

# Guidelines for Faculty Appointment, Development, Promotion and Tenure

Policy Owner: Medical College of Georgia Faculty Senate

## Table of Contents

Introduction.....	1
Faculty Classification.....	2
Appointments.....	3
Guidelines for Faculty Development.....	5
Figure 1 - Promotion Diagram .....	6
Promotion Process.....	7
Figure 2 - Tenure Diagram .....	13
Tenure Process .....	14
Pre-Tenure Review Track.....	17
Post-Tenure Review Track .....	19
Non-Tenure Track.....	21
Promotion and Tenure Committees.....	21
Faculty Promotion by Rank and Pathway Supplement.....	24
Clinical/Affiliate Faculty Identification, Recruitment, Appointment, and Promotion Supplement.....	34
Figure 3 - Clinical/Affiliate Faculty Identification, Recruitment, and Appointment Diagram .....	35
Promotion and/or Tenure Portfolio Guidelines.....	36
Faculty Retraining.....	37
Appendix A .....	38
Appendix B .....	39

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## 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 [“AU Guidelines for Faculty Promotion and Tenure”](#).

These guidelines 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 three promotion pathways are researcher, clinical and educator (refer to tables on page 24). Each promotion pathway has a tenure track and a non-tenure track with the exception of the research scientist pathway which only has a non-tenure track. Overview of the promotion and tenure processes are outlined in Figure 1 and Figure 2 respectively.

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 guidelines as specified in both the AU and the MCG-specific guidelines 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 expectations for their current rank may be considered for “early” promotion.”*)

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

- Scholarship
- Teaching
- Service

It is expected that faculty members will contribute substantially in all three of these areas. Outstanding contributions in at least one of the first two areas must be made for the non-tenure track faculty and in both of the first two areas for the tenure track faculty. It is expected that all faculty members engage in professional development that will enhance their scholarship, teaching and service responsibilities.

While there is no standard workload assignment across the institution, a faculty member’s workload assignment is usually a mix of time assigned to scholarship (including research and creative activity), teaching and service. It is recognized that a comprehensive university will have faculty members with varied areas of expertise and responsibilities and therefore, the percent of effort in each of these areas will differ across units. The evidence put forth by the faculty member will be assessed in terms of their chair-assigned effort distribution in scholarship, teaching and service.

## 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 Clinical Lecturer Clinical Consultant
Affiliate Faculty (Volunteer non-clinical faculty)	Non-tenure	Adjunct Instructor Adjunct Assistant Professor Adjunct Associate Professor Adjunct Professor Adjunct Lecturer Adjunct Consultant
Emeritus Faculty	N/A	Emeritus ranks and titles

# Appointments

## **Primary Appointment:**

At the time of appointment, each faculty member will be given a letter of offer 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 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 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. Without the approval of the president, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.

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.
- Non-tenured faculty employed under written contract and 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. 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 affiliated programs off-campus are subject to the same criteria and guidelines 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 (formerly known as the Educator's 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 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 Clinical Faculty Identification, Recruitment, Appointment and Promotion" guidelines which were presented and approved at the November 17, 2014 Dean's Cabinet meeting. (Supplement)

### **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 dean of the primary college and the provost for final review and decision. Notice from the provost regarding the appointment of a faculty member should be reported to the dean of the appropriate college. The dean should notify the appropriate chairperson in writing of the provost's decision. The chairperson should in turn notify the faculty member.

## **Guidelines 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.

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 which are essential for faculty development. Annually, after 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):**

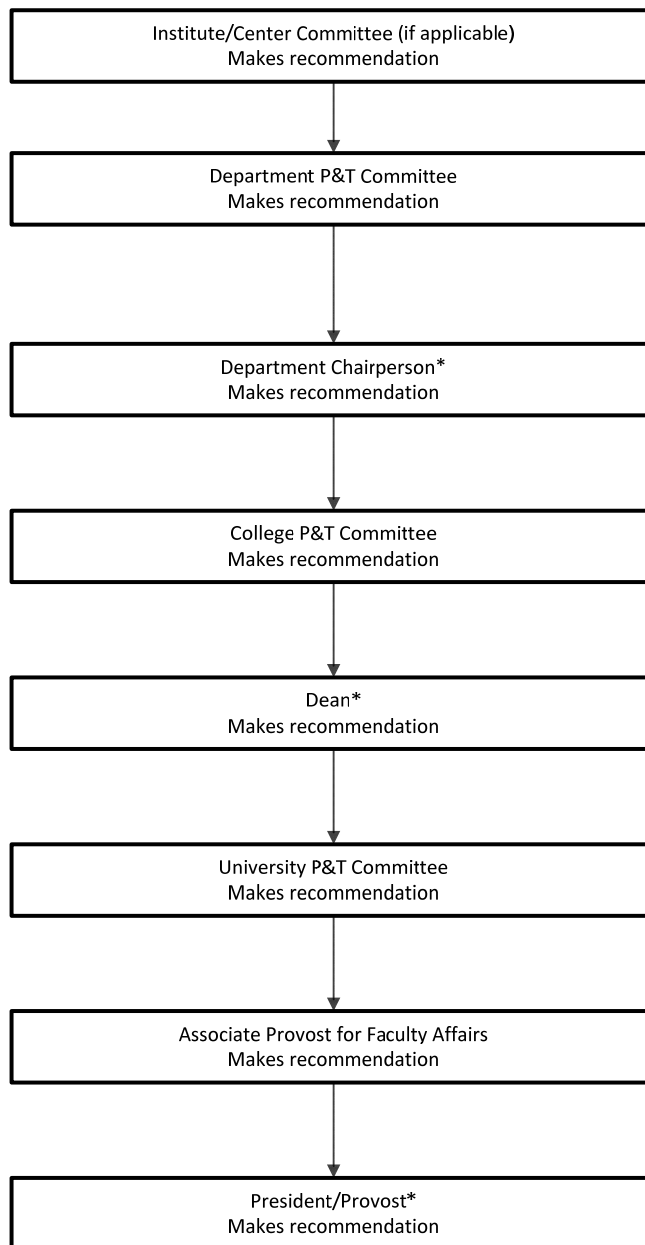
The president may grant a leave of absence with or without pay. Approval of the dean and the provost is required for periods greater than one academic semester. Leave with pay will be approved only for the purposes of promoting scholarly work and encouraging professional development and ordinarily will 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.

The program or project on which the faculty member proposes to work will be evaluated by their chairperson before recommendation to the dean and by the 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 dean's office.

Figure 1  
(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 at each level of the process.



\*Decision letters are provided to faculty member (if denied the process is stopped; faculty member may appeal to the next recommended level)

## Promotions Process

Promotion is the major way in which an institution recognizes and rewards a faculty member's contributions and academic achievements. 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 insure 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 and service.
- 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 (criteria for regular faculty promotion)
- Responsibilities of those involved in the promotion process should be clearly assigned and made known to those concerned.
- Avenues for appeal should be available and the appeal procedures made known to the promotion candidate.

### **Eligibility for Regular Faculty Promotion:**

The following are time requirements for promotion to each rank. The Board of Regents requires strong justification based on performance criteria for accelerated promotion or promotion without a terminal degree in the faculty member's discipline. Promotion at the first year of eligibility should be based on exceptional performance.

- Assistant Professor: At least five years of full time academic experience at the instructor level and/or non-teaching postdoctoral experience.
- Associate Professor: At least five years of full time academic experience at the assistant professor level. A doctorate or its equivalent in training or experience is required.
- Professor: At least five years of full time academic experience at the associate professor level. A doctorate or its equivalent in training or experience is required.

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."*)

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.

### **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 Clinical Faculty Identification, Recruitment, Appointment and Promotion" guidelines which were presented and approved at the November 17, 2014 Dean's Cabinet meeting. (Supplement)



### **Criteria for Regular Faculty Promotion:** (Promotion process)

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 guidelines 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, 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, to project review site-visit teams, to committees or officership of academic societies or to 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 outside recognized 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, chapters in books, review papers, 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 (this 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, 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.

Competence in all three areas with substantial achievement in two of the three areas, one being research/scholarly achievement, is expected of all tenure track faculty. The non-tenure track is not a subordinate classification. Its ranks are entirely commensurate with those of the tenure track but substantial performance is expected in the specific area(s) of assignment (i.e., teaching, research/scholarship and/or service) determined by special needs and/or funding of the college. Although competency in the three areas is expected of all non-tenure track faculty members, the area of substantial achievement should be determined by their distribution of effort. Conditions and expectations for any faculty appointment (tenure or non-tenure) should be agreed upon in writing at the time of appointment and adjusted if necessary in accordance with department expectations and the promotion criteria listed below.

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.

