution should be determined and stated in the letter of offer at the time of appointment. A maximum of three years of probationary credit towards promotion and/or tenure may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years probationary credit at initial faculty appointment. Such awards require approval by the President and written notification to the University System of Georgia Chief Academic Officer. Individuals serving in part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.

If, due to an error of omission, a request for awarding of probationary credit toward tenure was not made at the time of the initial appointment, the President should consider a request only if it is submitted within the first few months after employment (ASA 4.5).

Non-tenure track positions may be established for faculty members employed in administrative positions or in clinical, research, technical, special, career, and public service programs or in programs which are anticipated to have a limited life span or which are funded, fully or partially, through non-system sources. There will be no maximum time limitation for service in positions for this category.

The following provisions will apply to all non-tenure track professional personnel:

- Individuals employed in non-tenure track positions will not be eligible for consideration for the award of tenure.
- Probationary credit toward tenure will not be awarded for service in non-tenure track positions.
- For non-tenured faculty employed under written contract, subsequent or future employment, if any, should result solely from a separate offer and acceptance requisite to execution of a new and distinct contract.

Notice of intention to renew or not to renew contracts of non-tenure track personnel who have been awarded academic rank (instructor, assistant professor, associate professor, professor) should follow the schedule required for tenure track personnel. The schedule is as follows:

i. At least three months before the date of termination of an initial one-year contract.
ii. At least six months before the date of termination of a second one-year contract.
iii. At least nine months before the date of termination of a contract after two years of service in the institution (primary appointment).

Individuals employed in non-tenure track positions may apply, on an equal basis with other candidates, for tenure track positions, which may become available. An individual who has voluntarily transferred from a tenure track position to a non-tenure track position at AU must wait two years before being eligible for a tenure track appointment.

Administrative positions within AU, including Department Chairpersons and assistant/associate Deans are appointed by the Dean, approved by the Provost and serve at the pleasure of the Dean with the concurrence of the Provost.

Appointments to regional campuses are subject to the same criteria and policies as appointments to the faculty on the main campus. All involved with faculty appointments should consult with and seek the advice of the Office of Faculty Support Services, the Department Chairperson or the chair of the MCG Faculty Appointment, Development, Promotion and Tenure (FADPT) Committee on all matters related to faculty appointments.

Secondary Appointment:
Secondary (joint) appointments will be made for those faculty members who have a responsibility and/or make a significant contribution in a program, department or college that is not directly and explicitly included as part of their primary appointment. Such appointments are made for definite contributions to the academic mission of a secondary

unit and with the approval and guidance of the administrative head of both the primary and secondary unit. Appointments of MCG faculty to The Graduate School are joint appointments and require the recommendation of the MCG Dean and the approval of The Graduate School Dean.

Joint appointments of faculty within MCG are usually at the same academic rank as the primary appointment. However, situations may arise in which a faculty member may contribute significantly to the activities within a second unit in an academic area removed from their principal discipline and competence. In such instances, the faculty member may hold dissimilar academic ranks in the primary and joint appointments within the same college.

Joint appointments of faculty in a different college are usually at the same academic rank as the primary appointment, except when the activities of the faculty member in the second unit are not part of their principal discipline and competence. In such instances, a faculty member may hold dissimilar academic ranks in the primary and joint appointments.

In instances when a faculty member is under consideration for promotion and/or tenure, the following should pertain:

- The administrative head and faculty from each unit should have the opportunity for review and comment concerning the faculty member under consideration for promotion and/or tenure. Both the time commitment and significant contributions made within each unit should be considered in all recommendations regarding promotion. Tenure should reside within the primary appointment. In case of transfer of the primary appointment to another department, tenure is retained, and the change is handled administratively within the institution.
- The Graduate School Dean should have the opportunity for independent review and comment concerning faculty members holding joint appointments in The Graduate School who are under consideration for promotion and/or tenure within a primary college. Comments from The Graduate School Dean should be made directly to the Dean of the primary college. Since the graduate level academic activities of a faculty member with appointment in The Graduate School are within the faculty member's area of primary competence, faculty rank in The Graduate School should be the same as that held within the primary college.
- The faculty member’s Promotion Portfolio should be presented by the Dean of the primary college to the University Promotion and Tenure Committee and should include a complete assessment of the candidate's scholarship, teaching and service, student success, and professional development contributions in all units in which they hold appointment.

Clinical Faculty Appointment:
Expansion of the faculty complement required to support increased undergraduate and graduate medical education requirements resulted in development of the “MCG NPE/Afflilitate Faculty Identification, Recruitment, Appointment and Promotion” policies which were presented and approved at the November 17, 2014 Dean’s Cabinet meeting. See Figure 1 on page 6 for NPE/Affiliate Faculty Identification, Recruitment, and Appointment Workflow.

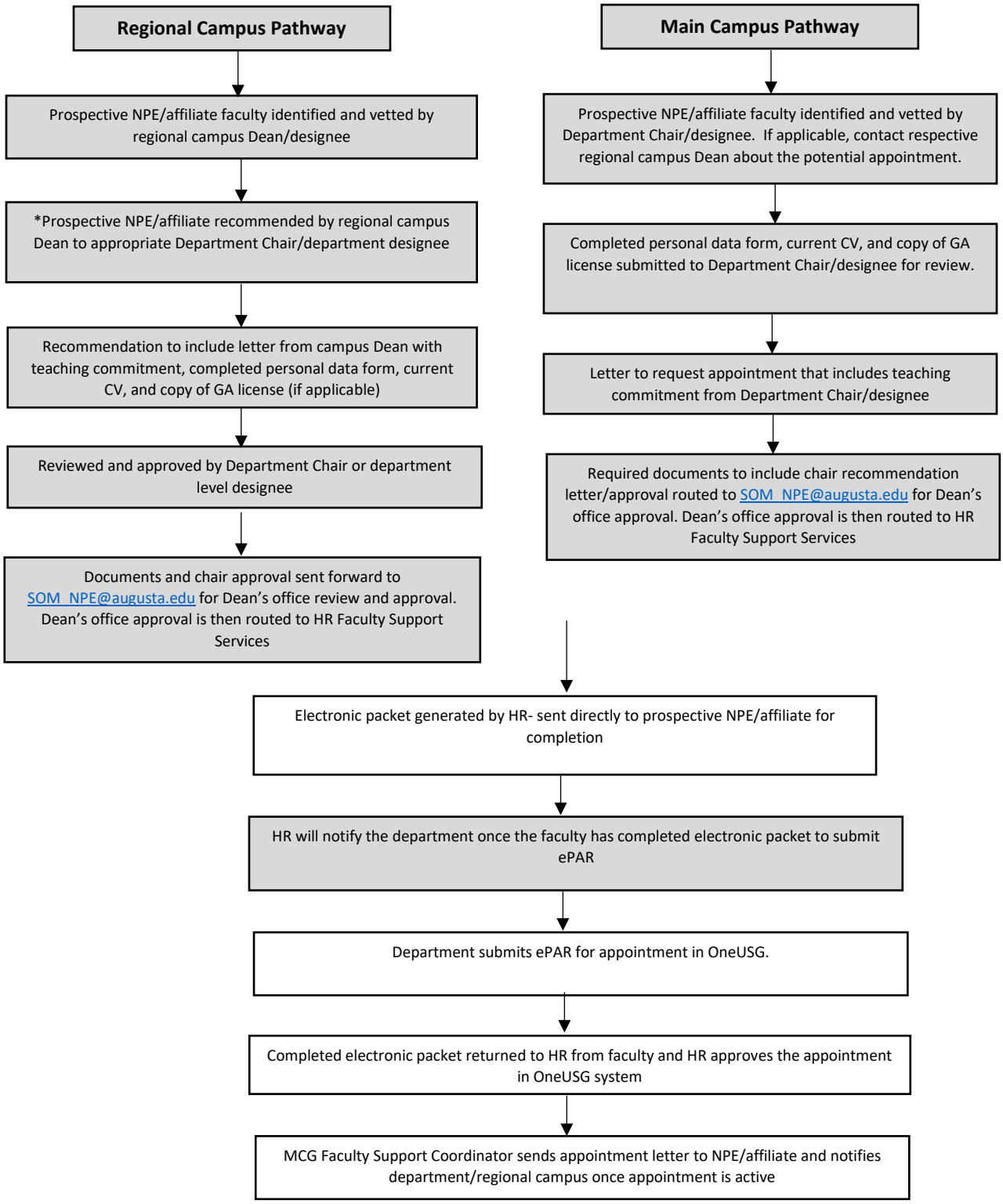
Affiliate Faculty Appointment:
The appointment process for affiliate faculty members is consistent with the process for clinical faculty but engages review by basic science or clinical science chairpersons. (Supplement)

Appointment Responsibilities:
The responsibility of initiating recommendations for appointments resides at the department level. Recommendations are then routed to the MCG Dean and the Provost for final review and decision. Notice from the Provost regarding the appointment of a faculty member should be reported to the MCG Dean. The Dean should notify the appropriate chairperson in writing of the Provost’s decision. The chairperson should in turn notify the faculty member.

Figure 1

(Go back to Introduction)

NPE/Affiliate Faculty Identification, Recruitment and Appointment Workflow



*Vetting

- Licensure status if applicable
- Specialty certification status
- Previous teaching experience
- Teaching evaluations for reappointments
- Diversity considerations with emphasis on those under-represented in medicine

Policies for Faculty Development

The goal of AU's faculty development process is to support the securing and maintaining of faculty members of the highest quality. This goal requires that the environment be conducive to developing faculty so they may:

- Contribute substantially to serving the institution's mission
- Achieve their own goals for professional satisfaction, promotion and tenure

Duties of Department Chairperson:
The Chairperson/designee should have an annual meeting with each faculty member to discuss faculty development goals and percentage of time allocated for assigned responsibilities. At the discretion of the Chairperson/designee or at the request of the faculty member, additional meetings within the academic year may be scheduled to discuss progress toward goals. The development plan for each faculty member should not only be directed toward individual growth but also toward meeting the established criteria for promotion and tenure. Annually, the Chairperson should prepare a written evaluation of the progress of each faculty member in the department. This report must be signed by the faculty member to show they have seen it. The faculty member must have an opportunity to respond in writing to the evaluation. A copy of the evaluation must be kept on file in the department and the original forwarded to Human Resources for inclusion in the faculty member's personnel file. Refer to AU Annual Evaluation of Faculty Policy for further guidance on annual faculty evaluations.

The Chairperson should make available an adequate amount of time for the faculty member to reach assigned goals. They should also provide off-campus time and equitably allocate available travel and per diem funds to the faculty member for attendance at local and off-site professional meetings or continuing education courses that are essential for faculty development. Annually, after a faculty member has been notified by the MCG Dean of their eligibility for promotion and/or tenure, the Department Chairperson should consult with the faculty member regarding their decision to initiate the promotion and/or tenure process. Supportive documentation for the faculty member with advice and assistance from the chairperson and others, if appropriate, should be compiled.

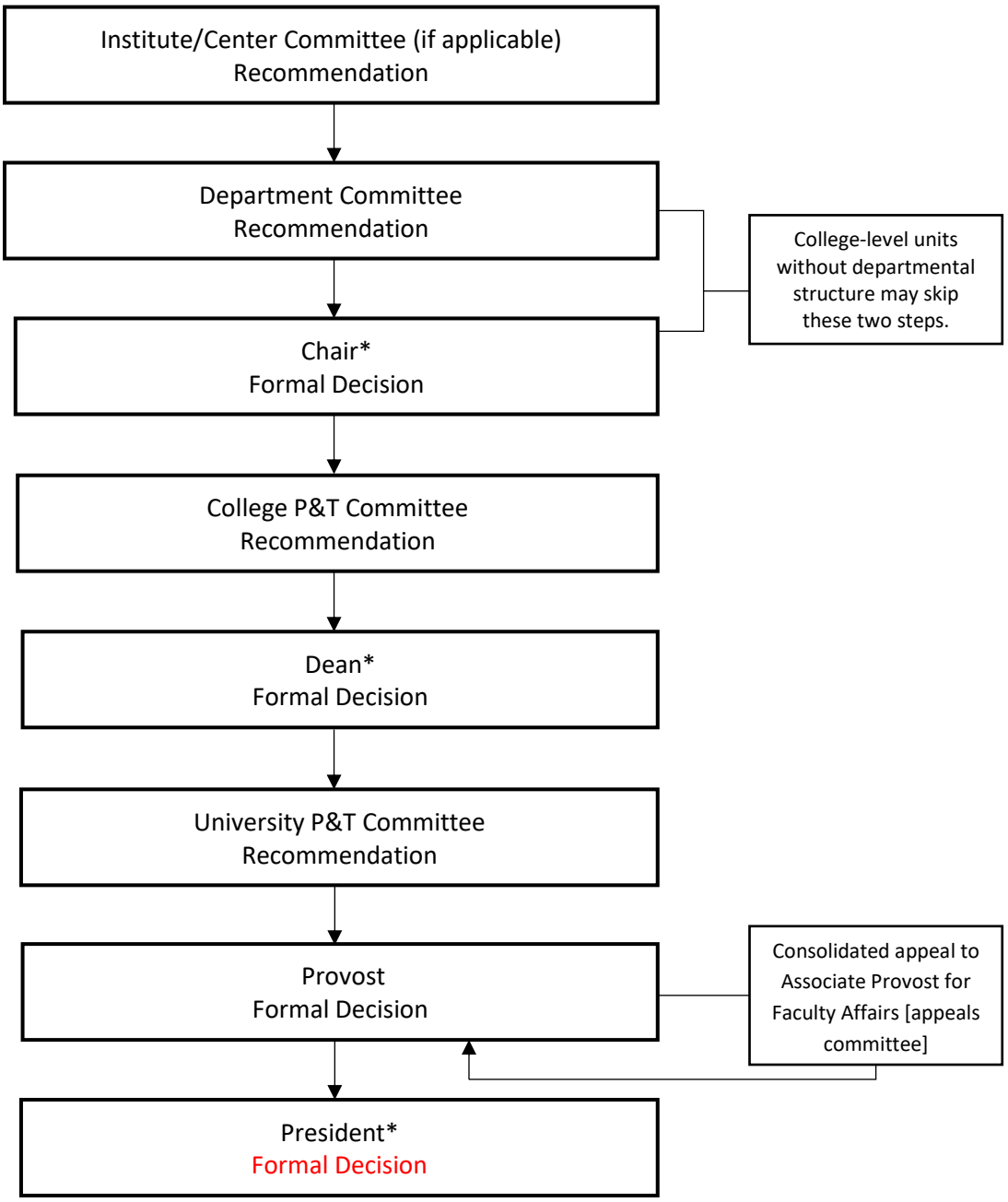
Leave of Absence (other than FMLA):
The President may grant a leave of absence with or without pay. Approval of the MCG Dean and the Provost is required for periods greater than one academic semester. Leave with pay will be approved only for the purposes of promoting scholarly work and encouraging professional development and ordinarily will not be approved if the faculty member has been employed for less than three years. Benefits to the individual, department, college and institution must be made evident. The means by which the responsibilities of the faculty member will be taken care of in their absence must be detailed. (ASA 4.10.2)

The program or project on which the faculty member proposes to work will be evaluated by their chairperson before recommendation to the MCG Dean and by the MCG Dean before recommendation to the Provost. Part of the evaluation will be to consider the likelihood of the faculty member being able to accomplish the purposes for which the leave is requested. Any faculty member who has been granted a leave of absence with pay should be required, before beginning the leave, to sign an agreement that the full amount of compensation received from AU while on leave will be returned to AU if the faculty member does not return to the institution for at least one year of service after the termination of the leave. Forms to request a leave of absence are available in the MCG Dean's office.

Figure 2
(Go back to Introduction)

Overview of Promotion Process for
Medical College of Georgia at Augusta University

The list of faculty eligible for promotion is generated by the Associate Provost for Faculty Affairs and is sent to the MCG Dean. The Dean distributes the list of candidates to the appropriate departments. The Department Chair/designee informs the faculty member. The faculty member makes the decision to pursue promotion. The faculty member has the right and is encouraged to discuss the decision with their Chairperson or designee before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate after receiving the Provost's formal decision.



*Decision letters are provided to faculty member.

Promotions Process

Academic promotions aim to recognize and reward excellence of faculty in their contributions to the University's mission. Faculty work to help the University to achieve its educational, scholarship and service objectives. The University's mission rests on the pillars of enhancing student success and pursuing scholarship. Academic ranks ultimately reflect the distinction and career accomplishments of faculty. Promotion is not a routine reward for satisfactory service but reflects a positive appraisal of high professional competence and accomplishment. Therefore, service time in rank is not in itself a sufficient reason for promotion. A candidate for promotion is evaluated by peers and appropriate administrators at several different levels. Care must be taken to ensure that each evaluation is conducted fairly and openly. To ensure this is the case, specific criteria and procedures at each level should be judged against the following goals:

- The promotion process should recognize and reflect the individual faculty member's advancement in the areas of scholarship, teaching, service, professional development, and student success.
- At the time of initial faculty appointment, the faculty member should be made aware of the specific criteria by which they will be evaluated for promotion, and these criteria may be updated as required (See criteria for regular faculty promotion).
- Responsibilities of those involved in the promotion process should be clearly assigned and made known to those concerned, including external review process (see page 49).
- Avenues for appeal should be available and the appeal procedures made known to the promotion candidate.

Eligibility for Regular Faculty Promotion:
Faculty are eligible for and may be reviewed for promotion in rank during their fifth year or beyond of service in their current rank. Notifications for eligibility shall occur in the academic year before the review. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

Accelerated promotion requires strong justification based on exceptional productivity. (BoR Policy 8.3.6 "*Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion.*")

Early Promotion

Under special circumstances, faculty who are performing significantly above the standard for their current rank may be considered for "early" promotion. "Early" promotion may only be considered according to the following timetable:

- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an Instructor.
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor.
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor.

In extraordinary cases, faculty may be considered for promotion earlier than indicated above; however, these cases require strong justification and approval by the President.

At the time of an individual's initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, more than three years of probationary credit at initial faculty appointments may be awarded. Such awards require approval by the President and written notification to the USG Chief Academic Officer. Individuals serving in part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit towards consideration for "early" promotion. (ASA 4.6)

The MCG FADPT Committee will use judgment to define equivalency for faculty members who come from systems using other definitions of faculty rank (i.e., member, associate member, assistant member, registrar and consultant).

Years of service for promotion and tenure purposes are based on a July 1 to June 30 fiscal year. Faculty hired between July 1 and October 1 will receive a full year of credited service as long as they are employed through July 1 of the next calendar year. Faculty hired after October 1 will begin their first year of credited service on the following July 1.

Achieving years of service in rank is not sole justification for promotion. The Office of Faculty Support Services will determine years in rank for faculty in part-time appointments. If a faculty member moves between tracks, only years of service that are negotiated at the time of the move may be counted toward probationary credit towards promotion.

A terminal rank of Associate Professor is honorable and may be appropriate for some individuals who have had a lifetime of service in academia.

Eligibility for Clinical Faculty Promotion:
Expansion of the faculty complement required to support increased undergraduate and graduate medical education requirements resulted in development of the "MCG NPE/Affiliate Faculty Identification, Recruitment, Appointment and Promotion" policies, which were presented and approved at the November 17, 2014 Dean's Cabinet meeting. See supplemental chart below for eligibility and promotion criteria.

NPE/Affiliate Faculty Identification, Recruitment, Appointment and Promotion Supplement

(Return to "Secondary Appointment" or "Eligibility for Clinical Faculty Promotion" Sections)

Initial NPE (Non-Paid Employee) Faculty Appointment
• Most initial NPE faculty appointments are made at clinical assistant professor level • Clinical associate professor initial appointments are considered for those with documented comparable academic appointments, effort, quality, and/or experience at MCG or other medical schools • Clinical professor initial appointments are considered for those with documented comparable academic appointments, effort, quality and/or experience at MCG or other medical schools
Maintenance of NPE (Clinical) Faculty Appointment
• Maintenance of faculty appointment is based upon willingness to accept learner assignments (regardless of actuality) and teaching quality • Lack of student/resident teaching assignments ≥ three (3) years, based on the request of the clinical faculty member, could be the basis for discontinuation of faculty appointment
NPE Faculty Promotion
• At least 36 weeks of learner assignments required for one year teaching credit at designated rank (continuous, intermittent and multiple students concurrently) • NPE faculty serving in a primarily educational leadership role may submit in lieu of teaching evaluations: trainee ratings of the training program and a list of accomplishments in that role, and other evidence demonstrating the quality of the training experience being overseen. • Promotion beyond initial rank is based on time eligibility ≥ five (5) years to associate professor, ≥ five (5) years to professor), teaching credit, as well as appropriate teaching performance and evaluations • Promotion requests should be submitted to individual MCG Department Chairs and accompanied by evidence of eligibility status, summary of student evaluations, and MCG Community Clinical Faculty Nomination Form and Community Faculty Promotion Resume form • MCG Department Chair-approved promotion requests are forwarded to the MCG FADPT Committee for review and recommendation to the MCG Dean • Requests for promotion at rates faster/slower and with less/more learner assignments or those based on other administrative activities, should be submitted to the MCG FADPT Committee with supporting rationale for review and approval • Academic promotion eligibility for clinical faculty members with paid administrative responsibilities ≤30% FTE, which require a part-time faculty appointment, will remain as those described for clinical faculty members (e.g., regional campus site clerkship directors), assuming ongoing teaching activities meet maintenance of clinical faculty appointment criteria. Such administrative appointments > 30% FTE are associated with promotion requirements of regular faculty appointments
Affiliate Faculty Promotion
• At least one academic year (36 weeks) of course or administrative involvement is required for one year teaching or administrative credit at designated rank (continuous, intermittent or multiple courses concurrently) • Promotion beyond initial rank is based on time eligibility, ≥ five (5) years to associate professor and ≥ five (5) years to professor, of teaching administrative credit, as well as appropriate performance and evaluations • Promotion application should be accompanied by evidence of eligibility status, summary of student and course director evaluations, the MCG Community Clinical Faculty Nomination Form and Community Faculty Promotion Resume form. • Requests for promotion at rates faster/slower and with less/more course or administrative involvement should be submitted to the MCG FADPT Committee with supporting rationale for review and approval

General Criteria and Expectations for Promotion

There are two tracks for promotion: Tenure Track and Non-Tenure Track. Time in rank for promotion is equal to or greater than the minimum time given below, as described in the USG Academic and Student Affairs Handbook, 4.6 Award of Promotion: http://www.usg.edu/academic_affairs_handbook/section4/C689

For promotion of non-tenure track faculty, it is expected that faculty members will make noteworthy contributions in three areas and meet expectations for the other two. For promotion of tenure track faculty, it is expected that faculty members make noteworthy contributions in Scholarship, Teaching, and one other area, and meet expectations in the other two.

