

AUGUSTA UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES

GUIDELINES AND CRITERIA

FACULTY PROMOTION AND TENURE

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Glossary of Promotion and Tenure Terms

This Glossary of Promotion and Tenure Terms was adapted from relevant University System of Georgia policies, including the USG's Academic Affairs Handbook. It defines the terms used in the Augusta University Promotion and Tenure document.

Regular, full-time: Regular, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months. The term "full-time" denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms. Only regular, full-time faculty can be employed in a position that is on the tenure track.

Regular, part-time: Regular, part-time includes those positions in which the faculty member is employed part-time at a work commitment between .5 FTE and .99 FTE for a continuous period that is expected to exceed six (6) months. Regular, part-time faculty are not eligible for tenure and cannot hold a position that is on the tenure track.

Special exception to the above: Faculty who hold a professorial rank in a tenure track position of assistant professor or above, and who also hold a part-time or full-time appointment with the Veteran's Administration Medical Center-Augusta (VA) shall be eligible for the award of tenure in accordance with Section 8.3.7.9 of the policy of the Board of Regents of the University System of Georgia. The tenure of a faculty member who also holds a VA appointment shall apply only to that portion of the faculty member's salary and benefits that are provided directly by the University. In no event shall the award of tenure to faculty holding such joint appointments obligate the University to assume any portion of the salary or other benefits provided by the VA.

Regular-Limited Term, full-time: Regular-Limited Term, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months but whose positions are intended to have a limited-term that is generally not to exceed more than three successive one (1) year appointments. The term "full-time" denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms. Regular – Limited Term, full-time faculty can only be employed in a position that is not on the tenure track, and time served in a Limited Term appointment cannot generally be used as credit toward tenure at a later date.

Temporary, part-time: Temporary, part-time faculty are employed at a work commitment of .49 FTE or less, generally on a per course basis. Temporary, part-time faculty are not eligible for tenure.

Appointment unit: This is faculty member's academic home, the academic unit or department to which the faculty member is assigned for tenure and promotion purposes and wherein his/her primary faculty appointment resides. The academic home also serves as the "tenure home" for those faculty who are in a tenure-track position.

For the terms, "Teaching," "Scholarship," and "Service," the website below contains the entire document including illustrative cases of faculty work in teaching, the various types of scholarship, and in service.

http://www.usg.edu/assets/academic_affairs_handbook/docs/cases_of_faculty_work.pdf

TEACHING

Definition: Scholarly teaching is teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible.¹

Evidence of Scholarly Teaching:

- Evidence that the faculty member reads the pedagogical literature, or attends instructional development sessions, in h/her own discipline and then branches out to the broader pedagogical literature.
- Evidence that the faculty member tries some of the teaching methods from the literature/instructional development sessions in h/her own classes.
- Evidence that the faculty member assesses whether or not h/she has been successful in increasing student learning by doing some formative evaluation with h/her students, adjusting h/her approach, asking a peer to come into the class to review the changes h/she has implemented.

SCHOLARSHIP

The Scholarship of Teaching and Learning

Definition: The Scholarship of Teaching and Learning is the "systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community".²

Evidence of the Scholarship of Teaching and Learning:

- Evidence that the faculty member's scholarship in the schools or in the university classroom is public, peer reviewed and critiqued.
- Evidence that the faculty member's scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published.
- Evidence that the scholarship builds upon previous scholarship and shared concerns.
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning.

The Scholarship of Engagement

Definition: The Scholarship of Engagement in schools is characterized by the following:

- it is to be conducted as an academic engagement with the public schools;
- it is to involve the responsible application of knowledge, theory and/or conceptual framework to consequential problems;
- it should test a research question or hypothesis;
- one must be able to use the results to improve practice and inform further questions; and
- resulting work should be available for dissemination for peer review of results.³

Evidence of the Scholarship of Engagement:

- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools.
- Evidence that the faculty member applies relevant knowledge toward resolution of the identified need.
- Evidence that the faculty member assesses the impact of the engagement.
- Evidence that the faculty member disseminates for peer review the results of the outreach.

The Scholarship of Discovery

Definition: The Scholarship of Discovery is basic research in the disciplines including the creative work of faculty in the literary, visual, and performing arts. It is the "pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead".³ It contributes to the stock of human knowledge in the academic disciplines.