### **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 and a listing of faculty members meeting the minimum amount of credit prepared and forwarded to the Dean's Office. Upon receipt, the dean will notify each faculty member of their eligibility for promotion. If the proposed faculty member is a chairperson, the dean will notify the chairperson of their eligibility for promotion. The chairperson will submit a promotion portfolio for review to the college-level committee or equivalent.

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 administrative head and faculty from each unit 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 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 contributions in all units in which they hold appointments.

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 department chairperson 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.

The department chairperson will appoint a Promotion Review 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 Review 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 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 Promotion Review Committee's report and request supplementary evidence or analysis from the committee as needed. If the department chairperson supports the recommendation, they should submit the completed portfolio, the committee's recommendation and their own recommendation and rationale to the dean. The department chairperson will then notify the candidate, in writing, that the portfolio has been sent forward for consideration. If the department chairperson does not recommend a candidate for promotion, the promotion portfolio is not forwarded to the dean and the individual is notified, in writing, within five business days and advised of their right to appeal. Upon receipt of the portfolio, the dean will request a review by the MCG FADPT Committee who will send its recommendation back to the 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 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 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. 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 promotion, the dean will review the basis of the decision with the committee or its chairperson. If the dean supports promotion, the dean will notify the candidate in writing that the portfolio has been sent forward to the University Promotion and Tenure Committee for consideration. If the dean does not support a recommendation for promotion, 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 advice on the right to appeal. The 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 dean also present such performance and activity expectations to the chairperson of the department of the secondary appointment (if appropriate).

The 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).

The University Promotion and Tenure Committee should review the promotion portfolios submitted by the dean, including the accompanying documents recommending promotion that were generated at each level of the promotion process. 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. The provost will prepare the appropriate documents for all the candidates for whom a positive recommendation was sustained and for all the candidates for whom promotion was not recommended with instructions on the right to appeal. The provost should provide the dean a list of the recommendations of all candidates who were recommended for promotion. The 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:**

The individual faculty member should have an avenue for appeal of recommended decisions at each level of the promotion review process (i.e., department, college, university) within ten business days from the date of communication of the decision to the candidate. The appeal should be made in writing to the appropriate individual in the next level of the appeal process. The letter must contain the rationale for appealing the decision. Notification of the recommended decision made by the appellate body will be made electronically as well as in written form. The letter of notification must include the rationale for the decision.

Recommendations by the Department Promotion Review Committee or the department chairperson may be appealed to the dean through the college's established channel for appeal. Decisions by the dean may be appealed to the provost within ten business days of the written notification of the decision. The provost

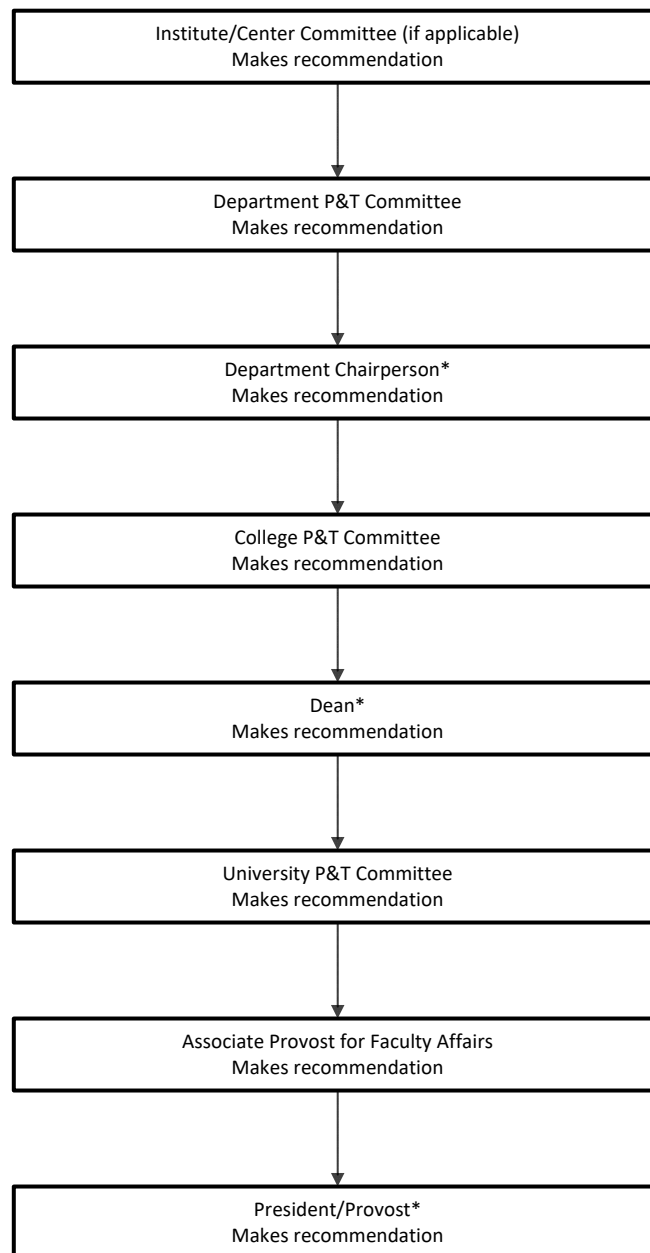
should refer the appeal to an ad hoc Appeal Committee composed of the University Promotion and Tenure Committee chairperson and four additional members to be named by the provost, two of whom must have served on the University Faculty Senate. Committee members must be the same rank or higher than the faculty member being reviewed. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The provost should inform the dean that an appeal has been submitted and is under review. The findings and recommendations of the ad hoc Appeals Committee should be made to the provost. The provost makes a recommendation to the president who makes the final decision for AU. The appellant will be notified of the president's decision with copies to the dean and provost. Decisions by the president may be appealed in writing to the Board of Regents within twenty business days of notification of the president's action.

The procedures for appeal at each level should be available through the department and through the Dean's Office. The appeal decision must be returned to the recommending body.

Figure 2  
(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 recommended decision may be made by the candidate at each level of the process.



\*Decision letters are provided to faculty member (if denied the process is stopped; faculty member may appeal to the next recommended level)

## Tenure Process

For AU to maintain and recruit a distinguished faculty, it must have a system that encourages excellence and creates an atmosphere of free inquiry and expression. The choices that an institution makes in granting tenure are crucial to its progress towards academic excellence. Tenure implies a mutual responsibility on the part of the institution and the tenured faculty member. Tenure should never be regarded as a routine award since, in granting tenure to a faculty member, the institution makes a commitment to their continued employment (subject to certain qualifications).

The award of tenure carries with it the expectation that the institution will continue to need the services that the faculty member is capable of performing and that the financial resources are expected to be available for continued employment. Tenure also carries the expectation that the faculty member will maintain or improve upon the level of attainment which characterized the qualifications for the original award of tenure.

Tenure is designed as a means to protect the academic freedom of faculty members. It is a means to assure unfettered, unbiased, unencumbered search, verification and communication of truth by professional scholars and teachers by freeing them from political, doctrinaire and other pressures, restraints and reprisals which would otherwise inhibit their independent thought and actions in performing their professional responsibilities.

### Eligibility for Tenure:

1. General Qualifications:
  - a. All full-time faculty members at AU who hold an academic rank in a tenure track of assistant professor or above should be eligible for tenure. 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.
2. 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 of full-time service (100% work load for at least three out of four consecutive academic quarters) at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted. 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 only be placed in a tenure track position 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:**

The tenure decision should be based on a thorough evaluation of the faculty member's total contribution to the mission of AU. Faculty recognition and reward through the award of tenure should be based on each faculty members' sustained contribution in the areas of scholarship, teaching and service to the defined mission and purpose of AU as undertaken and supported by the college and discipline in which the faculty member holds appointment. Since AU is unique among University System of Georgia institutions in that it is heavily involved in patient care, faculty members in appropriate disciplines may also be evaluated in terms of their clinical service, in addition to those areas common to all University System of Georgia institutions. While specific responsibilities of faculty members may vary because of special assignments or because of the particular mission of the academic unit, all evaluations for tenure should address the manner in which each candidate has performed in the areas of academic endeavor, namely scholarship, teaching and service/patient care. The criteria are outstanding achievement in two of these three areas, one being scholarly achievement. Reference should be made to the section on promotion for the general nature of the criteria in these three areas. A decision to grant tenure must be based not only on the faculty member's attainment of high professional competence and academic performance measured against national standards but also on the goals and anticipated future needs of the institution.



## **Procedures for Tenure:**

A calendar for the tenure process will be published by the associate provost for faculty affairs and sent to the 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 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 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.

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 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 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. 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. If the department chairperson does not recommend a candidate for tenure, the portfolio is not forwarded to the dean and the individual is notified, in writing, within five business days and advised of their right to appeal. Upon receipt of the portfolio, the dean will request a review by the MCG FADPT Committee who 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. 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. 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. 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 then advise on the right to appeal. 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 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.