Promotion to a Professorial Rank

The results of the candidate's annual evaluations will be utilized as a part of promotion decisions. Beginning in 2024, the annual faculty evaluations* will utilize the following Likert scale: 1 – does not meet expectations, 2 – needs improvement, 3 – meets expectations, 4 – exceeds expectations, and 5 – exemplary. Noteworthy achievement is reflective of a 4 or 5 on the above Likert Scale A 3 or higher indicates that the standard has been met; and a 1 or 2 indicates that the standard was not met.

Annual faculty evaluations prior to 2024 used a rating scale of Exceeds Expectations (EE), Meets Expectations (ME), Inconsistently Meets Expectations (IME), and Needs Immediate Improvement (NII). Candidates rated EE should be considered as having noteworthy achievement. Candidates rated ME may demonstrate noteworthy achievement with other forms of evidence. While it is not required that a candidate receives noteworthy achievement as an overall annual evaluation each year or in every evaluation category, the candidate's performance should be noteworthy when holistically viewed over the promotion period.

*During the transition to the new annual faculty evaluation forms, promotion and/or tenure portfolios may include old forms or a mix of old and new forms.

The criteria for promotion to a professorial rank include the following areas of professional activity and accomplishments:

1) Scholarship (research, scholarship, creative activity, or academic achievement);
2) Teaching (teaching and effectiveness in instruction);
3) Service (professional service to the institution, community, or profession);
4) Professional Development (professional growth and development); and
5) Student Success (involvement in student success activities).

Noteworthy achievement in all of the above areas is not required, but should be demonstrated in at least three areas. Each college or school shall determine if student success and professional development will be embedded within the remaining categories or reported separately. If professional development and student success are subsumed into the areas of scholarship, teaching, and service, they still must be clearly articulated and meet expectations. MCG will have a disembedded portfolio format where the five domains (research, teaching, service, professional development, and student success) should be treated as separate entities and reported separately.

Each academic unit shall establish written criteria and procedures governing promotion expectations to ensure transparency in the review process and that workload percentages for faculty roles and responsibilities are factored into the promotion review in a consistent manner. In addition, the expectations associated with each role and responsibility should be appropriately scaled to reflect differences in assigned workload allocation.

The candidate's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted. A promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience. Neither the possession of a terminal degree nor longevity of service is a guarantee of promotion.

Recommendation to promote a faculty member must be made as a result of a thorough annual evaluation of performance in all areas of faculty activity. Such evaluations will be summarized by the chairperson and placed in individual personnel folders and should be based on each faculty members' contribution to the defined mission and purpose of AU as undertaken and supported by MCG and the discipline in which the faculty member holds a primary appointment. There are general criteria that each promotion candidate is expected to meet.

1. Scholarship: Documentation of research/scholarly achievement should include evidence of original research and scholarship leading to significant advances in the discipline and to refereed publications in print, electronic and multi-media formats. The typical product of research is a peer-reviewed manuscript. Scholarship is also demonstrated by the application or integration of existing knowledge in creative ways that result in tangible or electronic products. Consistent with other forms of scholarship, these products must be peer-reviewed for quality and disseminated publicly. Syllabi, instructional materials and evaluation tools are examples of such scholarly products if they meet these criteria. Scholarly recognition is also reflected in the type, level and extent of extramural grant support, which is required on research-focused pathways (researcher and clinician investigator) as well as by awards and citations of merit in the recognition of contributions to the field or discipline. Seniority of authorship or degree of participation/contribution should be included in any consideration of achievement. Evidence of professional growth and development as a scholar may include but should not be limited to appointment to: review panels, project review site-visit teams, committees or officerships of academic societies, journal editorial boards, and consultantships to research institutions and agencies. The quality and significance of scholarship and research should be supported by written evaluations from recognized, external experts in the field. Scholarly achievement also may be manifested by publication of scholarly works relating to teaching, to integration of existing knowledge, and to application of current knowledge.

2. Teaching: Documentation of teaching effectiveness should include three elements:
    - Citations of professional growth and development as a teacher may include but are not limited to: advanced degrees obtained since appointment; publications that show evidence of teaching effectiveness, such as textbooks, book chapters; review papers, and position papers or editorials; and appointment to state, regional, or national boards or accreditation site-visit teams.*
    - Citations of teaching load may include but are not limited to: number of courses taught; level of responsibility in course development, management, evaluation, and revision; development of teaching materials or aids; the number and level of students and fellows directed; and teaching for learners in clinical venues of clerkships, electives, and graduate medical education rotations.
    - Citations of the effectiveness of teaching/learning activities may include but are not limited to: evaluations by course directors, students, and peers; performance of students on external examinations and/or evaluations; development of effective teaching protocols/aids/courses that have been adopted by other institutions; and teaching awards. The primary focus should be on the demonstrated quality of teaching, as evidenced by teaching effectiveness, which will be supported by student learning that has been measured against recognized competency-based criteria.

3. Service: Documentation of service should include two elements:
    - Service to the Public: As the Health Sciences University to the State of Georgia, the principal public service activity of the faculty should be in healthcare delivery, disease prevention, health promotion, and health education. Demonstrated quality of service should include the level of activity, such as numbers and types of patients served and the number of students, house officers and fellows supervised in patient evaluation and healthcare delivery. Evidence of professional development should include certifications, licensures, boards and citations of merit. It is expected that clinicians will become board certified in their specialty and subspecialty. Evidence of special expertise such as intramural and extramural consultantships and the development or implementation of innovative approaches to healthcare delivery, disease prevention, health promotion and health education should be taken as evidence of professional development.* Other forms and types of public service should be included, such as service on governmental and agency boards and commissions and, if germane to the mission and purpose of the institution, school and discipline in which the faculty member holds appointments.

- Service to the Institution: As members of the Corps of Instruction of AU, faculty members are expected to be participants in the collegial functions of higher education. These include but are not limited to, participation in departmental, college and institutional faculty governing bodies, service on departmental, college and institutional academic committees, including those concerned with student recruitment, admissions and counseling, and the development of and/or participation as a teacher in continuing education programs.

4. Student Success: Documentation of student success activities (SSA):
    - Scholarship and student success activities: Mentoring of undergraduate, graduate, and professional students; directing student/trainee research; coauthoring or co-presenting with students; sponsoring students to attend professional meetings and conferences; presenting or publishing papers or securing grants related to student success; providing resource support for student research success
    - Teaching and student success activities: Mentoring and advising of undergraduate, graduate, and professional students; organizing and attending study groups; using data and student feedback to continuously improve student engagement; supervising independent study; course development, including experiential learning activities and active learning courses; promoting academic growth mindset in students; developing, supervising, or managing internships or practicum opportunities; assisting students, residents, and fellows in their clinical practice and duties
    - Service and student success activities: Sponsoring coffee hours/social events; sponsoring study abroad programs; mentoring faculty colleagues in student success activities; providing professional development student success sessions to faculty colleagues; sponsoring professional development activities for students (e.g., skills workshops); nominating students for awards; attending commencement ceremonies and other student recognition events; serving as faculty advisor for student clubs/organizations; partnering with academic support services and student affairs organizations; serving on committees, teams, and task forces related to student success; course and career advising; preparing letters of recommendation and assisting with applications; supporting student recruitment and retention; graduate student professionalization; student care and outreach; student health and wellness
    - Administration and student success activities: Support for curriculum development; assessment of student learning and development; student advising; course scheduling; development of academic calendar, policies, and student support; implementing pedagogical training for faculty members; assisting students with administrative issues

5. Continuous Professional Growth & Development: Documentation of professional development would include demonstration of being intellectually active and maintaining currency in their field or discipline through activities such as: participation at forums and conferences and involvement in professional organizations, faculty development programs, certifications, and additional education or degrees. Evidence of ongoing professional development of **SELF** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(required)**
    - CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain.

    Evidence of ongoing professional development of **OTHERS** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(additional evidence but not required).**
    - Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.

*While these criteria are required for these domains, further elaboration of these accomplishments may be done so in the reporting of Professional Development accomplishments.

Level of Recognition:
Promotion to:

- Assistant professor should indicate substantial performance of all academic duties and demonstrate potential for

further professional development. **The faculty member should be recognized locally as an expert in their field**.

- Associate professor should indicate a sustained record of professional achievement. **The faculty member should have achieved regional recognition for accomplishments in their field.**
- **Professor should be reserved for those who have been accepted and recognized nationally or internationally** for distinction and excellence of their professional achievements and who show evidence of continued professional growth.

In addition, it is expected that the general level of performance at each rank will be higher than that at previous ranks. For further guidance, refer to MCG Promotion Pathway supplement beginning on page 52.

Evidence of accomplishments in promotion portfolio

A portfolio for promotion to a professorial rank includes five distinct sections/appendices comprising evidence of accomplishments in the following areas: (1) research, scholarship, creative activity, or academic achievement, (2) teaching and effectiveness in instruction, (3) professional service to the institution or the community (4) Professional Development, and (5) Student Success Activities.

Detailed portfolio guidelines, which specify the format and contents, can be found on page 45 of this document.

Procedures for Regular Faculty Promotion:
A calendar for the promotion process will be published by the Associate Provost for faculty affairs and sent to the colleges. Dates stipulated in this calendar are applicable for this section.

The promotion eligibility status as it relates to credit of time in rank for each faculty member should be reviewed annually by the Office of Faculty Support Services; a listing of faculty members meeting the minimum amount of credit will be prepared that Office and forwarded to the MCG Dean's Office. Upon receipt, the Dean will notify each faculty member of their eligibility for promotion. If the eligible faculty member is a Chairperson who decides to pursue promotion, the portfolio will be submitted to the college-level committee or equivalent for review.

- An eligible faculty member may initiate the promotion process by submitting a promotion portfolio to their Department Chairperson who will initiate the review process. In instances when a faculty member with a joint appointment is under consideration for promotion, the following should pertain: The department/center/institute head and respective committee should have the opportunity for review and comment concerning the faculty member under consideration for promotion. Both the time commitment and significant contributions made within each unit should be considered in all recommendations regarding promotion.
- The Graduate School Dean should have the opportunity for independent review and comment concerning faculty members holding joint appointments in The Graduate School who are under consideration for promotion within a primary college. Comments from The Graduate School Dean should be made directly to the MCG Dean. Since the graduate level academic activities of a faculty member with appointment in The Graduate School are within the faculty member's area of primary competence, faculty rank in The Graduate School should be the same as that held within the primary college.
- The faculty member's promotion portfolio should be presented by the MCG Dean to the University Promotion and Tenure Committee and should include a complete assessment of the candidate's scholarship, teaching, service, professional development, and student success contributions in all units in which they hold appointments including evidence of student success and professional development within each applicable area.

Procedures for NPE/Affiliated Faculty:
With respect to consideration for promotion of faculty from an affiliated medical center, initiation of a request for action will be through the director of medical education or through consultations with the director of the department of the affiliated medical center. The director of medical education's letter of recommendation will be addressed to the appropriate MCG person and should state how faculty evaluations were performed. The Department Chairperson on the main campus will initiate an on-campus review in accordance with department procedures.

DEPARTMENT LEVEL DECISION:
The Department Chairperson will appoint a Promotion and Tenure Committee or its equivalent, preferably consisting of tenured faculty members from within the department or other unit within the college and, if possible, one or two tenured faculty from outside the department. This committee will conduct a substantive evaluation of the candidate's record and performance using the established criteria for promotion. If the candidate's section chief is a member of the Department Promotion and Tenure Committee, the section chief should be recused from deliberations about the candidate's qualifications, committee vote and recommendations. The candidate should not be present during the deliberation of their qualifications but could be contacted after the meeting to answer questions or clarify circumstances relevant to their qualifications. By the date specified in the MCG Promotion and Tenure Calendar, the Department Promotion and Tenure Committee will provide the Department Chairperson a written report of its proceedings, which will include a recommendation based on the candidate's record and performance in relation to the established criteria.

The Department Chairperson should evaluate the Department Promotion and Tenure Committee's report and request supplementary evidence or analysis from the committee as needed.

- **SUPPORT:** If the Department Chairperson supports the recommendation, they should submit the completed portfolio, the committee's recommendation, and their own recommendation and summary rationale to the MCG Dean. The summary will address each of the three areas designated for noteworthy achievement. The Department Chairperson will then notify the candidate, in writing, that the portfolio has been sent forward for consideration.

- **DOES NOT SUPPORT:** If the Department Chairperson does not recommend a candidate for promotion, the promotion portfolio is forwarded to the MCG Dean and the individual is notified, in writing, within five business days and advised of their right to submit a challenge (see Promotion Appeals below).

MCG LEVEL DECISION:
Upon receipt of the portfolio, the MCG Dean will request a review by the MCG FADPT Committee, which will send its recommendation back to the MCG Dean by the date designated in the MCG Promotion and Tenure Calendar. A faculty member may halt the promotion process at any time prior to a recommendation being made to the MCG Dean's Office. Concurrently, if the candidate has a joint appointment in another college, the MCG Dean will send a copy of the portfolio to the secondary Dean for comment as well. If the candidate is part of The Graduate School, based on a review of the portfolio, The Graduate School Dean will provide a written recommendation to the MCG Dean regarding the candidate's record and performance in The Graduate School.

The MCG Dean will review the candidate's promotion portfolio, including all recommendations sent forward by the chairperson and the appropriate promotion committees at the department and college levels including any challenge materials. The MCG Dean will make an assessment and may decide to review the recommendations with the college-level committee chairperson prior to making a decision. If the college-level committee does not support promotion, the MCG Dean will review the basis of the decision with the committee or its chairperson.

- **SUPPORT:** If the MCG Dean supports promotion, the MCG Dean will notify the candidate in writing that the portfolio has been sent forward to the University Promotion and Tenure Committee for consideration.
- **DOES NOT SUPPORT:** If the MCG Dean does not support a recommendation for promotion, the MCG Dean will provide a copy of the committee's recommendation to the Department Chairperson and the faculty member and will notify the faculty member, in writing, within five business days of the decision and advice of their right to submit a challenge (see Promotion Appeals below).

UNIVERSITY LEVEL DECISION:
The University Promotion and Tenure Committee should review the promotion portfolios submitted by the MCG Dean, including the accompanying documents recommending promotion that were generated at each level of the promotion process and any challenge materials. The committee, upon determining the completeness of each portfolio and supporting documents, will provide the portfolios and their recommendations to the Associate Provost for faculty affairs for review.

The Associate Provost for faculty affairs will review each candidate's portfolio with the Provost prior to accepting or

rejecting each recommendation.

- **SUPPORT:** The Provost will prepare the appropriate documents for all the candidates for whom a positive recommendation was sustained. The Provost should provide the Dean a list of the recommendations of all candidates who were recommended for promotion.
- **DOES NOT SUPPORT:** The Provost will prepare the appropriate documents for all the candidates for whom promotion was not recommended with instructions on the right to appeal. The MCG Dean and Chairperson may discuss recommendations for career development of each faculty member for whom promotion was not recommended. The appropriate Chairperson should discuss the recommendations and counsel those faculty members whose promotions were not recommended.

Promotion Appeals:
All faculty shall be notified in writing within 5 business days of the recommended decision and receive a copy of the written rationale of recommendation, at each step of the promotion process outlined in Figure 1.

If the candidate objects to the determination of any Promotion and Tenure committee, they shall have a right to challenge the decision. At each level of the promotion review process, **within 10 business days** from the date of the communication of the committee's decision, the candidate shall have the right to submit a written objection providing a rational as to why they believe the committee decision is erroneous and provide any additional evidence needed to support their rational insofar as it directly addresses the specific reasons for denial. This objection shall become a part of the candidate's portfolio for subsequent review levels.

At the end of the promotion process the candidate may request the initiation of a full appeal to the Associate Provost for Faculty Affairs. The Associate Provost shall inform all parties that an appeal has been submitted and is under review.

An Appeals Committee of not fewer than three, but not more than five, impartial faculty members will be appointed by the Faculty Senate Executive Committee from among the members of the entire faculty of the institution. Members of the hearing committee may serve concurrently on other committees, and should meet the minimum requirements for service on the University Promotion and Tenure Committee. The hearing committee should elect a chair from its membership.

The findings and recommendations of the Appeals Committee shall be made to the President who makes the final decision. The appellant will be notified of the President's decision, through the delegated authority of the Executive Vice President for Academic Affairs and Provost, with copies to the dean, department chair, candidate, and Human Resources.

The promotion decision made by the President is generally not appealable. Notwithstanding the foregoing, a candidate may apply for Discretionary review by the University System Office of Legal Affairs (USO Legal Affairs) for a review of the decision within 20 calendar days following the decision. An application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance. See BoR Policy 6.26 Application for Discretionary Review.

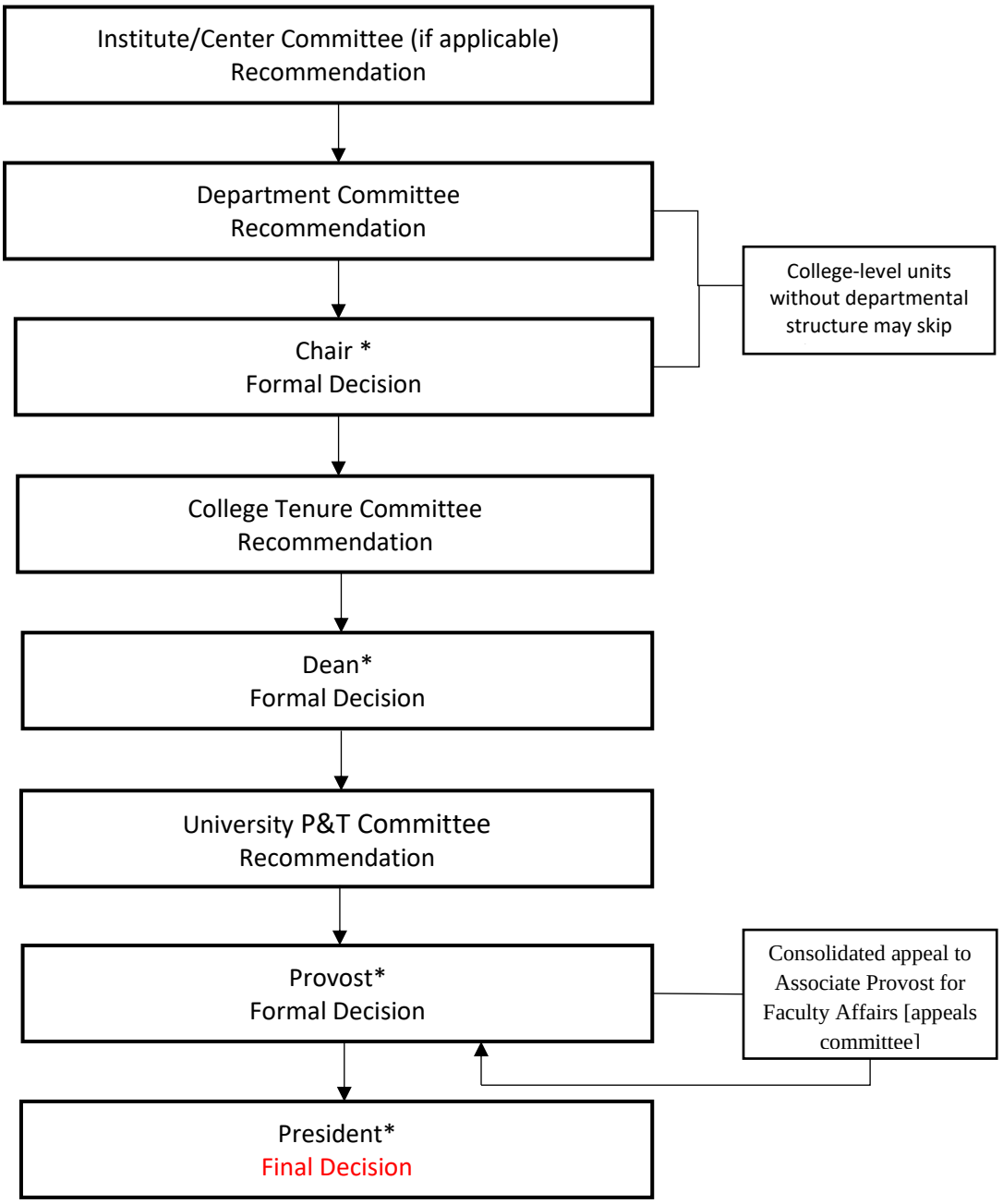
For all faculty who are not promoted, the MCG Dean should discuss with the Department Chairperson activity levels and performance needs for enhancing candidacy for promotion of the faculty member at a subsequent review. It is recommended that the MCG Dean also present such performance and activity expectations to the Chairperson of the department of the secondary appointment (if appropriate).