Evidence of the Scholarship of Discovery:

- Evidence that the faculty member's research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere.
- Evidence that the faculty member's research represents quality, rather than mere quantity.
- Evidence of the faculty member's publications in high quality refereed journals and the quality and quantity of citations and reprints of his/her research publications .If appropriate for the discipline, evidence of the ability to attract extramural funding.
- Evidence of invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of the Scholarship of Discovery.

SERVICE

Definition: Service is outreach or engagement by higher education faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia's citizens, and to the advancement of public higher education. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the

schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation / vertical alignment, etc.

Evidence of Service:

- Evidence that the faculty member links his/her work in some way to public contemporary issues and/or to improving the quality of life.
- Evidence that the faculty member, either through his/her scholarly work and/or service, applies his/her knowledge toward solutions to complex societal problems and human needs.
- 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 good.

REFERENCES

1. Shulman, Lee. (1998). Course anatomy: The Dissection and Analysis of Knowledge Through Teaching. In P. Hutchings (ed.), *The course portfolio: How faculty can examine their teaching to advance practice and improve student learning.* (pp.5-12). Washington, DC: American Association for Higher Education.
2. Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning. *Policies and Procedures Supporting the Scholarship of Teaching and Learning in the Research University, Draft.* Carnegie Consortium for the Advancement of the Scholarship of Teaching and Learning, 2005.
3. C.E. Glassick, M.T.Huber, and G.I. Maeroff,. *Scholarship Assessed: Evaluation of the Professoriate.* San Francisco, CA: Jossey-Bass Publishers, 1996.

College of Allied Health Sciences Faculty Promotion and Tenure Policies

I. Introduction

These guidelines are intended to assist the individual faculty member, the chairperson, dean and the promotion and tenure committee members in: (i) selecting the appropriate pathway and track for their appointment, (ii) developing a personal career development plan, (iii) assessing the faculty member's readiness to be considered for promotion, and (iv) preparing the promotion document. This document outlines the guidelines for promotion and tenure specific to the College of Allied Health Sciences (CAHS). It is to be used *in conjunction* with Augusta University Faculty Promotion, and Tenure Policy guidelines.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>
Candidate's applications and teaching portfolios shall conform to the guidelines posted on the faculty affairs website (see Appendices).

An overview of the promotion and tenure processes is outlined in Figures 1 and 2, respectively.

As required by University System of Georgia (USG) Policies, Augusta University sets forth the following guidelines for the award of promotion and tenure for tenure track faculty. These guidelines specify three areas of assessment:

1. Scholarship
2. Teaching
3. Service

It is expected that faculty will *meet the standards* in all three of these areas. *Outstanding* contributions in at least one of the first two areas must be made for non-tenure track faculty and in both of the first two areas for tenure track faculty. It is expected that all faculty engage in professional development that will enhance their scholarship, teaching and service responsibilities. General expectations for each of these areas are presented below.

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

Discipline-specific criteria for appointment, promotion and tenure must be generated and consistently applied at the level of the appointment unit and must fit a unit's particular mission within the broader institution. The promotion and tenure guidelines for the various colleges at Augusta University may contain more specific criteria as long as these criteria are consistent with discipline specific norms in each area as well as with these university-wide guidelines. Assessment of scholarly and professional service contributions should be sensitive to the specific norms proper to the given candidate's field or fields of inquiry and creativity. The CAHS has striven to generate fair, discipline-sensitive assessment guidelines; while, Promotion and Tenure Committee Members should strive to understand the specific norms of scholarly contribution for the CAHS candidate's disciplinary area(s), and therein assess accordingly. At the University level, the criteria for appointment, promotion and tenure follow from these three areas of primary faculty responsibilities and the criteria are described here in general terms. <http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