### **Tenure Appeals:**

The individual faculty member should have an avenue for appeal of recommended decisions at each level of the tenure review process (i.e., department, college, university) within ten business days from the date of communication of the decision to the candidate. The appeal should be made, in writing, to the appropriate individual in the next level of the appeal process. The letter must contain the rationale for appealing the decision. Notification of the recommended decision made by the appellate body will be made electronically as well as in written form. The letter of notification must include the rationale for the decision.

Recommendations by the Department Tenure Review Committee or the department chairperson may be appealed to the dean through the college's established channel for appeal. Decisions by the dean may be appealed to the provost within ten business days of the written notification of the decision. The provost should refer the appeal to an ad hoc Appeals Committee composed of the chair of the University Promotion and Tenure Committee and four additional members to be named by the provost, two of whom must have served on the University Faculty Senate and all of whom should hold tenure. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The provost should inform the dean that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee should be made to the provost. The provost makes a recommendation to the president who makes the final decision for AU. The appellant will be notified of the president's decision with copies to the dean and provost. Decisions by the president may be appealed, in writing, to the Board of Regents within twenty business days of notification of the president's action.

The procedures for appeal at each level should be available through the department and through the Dean's Office. The appeal decision must be returned to the recommending body.

## **Pre-Tenure Review Track**

The Board of Regents of the University System of Georgia has certain requirements governing the granting of tenure. One of these is the requirement of a comprehensive review of progress during the third year towards tenure.

Annually, according to the University calendar, the associate provost for faculty affairs will provide the Dean's Office a list of faculty who are not yet tenured and will be completing their third year on tenure track by June 30 of the next fiscal year. The dean will advise department chairpersons of MCG faculty members who are on this list. A comprehensive pre-tenure review of each faculty member on this list will be conducted in accordance with Board of Regents guidelines. This review should 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 faculty member has been hired with prior credit. Assuming that 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 purpose of the review shall be to provide the faculty member with a clear understanding of those areas that might need attention if the candidate is to continue progressing toward successfully achieving tenure.

### **Review Process:**

This review will be conducted by a committee of at least three tenured MCG faculty members (Pre-Tenure Committee) from the candidate's tenured home department. If an insufficient number of tenured faculty members exist within the department, other tenured faculty members from MCG may serve on the committee. However, the faculty member must consent to the appropriateness of the appointments. At the department's discretion, the committee may be the departmental Promotion and Tenure Committee.

The faculty member shall prepare a Pre-tenure Portfolio for review. The content and format used for the Pre-Tenure Portfolio should be similar to that specified by Augusta University for promotion and tenure. However, the candidate will not be required to provide internal or external letters of support. The Pre-tenure Portfolio must be completed and submitted to the department chair on or about January 15, in accordance with the approved promotion and tenure calendar.

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.

### **Basis of Review:**

The MCG Pre-Tenure Review Committee should review the faculty member's progress toward the completion of the requirements of tenure as outlined in this document. The approved department and college criteria utilized for tenure should be used for these reviews.

In reviewing the previously described materials, the MCG Pre-Tenure Review Committee is to examine the accomplishments of the faculty member and provide constructive assistance to the tenure-track faculty member seeking tenure. The committee should note the accomplishments of the faculty member but should also detail areas of weakness that need to be addressed as well as any change in the orientation or activities that might aid the faculty member in meeting the requirements for tenure.

The committee will prepare a written report summarizing its recommendations for improvement. The written report of recommendations should also remind the faculty member 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.

### **Faculty Members with Joint Appointments:**

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.

## **Post-Tenure Review Track**

The Board of Regents criteria for post-tenure review may be found in section [8.3.5.4 of the Board of Regents Policy Manual](#).

MCG is required to conduct a periodic, regularly scheduled review of tenured faculty to provide ongoing assessment of scholarship, teaching and service activities of the individuals after they have been granted tenure. A Post-Tenure Development Plan (PTDP) will be developed if any performance areas are found to be deficient. Review will reside in MCG. MCG will develop and implement such a review process according to its organizational structure but consistent with the policies and procedures of AU and the Board of Regents.

### **Post-Tenure Review Process:**

The review process for a tenured faculty member should be conducted five years after the most recent promotion or personnel action and reviews should continue at five-year intervals unless interrupted by a further review for promotion. Faculty members who express the intent to retire at the time of post-tenure review should be exempt. Faculty members who are promoted during the five-year post-tenure review cycle should have the post-tenure review cycle begin with the date of the most recent promotion. It should be completed no later than the end of that academic year. If a faculty member is on leave at the time of review, they will be reviewed during the first academic year after their return.

All tenured faculty will be reviewed with the following exception; tenured faculty members with a primary administrative appointment (greater than 50% time commitment) at the level of assistant dean and will not be subject to post-tenure review. If such an individual leaves that administrative position and returns to a primary academic position, they will then become subject to post-tenure review according to the MCG guidelines within their college.

The first review will occur at the end of five years of service in the primary academic appointment. The review will be conducted by at least three tenured faculty members, all or at least the majority of those who are in the college of the individual being reviewed. A representative of the department may be included as a non-voting member of the review committee.

The review will encompass scholarship, teaching and service and it will be based on the faculty member's current job description, faculty evaluations and post-tenure review document. Required documentation will be the post-tenure review document, the other above named reports/forms as appropriate for the last five years and a Curriculum Vitae consistent with AU Format. The review document should include evidence of scholarship, teaching and consistent with chair-assigned effort. It should be noted that competence in all three areas is expected as is excellence in the areas of primary activity. Lack of activity in an area for three years should be deemed unsatisfactory.

Results and recommendations of the review committee will be communicated in writing to both the individual faculty member and the department chairperson. The chairperson and the committee will come to an agreement on the content of the review. If they cannot agree, the dean will be consulted.

The chairperson will then review the findings with the faculty member. The faculty member will be provided with a written copy of the report at least five business days prior to the meeting. The faculty member and the chairperson will sign the document after review. The faculty member can prepare a written

response. The chairperson will then forward the report and any response to the dean. In the case of reviews for department chairpersons, the results will be communicated directly to the dean. After review by the dean, the report and any response will be communicated to the provost with a recommendation.

### **Post-Tenure Development Plan:**

In instances where areas of deficiency are noted and further action is required, the chairperson is responsible, in consultation with the faculty member and dean, for establishing a Post-Tenure Development Plan (PTDP) directly related to the findings of the post-tenure review and identifying resources for completion of PTDP. If a PTDP is required for a chairperson, it will be developed by the dean in consultation with the chairperson. The PTDP should be included with the report and forwarded to the provost.

The PTDP will:

- Specify goals or outcomes that are required for the faculty member to overcome identified deficiencies.
- Outline specific activities that will be undertaken to achieve the goals or outcomes.
- Set appropriate times within which the goals or outcomes will be accomplished (which should not exceed three years).
- Indicate the criteria by which progress will be monitored and the plan reassessed annually as part of the faculty member's annual evaluation.

The dean will be responsible for financial arrangements associated with the PTDP. If the nature or scope of the PTDP is such that the faculty member cannot carry out other duties, the chairperson and the dean should make other arrangements for these duties to be completed.

At the end of the PTDP the faculty member should be reviewed by a three-member review committee. If possible, the committee should have the same members who completed the original review. Results of the review will be communicated in writing to the department chairperson. The chairperson and the committee will come to an agreement on the content of the review. If they cannot agree, the dean will be consulted.

Upon satisfactory completion of the PTDP, the faculty member should continue with five-year reviews, such time commencing with the next academic year after completion of the program. If completion of the PTDP is deemed unsatisfactory by the review committee, the chairperson and the dean, the decision (with a recommendation from the chairperson and the dean) will be referred to the president for further action.

All records of reviews will be retained by the Dean's Office. At the end of each academic year, the MCG dean must forward to the provost the names of the faculty members reviewed that year, the results and the names of each member of the review committee. A faculty member who disagrees with the results of a post-tenure review, a PTDP or any subsequent actions resulting from the review process has the right to appeal.

### **Post-Tenure Evaluation/Review Appeals:**

Individual faculty members should have an avenue for appeal of decisions made from annual review, post-tenure review, for disagreement with a PTDP or any subsequent actions resulting from the evaluation process.