The Department Chairperson should discuss with the faculty member ways to enhance candidacy for promotion at a subsequent review. The Chairperson and faculty member should review areas that need to be strengthened prior to a subsequent promotion recommendation. Recommendations should be based on the criteria for promotion and should be a part of the academic responsibility and expectation for the candidate for the following year(s).

Figure 3
(Go back to Introduction)

Overview of Tenure Process for
Medical College of Georgia at Augusta University

The list of faculty eligible for tenure is generated by the Associate Provost for Faculty Affairs and is sent to the MCG Dean. The Dean distributes the list of candidates to the appropriate departments. The Department Chair/designee informs the faculty member. The faculty member makes the decision to pursue tenure. The faculty member has the right and is encouraged to discuss the decision with their Chairperson or designee before making a decision to submit a portfolio for consideration. Appeal of the formal decision may be made by the candidate after receiving the Provost's formal decision.



*Decision letters are provided to faculty member.

Tenure Process

The purpose of tenure is safeguarding academic freedom and providing conditions for quality and integrity in teaching and scholarship that is free from institutional, corporate, or political pressure. Tenure serves to promote distinction among faculty and may be granted to eligible faculty members whose professional accomplishments indicate they will continue to make noteworthy contributions in research, teaching, and professional service.

With the award of tenure, the university aims to

- Protect academic freedom for high-achieving faculty in their teaching, research, and other professional duties
- Foster a climate of trust and academic workforce retention within the university
- Grant a measure of professional stability for faculty who have served with distinction
- Increase the university's ability to attract and retain the highest quality faculty members

To those ends, these policies for tenure at Augusta University seek to

- Establish standards for quality by which to assess faculty professional achievement
- Promote fairness and disclosure of information to candidates in the tenure process
- Establish clear and consistent expectations for candidates, Department Chairs, Deans, and tenure committees

While colleges and departments have their own amplifications of the Augusta University Tenure Policies, the university policies, in alignment with BoR policies, serve as the institution's definitive statement of criteria, measures, evidence, and processes relating to tenure evaluation.

These policies are intended to assist the individual faculty member, the Department Chair, Dean, and the tenure committee members in: (i) selecting the appropriate appointment pathway and track, (ii) developing a personal career development plan, (iii) assessing the faculty member's readiness to be considered for tenure, and (iv) preparing the tenure document. Each college has its own policies for tenure aligned with this document that are more specific to the discipline.

Eligibility for Tenure:

2. General Qualifications:
    a. All full-time faculty members at AU who hold an academic rank in a tenure track rank of assistant professor or above should be eligible for tenure in line with AU/MCG requirements (e.g., years of credit). Tenure-eligible faculty may be reviewed for tenure alone or for promotion and tenure simultaneously. If reviewed for both, failure to receive one does not preclude a decision to award the other. It is recognized that criteria for promotion and for tenure are similar and meeting these criteria is linked in both form and process. The award of tenure is the commitment of the institution to the continued value of and need for the faculty member in meeting the defined missions of the department, college and institution.
    b. Acceptance of an administrative position at AU by a faculty member does not influence tenure status, cause loss of tenure nor loss of ability to apply for tenure. When an initial appointment is made to an administrative position and where academic rank of assistant professor or above is granted concurrently, a specific understanding must be reached at the time of the offer whether the faculty appointment is on the tenure or non-tenure track. When appointed to a tenure-track position, the conditions for tenure eligibility must be approved in writing by the Department Chairperson and/or head of academic unit, Dean and Provost. Before a regular faculty member assumes an administrative position during a probationary period, a similar agreement must be reached.

3. Probationary Periods:
    a. Tenure-track faculty members should serve probationary periods prior to being eligible for the

award of tenure. The minimum probationary period (minimum time at which tenure would be awarded) is five years (consisting of 100% work load for at least three out of four consecutive academic quarters) of full-time service at the rank of assistant professor or higher. The five-year period must be continuous, although an interruption because of a leave of absence or part-time service may be permitted for up to two years. For example, it is recognized that in certain instances a faculty member may need to take a leave of absence to care for young children. The faculty member choosing to exceed a two-year leave of absence for this purpose, however, cannot be assured of reappointment in a tenure-track position at a later time (see section "d" below).

b. A maximum of three years' credit toward the minimum probationary period may be allowed for service in tenure-track professional positions at other institutions. No credit is allowed for service in a non-tenure-track position. Such credit for prior service should be defined in writing by the Provost at the time of the initial appointment at the rank of assistant professor or higher. Probationary credit toward tenure from another institution does not reduce the maximum time allowed at MCG in the probationary period.
c. The maximum time that may be served in the tenure track at the rank of assistant professor or above without the award of tenure should be seven years, with the exception of a terminal contract for an eighth year that may be proffered if an institutional recommendation for tenure is not approved.
d. Notice of intention to renew or not to renew tenure-track faculty members who have been awarded academic rank (assistant professor, associate professor and professor) should be furnished in writing according to the following schedule:
    i. At least three months before the date of termination of an initial one-year contract.
    ii. At least six months before the date of termination of a second one-year contract.
    iii. At least nine months before the date of termination of a contract after two years of service in the institution (primary appointment).
e. Tenure-track faculty may voluntarily transfer to a non-tenure-track status with approval of the Department Chairperson, Dean and Provost. This change in status may be granted at any time during the first five years of active employment of the faculty member. Only in exceptional cases will transfer to a non-tenure track be granted after that period. Transfer from a tenure track to a non- tenure-track position should be supported on the basis of the nature of the position rather than on the nature of the performance of the faculty member. A faculty member with a non-tenure-track appointment may be placed in a tenure track position only as a new appointment. Faculty voluntarily transferring to a non-tenure-track position during the first five years of active employment should not be considered for new appointment to a tenure-track position for at least two years.
f. Tenure or probationary credit toward tenure is lost upon resignation from an institution or written resignation from a tenured position in order to take a non-tenured position or written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given or if a faculty member reduces their work commitment from a full-time status to a part-time status. In the event such an individual is again employed as a candidate for tenure, probationary credit for the prior service may be awarded in the same manner as for service at another institution.
g. Academic appointments made on or before October 1 will be considered a full-year appointment and should be included in both the promotion eligibility calendar and as year one of the probationary tenure period. Appointments made after October 1 may be considered a proportional fraction for promotion eligibility but should not be included in the probationary tenure period.

Criteria for Granting of Tenure:

As required by USG Policies, AU sets forth the following policies for the award of tenure for tenure-track faculty. These policies specify 5 areas of assessment:

1) Scholarship (research, scholarship, creative activity, or academic achievement);
2) Teaching (teaching and effectiveness in instruction);

3) Service (professional service to the institution, community, or profession);
4) Professional Development (professional growth and development); and
5) Student Success (involvement in student success activities).

Candidates for tenure are evaluated in the areas of Scholarship, Teaching, Service, Professional Development, and Student Success. Each college or school shall determine if student success and professional development will be embedded within the remaining categories or reported separately. MCG will have a disembedded portfolio format where the five domains (research, teaching, service, professional development, and student success) should be treated as separate entities and reported separately.

A faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.

While there is no standard workload assignment across the institution, faculty workload assignment is usually a mix of time assigned to scholarship (including research and creative activity), teaching, and service. It is recognized that a research university will have faculty with varied areas of expertise and responsibilities and, therefore, the percent of effort in each of these areas will not necessarily be consistent within or across units. The evidence put forth by the candidate will be assessed in terms of the candidate's chair-assigned effort distribution in these areas.

Discipline-specific criteria for tenure must be generated and consistently applied at the level of the appointment unit and must fit a unit's particular mission within the broader institution. The tenure policies for the various colleges in Augusta University may contain more specific criteria as long as these criteria are consistent with discipline-specific norms in each area, as well as with these university-wide policies and the USG BoR Policy 8.3.7 Tenure and Criteria for Tenure Policy. Assessment of scholarly and professional service contributions should be sensitive to the specific norms proper to the given candidate's field or fields of inquiry and creativity. Colleges should strive to generate fair, discipline-sensitive assessment policies; tenure committee members should strive to understand the specific norms of scholarly contribution for that candidate's disciplinary area(s), and therein assess accordingly. At the University level, the criteria for tenure follow from these three areas of primary faculty responsibilities, and the criteria are described here in general terms.

Tenure may be granted to those eligible faculty members whose professional accomplishments indicate that they will continue to serve with distinction in their appointed roles and uphold the strategic goals and mission of the university. Eligibility is determined according to USG BoR 8.3.7.4 Policy Award of Tenure Policy.

Each academic unit shall establish written criteria and procedures governing tenure expectations to ensure transparency in the review process and that workload percentages for faculty roles and responsibilities are factored into the review in a consistent manner. In addition, the standards associated with each category should be appropriately scaled to reflect differences in assigned workload allocation.

Tenure is awarded to those who are appointed to a tenure-track faculty position and who demonstrate **noteworthy achievements** in Scholarship and Teaching and who **meet expectations** in all other review areas. Unit level tenure criteria and procedures shall be approved by the appropriate shared governance process and Provost (or designee) before implementation.

The award of tenure is based on the achievement of distinction in an area of learning and the prediction of continued distinction throughout the individual's professional career. AU will not confer tenure unless the instructional faculty member achieves or demonstrates strong promise of achieving promotion in rank.

I. Expectations for Scholarship

A. ***Scholarly Engagement*****.** Candidates for tenure should be on a trajectory of national and international

development. AU expects that its faculty members will participate in scholarship, research, and/or creative endeavors and will disseminate their work through publications or other peer reviewed outlets at a noteworthy level. While the emphasis of the evaluation of a candidate's contributions in the area of scholarship is based upon the dissemination of the individual's scholarly work, consideration will be given to other forms of scholarship as well. This is especially true in fields where publication of scholarly work is not a mainstream method of dissemination.

In order for scholarship, research, and/or creative endeavors to be designated as noteworthy, the candidate for tenure must have demonstrated that they are an accomplished scholar and/or artist within their appropriate discipline. Scholarship—whether of a creative nature or more traditional publications—must be of high quality appropriate to their college and professional affiliation. AU expects its faculty members to establish a lead role in scholarship, research, and/or creative endeavors. Candidates are encouraged to collaborate with colleagues within and external to AU. Collaboration and co-authorship with undergraduate, graduate, post-doctoral students and/or residents and other trainees is encouraged. Candidates should clearly describe their original contributions to collaborative processes. The unit level criteria should clearly identify discipline- and workload-appropriate metrics for the evaluation of scholarship.

Scholarly evidence consistent with USG BoR 4.8.2 and USG BoR 8.3.14 may also apply in this area. AU values all types of faculty scholarship, including the Scholarship of Discovery, the Scholarship of Teaching and Learning, and the Scholarship of Engagement.

B. ***Forms of Evidence****.* The candidate for tenure will produce a portfolio, discussed below, that demonstrates that they have achieved the criteria for tenure. The portfolio contents should be limited to the time period while on tenure track at AU. Evidence, which should be listed by calendar years with the most recent year first, may include but is not limited to the following:

- A list of all of the faculty member's publications that explicitly designates peer-review from others.
- A list of all grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts and time period during which funding was active.
- A list of invited seminars and presentations.
- A list of refereed conference presentations.
- Letters from objective external (non-AU, peer-level or higher institution) peers and/or academic leaders of the rank and tenure status to which the faculty member is applying (external referee).
- Any other evidence that highlights peers' recognition of the quality and sustainable contributions of the faculty member's scholarship in the field.

II. Expectations for Teaching

A. ***Teaching Engagement*****.** Candidates for tenure will demonstrate achievement in teaching. AU expects faculty to communicate information, ideas and values by using teaching methods and techniques that recognize a variety of learning styles, cultural backgrounds, and instructional settings. Instructional and curricular innovation is encouraged, as faculty should provide ways for students to become actively engaged in the work of the discipline. Recognizing that much learning goes on outside of the classroom, faculty members should also be effective and skillful advisors to students. Where applicable, faculty should provide educational depth and breadth of opportunities in the clinic, the laboratory, or other hands-on learning environments.

In order for teaching to be designated as noteworthy, the candidate must have demonstrated that they are an accomplished teacher. Exceeding expectations or exemplary ratings on Annual Faculty Performance Evaluations are considered noteworthy achievement. Specific standards concerning noteworthy teaching at AU include:

- *Knowledge of the Subject Matter*. A noteworthy teacher will have a command of the subject, demonstrating breadth and depth of knowledge, and will remain current on developments in the field.
- *Planning and Communication of Curriculum*. A noteworthy teacher will be effective in organizing the study of

the subject, including defining student learning outcomes and instructional objectives, being well prepared for each class, constructing appropriate syllabi and materials, covering material consistently and deliberately with good organizational planning, and structuring classroom discussions in a manner that facilitates learning. A noteworthy teacher will stay abreast of new technology and innovation in teaching practices and be familiar with pedagogical tools. Faculty will be diligent in meeting teaching obligations, including generally beginning and ending class on time; submitting grades on time; canceling classes only when necessary due to academic or professional conflicts, religious holidays, illness, or other exigent circumstances; and scheduling make-up classes or by other pedagogical means compensating for missed class time.

- *Supervision of Students (where applicable)*. A noteworthy teacher fosters student accomplishment of objectives (services, procedures, or apprenticeships) while, in addition, encouraging critical thinking and analysis.
- *Creation of Engaging Learning Environments*. A noteworthy teacher will create a classroom, laboratory or clinical environment that is conducive to learning and motivates students to learn. They will make effective use of different teaching methods and technologiesas appropriate. Further, the faculty member should be organized and an effective and a clear communicator in conveying concepts through content delivery, questioning, and moderation of student discussion, as appropriate.
- *Fostering of Student Development and Engagement*. A noteworthy teacher will foster student engagement in the learning environment, stimulating critical thinking and analysis bystudents.
- *Availability and Receptivity to Students*. A noteworthy teacher will be reasonably available to students, including being receptive to student questions, maintaining regular office hours, offering advice to students on academic and professional matters, and reviewing student's work products in a timely manner.
- *Fair Evaluation of Student Performance*. A noteworthy teacher will assess student performance fairly, including when appropriate, creating appropriate examinations; developing policies for student papers or presentations; impartially grading student examinations, papers, or presentations; or creating and using appropriate tools for reviewing and evaluating areas of clinical performance, and professional responsibility.
- *Innovation in Educational Delivery.* A noteworthy teacher will create innovative ways to deliver educational content.

B. ***Forms of Evidence.*** The candidate for tenure will produce a portfolio, discussed below, that demonstrates they have met the criteria for tenure. The unit level criteria should clearly identify discipline- and workload-appropriate metrics for the evaluation of teaching. Evidence in the portfolio should be limited to the time period while on tenure track at AU including years of credit toward tenure. Evidence may include but is not limited to the following:

- Course evaluations (quantitative and qualitative) of all classes and other teaching forums from the past 5 years. If only advising residents or graduate student projects, the candidate should include letters from up to 5 residents, graduate students, advisees, etc.
- A list of the faculty member's involvement in the scholarly research and creative products of their undergraduate, graduate, post-doctoral students and/or residents and other trainees, including but not limited to conference presentations, publications, and like creative activities.
- Evidence of peer review, including letters from peers who have observed the candidate's teaching.
- Evidence that the faculty member assesses whether or not they have been successful in increasing student learning outcomes.
- Students' performances on standardized examinations pertinent to the discipline.
- Students' performances in subsequent courses.
- Any other evidence that reflects excellence in these components.

III. Expectations for Service

A. ***Service Engagement*****.** Candidates for tenure will meet the standards in service. Faculty members at AU are also members of the university community and of communities beyond the institutional boundaries to which they have

responsibilities. To be tenured, the candidate must have met the standards in service, including (when appropriate) clinical service, as appropriate to the University, the profession, and the community.

There are basic expectations of faculty involvement, including service to the institution. Faculty members are expected to participate in their communities and professional organizations and especially in service activities that draw upon their professional expertise.

B. ***Forms of Evidence.*** The candidate for tenure will produce a portfolio, discussed below, that demonstrates they have met the criteria for tenure. The unit level criteria should clearly identify discipline- and workload-appropriate metrics for the evaluation of service. Evidence in the portfolio should be limited to the time period while on tenure track at AU including years of credit toward tenure. Evidence may include but is not limited to the following:

- A list of international, national, or regional professional committees, including any offices held.
- A list of USG, AU, college, and department committees, organized by level, indicating leadership roles.
- Evidence that the faculty member links their work in some way to public contemporary issues and/or to improving quality of life.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served their profession through professional organizations and/or other professionally oriented entities.
- Evidence that the faculty member has participated in clinical patient care, when appropriate.

IV. Expectations for Professional Development

A. ***Continuous Professional Growth & Development.*** Documentation of professional development would include demonstration of being intellectually active and maintaining currency in their field or discipline through activities such as: participation at forums and conferences and involvement in professional organizations, faculty development programs, certifications, and additional education or degrees.

B. ***Forms of Evidence.*** Evidence of ongoing professional development of **SELF** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(required)**

- CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain.

Evidence of ongoing professional development of **OTHERS** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(additional evidence but not required).**

- Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.

V. Expectations for Student Success Activities

A. ***Student Success:*** Documentation of student success activities (SSA) would include demonstration of contributing to the professional success of a learner (including but not limited to undergraduate, graduate, and professional students, residents, fellows, and post-doctoral trainees) through activities such as: including learners on scholarly projects, advising and mentoring learners, nominating a learner for an award, writing letters of recommendation, and participating in or sponsoring activities that support learners in their professional journey.

B. Forms of Evidence

- Scholarship and student success activities: Mentoring of undergraduate, graduate, and professional students; directing student/trainee research; coauthoring or co-presenting with students; sponsoring students to attend

professional meetings and conferences; presenting or publishing papers or securing grants related to student success; providing resource support for student research success

- Teaching and student success activities: Mentoring and advising of undergraduate, graduate, and professional students; organizing and attending study groups; using data and student feedback to continuously improve student engagement; supervising independent study; course development, including experiential learning activities and active learning courses; promoting academic growth mindset in students; developing, supervising, or managing internships or practicum opportunities; assisting students, residents, and fellows in their clinical practice and duties
- Service and student success activities: Sponsoring coffee hours/social events; sponsoring study abroad programs; mentoring faculty colleagues in student success activities; providing professional development student success sessions to faculty colleagues; sponsoring professional development activities for students (e.g., skills workshops); nominating students for awards; attending commencement ceremonies and other student recognition events; serving as faculty advisor for student clubs/organizations; partnering with academic support services and student affairs organizations; serving on committees, teams, and task forces related to student success; course and career advising; preparing letters of recommendation and assisting with applications; supporting student recruitment and retention; graduate student professionalization; student care and outreach; student health and wellness
- Administration and student success activities: Support for curriculum development; assessment of student learning and development; student advising; course scheduling; development of academic calendar, policies, and student support; implementing pedagogical training for faculty members; assisting students with administrative issues

Procedures for Tenure:

Tenure may be awarded, upon approval of the President, upon completion of a probationary period of at least five (5) years, and no more than seven (7) years, of full-time service at the rank of assistant professor or higher, including any years of credit awarded at time of hire. Accordingly, an applicant might apply during their fifth, sixth, or seventh years.

A maximum of three (3) years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the President, or designee, at the time of the initial appointment at the rank of assistant professor or higher. Probationary credit awarded on appointment may be used toward determining an individual's eligibility for tenure, but the individual is not required to do so (ASA 4.5). A candidate may decline to use probationary credit on a year-by-year basis. The decision to decline probationary credit must be made prior to submission of the tenure application and portfolio. The decision to decline probationary credit may not be revoked.

If, due to an error of omission, a request for awarding of probationary credit toward tenure was not made at the time of the initial appointment, the President should consider a request only if it is submitted within the first **full semester of** employment (ASA 4.5).

In exceptional cases, an institution President, or designee, may approve, upon recommendation of appropriate tenure committees and relevant supervisors, an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment; such action is otherwise referred to as tenure upon appointment. Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution. If the person is being appointed to a faculty or administrative position and has not previously held tenure, the award of tenure must also be approved by the Chancellor (BoR Minutes, August 2007).

A calendar for the tenure process will be published by the Associate Provost for Faculty Affairs and sent to the MCG Dean. Dates stipulated in this calendar are applicable for this section. For those faculty members requesting tenure

consideration in the seventh year, a calendar for an accelerated tenure review should be published by the Associate Provost for faculty affairs and sent to the MCG Dean annually.

The tenure eligibility status (credited time in rank) of each faculty member should be reviewed annually by the Office of Faculty Support Services and a listing of faculty eligible for tenure prepared and forwarded to the MCG Dean's Office. Upon receipt, the Dean will notify each faculty member of their eligibility for tenure. In the event the candidate for tenure is a chairperson, the Dean will notify each chairperson of their eligibility for tenure.

DEPARTMENT LEVEL DECISION:

The eligible faculty member may initiate the tenure process by submitting a "Tenure Portfolio" to their Department Chairperson who will submit it to the Department Tenure Review Committee or its equivalent. A candidate may halt the tenure process at any time prior to a recommendation being made to the Tenure Review Committee. The candidate should not be present during the deliberation of their qualifications but could be contacted after the meeting to answer questions or clarify circumstances relevant to their qualifications. The section chief should be recused from deliberations about the candidate's qualifications, committee vote and recommendations. By the date specified in the MCG Promotion and Tenure Calendar, the Department Tenure Review Committee will provide the Department Chairperson a written report of its proceedings, which will include a recommendation based on the candidate's record and performance in relation to the established criteria.