II. Overview of the Promotion and Tenure Processes

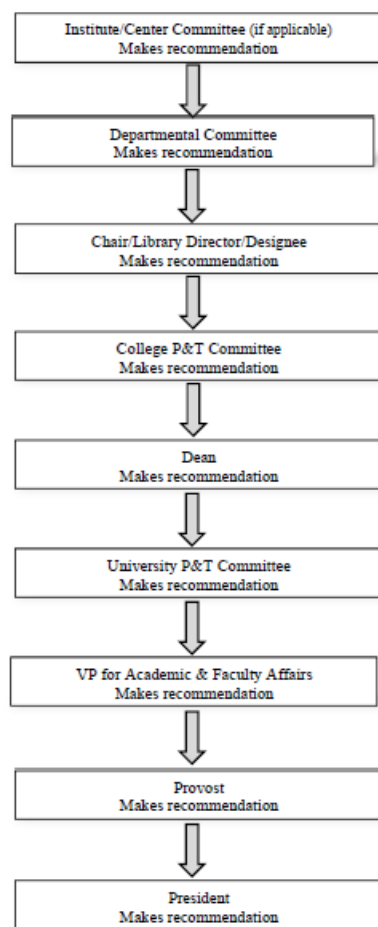
The faculty of the CAHS views promotion and tenure as important safeguards of academic accountability, and quality in higher education. Promotion and tenure ensure that the institution's academic mission will be guided by professionals who possess a deep, lasting commitment to collectively shape institutional decisions through their actions in departments, colleges, or the institution as a whole.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

Promotion Process for Augusta University

Figure 1

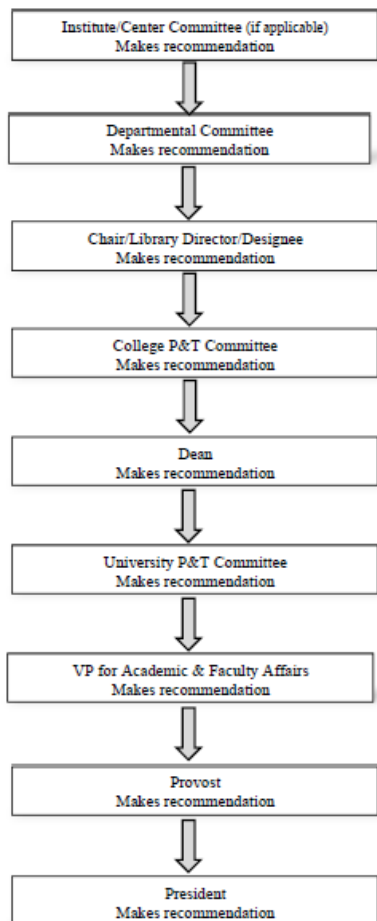
The lists of faculty eligible for promotion are generated by HR-Faculty Support Services and are sent to the Deans of the individual colleges. The Dean distributes the list of candidates to the appropriate departments. The department chair, library director or his/her designee informs the faculty member. The faculty member makes the decision to pursue promotion. The faculty member has the right and is encouraged to discuss this decision with his/her chair/library director 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.



Tenure Process for Augusta University

Figure 1

The lists of faculty eligible for tenure are generated by HR-Faculty Support Services and are sent to the Deans of the individual colleges. The Dean distributes the list of candidates to the appropriate departments. The department chair, library director or his/her 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 this decision with his/her chair/library director 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.



III. Tenure

The faculty of the CAHS views tenure as an important safeguard of accountability and quality in higher education. Tenure ensures that the institution's academic mission will be guided by professionals who possess a deep, lasting commitment to collectively shape institutional decisions through their actions in departments, colleges, or the institution as a whole. Tenure track is established at the time of initial appointment.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

A candidate for promotion who is on the tenure track must be *outstanding* in both Teaching and Scholarship and *meets standards in Service*. Tenure will be granted at the rank of associate professor or higher to full time faculty. Under certain circumstances, tenure can be awarded at the time of appointment such as in the case of hiring a new chair who had tenure at their previous appointment. Request for tenure on appointment should be submitted to the chair of the CAHS Promotion and Tenure committee during the negotiation process such that the Committee can make a recommendation to the Dean prior to contract finalization. The documentation should include the following: 1) current CV; 2) proof of tenure from prior institution; and 3) summary of national reputation brought to Augusta University.

While the general performance indices are similar for those needed for promotion, full-time faculty members seeking tenure must also demonstrate through teaching, research/scholarly achievement and service, a contribution to the mission and to the anticipated future needs of the institution. "Annually, the Chairperson will counsel each tenure-eligible faculty member regarding his/her progress toward the award of tenure. In exceptional cases, tenure may be awarded upon the completion of the minimum probationary period of five years. The five year period must be continuous except that a maximum of two (2) years' interruption because of a leave of absence or part-time service may be permitted.