Decisions made by a department chairperson or review committee may be appealed to the dean within ten business days of written notification of a decision, action or finalization of a PTDP. Decisions by the dean may be appealed to the president within ten business days of written notification from the dean. The president should refer the appeal to an ad hoc Appeals Committee composed of the chairperson of the MCG FADPT Committee of the MCG Faculty Senate and four Corps of Instruction members to be named by the president, two of whom must be members of the University Faculty Senate, one of whom must be from the college of the appellant and in the case of post-tenure review appeals, three of whom should hold tenure. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The president should inform the dean and the provost that an appeal has been submitted and is under review. The findings and recommendations of the Appeal Committee should be made to the president. The appellant will be notified of

the president's decision with copies to the dean and the provost. Decisions by the president may be appealed, in writing, to the Board of Regents within twenty business days of notification of the president's action.

Procedures for appeal at each level should be available through the department and through the Dean's Office.

## **Non-Tenure Track**

The Board of Regents policy for non-tenure track personnel may be found in section [8.3.8 of the Board of Regents Policy Manual](#). The following provisions should apply to all non-tenure track professional personnel:

- Individuals employed in non-tenure track positions should not be eligible for consideration for the award of tenure.
- Probationary credit toward tenure should not be awarded for service in non-tenure track positions, except for lecturers and senior lecturers.
- Notice of intention 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. This schedule of notification should not apply to other professional personnel.
- Individuals employed in non-tenure track positions may apply on an equal basis with other candidates for tenure track positions which may become available.

## **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 and service. This summary will be added to the promotion and/or tenure portfolio as it moves to the next level of review.

### **Committee Membership:**

No individual can serve on more than one Promotion and Tenure Committee at different levels (department, college, university). No faculty member in a position at or above the level of department chairperson should serve on any Promotion and Tenure Committee. All committee members should adhere to the [AU Individual Conflicts of Interest Policy](#):

### **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 dean and provost and must be published.

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. 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.

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. The policies and procedures (e.g., term limits, quorum, membership and voting procedures) of the Department Promotion

and Tenure Committee should be established and approved by the department faculty. These policies and procedures must be approved by the college dean and provost. They should be published in the institutional policy library and reviewed at least every five years. Quorum rules and majority vote percentage standards will be established by the department.

Appeals of Department Promotion and Tenure Committee decisions are to be made in accordance with the AU promotion and tenure appeals procedures.

### **College Promotion and Tenure Committee:**

The 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 Committee”. At least five members of the committee must be tenured. The members will then be appointed by the dean. Exceptions to this committee membership policy may be appealed by the 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 elected/appointed each year. 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.

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 minimum of five tenured individuals on the committee are required for a vote on tenure.

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. 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 dean to serve on the committee. In the event that seven (nine or eleven) 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. 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. When outside members are appointed to the college FADPT Committee, every effort should be made to solicit 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.

Appeals of the college FADPT Committee decisions are to be made in accordance with the AU promotion and tenure appeal procedures.

### **University Promotion and Tenure Committee:**

Each college that has a Promotion and Tenure Committee will have one representative on the University Promotion and Tenure Committee. The college representative will be elected by the full-time faculty of the college. Term limits will be three years. Approximately one-third of committee membership will be appointed each year. Initial committee members will be appointed to one-, two- or three-year terms. Initial terms will be determined by lot. Members should not serve consecutive terms. All members of the University Promotion and Tenure Committee will have full-time faculty appointments and will hold rank of associate professor or above with tenure.

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.

Duties of the committee include reviewing all prior recommendations for due process and adherence to each unit's published guidelines. If the committee finds evidence of a violation in due process or inconsistencies in adherence to unit or university guidelines, the committee recommendation should be accompanied with a detailed explanation.

Appeals of the University Promotion and Tenure Committee decisions are to be made in accordance with the AU promotion and tenure appeals procedures.

**Exceptions to these Policies:**

In the case of administrators (chairpersons and above) being considered for promotion and/or tenure, the individual's superior will appoint a three-person committee to review the portfolio and make a recommendation. This committee serves in place of the department committee. The three individuals will have the same or higher rank and tenure status for which the candidate is being considered. The candidate will be reviewed in the areas of scholarship, teaching and service. The recommendation is made to the MCG FADPT Committee.



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

Approved by Faculty Senate, May 15, 2007; Administrative revisions approved by Faculty Senate Executive Committee, October 13, 2015

<b>Tenure and Non-Tenure Tracks Promotion to Assistant Professor</b>		
<b>Parameter</b>	<b>Researcher Pathway</b>	<b>Clinician Investigator Pathway</b>
Time*	<ul style="list-style-type: none"> <li>• Five (5) years as instructor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>• Five (5) years as instructor at MCG</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Typically devotes at least 50-80% of time to research</li> <li>• Demonstrated commitment to original basic, laboratory, translational or clinical science research</li> <li>• Collaborated with established investigator</li> <li>• Poised to apply for extramural funding; acquisition of extramural funding desirable (e.g., NSRA)</li> <li>• Major contribution to and authorship of peer reviewed research publications</li> </ul>	<ul style="list-style-type: none"> <li>• Typically devotes at least 50-60% of time to research</li> <li>• Demonstrated commitment to original basic, laboratory, translational or clinical science research</li> <li>• Collaborated with established investigator</li> <li>• Poised to apply for extramural funding; acquisition of extramural funding desirable (e.g., NSRA)</li> <li>• Major contribution to and authorship of peer reviewed research publications</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• Contributed to teaching in MCG, The Graduate School, College of Allied Health Sciences, Dental College of Georgia, College of Nursing and other colleges</li> <li>• Typically one to two lectures/year at graduate or medical student level</li> <li>• Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate</li> <li>• Contributions and evidence of quality/impact documented under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Contributed to teaching in MCG, The Graduate School, College of Allied Health Sciences, Dental College of Georgia, College of Nursing and other colleges</li> <li>• Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate</li> <li>• Clinical teaching when assigned to clinical services, two to three lectures/year, clinical skills preceptor for medical students</li> <li>• Contributions and evidence of quality/impact documented under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>
Service	<ul style="list-style-type: none"> <li>• Served on at least one committee in section, department, center or institute</li> </ul>	<ul style="list-style-type: none"> <li>• Served on at least one committee in section, department, center or institute</li> <li>• Respected and competent in clinical discipline; contributes to section or department clinical activity in proportion to time commitment</li> </ul>
Evidence of local reputation (examples)	<ul style="list-style-type: none"> <li>• Publications, presentations</li> <li>• Invitations to speak locally</li> <li>• Active participation in professional organizations</li> <li>• Letters of reference, at least three of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>• Publications, presentations</li> <li>• Invitations to speak locally</li> <li>• Clinical expertise requested outside section or department</li> <li>• Active participation in professional organizations</li> <li>• Letters of reference, at least three of which should be from external sources**</li> </ul>
<p>*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). <i>"Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion."</i> BOR Policy 8.3.6</p> <p>**Letters of reference from institutions external to Augusta University</p>		

**Tenure and Non-Tenure Tracks  
Promotion to Associate Professor**

Parameter	Researcher Pathway	Clinician Investigator Pathway
Time*	<ul style="list-style-type: none"> <li>At least five (5) years as assistant professor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least five (5) years as assistant professor at MCG</li> </ul>
Research	<ul style="list-style-type: none"> <li>Typically devotes at least 50-80% of time to research</li> <li>Demonstrated accomplishments in basic, laboratory, translational or clinical science research</li> <li>Extramural funding demonstrated by one or more of the following (or equivalent):                             <ul style="list-style-type: none"> <li>PI on an active R01 or NSF grant</li> <li>PI on recently completed R01 or NSF grant that is in the renewal process or that has been funded but not yet activated</li> <li>Co-I on program project grant or PI/Co-I on VA Merit Review, NSF, foundation, American Heart Association or industry funding</li> <li>Grant coverage of at least 70% of research FTE or as assigned by chair/director</li> </ul> </li> <li>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)</li> <li>Presentation of abstracts and lectures at regional/national meetings</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes at least 50-60% of time to research (accomplishments judged on time commitment)</li> <li>Demonstrated accomplishments in basic, laboratory, translational or clinical science research</li> <li>Extramural funding demonstrated by one or more of the following (or equivalent):                             <ul style="list-style-type: none"> <li>PI on R01 or NSF grant</li> <li>K award as an initial grant followed by submission of an R01</li> <li>Additional funding (e.g., Co-I on program project grant or PI/Co-I on VA Merit Review, NSF, foundation, American Heart Association or industry funding)</li> <li>Grant coverage of at least 50% of research FTE or as assigned by chair/director</li> </ul> </li> <li>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)</li> <li>Presentation of abstracts and lectures at regional/national meetings</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>Sustained active, effective contributions to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges demonstrated by activities such as:                             <ul style="list-style-type: none"> <li>Improvement as teacher or attainment of high competence level</li> <li>Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students, including service on graduate student thesis committees</li> <li>Participation and possible leadership in student or post-doctoral education in department or college</li> </ul> </li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Sustained active, effective contributions to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges demonstrated by activities such as:                             <ul style="list-style-type: none"> <li>Improvement as teacher or attainment of high competence level</li> <li>Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students, including service on graduate student thesis committees</li> <li>Participation and possible leadership in student, resident or fellow education in department or college</li> </ul> </li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>
Service	<ul style="list-style-type: none"> <li>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</li> <li>Activities that advance the Institution's mission on a regional basis</li> </ul>	<ul style="list-style-type: none"> <li>Sustained participation on committees or other leadership in section, department, center/institute; all faculty expected to serve on at least one college committee</li> <li>Leadership in clinical discipline; contributes to section or department clinical activity in proportion to time commitment; <math>\geq</math> 50<sup>th</sup> percentile for adjusted clinical effort assessed by benchmark (UHC)</li> <li>Activities that advance the Institution's mission on a regional basis</li> </ul>
Evidence of Regional and Developing National Reputation (examples)	<ul style="list-style-type: none"> <li>Election to scientific or other professional societies</li> <li>Membership on editorial boards</li> <li>Peer reviewer (journals, submissions to meetings)</li> <li>Invitations to serve on committees of national/international organizations</li> <li>Peer reviewed presentations at regional or national meetings</li> <li>High level of recognition as educator</li> <li>Letters of reference, at least four of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>Election to scientific or other professional societies</li> <li>Membership on editorial boards</li> <li>Peer reviewer (journals, submissions to meetings)</li> <li>Invitations to serve on committees of national/international organizations</li> <li>Peer reviewed presentations at regional or national meetings</li> <li>High level of recognition as educator or clinician</li> <li>Letters of reference, at least four of which should be from external sources**</li> </ul>