The Department Chairperson should evaluate the Department Tenure Review Committee's report and request supplementary evidence or analysis from the committee as needed.

- **SUPPORT**: If the Department Chairperson supports the recommendation, they should submit the completed tenure portfolio, the committee's recommendation and their own recommendation and rationale to the Dean. The Department Chairperson will notify the candidate, in writing, that the portfolio has been sent forward for consideration.
- **DOES NOT SUPPORT:** If the Department Chairperson does not recommend a candidate for tenure, the portfolio is forwarded to the Dean, and the individual is notified, in writing, within five business days and advised of their right to submit a challenge (see Tenure Appeals below).

MCG LEVEL DECISION:

Upon receipt of the portfolio, the Dean will request a review by the MCG FADPT Committee, which will send its recommendation back to the Dean by the date designated in the MCG Promotion and Tenure Calendar. Concurrently, if the candidate has a joint appointment in another college, the MCG Dean will send a copy of the portfolio to the secondary Dean for comment as well. If the candidate is part of The Graduate School, based on a review of the portfolio, The Graduate School Dean will provide a written recommendation to the MCG Dean regarding the candidate's record and performance in The Graduate School.

The Dean will review the candidate's tenure portfolio, including all recommendations sent forward by the chairperson and by the appropriate tenure committees at the department and college levels and any challenge documents. The Dean will make an assessment and may decide to review the recommendations with the college-level committee chairperson prior to making a decision. If the college-level committee does not support the appointment of tenure, the Dean will review the basis of the decision with the committee or its chairperson.

- **SUPPORT:** If the Dean supports tenure, the Dean will notify the candidate, in writing, that the portfolio has been sent forward to the University Promotion and Tenure Committee for consideration.
- **DOES NOT SUPPORT:** If the Dean does not support a recommendation for tenure, the Dean will provide a copy of the committee's recommendation to the Department Chairperson and the faculty member and will notify the faculty member, in writing, within five business days of the decision and advise on the right to submit a challenge (see Tenure Appeals below).

UNIVERSITY LEVEL DECISION:

The University Promotion and Tenure Committee should review the portfolios submitted by each Dean, including the accompanying documents recommending tenure that were generated at each level of the tenure process. Upon determining the completeness of each portfolio and supporting documents, the University Promotion and Tenure Committee should transmit the portfolios and their recommendations to the Associate Provost for faculty affairs for review.

The Associate Provost for faculty affairs will review each portfolio with the Provost prior to accepting or rejecting each recommendation. The Provost will prepare the appropriate documents for all candidates for whom a positive recommendation was sustained and for those whom tenure was not recommended with instructions on the right to appeal. The Provost should provide the Dean a list of all candidates who were recommended for tenure. The Dean should discuss the status of each candidate that was not recommended for tenure with the appropriate Department Chairperson or head of the academic unit. The appropriate chairperson should discuss the recommendations and counsel the faculty members.

Extension of Probationary Tenure Periods

A maximum of two years of interruption because of a leave of absence or part-time service may be permitted, and credit for the probationary period of an interruption may be given at the discretion of the President. (BoR 8.3.7.4)

A faculty member may request a one-year extension of the probationary period in situations that are qualifying events under the Family and Medical Leave Act, but which do not necessarily result in the faculty member taking a formal leave of absence. Examples of such events include an extended illness, disability, childbirth, adoption of a child, death of an immediate family member, or extended care of an ill child or immediate family member. Extensions of the probationary term will be limited to no more than a total of two years. Requests for extensions of time shall be reviewed and approved by the Dean before submission to the Provost for final consideration. The following written information will be provided by the faculty member:

- date of appointment;
- terminal tenure year decision;
- reason for requesting an extension;
- date of the qualifying event(s);
- explanation of how the nature of the event(s) substantially burdened (or will burden) progress to tenure;
- outline of the specific work for which progress has been (or will be) hampered;
- copy of the curriculum vitae.

A faculty member should apply for an extension as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure in specific ways. Such requests normally shall be made within three months of the extenuating event. Requests for an extension should not be made prematurely on the basis of speculation about how a coming event might affect progress toward tenure.

Procedures: In addition to the written information provided by the faculty member clearly addressing the seven items listed above, all requests must include a letter of support from the faculty member's Department Chair (as applicable) and Dean.

Tenure Appeals

All faculty shall be notified in writing within 5 business days of the recommendation or formal decision, and receive a copy of the written rationale, at each step of the tenure process outlined in **Figure 2: Overview of Tenure Process for Medical College of Georgia at Augusta University**. Formal decisions are made at the Department Chair, Dean, and President/Provost levels.

If the candidate objects to the determination of any Promotion and Tenure committee, they shall have a right to challenge the decision. At each level of the tenure review process, **within 10 business days** from the date of the communication of the committee's, the candidate shall have the right to submit a written objection providing a rational as to why they believe the committee decision is erroneous and provide any additional evidence needed to support their rational insofar as it directly addresses the specific reasons for denial. This objection shall become a part of the candidate's portfolio for subsequent review levels. At the end of the tenure process the candidate may request the initiation of a full appeal to the Associate Provost for Faculty Affairs. The Associate Provost shall inform all parties that an appeal has been submitted and is under review.

An Appeals Committee of not fewer than three, but not more than five, impartial faculty members will be appointed by the Faculty Senate Executive Committee from among the members of the entire faculty of the institution. Members of the hearing committee may serve concurrently on other committees of the faculty, and should meet the minimum requirements for service on the University Promotion and Tenure Committee. The hearing committee should elect a chair from its membership.

The findings and recommendations of the Appeals Committee shall be made to the President who makes the final decision for the AU. The appellant will be notified of the President's decision, through the delegated authority of the Executive Vice President for Academic Affairs and Provost, with copies to the dean, department chair, candidate, and Human Resources.

For faculty who are not awarded tenure, the Dean should discuss with the Department Chairperson activity levels and performance needs for enhancing candidacy for tenure at a subsequent review.

The chairperson should discuss with the candidate ways to enhance candidacy for tenure at a subsequent review. The chairperson and the candidate should then reach a final consensus on the areas of concentration for the candidate's efforts during the following year(s). This consensus should be based on established criteria for tenure and should become a part of the academic responsibility and expectations for the candidate for the following year(s).

The tenure decision made by the President is generally not appealable. Notwithstanding the foregoing, a candidate may apply for discretionary review by the University System Office of Legal Affairs (USO Legal Affairs) for a review of the decision **within 20 calendar days** following the decision. An application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance. See BoR Policy 6.26: Application for Discretionary Review.

Pre-Tenure Review Policy

I. POLICY STATEMENT

The Board of Regents of the University System of Georgia requires a comprehensive review of progress during the third year towards tenure. The Dean of each school or college is responsible for ensuring that a comprehensive pre-tenure review of each faculty member is completed in the spring semester of their third year of progress toward tenure. The approved criteria utilized for tenure in the school or college shall be used for these reviews.

The purpose of the pre-tenure review shall be to review the portfolio, communicate the areas of strength and need for improvement, and provide recommendations to support a candidate's progress toward successfully achieving tenure according to institutional, college/school, and department/unit policies. The process below outlines the criteria and procedures emphasizing excellence in teaching, research/scholarship, and service in support of student success, professional development and therefore overall productivity as the individual candidate as assigned. The candidate will engage in continuous professional development and be recognized for the progress made toward tenure.

II. DEFINITIONS

Tenure – Academic tenure refers to the conditions and guarantees that apply to a faculty member's employment, in particular the protection from involuntary discharge from, or termination of, employment and from imposition of serious sanctions, except upon grounds and in accordance with procedures set forth in the University System of Georgia's Board of Regents Policy Manual.

Tenure Track – Academic track for full-time faculty leading to the granting of tenure. This is established at the time of initial appointment. Significant performance criteria for tenure are defined by the individual school or college.

III. PROCESS

This review will be conducted by a committee of at least three tenured faculty members (pre-tenure committee) from the candidate's tenure-home department. If an insufficient number of tenured faculty exist within the department, tenured faculty from a related field may serve on the committee. The candidate may provide input regarding the appropriateness of the related fields chosen. At the department's discretion, the committee may be the departmental Promotion and Tenure Committee.

a. Rating Scale

Candidates will be assessed on their performance within the five areas that will be evaluated for tenure: Scholarship, Teaching, Service, Professional Development, and contributions to Student Success Activities. The rating scale represents the achievements in the associated areas.

5 – Exemplary – exceptional achievement through quantity, quality, and/or skill
4 – Exceeds expectations – uninterrupted, ongoing achievement of goals that meet a standard
3 – Meets expectations – achievement of goals that meet a standard
2 – Needs improvement – limited achievement of goals that meet a standard
1 – Does not meet expectations – does not achieve goals that meet a standard

b. Standards, Metrics, and Evidence for Each Category of Evaluation

The candidate will establish a portfolio of accomplishments for review that demonstrates trajectory for success in achieving tenure consistent with rank, time in service, and assigned responsibilities. The portfolio documents how specific activities and accomplishments apply based on assigned workload in the following areas:

Research/Scholarship, Teaching, , Service, Professional Development, and Student Success, Clinical Practice, and Administration. The Department Chair will consult with faculty from appointment and throughout the process regarding accomplishments and trajectory toward successfully achieving tenure.

Faculty members will be assessed by the individual college or unit based on their expertise, responsibilities, and effort. Faculty responsibilities are distributed among the following areas, resulting in a defined "percent effort" for each: Teaching, Research/Scholarship, Service, Clinical Practice and Administration. Review areas describe overarching standards in areas of Scholarship, Teaching, Service, Student Success, and Professional Development.

In general, evidence for student success outcomes arise from candidate contributions to student success activities. Metrics in student success should 1) be related to the quality and impact of the faculty activities rather than simply the conduct of the activities; and 2) reflect the expectation of involvement in student success activities as appropriate to the faculty member's workload allocation and assigned responsibilities.

c. Regular Review Process

Eligibility for Review
The purpose of the pre-tenure review shall be to review the portfolio, communicate the areas of strength and need for improvement, and provide recommendations to support a candidate's progress toward successfully achieving tenure according to institutional, college/school, and department/unit policies.

Upon completion of the review, the committee will provide a copy of their written summary to the MCG Dean for consideration and approval. The MCG Dean will deliver a copy of the written summary to the faculty member and the Department Chairperson. The faculty member and Department Chairperson will review the report together. A copy of the third-year pre-tenure review document and Development Plan, based on the committee's recommendations, will be included as part of the faculty members' final Tenure Portfolio. Reasons for any significant variations from the approved advancement plan toward tenure in the final tenure portfolio must be clearly explained. A copy of the committee recommendations, along with a signed copy of the development plan, should be submitted to the Dean for consideration and approval. By April 15, the Dean shall notify the Associate Provost for faculty affairs when the review has been completed and provide a summary of the results. A copy of the review will be provided to the Provost, who will review, with the Dean, faculty members who are not achieving suitable progress towards tenure.

In general, faculty hired on tenure track who are not yet tenured and will be completing their third year on tenure track in the next academic year are required to undergo pre-tenure review. Individuals hired on tenure track with negotiated credit toward tenure may be considered on a different, negotiated timeline.

University Calendar and Timeline
Annually by March 1, Human Resources will provide to Academic and Faculty Affairs a list of faculty members who are not yet tenured and will be completing their third year on tenure track in the next academic year. This list will be distributed to each Dean by Academic and Faculty Affairs. The school or college will provide a comprehensive pre-tenure review of each faculty member on this list. This review shall be completed on or before April 30 of the faculty member's third year of non-tenured service. Similarly, a mid-course review shall be conducted in those cases in which the candidate has been hired with prior credit. If a tenure review normally occurs in the sixth year of service, this mid-course review will occur as follows:

- Faculty members with one year of prior credit will be reviewed in the spring semester of their second year of institutional service.
- Faculty members with two years of prior credit will be reviewed in the fall semester of their second year of institutional service.
- Faculty members with three years of prior credit will not undergo a pre-tenure review.

The pre-tenure portfolio must be completed and submitted to the Department Chair (or Dean, in cases where no Department Chair exists) on or about January 15, in accordance with the approved Promotion and Tenure

calendar.

Portfolio Requirements
The candidate shall prepare a pre-tenure portfolio for the review. The content and format used for the pre-tenure portfolio document should be similar to that specified by Augusta University for tenure. However, the candidate will not be required to provide internal or external letters of support. Letters of support may be provided according to college/school and department/unit policies.

Tenure/Rank-Home Department Peer Faculty Review
The scope of this review is to provide guidance to the candidate toward developing or maintaining trajectory for successful achievement of tenure. In this advisory capacity, committee voting does not occur. This review will be conducted by a committee of at least three tenured faculty members (Pre-Tenure committee) from the candidate's tenure home department in accordance with college/school and department/unit practice. The Committee shall review the candidate's progress toward tenure as outlined in the approved department, school, and/or college criteria. The committee will examine the candidate's accomplishments and provide constructive assistance for the candidate to maintain or achieve the required trajectory to achieve tenure.

If an insufficient number of tenured faculty exist within the department, tenured faculty from a related field may serve on the committee. The candidate may provide input regarding the appropriateness of the related fields chosen. At the department's discretion, the committee may be the departmental Promotion and Tenure Committee.

Recommendation and Report Format and Expectations: The pre-tenure committee will complete its review of the candidate. Upon completion of the review, the committee shall produce a written summary of its recommendations, a copy of which shall be delivered to the candidate and the candidate's Department Chair.

In reviewing the pre- tenure review document, the committee is to examine the accomplishments of the candidate and provide constructive assistance to the tenure-track faculty member seeking tenure. The committee should note the accomplishments of the candidate, but should also detail areas of improvement, if any, that the candidate should address, as well any change in the orientation of activities that might aid the candidate in meeting the requirements for tenure. The committee's report summarizes its recommendations for improvement, if necessary. The written report of recommendations should also remind the candidate that the committee's comments are intended as an aid to achieve tenure, but that the successful satisfaction of the committee's recommendations will not alone guarantee a positive tenure review. A statement toward trajectory in successfully achieving tenure is required.

For faculty members with joint appointments, the review should be initiated and led by the tenure-home department. Input from the Department Chair or director of the joint department/center/institute should be solicited by the tenure-home Department Chair in the form of a written statement. The joint unit should use the tenure criteria of the tenure-home department in completing its review.

Tenure/Rank-Home Department Chair Review
The department level committee report provides the basis of review for the Department Chair. The candidate and Department Chair will review the written report together and craft a Plan of Action based on the committee's recommendations and chair expectations. The Plan of Action will summarize recommendations, augment the committee's comments, and provide further guidance for the candidate. When the Plan of Action is completed, the candidate will have 10 business days to write a written response to the chair regarding the committee report and Plan of Action if s/he chooses. This written response should be delivered to the Department Chair and appended to the committee report. A copy of the committee report, as well as the Plan of Action signed by the candidate and chair, will be submitted to the MCG Dean of the tenure-home appointment for consideration and approval. When a college or school does not have departmental units, the

review shall be conducted at the college or school level, with the Dean serving in the role of the Department Chair as outlined above.

Tenure/Rank-Home Dean Review
The department level committee serves as the basis of review for the MCG Dean. The pre-tenure committee report, the Plan of Action signed by the candidate and chair, and the candidate's response letter when provided will be submitted to the MCG Dean of the tenure-home appointment, for consideration and approval. After review by the Dean, the report and any response will be communicated to the Provost. By April 15, the Dean shall notify the Provost that the review has been completed and provide a summary of the results. A copy of the review documents will be provided to the Provost, who will review, with the Dean, faculty members who are not achieving suitable progress towards tenure.

Decision Tree
The Pre-Tenure review process assesses accomplishment trajectory and provides guidance toward the candidate's ability to achieve tenure. In this advisory effort, no decisions are made. Pre-Tenure review documentation, including portfolio, committee written report, chair's Plan of Action, and possible candidate response will be retained for future reference.

Due Process
Although there is no formal appeal process, a faculty member who disagrees with any part of the committee report or Plan of Action is encouraged to provide a written response to the Chair within 10 working days. Any such response will be attached to the review documentation and become a part of the official personnel record. Within 10 days working days of the faculty member's response, the chair will acknowledge in writing the receipt of the response. This acknowledgement will also become a part of the official personnel record.

Unit-Level Policies
Each college or school is responsible for developing specific procedures for conducting the pre-tenure review, in accordance with the process outlined above.

Professional Development
Expectations for faculty candidates and for reviewers within the process. Candidates will receive the expectations upon appointment. Discussion of associated expectations will be initially established by the chair. The Pre-Tenure committee will review the Pre-Tenure unit policies for calibration when necessary.

IV. References & Supporting Documents

Augusta University Promotion and Tenure Policies (2023)
USG BoR Policy Section 8.3.5.1 Evaluation of Personnel (Faculty)
USG BoR Policy Section 8.3.7 Tenure and Criteria for Tenure
USG BoR Policy Section 8.3.9 Discipline and Removal of Faculty Members

Other Sections in Policy

None

Post-Tenure Review

All units are required to conduct a periodic, regularly scheduled review of tenured faculty to provide ongoing assessment of teaching, scholarly achievement, and service activities of the individuals after they have been granted tenure. A Performance Improvement Plan (PIP) will be developed if any performance areas are found to be deficient. Review will reside in the college. Each college within the university will develop and implement such a review process according to its organizational structure but consistent with the policies and procedures of Augusta University and the Board of Regents.

Policy for Review of Tenured Faculty

I. Policy Statement

Augusta University seeks to secure and maintain faculty of the highest quality. This goal requires that Augusta University provide periodic assessment of faculty performance that is useful for faculty review and development. The purposes of the post-tenure review process are to support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure. Furthermore, the post-tenure review process assists faculty members with identifying opportunities for professional development that will enable them to reach their full potential for contribution to the academic discipline, institution, and the institution's mission. Post-tenure review is intended to provide a longer-term and broader perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member's career.

II. Criteria

a. Tenured faculty members are expected to document successive contributions to furthering the mission of the institution through meeting expectations for their scholarship, teaching,, service, professional development, and student success activities, and clinical practice across those areas of effort, as appropriate.
b. For the purposes of the AU Faculty Evaluation System, student success activities (SSA) is a comprehensive term for faculty activities that 1) enhance student learning and engagement for the learner through continuous improvement of the learning environment, and/or 2) position the learner to be successful in achieving their short-term and long-term academic, career, and personal growth goals. Faculty support student success through in- and out-of-class efforts. Involvement in SSA is included within the faculty member's allocation of effort in the workload areas of teaching, research/scholarship/ creative work, service, and administration, as applicable. The inclusion of SSA is appropriate for learners at all levels (e.g., undergraduate, graduate, and professional students and trainees). [NOTE: Definitions for the workload areas are found in the Institutional Framework for Faculty Workload]. The standalone student success activities metrics is referenced in AU SSA Guidance 2022.04.18.
c. Student Evaluations are required for all faculty whose primary responsibility is teaching. For faculty whose primary responsibility is not teaching, the evaluation will focus on excellence in those areas where the individual's major responsibilities lie.
d. All tenured faculty members will be reviewed unless they possess an administrative appointment consisting of .5 FTE or higher.
e. All evaluations will appropriately reflect the assigned workload and effort assignments.