It is more likely, however, that tenure will be awarded in the sixth or seventh years, provided that the faculty member meets the criteria for tenure. A maximum of three (3) years' credit toward the minimum probationary period may be allowed for service in tenure track professional positions at other institutions or for full-time service at the rank of Instructor at Augusta University. Request for credit of time served at a prior institution should be submitted to the chair of the CAHS Promotion and Tenure committee during the negotiation process such that the Committee can make a recommendation to the Dean prior to contract finalization. The documentation should include the following: 1) current CV and 2) a 2-page summary of accomplishments with respect to teaching, research/scholarship, and service.

A more comprehensive review must be done in the third year. The third-year review is designed to assess the individual's progress toward promotion or tenure and must involve the Chair and the Dean. A favorable result of the third-year review does not bind the institution to recommend the individual for promotion or tenure. It is an assessment that informs faculty members whether their progress toward promotion or tenure is

satisfactory at the time of the assessment. Tenure track faculty should review their progress toward tenure with their department chair on no less than a yearly basis.”

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

IV. Eligibility for Promotion

The Board of Regents requires strong justification based upon performance criteria for accelerated promotion or promotion without a terminal degree in the candidate’s discipline. Refer to Augusta University Faculty Promotion, and Tenure Policy guidelines for requirements for promotion.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

A candidate for promotion who is on the tenure track must be *outstanding* in both Teaching and Scholarship and *meet standards* in Service. Refer to Augusta University Faculty Promotion, and Tenure Policy guidelines for full descriptions of expectations for each rank.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

V. Time in Rank for Promotion

Time in Rank reports are extracted based upon current appointment type: Full-time (1.00); Part-time <1.00) or Clinical/Adjunct (No Pay). It is a listing of all promotion eligible faculty based upon continuous service in present rank (includes intervals of approved leaves of absence). Each faculty member’s name will appear on the report during his/her first year of eligibility. Faculty members not appearing on the Report indicate that the minimum time of eligible service has not been met; therefore, promotion consideration is not applicable.

For Promotion to	Minimum Service in Rank*
Assistant Professor	5 years as Instructor
Associate Professor	5 years as Assistant Professor
Professor	5 years as Associate Professor

*As of the effective promotion date

According to BoR Policy 8.3.6 (last modified on 03/07/2016), Criteria for Promotion, the following exception applies for research and comprehensive universities: “*At research and comprehensive universities, faculty may be considered for “early” promotion with less than the required minimum years of service in rank listed above. However, these cases require strong justification and approval by the president.*”

http://www.usg.edu/academic_affairs_handbook/section4/C689

General Criteria and Expectations for Promotion

There are two tracks for promotion: Tenure Track and Non-Tenure Track. Time in rank for promotion is equal to or greater than the minimum time noted in the table above, as

described in the USG Academic and Student Affairs Handbook, 4.5 Award of Promotion:

http://www.usg.edu/academic_affairs_handbook/section4/C689

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 be credited with a year of service on the next July 1. Those hired after October 1 will begin their first year of credited service the following July 1.

Achieving years of service in rank is not sole justification for promotion. Part-time appointments do not count towards the minimum time requirement. If a faculty member moves between tracks, only years of service that are negotiated at the time of the move may be counted toward probationary credit towards promotion.

A candidate for promotion who is on the non-tenure track, has a choice of being *outstanding* in either Teaching or Scholarship and *meet standards* in the other, as well as in Service. The area of *outstanding* focus should be aligned with the candidate's effort reporting.

A candidate for promotion who is on the tenure track, must be *outstanding* in both Teaching and Scholarship and *meet standards* in Service.

VI. Years in Present Rank

Service time is calculated based upon the number of years at the level of the current academic rank; therefore, when a change in a faculty member's appointment type occurs without change to the academic rank level, full-time calculations for years in rank should be determined on a case-by-case basis. (i.e. number of years of part-time service compared to full-time service may be combined to determine eligible service).

- I. **Faculty employed prior to 10/2** will receive credit for the entire year.
- II. **Faculty employed on 10/2 or later** will not receive credit for the year. Time in Rank for Promotion will begin with the next applicable contract year.