**Tenure and Non-Tenure Tracks  
Promotion to Professor**

Parameter	Researcher Pathway	Clinician Investigator Pathway
Time*	<ul style="list-style-type: none"> <li>At least five (5) years as associate professor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least five (5) years as associate professor at MCG</li> </ul>
Research	<ul style="list-style-type: none"> <li>Typically devotes at least 50-80% of time to research</li> <li>Demonstrated major accomplishments in basic, laboratory, translational or clinical science research</li> <li>Sustained extramural funding demonstrated by R01 or equivalent funding such as PI or Co-I on program project or PI on VA Merit Review, NSF, foundation or industry funding or others along a research thematic line</li> <li>Grants expected to cover at least 70% research FTE</li> <li>Special consideration will be given for contributions to research program development, such as program project, center or core facility grants</li> <li>Continued publication of significant, original research; typically two to three publications/year in peer reviewed journals (citation index will be considered)</li> <li>Presentation of abstracts and lectures at national/international meetings</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes 50-60% of time to research (judged on time commitment)</li> <li>Demonstrated major accomplishments in basic, laboratory, translational or clinical science research</li> <li>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 or industry funding or others along a research thematic line</li> <li>Grants expected to cover at least 50-70% research FTE</li> <li>Special consideration will be given for contributions to research program development, such as program project, center or core facility grants</li> <li>Continued publication of significant, original research; typically two to three publications/year in peer reviewed journals (citation index will be considered)</li> <li>Presentation of abstracts and lectures at national or international meetings</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>Sustained active, effective contributions to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges demonstrated by activities such as: <ul style="list-style-type: none"> <li>Demonstrated improvement as teacher or attainment of high level of competence</li> <li>Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students (with documentation of protégé assessment and outcomes)</li> <li>May be leader (course director) in student or post-doctoral education in department or college</li> </ul> </li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Sustained active, effective contributions to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges demonstrated by activities such as: <ul style="list-style-type: none"> <li>Demonstrated improvement as teacher or attainment of high level of competence</li> <li>Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students (with documentation of protégé assessment and outcomes)</li> <li>Leader in student, resident or fellow education in department or college</li> </ul> </li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>
Service	<ul style="list-style-type: none"> <li>Leader in administrative service in section, department, center or institute (e.g., director of core laboratory or member/chair of important committee)</li> <li>Activities that advance the Institution's mission on a national/international level</li> </ul>	<ul style="list-style-type: none"> <li>Leader in administrative service in section, department, center or institute</li> <li>Leadership, respect and competence in clinical discipline; contribute to section/department clinical activity in proportion to time commitment; <math>\geq 50^{\text{th}}</math> percentile for adjusted clinical effort assessed by benchmark (UHC)</li> <li>Activities that advance the Institution's mission on a national/international level</li> </ul>
Evidence of National and/or International Reputation (examples)	<ul style="list-style-type: none"> <li>Election to scientific or other professional societies</li> <li>Membership on editorial boards and study sections</li> <li>Peer reviewer (journals, submissions to meetings)</li> <li>Membership on investigator-initiated research committees</li> <li>Invitations to serve on committees of national/international organizations</li> <li>May have high level of recognition as educator</li> <li>National awards or other recognition of achievement</li> <li>Letters of reference, at least five of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>Election to scientific or other professional societies</li> <li>Membership on editorial boards and study sections</li> <li>Peer reviewer (journals, submissions to meetings)</li> <li>Membership on investigator-initiated research committees</li> <li>Invitations to serve on committees of national/international organizations</li> <li>May have high level of recognition as educator or clinician</li> <li>National awards or other recognition of achievement</li> <li>Letters of reference, at least five of which should be from external sources**</li> </ul>

**Tenure and Non-tenure Tracks  
Promotion to Assistant Professor**

Parameter	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Time*	<ul style="list-style-type: none"> <li>At least five (5) years as an instructor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least <b>five (5)</b> years as an instructor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least five (5) years as an instructor at MCG</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>Typically devotes most effort, if not all, to education-related activities</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees</li> <li>Demonstrated commitment to become effective educational administrator</li> <li>Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate</li> <li>Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory)</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes the majority of effort to clinical care with less effort in education-related activities</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Teaches primarily in context of clinical care</li> <li>Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees</li> <li>Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate</li> <li>Teach in venues like educational conference series, morning report, clinical skills</li> <li>Involvement in curriculum or assessment development</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes the majority of effort to education-related activities with less effort in clinical care</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees</li> <li>Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions)</li> <li>Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate</li> <li>Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory)</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>
Research or Other Scholarly Activity	<p>Engagement with education community</p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> <li>Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies.</li> <li>Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally</li> <li>Engagement in practice-based quality improvement projects</li> </ul>	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>

**Non-tenure Track  
Promotion to Assistant Professor, continued**

<b>Parameter</b>	<b>Educator Pathway</b>	<b>Clinician-Educator Pathway</b>	<b>Educator-Clinician Pathway</b>
Research or Other Scholarly Activity	<ul style="list-style-type: none"> <li>• Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter)</li> <li>• At least two publications and other scholarly products</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• At least one publication and other scholarly products</li> </ul>	<ul style="list-style-type: none"> <li>• Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter)</li> <li>• At least two publications and other scholarly products (publication or other)</li> </ul>
Service	<ul style="list-style-type: none"> <li>• Contribution to at least one committee in section or department</li> <li>• Activities that advance the Institution’s mission on a local level</li> </ul>	<ul style="list-style-type: none"> <li>• Typically devotes <math>\geq 50\%</math> time to clinical care</li> <li>• Contribution to at least one committee in section or department</li> <li>• Clinical expertise requested by peers in other sections/departments and patients</li> <li>• Peer ratings of practice quality considered</li> <li>• Activities that advance the Institution’s mission on a local level</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes some <math>\leq 40\text{-}50\%</math> to clinical care</li> <li>• Contribution to at least one committee in section or department</li> <li>• Clinical expertise requested by peers in other sections/departments and patients</li> <li>• Peer ratings of practice quality considered</li> <li>• Activities that advance the Institution’s mission on a local level</li> </ul>
Evidence of Local Reputation (examples)	<ul style="list-style-type: none"> <li>• Publications</li> <li>• Local presentations, invitations to speak</li> <li>• Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected)</li> <li>• Active participation in professional organizations</li> <li>• Letters of reference, at least three of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>• Publications</li> <li>• Local presentations, invitations to speak</li> <li>• Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected)</li> <li>• Active participation in professional organizations</li> <li>• Letters of reference, at least three of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>• Publications</li> <li>• Local presentations, invitations to speak</li> <li>• Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected)</li> <li>• Active participation in professional organizations</li> <li>• Letters of reference, at least three of which should be from external sources**</li> </ul>