III. Procedures

a. All academic units are required to conduct a periodic, regularly scheduled, post-tenure reviews of tenured faculty to provide ongoing assessment of all categories for which the individual faculty member has ongoing work effort assigned._Each academic unit shall establish written criteria and procedures governing these periodic reviews to ensure transparency in the review process and that workload percentages for faculty roles and responsibilities are factored into the review in a consistent

manner, in accordance with the following process.

b. The review process for an individual shall be conducted five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by another personnel action or pertinent circumstance. It shall be completed no later than the end of the 5th academic year. If an individual is on leave at the time of review, he/she will be reviewed during the first academic year after his/her return. Faculty may volunteer to undergo the review process prior to the five-year timeline. Circumstances that interrupt the 5-year post-tenure-review cycle include:
   i. the faculty member was on approved extended leave during the five- year period (e.g. birth or adoption of a child, or disability, sabbatical, or prolonged illness of the employee or immediate family member); therefore, the clock is paused and not reset;
   ii. the faculty member is currently on approved leave at the planned time of review, in which case the post-tenure review may occur when the faculty member returns from leave; therefore, the clock is paused and not reset;
   iii. the faculty member was promoted to a higher academic rank (i.e., Professor), which resets the five-year clock;
   iv. the faculty member was promoted to an academic leadership position (e.g., Department Head, Dean, Associate Provost), which resets the five- year clock;
   v. circumstances outside of faculty control (e.g. pandemic, natural disaster, etc.) the clock is paused and not reset. The faculty member will be reviewed during their first academic year after their return.
   vi. Faculty members may elect early, voluntary post-tenure review, in which case the review will occur sooner than five years; the clock will reset if the early, voluntary post-tenure review is successful.

c. As academic units develop a rating scale and rubric for rank and tenure status, each of the faculty workload areas should be addressed as they pertain to the unit. Each area to be reviewed should include, as appropriate, information related to the student success and professional development that is either individually addressed or incorporated into other effort categories as previously identified. In addition, the standards associated with each category (teaching, scholarship, service, clinical practice, and administration) should be appropriately scaled to reflect differences in assigned workload allocation (FTE). See Faculty Affairs: Faculty Effort Definitions for specific guidance.

d. Portfolio requirements will be based upon the faculty member's current job description and assigned faculty effort. Documentation required for post-tenure review will be the post-tenure review portfolio, other reports/forms as determined by the college, and a Curriculum Vitae consistent with MCG format. . The CV must clearly distinguish the activities/achievements that have occurred since the faculty member joined the University tenure-track.

e. The portfolio should include, as appropriate, evidence of scholarship, teaching, service, professional development, and student success, encompassing the five-year review period or since the last promotion or tenure milestone.
   i. Academic administrators who hold faculty rank and are tenured at Augusta University and aligned with an academic unit will undergo a post-tenure review, and a 360° feedback assessment at least every five years. Academic administrators with an administrative appointment of .5 FTE or higher will not undergo post-tenure review unless a 360° feedback assessment is not completed. Augusta University has defined which academic administrators should partake in the comprehensive evaluation, which will include a 360° assessment and review of annual evaluations. Please refer to AU's Evaluation of Academic Administrators Policy. In addition, each academic unit should specify the process and procedures for this comprehensive evaluation of academic administrators. It is intended that an academic administrator's post-tenure review include a review of traditional faculty activities (teaching, research, scholarly activity, student success, and service) that align with the responsibilities of the administrator.
      1. Figure 3 consists of a chart that outlines the required review processes for administrators based on their percentage of administrative effort and the impact of

those requirements on the need for post-tenure review.

ii. For areas in which the faculty member has 0% effort, the portfolio should include a brief statement indicating the category is not applicable to the review. Portfolio guidelines for post-tenure review should include additional documentation of administrative efforts.

f. The college level Promotion and Tenure committee, or a sub-committee thereof, will serve as the Post-Tenure Review Committee. The committee shall contain no less than three tenured faculty members with at least one member from the individual's department or college. In the event there is only one representative from the individual's department serving on the Post-Tenure Review committee, a second tenured representative of the individual's department or college may be included as a non-voting member of the review committee at the request of the individual subject to review. The additional departmental representative should not need to be a member of the college Promotion and Tenure committee. In addition, academic units may develop a policy to allow the faculty member under review to request that one member of the review committee be replaced for any reason, and then establish a process to appoint an alternate member from the college level Promotion and Tenure Committee. Any such academic unit policy must be approved by the MCG Dean and the Provost prior to being implemented.

i. The review will encompass, as appropriate, scholarship, teaching, service, professional development, student success, and clinical practice, over the five-year period or since the last tenure and promotion milestone. (Note: While administrative effort is not a part of post-tenure review the committee should take note of the amount of administrative effort assigned to the individual as an administrative effort is likely to result in a reduction in work product for all other categories.)

ii. The faculty member is responsible for providing review materials.

iii. The committee will ensure that workload percentages for faculty roles and responsibilities are factored into the review in a consistent manner.

iv. The committee will ensure that review of annual evaluations since the last award of tenure or Post-Tenure Review is performed.

v. The committee will come to an agreement on the conclusions of the review. If they cannot come to an agreement, they may choose to consult with the Department Chairperson or MCG Dean for guidance.

vi. Results and recommendations of the review committee will be communicated in writing to both the individual faculty member and the Department Chairperson. In the case of reviews of Department Chairpersons, the results will be communicated directly to the MCG Dean.

vii. The department Chairperson will then conduct an independent review of the faculty member considering the recommendations of the Post-Tenure Review Committee. The Chairperson will then review the findings with the individual faculty member. The individual faculty member will be provided with a written copy of the Chair's report at least 5 business days prior to the meeting. The faculty member and the Chairperson will sign the document acknowledging that the review has been completed. This signature does not indicate agreement with the outcome of the review. In the case of reviews of Department Chairpersons, the MCG Dean will then review the findings with the individual Chairperson.

viii. The Chairperson will then transmit the report and any response to the MCG Dean of the school. In the case of reviews of Department Chairpersons, the MCG Dean will communicate the results directly to the Office of the Provost.

g. The results of a positive post-tenure review should be linked to recognition or reward. Faculty members who are performing at noteworthy levels should receive recognition for their achievements. The results will be related to possible rewards such as formal recognition, merit pay, promotion, educational leave, etc.

h. In the case of a negative post-tenure review, the faculty member will be subject to a Performance Improvement Plan (PIP).

IV. Performance Improvement Plan (PIP, previously known as Post-Tenure Development Plan in AU policy)

a. In instances where an area of deficiency is noted, the faculty member's appropriate supervisor

and faculty member together will work together to develop a formal PIP in consultation with the Post-Tenure Review committee based around the deficiencies identified by the committee. The PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the review. The PIP's goals or outcomes must be reasonable, achievable within the designated timeframe, and reflect the essential duties of the faculty member. The PIP must be approved by the MCG Dean and submitted to the Office of the Provost.

b. The PIP will:
   i. specify goals or outcomes that are required for the faculty member to overcome identified deficiencies;
   ii. outline specific activities that will be undertaken to achieve the goals or outcomes;
   iii. specify available resources and supports;
   iv. set appropriate deadlines by which the goals or outcomes will be accomplished (not to exceed three years);
   v. indicate the criteria by which progress will be monitored;
   vi. include a plan to monitor progress, reassess the plan, and provide feedback at least twice per semester in the fall and spring including at the faculty member's annual evaluation;
   vii. and specify possible remedial actions if progress is deemed to be unsatisfactory.
c. Financial Support for the PIP
   i. The MCG Dean will be responsible for financial arrangements associated with the PIP. If the nature or scope of the PIP is such that the individual cannot carry out other duties, the Chair and the MCG Dean shall make other arrangements for these duties to be completed.
d. PIP Progress Review
   i. At the end of the PIP, the individual shall be reviewed by the Chairperson and MCG Dean. Results of the PIP review will be communicated in writing by the Department Chairperson.
e. Completion of the PIP:
   i. The Chairperson and MCG Dean will make a determination as to the sufficiency of the faculty member's progress towards the established PIP.
   ii. In the case of a satisfactory completion of the PIP, the faculty member will be notified in writing of the outcome and that the five-year Post-Tenure Review window will commence with the start of the upcoming academic year.
   iii. If after conducting a final review of appropriate materials, the Chairperson and MCG Dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the PIP (or has refused to reasonably engage in the process), the Chairperson and MCG Dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. Disciplinary actions include, but are not limited to, reallocation of effort; salary reduction; tenure revocation; and dismissal. The faculty member must be informed in writing of the determination and proposed sanction along with their right to appeal and the associated appeal process.
   iv. Upon request by the faculty member, the Post-Tenure Review committee will review the materials that attest to performance improvement plan progress and proposed remedial action and make their recommendation to the Provost. The Provost may accept the committee's recommendation or move forward with a different remedial action.
   v. If, and only if, the remedial action to be taken is separation from employment, the tenured faculty member has the right to request a final faculty hearing for the purpose of confirming that due process was followed in reaching the decision of separation of employment. If the request is made within 5 calendar days of receiving the Provost's official letter, the Provost will grant that request.
   vi. The following procedures will be followed for the final faculty hearing:
      1. A Final Faculty Dismissal Hearing Committee should be formed within 5 calendar days of receiving the faculty member's request and consist of not fewer than three, but not more than five, impartial faculty members appointed by the executive committee (or its

equivalent) of the University Faculty Senate, from among the members of the entire faculty of the institution. Members of the hearing committee may serve concurrently on other committees of the faculty.

2. The members of the Final Faculty Dismissal Hearing Committee shall elect a chair from its membership.
3. The entire process of the hearing and written recommendation from the Final Faculty Dismissal Hearing Committee to the President must be completed within 30 calendar days from the date of the faculty member's request for a hearing.
4. The hearing committee will notify the faculty member in writing at least 15 calendar days prior to the hearing.
5. Prior to the hearing, the hearing committee will review all documentation relevant to the post-tenure review of the faculty member.
6. During the hearing, the faculty member should have the opportunity to make a statement to the committee, respond to the documentation reviewed by the committee, and answer any questions from the committee.
7. The President and the faculty member shall be notified in writing of the recommendation of the Final Faculty Dismissal Hearing Committee within 10 calendar days of the hearing, whether that recommendation be dismissal or any penalty less than dismissal, providing supporting reasons.

vii. The President may or may not follow the recommendation of the Final Faculty Dismissal Hearing Committee, but, within 10 calendar days of receiving the recommendation, the President should notify the faculty member and the hearing committee regarding the decision and the supporting reasons. The President should also notify the faculty member of the discretionary review process as provided for in the Board of Regents Policy: BoR POLICY 6.26 APPLICATION FOR DISCRETIONARY REVIEW.

viii. If the remedial action taken by the President is dismissal, the semester during which a final decision is issued will be the last semester of employment in the faculty member's current role, with the President outlining the faculty assignments to be completed prior to the dismissal date.

ix. A copy of the decision of the Chairperson and MCG Dean shall be provided to the Office of the Provost (or designee).

f. Appeals and Due Process:

i. A faculty member may appeal the decision of the Chairperson and MCG Dean with respect to their determination of unsatisfactory PIP progress within 10 business days of receiving written notification of the decision and proposed sanction by requesting a review by the current Post-Tenure Review committee formed in accordance with section III e. above.

ii. The Post-Tenure Review committee will review the PIP, progress towards the PIP, and the recommendation of the Chairperson and MCG Dean. The Post-Tenure Review committee may base their review solely upon the record or exercise their judgment regarding whether an in-person hearing is necessary. The Post-Tenure Review committee will issue its recommendation in writing to the Office of the Provost and the faculty member within 20 business days of the request for review by the faculty member.

iii. Within 5 business days of receiving the recommendation from the Post-Tenure Review committee, the Provost (or designee) shall send an official letter to the faculty member notifying him or her of the decision.

iv. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost (or designee).

v. Upon receipt of the appeal, the President will charge the University Promotion and Tenure (UPT) committee with reviewing the record and making a recommendation. The committee should ensure that the candidate received due process and equitable disciplinary actions at a university level. Upon the conclusion of the review, the UPT shall make a recommendation to the President either supporting the recommended sanction or proposing an alternative outcome. The UPT

review shall be completed within 10 business days during the fall or spring terms.

vi. The President will make the final determination on behalf of the institution regarding appropriate remedial action and shall notify the faculty member of his or her decision and the process for discretionary review application pursuant to BoR POLICY 6.26 APPLICATION FOR DISCRETIONARY REVIEW within 10 days of receiving the recommendation from the UPT committee.

g. Record Retention

All records of reviews will be retained by the MCG Dean's office. At the end of each academic year, the college must forward to the Office of the Provost the names of the faculty members reviewed that year, the results, and the names of each member of the review committees.

V. Implementation

a. The promotion/tenure unit shall prepare a plan for scheduling reviews of tenured faculty. The five-year cycle of reviews should begin during the 2023-2024 academic year with the initiation of Post-Tenure Review for administrative faculty, not subject to the review process under prior policy, being phased in over three review cycles beginning in 2025-2026.

b. In all cases in which the unit head is the person being reviewed under this policy, an administrative officer one level above the unit head shall assume the unit head's function in this review.

c. Post-Tenure Review evaluators should exercise prudent judgement and flexibility as new policies and procedures are implemented.

Exemption From Scheduled Review for Retiring Faculty Member:

In those instances where a tenured faculty member has submitted a letter of resignation with an effective resignation date that is within 18 months of the faculty members post-tenure review date the faculty member may participate in the following modified post-tenure review process:

a. The faculty member will submit a post-tenure review package that consists of the following information:

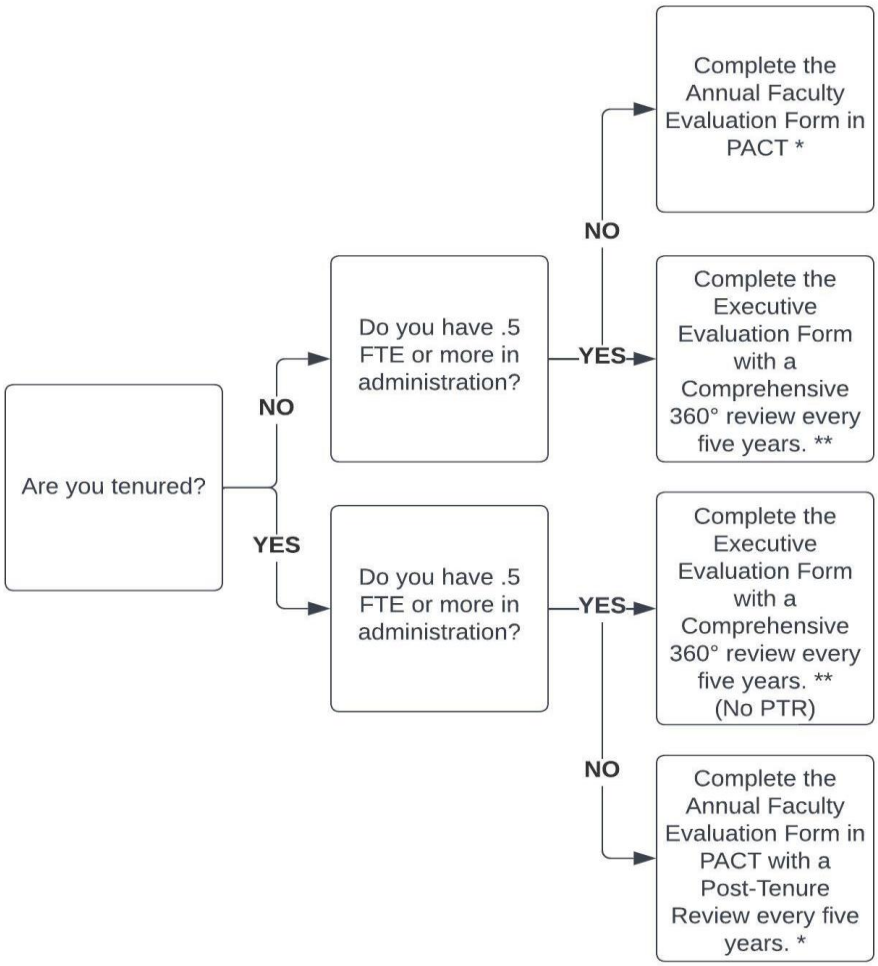
i. A letter formally stating the faculty members' intention to retire that contains the following statement:

> "After careful consideration and planning I *[faulty member name]* request an exemption from full post-tenure review in anticipation of retirement. I understand that a failure on my part to complete the retirement process by *[insert date of intended retirement]* will result in either (a) the initiation of an immediate post-tenure review process that shall not be further postponed or (b) the voluntary surrender of my tenure status."

b. A letter from the faculty members Chair and Dean accepting the notice of intent to retire.

Upon receipt of the request for a modified post-tenure review the Post-Tenure Review Committee will review the faculty members post-tenure review packet to insure that the documents comply with the provisions of this policy and recommend the creation of a **PIP for Retirement** that requires the faculty member to work with the appropriate Human Resources personnel to execute the needed paperwork to effect retirement by the date stated in the faculty member's request.

Required Review Processes for Academic Administrators



The process for Comprehensive 360˚ Reviews are managed as follows:

1. For deans and direct-reports to the Provost, the policies are managed by the Provost's office.
2. For administrators below the level of dean, the process is managed by the colleges.

There are three types of Annual Review templates:

1. Annual Faculty Evaluation form in PACT
2. Executive Evaluation form available from HR
3. The Provost's Executive Evaluation form

Exceptions:

If you do not have .5 FTE or more in administrative effort, and you are up for pre-tenure, tenure, promotion, or post-tenure review, you do not need to complete a full annual review, but you will need to engage in short and long term goal setting and work effort assessment.

If you have .5 FTE or higher in administrative effort, and you are up for pre-tenure, tenure, or promotion, you may delay a Comprehensive 360˚ review for one year**.**

Promotion and Tenure Committees

Promotion and Tenure Committee chairpersons at each level (department, college, university) will provide a brief written summary of each committee recommendation for promotion and/or tenure. The summary will address scholarship, teaching, service, professional development, and student success activities. At a minimum, each written summary will identify which of the five standards were met by the candidate's activities and in which of the five areas were the candidate's activities found to be noteworthy. This summary will be added to the promotion and/or tenure portfolio as it moves to the next level of review.

Candidates shall be notified in writing **within 5 business days** of recommendations and formal decisions and receive a copy of the written summary of the promotion and/or tenure process as outlined in Figures 1 and 2. The Promotion and Tenure committee chairs at each level (department, college, and university), department chairs, deans, and the Provost will provide a written summary of their recommendations and formal decisions for promotion and/or tenure. The summary will address how the candidate demonstrates noteworthy achievement in scholarship and teaching and meets the standard in the other areas for tenure. For promotion, the faculty's accomplishments should be noteworthy in scholarship, teaching, and service, and meets the standard in the other areas. This summary will be added to the promotion and/or tenure portfolio as it moves to the next level of review.

A candidate may withdraw their application at any point in the process. If a candidate chooses to withdraw their application, no records related to the application will be retained.

Committee Membership at All Levels:
No individual can serve on more than one Promotion and Tenure Committee at different levels (department, college, university) that would cause them to evaluate the same individual(s). No faculty member in a position at or above the level of Department Chairperson should serve on any Promotion and Tenure Committee. Any faculty member with responsibility for directly supervising the candidate shall not be present or participate in any manner in the discussion of the candidate, including not voting. Any member who is a candidate for promotion or tenure should recuse themselves for that cycle. All committee members should adhere to the AU Individual Conflicts of Interest Policy. Members may not serve consecutive terms. All votes on promotion applications shall be conducted by secret-ballot.

Department Promotion and Tenure Committee:
The policies and procedures (i.e., term limits, quorum rules, membership and voting) of the Department Promotion and Tenure Committee should be established by the department. These policies and procedures must be approved by the MCG Dean, Augusta University Faculty Senate (AUFS) Committee on Promotion and Tenure (or designated AUFS committee), and the Provost (or designee), published in the institutional policy library, be readily available to faculty, and be reviewed at least every 3 years.

The promotion and tenure process begins with a Department Promotion and Tenure Committee recommendation. Each department will establish a committee as needed. This committee must be comprised of a **minimum** of three members of the department who hold full-time faculty appointments at the rank of associate professor or higher. Ideally, all members will be at the highest rank of candidates seeking promotion in a given cycle. In the event that a department does not have three eligible members, qualifying faculty from other departments in the college must be appointed to the department committee by the Department Chairperson/designee. To decide on tenure, the majority of members must be tenured. **The names of the faculty members serving on the Promotion & Tenure committee should be made publicly available in line with the MCG and Augusta University Promotion and Tenure Committees**.

Tenure recommendations should be made by a minimum of three tenured members of the Department Promotion and Tenure Committee. In the event that a department does not have three eligible members, qualifying faculty from other departments in the college must be appointed to the committee by the Department Chairperson or designee.

When outside members are elected/appointed to a Department Promotion and Tenure Committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the department and some familiarity with the norms for excellence.

A quorum will consist of 75% of those eligible to vote who must be physically or real- time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or to tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as a no vote and counts toward quorum. However, if there is a legitimate conflict of interest requiring abstention, that should be documented in the committee letter; in such a case, the vote will not count as a no vote.

College Promotion and Tenure Committee:
MCG will establish a Promotion and Tenure Committee consisting of nine members. This committee will be known as the Faculty, Appointments, Development, Promotion and Tenure (FADPT) Committee. The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of this committee shall be established by MCG. These policies and procedures must be approved by the MCG Dean, Augusta University Faculty Senate (AUFS) Committee on Promotion and Tenure (or designated AUFS committee), and the Provost (or designee), be published in the institutional policy library, be readily available to faculty, and be reviewed at least every 3 years.

At least five members of the committee must be tenured for tenure decisions. The members will be appointed by the MCG Dean.

Exceptions to this committee membership policy may be appealed by the MCG Dean to the Provost. The Provost will review college committee membership annually.

Membership on this committee will be proportionally representative of the departments, with at least one member from each department and no more than two members from any single department.

Approximately one-third of committee membership will be appointed each year. The chair of the committee cannot serve as chair in consecutive terms. Initial committee members will be elected/appointed to one-, two- or three-year terms. Members should not serve consecutive terms. Initial terms will be determined by lot. A committee member applying for tenure or promotion should recuse themselves for that cycle

All members of the college FADPT Committee will have full-time faculty appointments and will hold rank of associate professor or above. All committee members vote on promotion decisions. Only tenured members of the committee should vote on tenure decisions. A majority of committee members must be tenured.

A quorum will consist of 75% of those eligible to vote who must be physically or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or to tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as a no vote and counts toward quorum. However, if there is a legitimate conflict of interest requiring an abstention, that should be documented in the committee letter; in such a case, the vote will not count as a no vote.

In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college should be appointed by the MCG Dean to serve on the committee.

In the event that nine qualifying members are not available in a college, members from other colleges must be appointed. The manner in which outside members are elected to the committee must be specified in the college governance documentation. The Chair of the MCG FADPT committee will make recommendations to the Dean of alternate qualified faculty. The Dean's Office will provide a letter of invitation making the request for participation and subsequent appointment..

In the event that five tenured faculty members are not available within a college to make tenure decisions, tenured members outside of the college should be appointed. The manner in which outside members are appointed to the committee must be specified in the college governance documentation. The Chair of the MCG FADPT committee will make recommendations to the Dean of alternate tenured faculty. The Dean's Office will provide a letter of invitation making the request for participation and subsequent appointment.

When outside members are appointed to the college FADPT Committee, every effort should be made to solicit those who have some understanding of the disciplines contained within MCG and some familiarity with the norms for excellence. The procedures used to place outside members on the committee must be harmonious with the elected/appointed proportions described above.