VII. Time Served for Tenure Eligibility

Time in Rank reports are extracted based upon current appointment type: Full-time (1.00); Part-time <1.00). The report prints faculty with the number of years of eligible time served in a non-tenured on track position at the rank of assistant professor or above.

For Promotion to	Minimum Service in Rank*
Assistant Professor	5 years as Instructor
Associate Professor	5 years as Assistant Professor
Professor	5 years as Associate Professor

*As of the effective promotion date

- Faculty employed prior to 10/2 will receive credit for the entire year.
- Faculty employed on 10/2 or later will not receive credit for the year. Eligible time served will begin with the next applicable contract year.
- Time eligible for tenure consideration
http://www.augusta.edu/hr/faculty-support-ser/documents/contractrenewals/non-tenured_ontrackfaculty_ppy-time-eligible.pdf and (8.3.7 BOR Policy Manual)
 - Tenure Eligible = 5 Years; or
 - Combination of Time in Rank and PCT = 5 years
- PCT = Probationary Credit toward Tenure:
 Prior service in a Non-tenured on track position
http://www.augusta.edu/hr/faculty-support-ser/documents/contractrenewals/non-tenured_ontrackfaculty_ppy-time-eligible.pdf and (8.3.7 BOR Policy Manual)
 - Probationary credit toward tenure may be combined with the number of years of eligible time served providing an opportunity to be tenure eligible sooner. PCT that is not used does not hinder tenure eligibility
 - 3 years maximum: may be awarded as credit toward tenure at the time of initial appointment at the rank of assistant professor or higher for service in tenure track positions at other institutions; or
 - 3 years maximum: may be awarded as credit toward tenure for full-time service at the rank of instructor at Augusta University at the time of promotion from Instructor to Assistant Professor.
- PPY=Probationary Period Years: Non-tenured on track position at the rank of Instructor and a combination of academic appointments thereafter.
 - 7 Years: Maximum service time at the rank of full-time Instructor. (8.3.7.6 BOR Policy Manual)
 - 7 Years: Maximum service time at the rank of full-time Assistant Professor. (8.3.7.6 BOR Policy Manual)
 - 10 Years: Maximum service time in a combination of full-time instructional appointments (instructor or professorial ranks). (8.3.7 BOR Policy Manual)
 - 5 Years: Maximum service time to request a transfer to a Non-Tenure Track Classification. (Augusta University Policy 5.1.3 Faculty Classification Policy) http://www.augusta.edu/hr/faculty-support-ser/documents/contractrenewals/non-tenured_ontrackfaculty_ppy-time-eligible.pdf

VIII. Non-Tenure Track Promotion

A candidate for promotion who is on the non-tenure track has a choice of being *outstanding* in either Teaching or Scholarship and *meet standards* in the other as well as Service. The area of *outstanding* focus should be aligned with the candidate's effort reporting. Refer to Augusta University Faculty Promotion, and Tenure Policy guidelines for full descriptions of expectations for each rank.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

IX. Part-time Faculty and Clinical/Adjunct

Time in Rank reports are extracted based upon current appointment type: Full-time (1.00); Part-time <1.00) or Clinical/Adjunct (No Pay). It is a listing of all promotion eligible faculty based upon continuous service in present rank (includes intervals of approved leaves of absence). Each faculty member's name will appear on the report during his/her first year of eligibility. Faculty members not appearing on the Report indicate that the minimum time of eligible service has not been met; therefore, promotion consideration is not applicable. See Augusta University General Criteria and Expectations for Promotion and Portfolio Guidelines for details.

For Promotion to	Minimum Service in Rank*
Assistant Professor	5 years as Instructor
Associate Professor	5 years as Assistant Professor
Professor	5 years as Associate Professor

*As of the effective promotion date

Part-Time, clinical and adjunct faculty are not eligible for tenure.