**Tenure and Non-tenure Tracks  
Promotion to Associate Professor**

Parameter	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Time*	<ul style="list-style-type: none"> <li>At least five (5) years as an assistant professor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least five (5) years as an assistant professor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least five (5) years as an assistant professor at MCG</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>Typically devotes most, if not all, faculty effort to education-related activities</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees</li> <li>Demonstrated commitment to become an effective educational administrator</li> <li>Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate</li> <li>Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory)</li> <li>Advising and mentoring students</li> <li>Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes the majority of effort to clinical care with less effort in education-related activities</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Teaches primarily in context of clinical care</li> <li>Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees</li> <li>Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate</li> <li>Advising and mentoring students</li> <li>May become education leader (e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer)</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes the majority of effort to education-related activities with less effort in clinical care</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees</li> <li>Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions)</li> <li>Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate</li> <li>Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory)</li> <li>Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>
Research or other Scholarly Activity	<ul style="list-style-type: none"> <li>Engagement with the education community</li> <li>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)</li> </ul>	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> <li>Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies</li> <li>Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally</li> </ul>	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>

**Tenure and Non-tenure Tracks  
Promotion to Associate Professor, continued**

<b>Parameter</b>	<b>Educator Pathway</b>	<b>Clinician-Educator Pathway</b>	<b>Educator-Clinician Pathway</b>
Research or other Scholarly Activity	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter)</li> <li>• One to two publications or other scholarly products/year</li> <li>• Funding adds strength to application</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in practice-based quality improvement projects</li> <li>• 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)</li> <li>• One publication or other scholarly products/year</li> <li>• Funding adds strength to application</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained 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)</li> <li>• Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter)</li> <li>• One to two publications or other scholarly products/year</li> <li>• Funding adds strength to application</li> </ul>
Service	<ul style="list-style-type: none"> <li>• Contribution to administrative or service leadership in section, department, college, institution</li> <li>• Activities that advance the Institution’s mission locally</li> </ul>	<ul style="list-style-type: none"> <li>• Typically devotes at least 50% of time to clinical care</li> <li>• Contribution to administrative or service leadership in section, department, college, institution</li> <li>• Clinical expertise requested by peers external to college and by patients</li> <li>• Peer ratings of practice quality considered <math>\geq</math> 50th percentile work RVU for adjusted clinical effort assessed by benchmark (UHC)</li> <li>• Activities that advance the Institution’s mission locally</li> </ul>	<ul style="list-style-type: none"> <li>• Typically devotes some time (usually 10-20%) to clinical care</li> <li>• Contribution to administrative or service leadership in section, department, college, institution</li> <li>• Clinical expertise requested by peers external to college and by patients</li> <li>• Peer ratings of practice quality considered <math>\geq</math> 50th percentile work RVU for adjusted clinical effort assessed by benchmark (UHC)</li> <li>• Activities that advance the Institution’s mission locally</li> </ul>
Evidence of regional reputation	<ul style="list-style-type: none"> <li>• Publications</li> <li>• Presentations, invitations to speak</li> <li>• Invitations to peer review for journals or submissions to meetings</li> <li>• Elected to membership in professional organizations</li> <li>• Active participation in professional organizations, committees, presentations</li> <li>• Letters of reference, at least four of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>• Publications</li> <li>• Presentations, invitations to speak</li> <li>• Invitations to peer review for journals or submissions to meetings</li> <li>• Elected to membership in professional organizations</li> <li>• Active participation in professional organizations, committees, presentations</li> <li>• Letters of reference, at least four of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>• Publications</li> <li>• Presentations, invitations to speak</li> <li>• Invitations to peer review for journals or submissions to meetings</li> <li>• Elected to membership in professional organizations</li> <li>• Active participation in professional organizations, committees, presentations</li> <li>• Letters of reference, at least four of which should be from external sources**</li> </ul>

**Tenure and Non-tenure Tracks  
Promotion to Professor**

Parameter	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Time*	<ul style="list-style-type: none"> <li>At least five (5) years as an associate professor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least five (5) years as an associate professor at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least five (5) years as an associate professor at MCG</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>Typically devotes most, if not all, faculty effort to education-related activities</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees</li> <li>Demonstrated commitment to become effective educational administrator</li> <li>Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate</li> <li>Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory)</li> <li>Advising and mentoring students</li> <li>Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes the majority of time to clinical care with less effort in education-related activities</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Typically teaches primarily in context of clinical care</li> <li>Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees</li> <li>Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate</li> <li>Advising and mentoring students</li> <li>May become education leader (e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer)</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes the majority of effort to education-related activities with less effort in clinical care</li> <li>Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges</li> <li>Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees</li> <li>Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions)</li> <li>Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate</li> <li>Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory)</li> <li>Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers</li> <li>Contributions and evidence of quality/impact under the teaching section of the Promotion and/or Tenure Portfolio which contains elements from the former Educator's Portfolio</li> </ul>
Research or Other Scholarly Activity	<p>Engagement with education community</p> <ul style="list-style-type: none"> <li>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)</li> <li>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 peer reviewed venues such as MedEdPORTAL)</li> <li>Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter)</li> </ul>	<p>Typical accomplishments to include:</p> <ul style="list-style-type: none"> <li>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)</li> <li>Publication of clinical observations, chapters, reviews, clinical guidelines, clinical research or quality improvement studies</li> <li>Assisting in developing clinical guidelines or quality improvement projects, reviewed by peers and made public at least locally</li> <li>Engagement in practice-based quality improvement projects</li> </ul>	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> <li>Demonstration of a scholarly approach to teaching (i.e., knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflection to improve teaching)</li> <li>Sustained 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 peer reviewed venues such as MedEdPORTAL)</li> <li>Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter)</li> </ul>



**Tenure and Non-tenure Tracks  
Promotion to Professor, continued**

Research or Other Scholarly Activity	<ul style="list-style-type: none"> <li>Two publications or other scholarly products/year</li> <li>Funding adds strength to application</li> </ul>	<ul style="list-style-type: none"> <li>One to two publications/other scholarly products/year</li> <li>Funding adds strength to application</li> </ul>	<ul style="list-style-type: none"> <li>Two publications or other scholarly products/year</li> <li>Funding adds strength to application</li> </ul>
Service	<ul style="list-style-type: none"> <li>Contribution to administrative or service leadership in section, department, college or institution</li> <li>Activities that advance the Institution's mission on a regional/national level</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes at least 50% of time to clinical care</li> <li>Contribution to administrative or service leadership in section, department, college or institution</li> <li>Clinical expertise requested by peers external to college and by patients</li> <li>State, regional and/or national reputation as clinician</li> <li>Peer ratings of practice quality considered</li> <li>≥ 50<sup>th</sup> percentile work RVU for adjusted clinical effort assessed by a benchmark (UHC)</li> <li>Activities that advance the Institution's mission on a regional/national level</li> </ul>	<ul style="list-style-type: none"> <li>Typically devotes some time (usually 10-20%) to clinical care</li> <li>Contribution to administrative or service leadership in section, department, college or institution</li> <li>Clinical expertise requested by peers external to college and by patients</li> <li>Peer ratings of practice quality considered</li> <li>≥ 50<sup>th</sup> percentile work RVU for adjusted clinical effort assessed by a benchmark (UHC)</li> <li>Activities that advance the Institution's mission on a regional/national level</li> </ul>
Evidence of National and/or International Reputation (examples)	<ul style="list-style-type: none"> <li>Publications (education research, reviews or commentaries; or publications in basic science or clinical discipline)</li> <li>Presentations, invitations to speak</li> <li>Invitations to peer review, qualify for elected membership in professional organizations</li> <li>Active participation in professional organizations</li> <li>Nominated or elected positions in professional organizations</li> <li>Reference letters, at least five of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>Publications (clinical or education research, reviews or commentaries)</li> <li>Presentations, invitations to speak</li> <li>Invitations to peer review, qualification for elected membership in professional organizations</li> <li>Active participation in professional organizations</li> <li>Nominated or elected positions in professional organizations</li> <li>Reference letters, at least five of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>Publications (clinical or education research, reviews or commentaries)</li> <li>Presentations, invitations to speak</li> <li>Invitations to peer review, qualification for elected membership in professional organizations</li> <li>Active participation in professional organizations</li> <li>Nominated or elected positions in professional organizations</li> <li>Reference letters, at least five of which should be from external sources**</li> </ul>

Education activities can be categorized as teaching, curriculum development, mentoring/advising, educational administration/leadership and learner assessment. Evidence of education accomplishments on the educator and clinician-educator pathways start with documentation of **quantity/quality** of education activities and evidence of engagement with the educational community. Engagement with the community of educators is the foundation of educational scholarship and begins by using a scholarly approach to an activity. The process is influenced by relevant literature and best practices and uses a systematic process to design, implement, assess and redesign an educational activity.

**Educational Scholarship:** Faculty engage in educational scholarship by drawing upon resources and contributing to a field of study. Documentation of educational scholarship begins with demonstrating that the educational activity is publicly available to the education community in a form that others can build on. The product may be public at the local level (e.g., department, medical school) or the regional or national level. Once an activity or product is public and in a form that others can use, peers can assess its value to the community. Scholarship requires “3 P’s”: **product** that is made **public** and is **peer reviewed**. Educators seeking academic promotion may present evidence focused on a single education activity category (e.g., teaching) or in multiple categories (e.g., curriculum, learner assessment, leadership). Consistent across all categories is that the documentation progression for academic advancement as an educator starts with quantity and quality and then moves toward evidence of a scholarly approach and scholarship.