University Promotion and Tenure Committee:

1) Changes in the policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the University P&T Committee must be approved by the University President, published in the institutional policy library, be readily available to faculty, and be reviewed at least every 3 years.
2) Each college that has a P&T committee will have one representative on the University Senate P&T Committee. The college representative will be elected by the full-time faculty of that College. Ideally this representative should be a faculty member with the senior most rank in the college.
3) Term limits for University P&T committee membership will be three years. One third of the committee members (as designated by Groups 1, 2, and 3) will roll off each year and new members elected by their respective colleges. Group 1 consists of the Hull College of Business, College of Dental Medicine, and Medical College of Georgia. Group 2 consists of the College of Allied Health, Pamplin College of Arts Humanities and Social Sciences, School of Public Health, and the University Libraries. Group 3 consists of College of Education, College of Nursing, College of Science and Mathematics, and School of Computer and Cyber Sciences. In extraordinary circumstances, it may be necessary for a college to reappoint a member sooner than the three-year rotation; however the college faculty must vote to re-elect the member.
4) All members of the University Promotion & Tenure Committee will have full-time faculty appointments, be tenured, and hold the rank of Associate Professor or above.
5) Colleges that have no tenured associate-level or above faculty eligible to serve on the University P&T Committee are allowed to elect a representative that is an Associate Professor or above who is not tenured to serve on this committee. Such representatives may not vote on tenure applications.
6) The Graduate School and AU Online do not have its own P&T committee, because all Augusta University faculty in The Graduate School and AU Online have primary appointments in another college. Therefore, The Graduate School and AU Online does not meet the criteria for representation and shall not have a representative on the University P&T Committee.
7) A quorum will consist of 75% of those eligible to vote who must be physically or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or to tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as a no vote and counts toward quorum. However, if there is a legitimate conflict of interest requiring an abstention, that should be documented in the committee letter; in such a case, the vote will not count as a *no vote*..
8) All votes on promotion and/or applications shall be conducted by secret-ballot.
9) Duties of the committee include reviewing all prior recommendations for due process and adherence to each unit's published policies. If the committee finds evidence of a violation in due process or inconsistencies in adherence to unit or university policies, the committee recommendation shall be accompanied with a detailed explanation.
10) Duties of the committee include reviewing all changes to college level P&T Policies.

Exceptions to these Policies:

In the case of Chairs, Assistant Deans, Associate Deans, and Vice Deans considered for promotion, the individual's superior will appoint a 3-person committee to review the portfolio and make a recommendation. This committee serves in place of the departmental P&T Committee, which is the point at which the promotion process begins. The 3 individuals will have the same or higher professorial rank and tenure status for which the candidate is being considered. The recommendation is made to the college P&T Committee, and the remaining process follows the steps illustrated in

the Overview of Promotion Process for Augusta University (Professorial Ranks).

In the case of Assistant and Associate Deans, the Dean will appoint a 3-person committee, which can be the candidate's home department P&T committee, if there is no evident/demonstrable conflict of interest. The recommendation is made to the MCG FADPT Committee, and the remaining process follows the steps illustrated in the Overview of Promotion Process for Augusta University (Professorial Ranks).

In the case of a Dean considered for promotion, the review process will start at the college P&T committee level. The MCG FADPT committee will make a recommendation to a distinct review committee established by the Provost that serves in the place of the Dean. The empaneled review committee shall include 3 members charged with reviewing the portfolio and making a formal promotion decision. The 3 individuals will have the same or higher professorial rank for which the candidate is being considered. This committee serves in place of the Dean, and the remaining process follows the steps illustrated in the Overview of Promotion Process for Augusta University (Professorial Ranks).

Faculty Retraining

Institutional needs assessments and concomitant programmatic changes within colleges and disciplines may at times require the reallocation of faculty positions. When this occurs, competent and productive faculty who may otherwise find their position in jeopardy may wish reassignment to other responsibilities, which may require a period of retraining. This retraining should be facilitated.

Promotion and/or Tenure Portfolio Guidelines

These guidelines detail the portfolio format and contents that must accompany the request for promotion as it moves through the approval process. Department, school, or college committees may require or request additional information to help them make their decisions, but these materials should remain at the respective level. Schools and colleges should include directions for any mandatory additions in their promotion documents.

A. Required Organization and Format of Portfolio.

Candidates will submit a completed and signed Application Form* to accompany the full portfolio.

Starting in 2024, Augusta University moved to an electronic system, Interfolio, for submitting a promotion and/or tenure portfolio. Candidates should prepare each document of the portfolio as a separate PDF file to be uploaded to Interfolio. Training for Interfolio will be provided to all candidates applying for promotion and/or tenure.

The following are all the required components of the portfolio. Candidates will be prompted by the Interfolio system to upload or complete each piece of the portfolio. The details of the following list of items are described in Section B below.

1. Application Form* (Referred to as Attachment 1)
2. University P&T Committee Portfolio Attestation* (Referred to as Attachment 4)
3. Summary of Annual Evaluations and Assigned Contract Effort Form* (Referred to as Attachment 5)
4. Curriculum Vitae
5. Statement of Scholarship (maximum one single-spaced page Calibri 12 point)
6. Statement of Teaching (maximum one single-spaced page Calibri 12 point)
7. Statement of Service (maximum one single-spaced page Calibri 12 point)
8. Statement of Professional Development Activities (maximum one single-spaced page Calibri 12 point)
9. Statement of Student Success Activities (maximum one single-spaced page Calibri 12 point)
10. Appendix A – Copies of the Annual Performance Evaluation (provided by Human Resources - last 5 years)
11. Appendix B – Evidence of Scholarship/Research
12. Appendix C – Evidence of Teaching (course evaluation summary sheets and one peer review required)
13. Appendix D – Evidence of Service
14. Appendix E – Evidence of Professional Development
15. Appendix F – Evidence of Student Success
16. Appendix G—The MCG Promotion and Tenure Review Summary (for MCG employees only)
17. Appendix H—Pre-tenure Review Letter or Report (for tenure candidates)
18. Attachment 2—External Letters of Review
19. Attachment 3—Internal Letters of Review

*All forms are available on the Promotion & Tenure website and can be found in the Appendices section of this document. It should be noted that as Augusta University moves to the use of Interfolio for promotion and/or tenure applications, these documents will be supplanted with fillable forms on Interfolio.

No other material shall be included in the portfolio. The combined total of optional evidence for appendices B, C, D, E, and F, shall not exceed 100 pages. Summaries of course evaluations and peer reviews of teaching are not included in the 100-page limit**.**

A. Details of the Portfolio.

a. Portfolio Attestation

The candidate should sign the attestation indicating that the portfolio is complete and adheres to the guidelines outlined in the "Portfolio Guidelines" document.

b. Summary of Annual Evaluations and Assigned Contract Effort Form

The candidate should list, and their immediate supervisor confirm, the annual evaluation results and the assigned contract effort for the promotion period under review. Any revisions to assigned contract effort (i.e., reassignment of effort from one category to another) should be noted. For areas in which the faculty member has 0% effort, the portfolio should include a brief statement indicating the category is not applicable to the review.

c. Curriculum Vitae

The candidate should include a CV that adheres to the guidelines for documentation style in a specific discipline (e.g., AMA, APA, CMS, MLA). **The CV should clearly distinguish the activities/achievements that occurred since the candidate began their tenure-track position (for tenure candidates) or since the candidate's the last promotion (for promotion candidates)..**

d. Statement of Scholarship

This narrative will highlight the significance of the candidate's scholarship, using criteria from the candidate's discipline as evidence. The candidate should expound on the relevance of publications, presentations, and other examples of scholarship listed on the CV. The candidate should explain how their scholarship contributes to regional, national, or international prominence, appropriate to rank. If the candidate's scholarship includes activities that contribute to student success or professional development, the candidate should explain those contributions. Format: maximum one single-spaced page, Calibri 12 point.

e. Statement of Teaching

This narrative will highlight the candidate's teaching philosophy, methods and procedures and how these contribute to student learning. Format: maximum one single-spaced page, Calibri 12 point.

f. Statement of Service

This narrative will highlight the candidate's service to the profession; their department, college, Augusta University, and/or University System of Georgia; and/or community. Format: maximum one single-spaced page, Calibri 12 point.

g. Statement of Professional Development Activities

This narrative will highlight a candidate's professional development activities to their profession; their department, college, AU, and/or USG; and/or community. Format: maximum one single-spaced page, Calibri 12 point.

h. Statement of Student Success Activities

This narrative will highlight the candidate's contributions to activities that contribute to student success. The candidate should identify any service activities that contribute to student success. Format: maximum one single-spaced page, Calibri 12 point.

Appendices

Appendix A – Copies of Annual Performance Evaluation Forms

Provided by Human Resources for the last 5 years.

Appendix B – Evidence of Scholarship/Research

This information should cover the time period since the last review or appointment. The candidate should present the information that best supports their candidacy based on expectations of their discipline, including the scholarship of teaching and learning, the scholarship of engagement, and the scholarship of discovery. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

The following are examples that can be included:

a. Journal publications, explicitly designating peer-reviewed material.

b. Conference proceedings publications, explicitly designating peer-reviewed material.

c. Conference presentations, explicitly designating peer-reviewed material.

d. Invited seminars and presentations.

e. Creative endeavors and activities, including art exhibitions, professional poetry recitals, theatrical performances, dance, or music performances.

f. Grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.

g. Evidence of enhancing student success through scholarship/research (see the Augusta University policies for inclusion of student success activities in the evaluation of faculty).

h. Evidence of interdisciplinary collaborations across departments, centers, institutes, or colleges.

i. Evidence that the faculty member's research or scholarship makes meets expectations for contributions to student success.

j. Evidence of the candidate's most significant publications and/or creative endeavors (e.g., abstracts, first pages with DOIs, or complete publication, as appropriate)

k. Evidence of continuous professional growth and development related to scholarship/research.

Appendix C – Evidence of Teaching

This information should cover the time period since the last review or appointment. The candidate should present the information that best supports their candidacy based on expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

The following are examples that can be included:

a. **The summary sheets of quantitative and qualitative course evaluations for the past 5 years. (required)**

b. **Evidence of peer review, including letters from peers that have observed the candidate's teaching. (required)**

c. If advising graduate student projects or residents, include communications from up to 5 residents, graduate students, advisees, etc. that address the quality of the supervision that the student received.

d. A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students.

e. A list of course and program development activities.

f. Evidence that the candidate assesses whether or not they have been successful in increasing student learning outcomes.

g. An annotated list of pedagogical literature and instructional development sessions that have influenced the faculty member's teaching and how the faculty member has addressed this information in planning their classes and instructional strategies.

h. Evidence of activities enhancing student success through teaching and instruction (see the Augusta University policies for inclusion of student success activities in the evaluation of faculty).

i. Evidence of continuous professional growth and development related to teaching.

Appendix D – Evidence of Service

This information should cover the time period since the last review or appointment. The candidate should present the information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

The following are examples that can be included:

a. International, national, or regional professional committees, including any offices held

b. University System of Georgia, Augusta University, college, and department committees, organized by level

c. Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs

d. Evidence that the faculty member contributes to the continuous improvement of public higher education

e. Evidence that the faculty member makes noteworthy contributions to student success

f. Evidence that the faculty member contributes in some way to the public good

g. Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities

h. Evidence that the faculty member has participated in clinical patient care, when appropriate

i. Evidence of continuous professional growth and development related to service

j. Evidence of enhancing student success through service (see the Augusta University policies for inclusion of student success activities in the evaluation of faculty)

Appendix E – Evidence of Student Success

This information should cover the period since the last review or appointment. The candidate should present the information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables, and diagrams. The following are examples that can be included:

a. Research and Student Success Activities:
   i. Directing student research.
   ii. Co-authoring or co-presenting with students.
   iii. Sponsoring and/or supporting students to attend professional meetings and conferences.
   iv. Presenting or publishing papers or securing grants related to student success.
   v. Providing resource support for student research success.

b. Teaching and student success activities:
   i. Using data and student feedback to continuously improve student engagement.
   ii. Completing early alerts for students' course and career mentoring.
   iii. Advising of students.
   iv. Promoting academic growth mindset in students.
   v. Developing and updating courses to include best practices for student engagement.
   vi. Assisting students, residents, and fellows in their clinical practice and duties.

c. Service and student success activities:

i. Serving on committees, teams, and task forces related to student success.
ii. Mentoring faculty colleagues in student success activities.
iii. Providing professional development student success sessions to faculty colleagues.
iv. Attending commencement ceremonies and other student recognition events.
v. Organizing or providing professional development activities for students.
vi. Participating in student recruitment, and retention activities.
vii. Partnering with academic support services and student affairs organizations.

d. Administrative and student success activities:

i. Serving on committees, teams, and task forces related to student success.
ii. Mentoring faculty colleagues in student success activities.
iii. Providing professional development student success sessions to faculty colleagues.
iv. Attending commencement ceremonies and other student recognition events.
v. Organizing or providing professional development activities for students.
vi. Participating in student recruitment, and retention activities.
vii. Partnering with academic support services and student affairs organizations.

Appendix F – Evidence of Professional Development

This information should cover the period since the last review or appointment. The candidate should present the information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables, and diagrams. The following are examples that can be included:

a. Workshops, seminars, or other training related to teaching, research, clinical work, administration.

b. Participation in leadership programs.

Appendix G – Promotion and Tenure Review Summary

The Promotion and Tenure review summary is a requirement for MCG employees only. See page 95 at the end of this document for the required form.

Appendix H – Pre-tenure Review Letter or Report and Plan of Action

This item is required only for faculty members being considered for tenure. A copy of the three-year Pre-Tenure Review Report and Development Plan should be included and considered in the faculty member's tenure portfolio.

Review and Recommendation Documents

The following attachments shall accompany the candidate's portfolio through all levels of the promotion and tenure review process. The candidate submits the Application Form, Portfolio Attestation, and Summary of Annual Evaluations and Assigned Contract Effort Form; all other documents in the attachment are appended during the review process, as described below.

Attachment 1 – Application Form

Please see forms on the Promotion & Tenure website. This document is to be placed at the beginning of the portfolio. This form can be found under Attachment 1 at the end of this document.

Attachment 2 – External Letters of Review (according to University and College Policies)

Appended by the Chair or designee prior to the department promotion and tenure committee review. Candidates are expected to have a minimum of three confidential external (outside of Augusta University) letters of review. External review letters should be from reviewers of the same or higher rank and tenure status as that to which the candidate is applying and be objective reviewers who have no vested interest in the candidate's success. External reviewers should have a significant scholarly reputation and sufficient knowledge of the candidate's field or sub-field. Selection of a pool of possible external reviewers is the shared responsibility of the candidate, the departmental or college

promotion/tenure committee, and the department chair. Augusta University Colleges and Schools will develop a process, subject to approval by the Provost or his or her designee, for selecting and contacting external reviewers. Candidates shall not be informed of the identities of the external reviewers.

Attachment 3 – Internal Letters of Review
Appended by reviewers at each level of review at the end of the portfolio: department promotion and tenure committee, Chair, college promotion and tenure committee, and MCG Dean.

Attachment 4 – Portfolio Attestation

This document is to be placed at the beginning of the portfolio by the candidate. This form can be found under Attachment 4 at the end of this document.

Attachment 5 – Summary of Annual Evaluations and Assigned Contract Effort Form

This document is to be placed at the beginning of the portfolio by the candidate. This form can be found under Attachment 5 at the end of this document.

APPENDICES

Appendix A —MCG Promotion Pathway Supplements

Appendix B—Portfolio Attestation Form

Appendix C—Summary of Annual Evaluations

Appendix D—Assigned Contract Effort Form

Appendix E—MCG CV Format Template

Appendix F—MCG P&T Summary

Appendix G— Promotion and Tenure Portfolio Reviewers' Rubric

Faculty Promotion by Rank, Track and Pathway Supplements
Medical College of Georgia
Augusta University

A. Promotion on Clinician Pathway
- Promotion to Assistant Professor
- Promotion to Associate Professor
- Promotion to Professor

B. Promotion on Clinician-Educator Pathway
- Promotion to Assistant Professor
- Promotion to Associate Professor
- Promotion to Professor

C. Promotion on Educator Pathway
- Promotion to Assistant Professor
- Promotion to Associate Professor
- Promotion to Professor

D. Promotion on Educator-Clinician Pathway
- Promotion to Assistant Professor
- Promotion to Associate Professor
- Promotion to Professor

E. Promotion on the Researcher Pathway
- Promotion to Assistant Professor
- Promotion to Associate Professor
- Promotion to Professor

F. Promotion on Clinician Investigator Pathway
- Promotion to Assistant Professor
- Promotion to Associate Professor
- Promotion to Professor

G. Promotion on Research Scientist Pathway
- Promotion to Research Scientist
- Promotion to Senior Research Scientist
- Promotion to Principal Research Scientist

Pathway: Clinician **Rank: Assistant Professor**

Parameter	Requirement
Time*	• At least five (5) years as an instructor at MCG.
Teaching	• Contributes to teaching in MCG or other colleges • Teaches primarily in context of clinical care • Recognized as being an effective teacher by students, residents, fellows or continuing education attendees • Advising and mentoring students • Demonstrate commitment to improve teaching skills based on feedback and participation in faculty development as appropriate • Teach in venues like educational conference series, morning report, clinical skills • Involvement in curriculum or assessment development and/or education Quality improvement of current educational practices • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical noteworthy accomplishments might include one or more of the following: • Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies • Presentation of best practices, clinical observations, emerging clinical issues, and quality improvement projects at the local level or higher • Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally • Engagement in practice-based quality improvement projects • Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and "best practices," application to teaching assessment of outcomes, reflective use of outcomes to improve teaching) • At least one publication and other scholarly products
Service	• Typically devotes ≥80% time to clinical care • Contribution to at least one committee in section or department or health system • Clinical expertise requested by peers in other sections/departments and patients • Peer ratings of practice quality considered • Activities that advance the Institution's mission on a local level
Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications. o Providing professional development student success sessions to faculty colleagues. o Attending commencement ceremonies and other student recognition events. o Facilitating learner health and wellness. o Organizing or providing professional development activities for learners. o Participating in learner recruitment, and retention activities.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of clinical practice and other competencies related to faculty roles and responsibilities **(required)** o CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain.

	• Evidence of ongoing professional development of **OTHERS** in the area of clinical practice and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/ Regional and Developing National Reputation	Examples include: • Patient referrals and/or patient satisfaction • Provider referrals and/or provider satisfaction • Patient morbidity/mortality statistics • Dissemination of quality improvements • Location presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) • Active participation in professional organizations Three letters of External Review, at least one of which should be from external sources, including external community providers**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Clinician **Rank: Associate Professor**

Parameter	Requirement
Time*	• At least five (5) years as an assistant professor at MCG.
Teaching	• Typically devotes the majority of effort (>80%) to clinical care with less effort in education – or research – related activities. • Contributes to teaching in MCG or other colleges • Teaching primarily in context of clinical care • Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees • Advising and mentoring students • Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate • Teach in venues like educational conference series, morning report, clinical skills • Involvement in curriculum or assessment development and/or education Quality improvement of current educational practices • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical noteworthy accomplishments might include one or more of the following: • Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies • Presentation of best practices, clinical observations, emerging clinical issues, and quality improvement projects at the local level or higher • Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public, at least locally • Engagement in practice-based quality improvement projects • Participation as PI or Co-I on clinical trials • Entrepreneurial activities such as development of new technologies and/or patient application • Demonstration of developing scholarly approach to teaching (i.e., knowledge of education literature and "best practices," application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • One publication or other scholarly products/year • Funding adds strength to application
Service	• Typically devotes ≥80% time to clinical care • Regional reputation as a clinician • Contribution to administrative or service leadership in section, department, college, institution • Clinical expertise requested by peers external to college and by patients • Peer ratings of practice quality considered excellent • Percentile work RVU of adjusted clinical effort assessed by benchmark (UHC) ≥50th • Activities that advance the Institution's mission regionally • Patient morbidity/mortality statistics
Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications. o Providing professional development student success sessions to faculty colleagues. o Attending commencement ceremonies and other student recognition events. o Facilitating learner health and wellness. o Organizing or providing professional development activities for learners. o Participating in learner recruitment, and retention activities

Professional Development	• Evidence of ongoing professional development of **SELF** in the area of clinical practice and other competencies related to faculty roles and responsibilities **(required)**
	  ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain.
	• Evidence of ongoing professional development of **OTHERS** in the area of clinical practice and other competencies related to faculty roles and responsibilities **(additional evidence but not required)**
	  ○ Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.

Evidence of State/Regional and Developing National Reputation	Examples include: • Patient referrals • Patient satisfaction • Leadership on specific quality improvement projects • Recognized innovation in clinical practice (e.g., development of a new surgical approach or treatment algorithm) with evidence of adoption outside of MCG • Serving as medical director of an AUMC service or creation of a new, major clinical service • Regional presentations, invitation to speak • Invitations to peer review • Elected to membership in professional organizations • Active participation in professional organizations, committees, presentations Letters of External Review, at least three of which should be from external sources, from individuals at the rank of Associate Professor or higher**

*Note about "Time": The "time in rank" required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). "Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for "early" promotion." BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Clinician **Rank: Professor**

Parameter	Requirement
Time *	• At least five (5) years as an associate professor at MCG.
Teaching	• Typically devotes the majority of effort (>80%) to clinical care with less effort in education – or research – related activities. • Contributes to teaching in MCG or other colleges • Teaching primarily in context of clinical care • Recognized as being an excellent teacher by students, residents, fellows or continuing medical education attendees • Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate • Advising and mentoring students • May become an education leader (e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer) • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical noteworthy accomplishments might include one or more of the following: • Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies • Presentation of best practices, clinical observations, emerging clinical issues, and quality improvement projects at the local level or higher • Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public, at least locally • Engagement in practice-based quality improvement projects • Participation as PI or Co-I on clinical trials • Entrepreneurial activities such as development of new technologies and/or patient application • Demonstration of developing scholarly approach to teaching (i.e., knowledge of education literature and "best practices," application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • One to two publications or other scholarly products/year • Funding adds strength to application
Service	• Typically devotes ≥80% time to clinical care • Contribution to administrative or service leadership in section, department, college, institution • Clinical expertise requested by peers external to college and by patients • National and/or international reputation as a clinician • Peer ratings of practice quality considered excellent • Percentile work RVU of adjusted clinical effort assessed by benchmark (UHC) ≥50th • Activities that advance the Institution's mission on a national or international level

Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:*
	  ○ Assisting students, residents, and fellows in their clinical practice and duties.
	  ○ Serving on committees, teams, and task forces related to student success.
	  ○ Mentoring faculty colleagues in student success activities.
	  ○ Nominating learners for awards.
	  ○ Serving as a faculty advisor for a student interest group
	  ○ Preparing letters of recommendation and assisting with applications.
	  ○ Providing professional development student success sessions to faculty colleagues.
	  ○ Attending commencement ceremonies and other student recognition events.
	  ○ Facilitating learner health and wellness.
	  ○ Organizing or providing professional development activities for learners.
	  ○ Participating in learner recruitment, and retention activities.