Criteria, Guidelines, and Procedures

The following tables provide the candidate with CAHS-specific guidelines for promotion and tenure. These are to be used *in conjunction* with the full descriptions of expectations for each rank that are outlined in the Augusta University Faculty Promotion, and Tenure Policy guidelines.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

**Tenure Track
Promotion to Associate Professor**

Parameter	Research/Scholarship Pathway
Time	At least 5 years as an assistant professor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Research/Scholarship ● Demonstrates accomplishments in laboratory basic, translational, or clinical research ● Sustains extramural funding by one or more of the following: <ul style="list-style-type: none"> ○ PI on an active federal grant, preferable NIH ○ PI on recently completed federal grant that is in the renewal process or that has been funded but not yet activated. ○ Co-investigator on program project grant or PI/co-I on VA Merit Review, NSF, Foundation, American Heart Association, or industry funding ● All grants together expected to cover at least 50% of research FTE ● Continued publication of significant, original research or clinical applications of basic/translational research; typically 2-3 peer-reviewed publications/18 months in high impact journals indexed in Medline, CINAHL or other discipline-appropriate database typically at least 1-2 first authored and 1-2 additional co-authored peer reviewed in 18 months, indexed in Medline, CINAHL or other discipline-appropriate database ● Presentation of abstracts and lectures at regional & national meetings
Teaching	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Teaching ● Sustained active, effective contributions to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing demonstrated by activities such as: <ul style="list-style-type: none"> ○ Improvement as teacher or attainment of high competence ○ Active, effective contributions as a research mentor or advisor for students, including service on graduate student thesis committees ○ Being a leader in student education in department or school <p>Contributions and evidence of quality/impact (Educator's Portfolio)</p>
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Service ● Sustained participation on committees or other leadership in the department, college, or institution; all faculty expected to serve on at least one major committee ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of regional and developing national reputation (Examples; few faculty will do all)	<ul style="list-style-type: none"> ● Election to scientific or other professional societies ● Membership on editorial boards (desirable, not expected) ● Peer reviewer (journals, submissions to meetings) (desirable) ● Membership on external funding of investigator-initiated research committees (desirable) ● Invitations to serve on committees of national/international organizations ● Peer reviewed presentations at regional or national meetings ● High level of recognition as educator ● Letters of support external to Augusta University

**Tenure Track
Promotion to Associate Professor**

Parameter	Educator Pathway
Time	At least 5 years as an assistant professor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Research/Scholarship ● Demonstrates a scholarly approach to professional/educational 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) ● Participates in professional/educational research/scholarship (i.e. development of enduring educational products that are peer reviewed for quality and made public; syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) and/or ● Participates in research/scholarship that advances knowledge in the candidate’s area of expertise and is integrated into teaching (manner for promoting evidence-based medicine through scientific discovery) ● At least 1-2 scholarly products in 18 months that may include peer-reviewed manuscripts, peer-reviewed abstracts, peer-reviewed or invited presentations ● Extramural funding adds strength to application
Teaching	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Teaching ● Contributes to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing ● Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing education attendees ● Demonstrates commitment to become effective educational administrator ● Demonstrates commitment to improve based on feedback; participation in teaching skill faculty development as appropriate ● Demonstrates desire to become effective as teacher in several venues (e.g. lecture, facilitating small groups, laboratory) ● Advising and mentoring students ● Mentoring students, and/or peers as teachers ● Contributions and evidence of quality/impact documented in Educator’s Portfolio
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Service ● Sustained participation on committees or other leadership in the department, college, or institution; all faculty expected to serve on at least one major committee ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of regional and developing national reputation (Examples; few faculty will do all)	<ul style="list-style-type: none"> ● Publications ● Presentations, invitations to speak Invitations to peer review for journals or submissions to meetings ● Elected to membership in professional organization ● Active participation in professional organizations, committees, and/or presentations ● High level of recognition as educator ● Letters of support external to Augusta University

Commented [BLA1]: This will provide opportunities for individuals with a primary teaching focus who conduct research that can add to the current body of knowledge in his/her area of expertise. Using results from outside research in the curriculum is a way to promote evidence-based medicine.

Commented [BLA2]: We understand the challenges with publications for teaching faculty. Scholarship should encompass other products that align with their areas of expertise.