Influenced by 2006 AAMC/GEA Consensus Conference on Educational Scholarship

<b>Non-tenure Track Research Scientist Pathway</b>			
<b>Parameter</b>	<b>Promotion to Research Scientist</b>	<b>Promotion to Senior Research Scientist</b>	<b>Promotion to Principal Research Scientist</b>
Research scientists are required to contribute only to advancement of research activities. They are encouraged, but not required, to contribute to teaching and/or service. Contributions to teaching and service strengthen a candidate's credentials for promotion. However, lack of teaching contributions will not be viewed unfavorably.			
Time*	<ul style="list-style-type: none"> <li>At least three (3) years as an assistant research scientist at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least four (4) years as research scientist at MCG</li> </ul>	<ul style="list-style-type: none"> <li>At least five (5) years as a senior research scientist at MCG</li> </ul>
Research	<ul style="list-style-type: none"> <li>Demonstrated commitment to original basic science, translational or clinical research</li> <li>Sustained contributions to the research of an established investigator(s)</li> <li>Major contribution to and authorship of peer reviewed research publications; typically at least one first-authored publication and authorship on at least one peer reviewed</li> <li>Type and magnitude of contribution to multi-authored articles should be documented and will be considered</li> <li>Application for extramural funding will be considered a strength</li> <li>Letters of reference, at least three of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>Documented sustained contributions to creative aspects of research in collaboration with an established investigator</li> <li>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 expected</li> <li>Type and magnitude of contribution to multi-authored articles should be documented and will be considered</li> <li>Acquisition of some research funding from intramural/extramural sources adds to strength of portfolio</li> <li>Letters of reference, at least four of which should be from external sources**</li> </ul>	<ul style="list-style-type: none"> <li>Documented sustained contributions to creative aspects of research in collaboration with an established investigator, including evidence of independent research</li> <li>Typically first or senior authorship on several publications and authorship on at least two publications/year.</li> <li>Type and magnitude of contribution to multi-authored articles should be documented and will be considered</li> <li>Acquisition of some extramural funding typical</li> <li>Letters of reference, at least five of which should be from external sources**</li> </ul>
Service	<ul style="list-style-type: none"> <li>Encouraged but not required</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged but not required</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged but not required</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>Encouraged but not required</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged but not required</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged but not required</li> </ul>

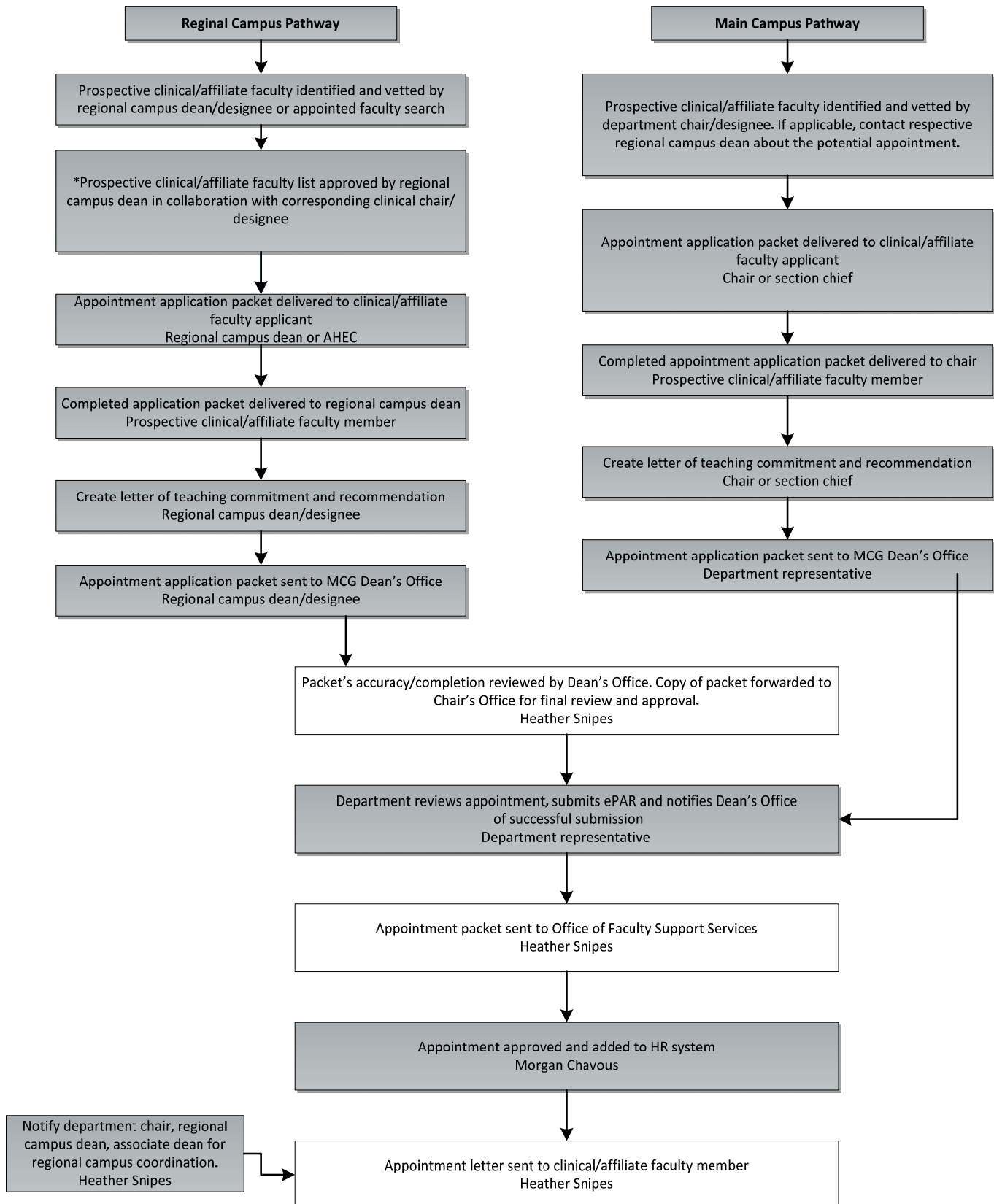
## Clinical/Affiliate Faculty Identification, Recruitment, Appointment and Promotion Supplement

(Return to “Secondary Appointment” or “Eligibility for Clinical Faculty Promotion” sections)

<b>Initial Clinical Faculty Appointment</b>
<ul style="list-style-type: none"> <li>• Most initial clinical faculty appointments are made at clinical assistant professor level</li> <li>• 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</li> <li>• Clinical professor initial appointments are considered for those with documented comparable academic appointments, effort, quality and/or experience at MCG or other medical schools</li> </ul>
<b>Maintenance of Clinical Faculty Appointment</b>
<ul style="list-style-type: none"> <li>• Maintenance of faculty appointment is based upon willingness to accept learner assignments (regardless of actuality) and teaching quality</li> <li>• Lack of student/resident teaching assignments <math>\geq</math> three (3) years, based on the request of the clinical faculty member, could be the basis for discontinuation of faculty appointment</li> </ul>
<b>Clinical Faculty Promotion</b>
<ul style="list-style-type: none"> <li>• At least 36 weeks of learner assignments required for one year teaching credit at designated rank (continuous, intermittent and multiple students concurrently)</li> <li>• Promotion beyond initial rank is based on time eligibility <math>\geq</math> five (5) years to associate professor, <math>\geq</math> five (5) years to professor), teaching credit, as well as appropriate teaching performance and evaluations</li> <li>• Promotion requests should be submitted to individual MCG Department FADPT Committees and accompanied by evidence of eligibility status, summary of student evaluations, and two letters of support from MCG department faculty members</li> <li>• MCG Department FADPT Committee approved promotion requests are forwarded to the MCG FADPT Committee for review and recommendation to the MCG dean</li> <li>• 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</li> <li>• Academic promotion eligibility for clinical faculty members with paid administrative responsibilities <math>\leq</math>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 meeting maintenance of clinical faculty appointment criteria. Such administrative appointments <math>&gt;</math> 30% FTE are associated with promotion requirements of regular faculty appointments</li> </ul>
<b>Affiliate Faculty Promotion</b>
<ul style="list-style-type: none"> <li>• At least one academic year (36 weeks) of course or administrative involvement required for one year teaching or administrative credit at designated rank (continuous, intermittent or multiple courses concurrently)</li> <li>• Promotion beyond initial rank is based on time eligibility, <math>\geq</math> Five (5) years to associate professor and <math>\geq</math> five (5) years to professor, of teaching administrative credit, as well as appropriate performance and evaluations</li> <li>• Promotion application should be accompanied by evidence of eligibility status, summary of student and course director evaluations, and two letters of support from AU MCG department faculty members</li> <li>• 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</li> </ul>

**Figure 3**  
9/2/15

### Clinical/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

## Promotion and/or Tenure Portfolio Guidelines

Below are details regarding information that must accompany the request for promotion and/or tenure as it moves through the approval process. Department Committees may require or request additional information to help them make their decisions but these materials should remain at the department level.