Professional Development	• Evidence of ongoing professional development of **SELF** in the area of clinical practice and other competencies related to faculty roles and responsibilities **(required)**

	○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of clinical practice and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of National and/or International Reputation	Examples include: • Patient referrals • Patient satisfaction • Patient morbidity/mortality statistics • Leadership on specific quality improvement projects • Ability to draw trainees to MCG/AU clinical training program • Recognized innovation in clinical practice (e.g., development of a new surgical approach or treatment algorithm) with evidence of adoption outside of MCG • Serving as medical director of a WMCG service or creation of a new, major clinical service • National and international presentations, invitations to speak • Invitations to peer review • Nominated or elected leadership positions in national or international professional organizations • Recognition of clinical excellence through national reputation as "Best Doctors" or similar award Letters of External Review, at least three of which should be from external sources, from individuals at the rank of Professor or higher**

*Note about "Time": The "time in rank" required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). "Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for "early" promotion." BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Clinician-Educator **Rank: Assistant Professor**

Parameter	Requirement
Time*	• At least five (5) years as an instructor at MCG.
Teaching	• Typically devotes the majority of effort to clinical care with less effort in education-related activities • Contributes to teaching in MCG or other colleges • Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees • Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate • Teach in venues like educational conference series, morning report, clinical skills • Involvement in curriculum or assessment development • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical accomplishments include: • Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies • Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally • Engagement in practice-based quality improvement projects • Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • At least one publication and other scholarly product
Service	• Typically devotes ≥ 50% time to clinical care • Contribution to at least one committee in section or department • Clinical expertise requested by peers in other sections/departments and patients • Peer ratings of practice quality considered • Activities that advance the Institution's mission on a local level
Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications. o Providing professional development student success sessions to faculty colleagues. o Attending commencement ceremonies and other student recognition events. o Facilitating learner health and wellness. o Organizing or providing professional development activities for learners. o Participating in learner recruitment, and retention activities. • *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:* o Using data and learner feedback to continuously improve learner engagement. o Serving as an academic or career advisor for a panel of learners o Developing new training opportunities. o Promoting academic growth mindset in learners. o Developing and updating courses to include best practices for learner engagement. o Implementing pedagogical training for faculty members. o Developing learner support.

	○ Assessing student learning and development. ○ Developing or delivering strategies to improve learner career success.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of clinical practice, teaching, and other competencies related to faculty roles and responsibilities **(required)** ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of clinical practice, teaching, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/ Regional and Developing National Reputation	Examples include: • Publications • Local presentations, invitations to speak • Invitations to peer review • Active participation in professional organizations Letters of External Review, at least three of which should be from external sources**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Clinician-Educator **Rank: Associate Professor**

Parameter	Requirement
Time*	• At least five (5) years as an assistant professor at MCG.
Teaching	• Typically devotes the majority of effort to clinical care with less effort in education-related activities • Contributes to the teaching in MCG and other colleges • Teaches primarily in context of clinical care • Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate • Advising and mentoring students • May be an education leader (e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer) • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical accomplishments include: • Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies • Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally • Engagement in practice-based quality improvement projects • Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and "best practices," application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching)) • One publication or other scholarly products/year • Funding adds strength to application
Service	• Typically devotes at least 50% of time to clinical care • Contribution to administrative or service leadership in section, department, college, or institution • Clinical expertise requested by peers external to college and by patients • Peer ratings of practice quality considered • ≥50th percentile work RVU for adjusted clinical effort assessed by benchmark (UHC) • Activities that advance the Institution's mission regionally
Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications. o Providing professional development student success sessions to faculty colleagues. o Attending commencement ceremonies and other student recognition events. o Facilitating learner health and wellness. o Organizing or providing professional development activities for learners. o Participating in learner recruitment, and retention activities • *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:* o Using data and learner feedback to continuously improve learner engagement. o Serving as an academic or career advisor for a panel of learners o Developing new training opportunities. o Promoting academic growth mindset in learners. o Developing and updating courses to include best practices for learner engagement. o Implementing pedagogical training for faculty members. o Developing learner support.

	○ Assessing student learning and development. ○ Developing or delivering strategies to improve leaner career success.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of clinical practice, teaching, and other competencies related to faculty roles and responsibilities **(required)** ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of clinical practice, teaching, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/Regional and Developing National Reputation	Examples include: • Publications • Presentations, invitations to speak • Invitations to peer review for journals or submissions to meetings • Elected to membership in professional organizations • Active participation in professional organizations, committees, presentations Letters of External Review, at least three (non-tenure track) or four (tenure track) of which should be from external sources, from individuals at the rank of Associate Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Clinician-Educator **Rank: Professor**

Parameter	Requirement
Time *	• At least five (5) years as an associate professor at MCG.
Teaching	• Typically devotes the majority of effort to clinical care with less effort in education-related activities • Contributes to the teaching in MCG and other colleges • Typically teaches primarily in context of clinical care • Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate • Advising and mentoring students • May be an education leader (e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer) • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical accomplishments to include: • Demonstration of scholarly approach to teaching (i.e., knowledge of education literature and "best practices," application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • Publication of clinical observations, chapters, reviews, clinical guidelines, clinical research or quality improvement studies • Assisting in developing clinical guidelines or quality improvement projects, reviewed by peers and made public at least locally • Engagement in practice-based quality improvement projects • One to two publications/other scholarly products/year • Funding adds strength to application
Service	• Typically devotes at least 50% of time to clinical care • Contribution to administrative or service leadership in section, department, college, or institution • Clinical expertise requested by peers external to college and by patients • State, regional and/or national reputation as clinician • Peer ratings of practice quality considered • ≥50th percentile work RVU for adjusted clinical effort assessed by benchmark (UHC) • Activities that advance the Institution's mission on a national/international level

Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:*
	  ○ Assisting students, residents, and fellows in their clinical practice and duties.
	  ○ Serving on committees, teams, and task forces related to student success.
	  ○ Mentoring faculty colleagues in student success activities.
	  ○ Nominating learners for awards.
	  ○ Serving as a faculty advisor for a student interest group
	  ○ Preparing letters of recommendation and assisting with applications.
	  ○ Providing professional development student success sessions to faculty colleagues.
	  ○ Attending commencement ceremonies and other student recognition events.
	  ○ Facilitating learner health and wellness.
	  ○ Organizing or providing professional development activities for learners.
	  ○ Participating in learner recruitment, and retention activities.
	• *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:*
	  ○ Using data and learner feedback to continuously improve learner engagement.
	  ○ Serving as an academic or career advisor for a panel of learners
	  ○ Developing new training opportunities.
	  ○ Promoting academic growth mindset in learners.
	  ○ Developing and updating courses to include best practices for learner engagement.
	  ○ Implementing pedagogical training for faculty members.

	○ Developing learner support. ○ Assessing student learning and development. ○ Developing or delivering strategies to improve learner career success.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of clinical practice, teaching, and other competencies related to faculty roles and responsibilities **(required)** ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of clinical practice, teaching, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of National and/or International Reputation	Examples include: • Publications (clinical or education research, reviews or commentaries) • Presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations • Active participation in professional organizations • Nominated or elected positions in professional organizations Letters of External Review, at least three (non-tenure track) or five (tenure track) of which should be from external sources, from individuals at the rank of Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Educator **Rank: Assistant Professor**

Parameter	Requirement
Time*	• At least five (5) years as an instructor at MCG.
Teaching	• Typically devotes most effort, if not all, to education-related activities • Contributes to teaching in MCG or other colleges • Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees • Demonstrated commitment to become effective educational administrator • Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate • Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory: • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	• Engagement with education community • Demonstration of developing a scholarly approach to education activities (i.e., knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflective use of outcomes to improve education activity) • Participate in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) • Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) • At least two publications and other scholarly products
Service	• Contribution to at least one committee in section or department • Activities that advance the institution's mission on a local level
Student Success	• *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:* o Using data and learner feedback to continuously improve learner engagement. o Serving as an academic or career advisor for a panel of learners o Developing new training opportunities. o Promoting academic growth mindset in learners. o Developing and updating courses to include best practices for learner engagement. o Implementing pedagogical training for faculty members. o Developing learner support. o Assessing student learning and development. o Developing or delivering strategies to improve learner career success.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of teaching, student success, and other competencies related to faculty roles and responsibilities **(required)** o CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of teaching, student success, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** o Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/ Regional and	• Publications • Local presentations, invitations to speak

Developing National Reputation	• Invitations to peer review • Active participation in professional organizations Letters of External Review, at least three of which should be from external sources**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external

Pathway: Educator **Rank: Associate Professor**

Parameter	Requirement
Time*	• At least five (5) years as an assistant professor at MCG.
Teaching	• Typically devotes most, if not all, faculty effort to education-related activities • Contributes to teaching in MCG or other colleges • Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate • Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) • Advising and mentoring students • Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	• Engagement with the education community • Demonstration of a scholarly approach to education activities (i.e., knowledge of education literature and "best practices," application to education activity, assessment of outcomes, reflective use of outcomes to improve education activities) • Participation in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public (e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL)) • Authorship of co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) • One to two publications or other scholarly product/year • Funding adds strength of application
Service	• Contribution to administrative or service leadership in section, department, college, or institution • Activities that advance the Institution's mission regionally
Student Success	• *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:* o Using data and learner feedback to continuously improve learner engagement. o Serving as an academic or career advisor for a panel of learners o Developing new training opportunities. o Promoting academic growth mindset in learners. o Developing and updating courses to include best practices for learner engagement. o Implementing pedagogical training for faculty members. o Developing learner support. o Assessing student learning and development. o Developing or delivering strategies to improve learner career success.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of teaching, student success, and other competencies related to faculty roles and responsibilities **(required)** o CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of teaching, student success, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** o Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.

Evidence of State/Regional and Developing National Reputation	Examples include: • Publications • Presentations, invitations to speak • Invitations to peer review for journals or submissions to meetings • Elected to membership in professional organizations • Active participation in professional organizations, committees, presentations Letters of External Review, at least three (non-tenure track) or four (tenure track) of which should be from external sources, from individuals at the rank of Associate Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Educator **Rank: Professor**

Parameter	Requirement
Time *	• At least five (5) years as an associate professor at MCG.
Teaching	• Typically devotes most, if not all, faculty effort to education-related activities • Contributes to teaching in MCG or other colleges • Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees • Demonstrated commitment to become effective educational administrator • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate • Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) • Advising and mentoring students • Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	• Engagement with the education community • Demonstration of a scholarly approach to education activities (i.e., knowledge of education literature and "best practices," application to education activities, assessment of outcomes, reflective use of outcomes to improve education activities) • Engagement in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) • Authorship of co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) • Two publications or other scholarly product/year • Funding adds strength of application
Service	• Contribution to administrative or service leadership in section, department, college, or institution • Activities that advance the Institution's mission on a national/international level
Student Success	• *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:* o Using data and learner feedback to continuously improve learner engagement. o Serving as an academic or career advisor for a panel of learners o Developing new training opportunities. o Promoting academic growth mindset in learners. o Developing and updating courses to include best practices for learner engagement. o Implementing pedagogical training for faculty members. o Developing learner support. o Assessing student learning and development. o Developing or delivering strategies to improve learner career success.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of teaching, student success, and other competencies related to faculty roles and responsibilities **(required)** o CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of teaching, student success, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)**

	○ Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of National and/or International Reputation	Examples include: • Publications (education research, reviews or commentaries; or publications in basic science or clinical discipline) • Presentations, invitations to speak • Invitations to peer review, qualify for elected membership in professional organization • Active participation in professional organizations • Nominated for elected positions in professional organizations Letters of External Review, at least three (non-tenure track) or five (tenure track) of which should be from external sources, from individuals at the rank of Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Educator-Clinician **Rank: Assistant Professor**

Parameter	Requirement
Time *	• At least five (5) years as an instructor at MCG.
Teaching	• Typically devotes the majority of effort to education-related activities with less effort in clinical care • Contributes to teaching in MCG or other colleges • Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees • Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions) • Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate • Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical accomplishments include: • Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • Engagement in education scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) • Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) • At least two publications and other scholarly products (publication or other)
Service	• Devotes ≤ 40-50% to clinical care • Contribution to at least one committee in section or department • Clinical expertise requested by peers in other sections/departments and patients • Peer ratings of practice quality considered • Activities that advance the Institution's mission on a local level
Student Success	• *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:* o Using data and learner feedback to continuously improve learner engagement. o Serving as an academic or career advisor for a panel of learners o Developing new training opportunities. o Promoting academic growth mindset in learners. o Developing and updating courses to include best practices for learner engagement. o Implementing pedagogical training for faculty members. o Developing learner support. o Assessing student learning and development. o Developing or delivering strategies to improve learner career success. • *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications.

	○ Providing professional development student success sessions to faculty colleagues. ○ Attending commencement ceremonies and other student recognition events. ○ Facilitating learner health and wellness. ○ Organizing or providing professional development activities for learners. ○ Participating in learner recruitment, and retention activities.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of teaching, clinical practice, and other competencies related to faculty roles and responsibilities **(required)** ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of teaching, clinical practice, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/ Regional and Developing National Reputation	Examples include: • Publications • Local presentations, invitations to speak • Invitations to peer review • Active participation in professional organizations Letters of External Review, at least three of which should be from external sources**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Educator-Clinician **Rank: Associate Professor**

Parameter	Requirement
Time*	• At least five (5) years as an assistant professor at MCG.
Teaching	• Typically devotes the majority of effort to education-related activities with less effort in clinical care • Contributes to the teaching in MCG and other colleges • Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees • Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions) • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate • Demonstrated desire to become effective as teaching in several venues (e.g., lecture, facilitating small groups, laboratory) • Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical accomplishments include: • Demonstration of a scholarly approach to teaching (i.e., knowledge of education literature and "best practices," application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • Sustained engagement in educational scholarship (i.e., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) • Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) • One or two publications or other scholarly product/year • Funding adds strength to application
Service	• Typically devotes some time (usually 10-20%) to clinical care • Contribution to administrative or service leadership in section, department, college, or institution • Clinical expertise requested by peers external to college and by patients • Peer ratings of practice quality considered • ≥50th percentile work RVU for adjusted clinical effort assessed by benchmark (UHC) • Activities that advance the Institution's mission regionally
Student Success	• *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:* o Using data and learner feedback to continuously improve learner engagement. o Serving as an academic or career advisor for a panel of learners o Developing new training opportunities. o Promoting academic growth mindset in learners. o Developing and updating courses to include best practices for learner engagement. o Implementing pedagogical training for faculty members. o Developing learner support. o Assessing student learning and development. o Developing or delivering strategies to improve learner career success. • *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications. o Providing professional development student success sessions to faculty colleagues. o Attending commencement ceremonies and other student recognition events. o Facilitating learner health and wellness.

	○ Organizing or providing professional development activities for learners. ○ Participating in learner recruitment, and retention activities.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of teaching, clinical practice, and other competencies related to faculty roles and responsibilities **(required)** ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of teaching, clinical practice, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/Regional and Developing National Reputation	Examples include: • Publications • Presentations, invitations to speak • Invitations to peer review for journals or submissions to meetings • Elected to membership in professional organizations • Active participation in professional organizations, committees, presentations Letters of External Review, at least three (non-tenure track) or four (tenure track) of which should be from external sources, from individuals at the rank of Associate Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Educator-Clinician **Rank: Professor**

Parameter	Requirement
Time *	• At least five (5) years as an associate professor at MCG.
Teaching	• Typically devotes the majority of effort to education-related activities with less effort in clinical care • Contributes to the teaching in MCG and other colleges • Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees • Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions) • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate • Demonstrated desire to become effective as teaching in several venues (e.g., lecture, facilitating small groups, laboratory) • Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	Typical accomplishments include: • Demonstration of a scholarly approach to teaching (i.e., knowledge of education literature and "best practices," application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • Sustained engagement in educational scholarship (i.e., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) • Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) • Two publications or other scholarly product/year • Funding adds strength to application
Service	• Typically devotes some time (usually 10-20%) to clinical care • Contribution to administrative or service leadership in section, department, college, or institution • Clinical expertise requested by peers external to college and by patients • Peer ratings of practice quality considered • ≥50th percentile work RVU for adjusted clinical effort assessed by benchmark (UHC) • Activities that advance the Institution's mission national/international level
Student Success	• *Faculty with teaching responsibilities will be able to demonstrate contributions to Teaching and student success activities such as:* o Using data and learner feedback to continuously improve learner engagement. o Serving as an academic or career advisor for a panel of learners o Developing new training opportunities. o Promoting academic growth mindset in learners. o Developing and updating courses to include best practices for learner engagement. o Implementing pedagogical training for faculty members. o Developing learner support. o Assessing student learning and development. o Developing or delivering strategies to improve learner career success. • *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications. o Providing professional development student success sessions to faculty colleagues. o Attending commencement ceremonies and other student recognition events. o Facilitating learner health and wellness.

	○ Organizing or providing professional development activities for learners. ○ Participating in learner recruitment, and retention activities.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of teaching, clinical practice, and other competencies related to faculty roles and responsibilities **(required)** ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of teaching, clinical practice, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, trainer, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of National and/or International Reputation	Examples include: • Publications (clinical or education research, reviews or commentaries) • Presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations • Active participation in professional organizations • Nominated or elected positions in professional organizations Letters of External Review, at least three (non-tenure track) or five (tenure track) of which should be from external sources, from individuals at the rank of Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Researcher **Rank: Assistant Professor**

Parameter	Requirement
Time*	• At least five (5) years as an instructor at MCG.
Teaching	• Contributed to teaching in MCG or other colleges • Typically one to two lectures/year at graduate or medical student level • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	• Typically devotes at least 50-80% of time to research • Demonstrated commitment to original basic, laboratory, translational or clinical science research • Collaborated with established investigator • Poised to apply for extramural funding; acquisition of extramural funding desirable (e.g., NSRA) • Major contribution to and authorship of peer reviewed research publications
Service	• Served on at least one committee in section, department, center or institute
Student Success	• *Faculty with research responsibilities will be able to demonstrate contributions to Research and student success activities such as:* o Directing student research. o Co-authoring or co-presenting with students. o Sponsoring and/or supporting students to attend professional meetings and conferences. o Presenting or publishing papers or securing grants related to student success. o Providing resource support for student research success. o Nominating students for research awards. o Facilitating a journal club for learners
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of research/scholarship and other competencies related to faculty roles and responsibilities **(required)** o CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of research/scholarship and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** o Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/ Regional and Developing National Reputation	Examples include: • Publications, presentations • Invitation to speak locally • Active participation in professional organizations Letters of External Review, at least three of which should be from external sources**

*Note about "Time": The "time in rank" required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). "Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for "early" promotion." BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Researcher **Rank: Associate Professor**

Parameter	Requirement
Time*	• At least five (5) years as an assistant professor at MCG.
Teaching	Sustained active, effective contributions to teaching in MCG or other colleges activities such as: • Improvement as teacher or attainment of high competence level • Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students, including service on graduate student thesis committees • Participation and possible leadership in student or post-doctoral education in department or college • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	• Demonstrated accomplishments in basic, laboratory, translational or clinical science research • Extramural funding demonstrated by one or more of the following (or equivalent): o PI on an active R01 or NSF grant o PI on recently completed R01 or NSF grant that is in the renewal process or that has been funded but not yet activated o Co-I on program project grant or Pi/Co-I on VA Merit Review, NSF foundation, or industry funding o Grant coverage of at least 70% of research FTE or as assigned by chair/director • Continued publication of significant, original research or clinical applications of basic/translational research; typically two to three publications/year in peer reviewed journals (citation index will be considered) • Presentation of abstracts and lectures at regional/national meetings
Service	• Sustained participation on committees or other leadership in section, department, center or institute; all faculty expected to serve on at least one major committee in MCG or The Graduate School • Activities that advance the institution's mission on a regional basis
Student Success	• *Faculty with research responsibilities will be able to demonstrate contributions to Research and student success activities such as:* o Directing student research. o Co-authoring or co-presenting with students. o Sponsoring and/or supporting students to attend professional meetings and conferences. o Presenting or publishing papers or securing grants related to student success. o Providing resource support for student research success. o Nominating students for research awards. o Facilitating a journal club for learners.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of research/scholarship and other competencies related to faculty roles and responsibilities **(required)** o CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of research/scholarship and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** o Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/ Regional and Developing National Reputation	Examples include: • Election to scientific or other professional societies • Membership to editorial boards • Peer reviewer (journals, submissions to meetings) • Invitations to serve on committees of state/regional or higher organizations • Peer reviewed presentations at regional or national meetings • High level of recognition as educator

	Letters of External Review, at least three (non-tenure track) or four (tenure track) of which should be from external sources, from individuals at the rank of Associate Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Researcher **Rank: Professor**

Parameter	Requirement
Time *	• At least five (5) years as an associate professor at MCG.