Required Organization and Format of Portfolio:

The applicant will prepare the document electronically as a single PDF file with chapters. The portfolio shall be organized as follows.

1. **Application forms**

A candidate for promotion and tenure should complete separate forms. All applicable signatures are required on the form. Application forms for promotion and/or tenure can be downloaded at, <http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>.

2. **University Promotion and Tenure Committee 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.

3. **Summary of Annual Evaluations and Summary of Assigned Contract Effort Form**

The candidate should list the annual evaluation assessments and the assigned contract effort for the promotion and/or tenure period under review. Contact Human Resources and request evaluations for each year since the time of the last review or promotion.

4. **Curriculum Vitae**

The candidate should include a CV that adheres to the guidelines for documentation style of the American Medical Associate.

5. **Statement of Teaching** (maximum one single-spaced page Calibri 12 point)

This narrative will highlight the candidate's teaching philosophy, methods and procedures and how these contribute to student learning. It should also highlight the candidate's contributions in student advising and mentoring and if applicable evidence of educational scholarship.

6. **Statement of Scholarship/Research** (maximum one single-spaced page Calibri 12 point)

This narrative will highlight the significance of the candidate's scholarship/research, 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 his or her research/scholarship contributes to regional, national or international prominence, appropriate to rank.

7. **Statement of Service** (maximum one single-spaced page Calibri 12 point)

The candidate will highlight their service to the profession, to their department, college, AU and/or University System of Georgia.

8. **Appendix A: Internal Review Letters** (Department Promotion and Tenure Committee(s), department chairperson, MCG FADPT Committee and dean.

9. **Appendix B: Copies of the annual Performance Evaluation forms** (provided by Human Resources – last five years).

10. **Appendix C: Evidence of Teaching:** Include only information since the time of last review or promotion.

The candidate should present the information that best supports their candidacy based on expectations of their discipline considering the categories of teaching, curriculum development, assessment of learner performance, mentoring/advising and educational administration/leadership. This information should be presented in the most concise manner possible using lists, tables and diagrams. The following are examples of evidence of teaching contributions that should be included if applicable\*\*:

- Contact hours as documented for teaching (include description of teaching role and venue).
- Summary sheets of faculty and student course evaluations of each course for the past five years. (required)
- Peer evaluations, including comparison to other course faculty. If a department has no formal peer evaluation system, the candidate should include at least one letter from a peer who has attended the candidate teaching and provided evaluation. (required)
- If advising graduate student projects or residents, include evaluations from up to five (total) residents, graduate

students, advisees etc., that address the quality of supervision that the student perceived they received.

- A list of examples of student achievements such as projects, awards, honors, theses, publications, presentations, time to degree for graduate students.
- List of course and program development activities. Include role in course such as course faculty, course director or co-course director.
- Evidence of the candidate's ability to successfully impact student learning outcomes.
- 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.

#### 11. **Appendix D: Evidence of Scholarship/Research**

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:

- Faculty member's publications that explicitly designates peer-reviewed material from other publications including the Scholarship of Teaching and Learning and the Scholarship of Engagement and any evidence consistent with [USG 4.7.2](#): the Scholarship of Discovery.
- All funded research activities clearly defining the applicant's role in each.
- All grants, fellowships and scholarships, as appropriate to the discipline, with funding amounts clearly defining the applicant's role in each.
- Invited seminars and presentation listing dates, location and description of audience.
- Refereed conference presentations.
- Evidence of up to ten of the candidate's most significant publications and/or creative endeavors since the time of appointment or the last promotion may be included. This does not imply that every publication/endeavor is of equal intellectual merit. The candidate should define and make the case for what is.

#### 12. **Appendix E: Evidence of Service**

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 of evidence of service contributions that should be included if applicable:

- International, national or regional professional committees, including offices held and description of associated duties.
- University System of Georgia, AU, college and department committees, organized by level and description of specific role within each committee.
- Evidence that the faculty member contributes to the continuous improvement of public higher education.
- Evidence that the faculty member contributes in some way to the public service.
- Extent to which the faculty member has participated in clinical patient care, when appropriate.

#### 13. **Appendix F: External Letters of Review or Recommendation** (according to University and MCG Promotion and Tenure guidelines).

Candidates for promotion to Assistant Professor and above, and the award of tenure, are expected to have a minimum of three external letters of review or recommendation. The candidate shall recommend colleagues from other institutions that have sufficient knowledge of his or her work. Colleges shall specify the format and scope of these letters, including appropriate restrictions on who may author them and a process for identifying and contacting those persons. External letters are defined as those support letters solicited from outside Augusta University. However, due the multidisciplinary work of many AU faculty, one external letter of support is allowed from outside one's primary college on the AU campuses.

#### 14. **Appendix G: Promotion and Tenure Review Summary**

The Promotion and Tenure Review Summary is a requirement for MCG employees only.

#### 15. **Appendix H: Three-year Pre-tenure Review Report**

This item is only required 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.

- \* Includes components of document formally known as the “Educator’s Portfolio”.
- \*\* Evidence of teaching contributions provided by one (1) quantity, two (2) quality and, if appropriate, evidence of engagement with the community of educators.

Engagement is demonstrated by a three (3) scholarly approach to the education activity (i.e., learning from relevant education literature and best practices) and four (4) scholarship (i.e., creating a product that is reviewed by peers for quality and made public for others to learn from and build upon).

Revised from the Educator’s Portfolio, REV 3/07.

## **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.



Office of the Vice Dean for  
Academic Affairs

Medical College of Georgia  
1120 15<sup>th</sup> Street, CJ-1020  
Augusta, Georgia 30912  
t. (706) 721-3529  
f. (706) 721-2030

August 8, 2013

Carol Lefebvre, DDS  
Interim Dean, College of Dental Medicine  
Chair, Consolidation P and T Task Force  
Georgia Regents University

Dear Dr. Lefebvre:

Thank you for advising me about the discrepancy between GRU guidelines and those of MCG regarding the methodology for solicitation of letters of recommendation within the Promotion and Tenure process. As you indicated, the GRU guidelines indicate that the chair of the college-wide P and T committee solicits letters of external review.

Due to the large size of the faculty, that task would be arduous for the chair of the committee. We ask that an appeal be made to permit that letters be solicited from any of the following:

- Chair of College-wide P and T Committee
- Departmental Chair
- Senior Associate Dean for Faculty Affairs.

In the upcoming year, I expect that Departmental Chairs will carry out this responsibility to the greatest extent, but I would like to reserve the option for the other individuals to assist where required in the process.

Many thanks to you and the Task Force for your consideration of this request. If there are questions, please do not hesitate to call.

My very best,

A handwritten signature in blue ink that reads "Paul M. Wallach". The signature is fluid and cursive.

Paul M. Wallach, MD, FACP  
Vice Dean for Academic Affairs  
Professor of Medicine





College of Dental Medicine

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Office of the Dean  
1120 15th Street • AD-1114C  
Augusta, Georgia 30912  
P: 706-721-2117 • F: 706-721-6276  
[www.georgiahealth.edu](http://www.georgiahealth.edu)

August 18, 2013

Dr. Paul Wallach, MD  
Vice Dean for Academic Affairs  
Professor of Medicine  
Georgia Regents University

Dear Dr. Wallach,

I am pleased to report that the appeal made to the P&T Consolidation Task Force on behalf of the Medical College of Georgia has been approved. Due to the large size of the faculty of MCG, letters of recommendation on behalf of the candidates can be solicited from one of the following:

- Chair of College-wide P and T Committee
- Departmental Chair
- Senior Associate Dean for Faculty Affairs.

Please modify the MCG P&T guidelines accordingly and include a copy of the appeal request as well as a copy of this letter granting the approval of the request in the appendix of the MCG P&T guidelines. This will provide documentation to those reviewing the MCG P&T guidelines as to why the modification exists.

Please send me the final version of the MCG P&T guidelines for posting on the GRU Faculty Affairs website. Also, please post them on the MCG website. If you have further questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Carol A. Lefebvre".

Carol A. Lefebvre, DDS, MS  
Interim Dean  
Co-Chair, P&T Consolidation Task Force