Teaching	• Sustained active, effective contributions to teaching in MCG or other colleges demonstrated by activities such as:
	  ○ Demonstrated improvement as teacher or attainment of high level of competence
	  ○ Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students (with documentation of protégé assessment and outcomes)
	• May be leader (course director) in student or post-doctoral education in department or college
	• Contributions and evidence of quality/impact of teaching

Research or Other Scholarly Activity	• Typically devotes at least 50-80% of time to research • Demonstrated major accomplishments in basic, laboratory, translational or clinical science research • Sustained extramural funding demonstrated by R01 PI or Co-I expected, or equivalent funding such as PI or Co-I on program project or PI on VA Merit Review, NSF, foundation, industry or other research funding • Grant coverage of at least 70% of research FTE • Special consideration will be given for contributions to research program development, such as program project, center or core facility grants • Continued publication of significant, original research, typically two to three publications/year in peer reviewed journals (citation index will be considered) • Presentation of abstracts and lectures at national/international meetings
Service	• Leader in administrative service in section, department, center or institute (e.g., director of core laboratory or member/chair of important committee) • Activities that advance the institution's mission on a national/international level

Student Success	• *Faculty with research responsibilities will be able to demonstrate contributions to Research and student success activities such as:*
	  ○ Directing student research.
	  ○ Co-authoring or co-presenting with students.
	  ○ Sponsoring and/or supporting students to attend professional meetings and conferences.
	  ○ Presenting or publishing papers or securing grants related to student success.
	  ○ Providing resource support for student research success.
	  ○ Nominating students for research awards.
	  ○ Facilitating a journal club for learners

Professional Development	• Evidence of ongoing professional development of **SELF** in the area of research/scholarship and other competencies related to faculty roles and responsibilities **(required)**
	  ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain.
	• Evidence of ongoing professional development of **OTHERS** in the area of research/scholarship and other competencies related to faculty roles and responsibilities **(additional evidence but not required)**
	  ○ Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.

Evidence of National and/or International Reputation	Examples include: • Election to scientific or other professional societies • Membership to editorial boards and study sections • Peer reviewer (journals, submissions to meetings) • Membership on investigator-initiated research committees • Invitations to serve on committees of national/international organizations • May have high level of recognition as educator • National awards or other recognition of achievement

	Letters of External Review, at least three (non-tenure track) or five (tenure track) of which should be from external sources, from individuals at the rank of Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of

Pathway: Clinician Investigator **Rank: Assistant Professor**

Parameter	Requirement
Time*	• At least five (5) years as an instructor at MCG.
Teaching	• Contributed to teaching in MCG or other colleges • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate • Clinical teaching when assigned to clinical services, two to three lectures/year, clinical skills preceptor for medical students • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	• Typically devotes at least 50-60% of time to research • Demonstrated commitment to original basic, laboratory, translational or clinical science research • Collaborated with established investigator • Poised to apply for extramural funding; acquisition of extramural funding desirable (e.g., NSRA) • Major contribution to and authorship of peer reviewed research publications
Service	• Served on at least one committee in section, department, center or institute • Respected and competent in clinical discipline; contributes to section or department clinical activity in proportion to time commitment
Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications. o Providing professional development student success sessions to faculty colleagues. o Attending commencement ceremonies and other student recognition events. o Facilitating learner health and wellness. o Organizing or providing professional development activities for learners. o Participating in learner recruitment, and retention activities. • *Faculty with research responsibilities will be able to demonstrate contributions to Research and student success activities such as:* o Directing student research. o Co-authoring or co-presenting with students. o Sponsoring and/or supporting students to attend professional meetings and conferences. o Presenting or publishing papers or securing grants related to student success. o Providing resource support for student research success. o Nominating students for research awards. o Facilitating a journal club for learners
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(required)** o CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** o Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.

Evidence of State/ Regional and Developing National Reputation	• Publications, presentations • Invitation to speak locally • Clinical expertise requested outside section or department • Active participation in professional organizations Letters of External Review, at least three of which should be from external sources**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Clinician Investigator **Rank: Associate Professor**

Parameter	Requirement
Time*	• At least five (5) years as an assistant professor at MCG.
Teaching	Sustained active, effective contributions to teaching in MCG or other colleges activities such as: • Improvement as teacher or attainment of high competence level • Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students, including service on graduate student thesis committees • Participation and possible leadership in student or post-doctoral education in department or college • Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	• Typically devotes at least 50-60% of time to research (accomplishments judged on time commitment) • Demonstrated accomplishments in basic, laboratory, translational or clinical science research • Extramural funding demonstrated by one or more of the following (or equivalent): o PI on an active R01 or NSF grant o K award as an initial grant followed by submission of an R01 o Additional funding (e.g., Co-I on program project grant or PI/Co-I on VA Merit, NSF, foundation, or industry funding o Grant coverage of at least 50% of research FTE or as assigned by chair/director • Continued publication of significant, original research or clinical applications of basic/translational research; typically two to three publications/year in high impact peer reviewed journals (citation index will be considered) • Presentation of abstracts and lectures at regional/national meetings
Service	• Sustained participation on committees or other leadership in section, department, center/institute; all faculty expected to serve on at least one college committee • Leadership in clinical discipline; contributes to section or department clinical activity in proportion to time commitment; ≥ 50th percentile for adjusted clinical effort assessed by benchmark (UHC) • Activities that advance the Institution's mission on a regional basis
Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:* o Assisting students, residents, and fellows in their clinical practice and duties. o Serving on committees, teams, and task forces related to student success. o Mentoring faculty colleagues in student success activities. o Nominating learners for awards. o Serving as a faculty advisor for a student interest group o Preparing letters of recommendation and assisting with applications. o Providing professional development student success sessions to faculty colleagues. o Attending commencement ceremonies and other student recognition events. o Facilitating learner health and wellness. o Organizing or providing professional development activities for learners. o Participating in learner recruitment, and retention activities. • *Faculty with research responsibilities will be able to demonstrate contributions to Research and student success activities such as:* o Directing student research. o Co-authoring or co-presenting with students. o Sponsoring and/or supporting students to attend professional meetings and conferences. o Presenting or publishing papers or securing grants related to student success. o Providing resource support for student research success. o Nominating students for research awards. o Facilitating a journal club for learners.
Professional Development	• Evidence of ongoing professional development of **SELF** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(required)**

	○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain. • Evidence of ongoing professional development of **OTHERS** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(additional evidence but not required)** ○ Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of State/Regional and Developing National Reputation	Examples include: • Election to scientific or other professional societies • Membership to editorial boards • Peer reviewer (journals, submissions to meetings) • Invitations to serve on committees of state/regional or higher organizations • Peer reviewed presentations at regional or national meetings • High level of recognition as educator or clinician Letters of External Review, at least three (non-tenure track) or four (tenure track) of which should be from external sources, from individuals at the rank of Associate Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Clinician Investigator **Rank: Professor**

Parameter	Requirement
Time *	• At least five (5) years as an associate professor at MCG.

Teaching	• Sustained active, effective contributions to teaching in MCG or other colleges activities such as:
	  ○ Demonstrated improvement as teacher or attainment of high level of competence
	  ○ Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students (with documentation of protégé assessment and outcomes)
	• Leader in student, resident or fellow education in department or college
	• Contributions and evidence of quality/impact of teaching

Research or Other Scholarly Activity	• Typically devotes at least 50-60% of time to research (judged on time commitment) • Demonstrated major accomplishments in basic, laboratory, translational or clinical science research • Sustained extramural funding demonstrated by R01 PI or Co-I expected, plus additional funding such as Co-I on program project or PI on VA Merit Review, foundation, industry, or other research funding • Grant expected to cover at least 50-70% of research FTE • Special consideration will be given for contributions to research program development, such as program project, center or care facility grants • Continued publication of significant, original research or clinical applications of basic/translational research; typically two to three publications/year in peer reviewed journals (citation index will be considered) • Presentation of abstracts and lectures at nation or international meetings
Service	• Leaders in administrative service in section, department, center or institute • Leadership, respect and competence in clinical discipline; contribute to section/department clinical activity in proportional to time commitment; ≥50th percentile for adjusted clinical effort assessed by benchmark (UHC) • Activities that advance the Institution's mission on a national/international level

Student Success	• *Faculty with service responsibilities will be able to demonstrate contributions to Service and student success activities such as:*
	  ○ Assisting students, residents, and fellows in their clinical practice and duties.
	  ○ Serving on committees, teams, and task forces related to student success.
	  ○ Mentoring faculty colleagues in student success activities.
	  ○ Nominating learners for awards.
	  ○ Serving as a faculty advisor for a student interest group
	  ○ Preparing letters of recommendation and assisting with applications.
	  ○ Providing professional development student success sessions to faculty colleagues.
	  ○ Attending commencement ceremonies and other student recognition events.
	  ○ Facilitating learner health and wellness.
	  ○ Organizing or providing professional development activities for learners.
	  ○ Participating in learner recruitment, and retention activities.
	• *Faculty with research responsibilities will be able to demonstrate contributions to Research and student success activities such as:*
	  ○ Directing student research.
	  ○ Co-authoring or co-presenting with students.
	  ○ Sponsoring and/or supporting students to attend professional meetings and conferences.
	  ○ Presenting or publishing papers or securing grants related to student success.
	  ○ Providing resource support for student research success.
	  ○ Nominating students for research awards.
	  ○ Facilitating a journal club for learners

Professional Development	• Evidence of ongoing professional development of **SELF** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **(required)** ○ CEUs, CMEs, conferences, courses, certificates/degrees, coaching, workshops, and other training opportunities that demonstrate a commitment to enhancing skills specific to this domain.

	• Evidence of ongoing professional development of **<u>OTHERS</u>** in the area of research/scholarship, clinical practice, and other competencies related to faculty roles and responsibilities **<u>(additional evidence but not required)</u>** ○ Participation as a coach, training, facilitator, instructor, sponsor, mentor, etc. that facilitates the professional development of faculty peers (inside and outside AU) specific to this domain.
Evidence of National and/or International Reputation	Examples include: • Election to scientific or other professional societies • Membership to editorial boards and study sections • Peer reviewer (journals, submissions to meetings) • Membership on investigator-initiated research committee • Invitations to serve on committees of national/international organizations • May have high level of recognition as educator or clinician • National awards or other recognition of achievement Letters of External Review, at least three (non-tenure track) or five (tenure track) of which should be from external sources, from individuals at the rank of Professor or higher**

*Note about "Time": The “time in rank” required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). “Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for “early” promotion.” BoR Policy 8.3.6

**Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Research Scientist **Rank: Research Scientist**

Parameter*	Requirement
Time**	• At least three (3) years as an assistant research scientist at MCG.
Research	• Demonstrated commitment to original basic science, translational or clinical research • Sustained contributions to the research of an established investigator(s) • Typically authorship on at least one publication, first or senior authorship on at least one publication in this period expected • Type and magnitude of contribution to multi-authored articles should be documented and will be considered • Application for extramural funding will be considered at length • Letters of external review, at least three of which should be from external sources***
Service	• Encouraged but not required
Teaching	• Encouraged but not required
Student Success	• Encouraged but not required
Professional Development	• Encouraged but not required

*Research scientists are encouraged, but not required, to contribute to teaching, service, student success and professional development. Contributions to other areas listed strengthen a candidate's credentials for promotion.
**Note about "Time": The "time in rank" required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). "Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for "early" promotion." BoR Policy 8.3.6
***Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external

Pathway: Research Scientist **Rank: Senior Research Scientist**

Parameter*	Requirement
Time**	• At least four (4) years as research scientist at MCG.
Research	• Documented sustained contributions to creative aspects of research in collaboration with an established investigator • Typically authorship on at least one publication/year since last promotion or since appointment; first or senior authorship on at least one publication in this period is expected • Type and magnitude of contribution to multi-authored articles should be documented and will be considered • Acquisition of some research funding from intramural/extramural sources adds to strength of portfolio • Letters of external review, at least three of which should be from external sources***
Service	• Encouraged but not required
Teaching	• Encouraged but not required
Student Success	• Encouraged but not required
Professional Development	• Encouraged but not required

*Research scientists are encouraged, but not required, to contribute to teaching, service, student success and professional development. Contributions to other areas listed strengthen a candidate's credentials for promotion.
**Note about "Time": The "time in rank" required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). "Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for "early" promotion." BoR Policy 8.3.6
***Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

Pathway: Research Scientist **Rank: Principal Research Scientist**

Parameter*	Requirement
Time**	• At least five (5) years as senior research scientist at MCG.
Research	• Documented sustained contributions to creative aspects of research in collaboration with an established investigator, including evidence of independent research • Typically first or senior authorship on several publications and authorship on at least two publication/year • Type and magnitude of contribution to multi-authored articles should be documented and will be considered • Acquisition of some extramural funding typical • Letters of external review, at least three of which should be from external sources***
Service	• Encouraged but not required
Teaching	• Encouraged but not required
Student Success	• Encouraged but not required
Professional Development	• Encouraged but not required

*Research scientists are encouraged, but not required, to contribute to teaching, service, student success and professional development. Contributions to other areas listed strengthen a candidate's credentials for promotion.
**Note about "Time": The "time in rank" required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). "Under special circumstances, faculty who are performing significantly above the standards for their current rank may be considered for "early" promotion." BoR Policy 8.3.6
***Letters of external review from institutions external to Augusta University. Please see the MCG Promotion and Tenure Policies for additional guidance on the selection of external reviewers.

ATTESTATION TO

ACCURACY OF CURRICULUM VITA AND

ADHERENCE TO THE REQUIRED ORGANIZATION AND FORMAT OF PORTFOLIO

To the best of my knowledge, I attest to the completeness and accuracy of my curriculum vitae as presented in my portfolio for promotion and/or tenure review. Further, I attest that at the time of submission my portfolio has been compiled in accordance with the required organization and format as described in the Augusta University Promotion and Tenure Policies (February 2023 version).

_____ _____

(Signature of Candidate) (Date)

Summary of Annual Evaluations

Please enter your annual evaluation ratings for each category for each year of the promotion and/or tenure evaluation. Student success activities are interwoven within the areas of teaching, research and service and should be evaluated and assessed in those categories.

Fiscal/Academic Year	Research/ Scholarship	Teaching	Service	Professional Development	Student Success Activities	Clinical	Administration	Overall

Additional Notes for Clarification (if needed):

Scoring key: (Effective for Fall of 2023)
EX=Exemplary
EE = Exceeds Expectations
ME=Meets Expectations
NI=Needs Improvement
NME = Does Not Meet Expectations

Summary of Assigned Contract Effort

Name: _____ Department:_____

Please enter your assigned contract effort for each category for each year of evaluation. In instances where your contract effort changed in the middle of the fiscal year, the number should represent the average assigned contract effort for that entire year in that category. The overall average for each column should represent the average across the given years.

Fiscal/Academic Year	Teaching	Research/ Scholarship	Clinical	Service	Administration	Overall
Overall Average						

Additional Notes for Clarification (if needed – for example, if changes were made to your assigned effort mid-year, please describe that change here**):**

MCG CV Format

DATE OF REVISION

CURRICULUM VITAE

Name
MCG Rank(s)
MCG Title(s)
Office Address
Office Telephone

EDUCATION (Institution(s), Date(s) of Attendance, Degree(s) Awarded, etc.)
- College (Undergraduate) (please indicate major)
- Graduate and Professional (please indicate major)
- Post-Doctoral Training
- Board Certification

PROFESSIONAL (Experience in Chronological Order)
- Academic Appointments
  - Title, Rank, Institution, Dates, etc.
- Administrative Responsibilities/Appointments
  - i.e., Editorial Boards, Professional Societies, List positions and dates
- Committee Assignments - Major Institutional Committees;
  - National Committees (should be generally categorized by level: 1) national/international, 2) state/regional, 3) hospital/institution/center, 4) college, and 5) department)
- Research and Training Grants Awarded (limited to past 5 years or time in current rank)
- Teaching Activities (including teaching, advising, and mentoring)
- Active IRB Approved Research Projects in Progress
- Major Professional Development activities, meetings (limited to past 5 years or time in current rank)

AWARDS/HONORS

SCIENTIFIC AND PROFESSIONAL SOCIETIES (Include Offices Held)

COMMUNITY ACTIVITIES (Include Offices Held)

PRESENTATIONS AT NATIONAL, REGIONAL, AND STATE MEETINGS (past 5 years or time in current rank)

VISITING PROFESSORSHIPS, etc. (past 5 years or time in current rank)

PROFESSIONAL EXHIBITS AND AUDIOVISUAL PROGRAMS

PUBLICATIONS IN NON-REFEREED JOURNALS

ABSTRACTS

PUBLICATIONS IN REFEREED JOURNALS (Author, Title, Journal, Volume, Inclusive Pages, Year.)

BOOKS AND CHAPTERS

Revised –7/18/2024

Date _____

Augusta University
Medical College of Georgia

Promotion and Tenure Review Summary 2020 - 2024

Name _____ Department _____

% Effort	2020	2021	2022	2023	2024
Academic (Teaching)					
Research					
Service					
Clinical					
Administration					

Academic (Teaching)

List # of hours OR % of effort. **~ Be consistent use only the # of hours OR only the % of effort. ~**

Clinical Teaching

# Months/Year					
Inpatient					
Outpatient					

Basic Science Teaching * * This is not expected from clinical (off-campus) faculty

# Courses					
# Hours					
# Lectures					
Student					
Demonstration					
Lab					
Examination					

Housestaff/Post doctoral					
Other Conferences					
CME Lectures					
CME Course Direction	Y/N	Y/N	Y/N	Y/N	Y/N
Other					

Research

# Grants Submitted					
# Grants Funded					
$ Amount Funded					
Invest. Status PI/CO-PI/CO-I					
Contracts $					

Publications

Refereed Papers					
Book Chapters					
Abstracts					
Other					

Presentations

In State					
National/International					

Service/Administration (Describe)

Administration					
Committees					
Department					

School					
National/International					
Clinical Teaching					
Gross Billing					
or					
RVUs					

Other Activities Not Covered Above *(Optional)*

Promotion and Tenure Portfolio Reviewers' Rubric

Refer to college and department policies for specific expectations of types of activities and productivity (aligned with workload allocation) and examples of evidence.

A recommendation for promotion requires:

- Professorial Ranks: The candidate to demonstrate **noteworthy achievement** in three areas and **meet expectations** in the remaining categories. For individuals who do not have an allocated effort to student success and/or professional development (i.e., these areas are merged into teaching, research, and service), they can demonstrate "noteworthy" by including concrete evidence in Appendices E and F in accordance with the Augusta University Promotion and Tenure Review Guidance. The required rubric will also include sections for student success and professional development.

A recommendation for tenure requires:

- The candidate to **demonstrate noteworthy achievement** in Scholarship and Teaching and **meets expectations** in all the remaining categories.

Required Rubric for Promotion and Tenure Committees at all levels:

All Promotion and Tenure Committees shall complete the evaluation rubric below and upload the completed form to the candidate's promotion and/or tenure application folder.

Please indicate the level of achievement the candidate has demonstrated, including brief examples. Refer to the candidate's department and/or college policies for specific criteria and evidence.

Scholarship, Research, and Creative Activity A candidate whose achievements are noteworthy and demonstrates a trajectory of national and international development. They disseminate their work through publications or other avenues appropriate for their discipline and have evidence of its impact in their discipline. Productivity in research, scholarship, and creative activity is noteworthy and aligned with the candidate's workload allocation.		
Exemplary or Exceeds Expectations	**Meets Expectations**	**Needs Improvement or Does Not Meet the Standard**

Teaching A candidate whose achievements are noteworthy will demonstrate excellence and effectiveness in teaching and instruction. They create engaging learning environments, both in and out of the classroom; demonstrate knowledge of the subject matter; advise and mentor; and contribute to curricular and instructional innovation. The candidate's specific teaching activities and contributions to student learning demonstrate noteworthy achievement appropriate to their assigned workload and discipline.		
Exemplary or Exceeds Expectations	**Meets Expectations**	**Needs Improvement or Does Not Meet Expectations**

Service A candidate whose achievements meet the standardare noteworthy will demonstrate outstanding contributions to the institution, professional organizations, and communities appropriate to their workload, discipline, and rank. Their service activities draw upon their professional expertise to support the greater good of the institution, the profession, or the community. Examples of noteworthy achievement may include leadership positions, awards, or development of novel services.		
Exemplary or Exceeds Expectations	**Meets Expectations**	**Needs Improvement or Does Not Meet Expectations**

Student Success A candidate who meets expectations in this area demonstrates some contributions to student success activities related to teaching, research, service, clinical practice, or administration. A candidate who is noteworthy in this area will provide multiple learners with opportunities to strengthen their own professional portfolios in the form of scholarship, academic achievement, awards, leadership opportunities, or advancement.		
Exemplary or Exceeds Expectations	**Meets Expectations**	**Needs Improvement or Does Not Meet Expectations**

Professional Development A candidate whose achievements meet expectations will demonstrate evidence of active, engaged and successful participation in: workshops, seminar, or other training related to teaching, research, clinical work, administration; leadership programs; other professional development opportunities. A candidate who is noteworthy in this area will demonstrate achievements beyond what is required to maintain professional standing and/or contributes to the professional development of others.		
Exemplary or Exceeds Expectations	**Meets Expectations**	**Needs Improvement or Does Not Meet Expectations**