**Tenure Track
Promotion to Professor**

Parameter	Research/Scholarship Pathway
Time	At least 5 years as an associate professor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Research/Scholarship ● Demonstrates major accomplishments in laboratory basic or translational, or clinical research ● Sustains extramural funding demonstrated by: <ul style="list-style-type: none"> PI on two federal grants (preferably NIH) or equivalent funding such as PI or co-investigator on program project, or PI on VA Merit Review, NSF, foundation, or industry funding. ● Demonstrates the ability to sustain funding for research along a thematic line ● Grants expected to cover at least 50% research FTE ● Special consideration will be given for contributions to research program development, such as program project, center, or core facility grants ● Continued publication of significant, original research; typically 2-3 publications/18 months in high impact, peer reviewed journals indexed in Medline, CINAHL or other discipline-appropriate database typically at least 1-2 first authored and 1-2 additional co-authored peer reviewed in 18 months, indexed in Medline, CINAHL or other discipline-appropriate database ● Presentation of abstracts and lectures at national/international meetings
Teaching	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Teaching ● Sustained active, effective contributions to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing demonstrated by activities such as: <ul style="list-style-type: none"> o Demonstrated improvement as teacher or attainment of high level of competence o Active, effective contributions as a research mentor or advisor for graduate, medical, and/or post-doctoral students (with documentation of protégé assessment and outcomes) o May be leader (course director) in student or post-doctoral education in department or college ● Contributions and evidence of quality/impact (Educator's Portfolio)
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Service ● Leader in administrative service in the department, college, or institution (e.g. director of core laboratory or member/chair of important committee) ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of national and developing international reputation (Examples: few faculty will do all)	<ul style="list-style-type: none"> ● Election to scientific or other professional societies ● Membership on editorial boards and study sections ● Peer reviewer (journals, submissions to meetings) ● Membership on investigator-initiated research committees ● Invitations to serve on committees of national/int'l organizations ● High level of recognition as educator ● National awards or other recognition of achievement ● Letters of support external to Augusta University

**Tenure Track
Promotion to Professor**

Parameter	Educator Pathway
Time	At least 5 years as an associate professor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Research/Scholarship ● Demonstrates a scholarly approach to professional/ 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) ● Participates in professional/educational scholarship (i.e. development of enduring educational products that are peer reviewed for quality and made public; syllabi or instructional materials accepted by peer reviewed venues such as MedEdPORTAL) and/or ● Participates in research/scholarship that advances knowledge in the candidate’s area of expertise and is integrated into teaching (manner for promoting evidence-based medicine through scientific discovery) ● At least 2 scholarly products in 18 months that may include peer-reviewed manuscripts, peer-reviewed abstracts, peer-reviewed or invited presentations ● Extramural funding adds strength to application
Teaching	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Teaching ● Contributes to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing ● Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing education attendees ● Demonstrates commitment to become effective educational administrator ● Demonstrates commitment to improve based on feedback; participation in teaching skill faculty development as appropriate ● Demonstrates desire to become effective as teacher in several venues (e.g. lecture, facilitating small groups, laboratory) ● Advising and mentoring students ● Contributions and evidence of quality/ impact documented in Educator’s Portfolio
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Service ● Leader in administrative service in the department, college, or institution (e.g. director of core laboratory or member/chair of important committee) ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of national and developing international reputation (Examples: few faculty will do all)	<ul style="list-style-type: none"> ● Publications (education research, reviews, or commentaries; or publications in basic science or clinical discipline) ● Presentations, invitations to speak ● Invitations to peer review, qualification for elected membership in professional organizations ● Active participation in professional organizations ● Nominated or elected positions in professional organizations ● High level of recognition as educator ● Letters of support external to Augusta University

Commented [BLA3]: This will provide opportunities for individuals with a primary teaching focus who conduct research that can add to the current body of knowledge in his/her area of expertise. Using results from outside research in the curriculum is a way to promote evidence-based medicine.

Commented [BLA4]: We understand the challenges with publications for teaching faculty. Scholarship should encompass other products that align with their areas of expertise.

**Non-Tenure Track
Promotion to Assistant Professor**

Parameter	Educator Pathway
Time	5 years as an instructor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Research/Scholarship ● Demonstrates a scholarly approach to professional/educational activities (i.e. knowledge of education literature and “best practices,” application to teaching, assessment of outcomes, reflective use of outcomes to improve education activity) ● Participates in professional/educational scholarship (i.e. development of enduring educational products that are peer reviewed for quality and made public; syllabi or instructional materials accepted by peer reviewed venue such as MedEdPORTAL) and/or ● Participates in research/scholarship that advances knowledge in the candidate’s area of expertise and is integrated into teaching (manner for promoting evidence-based medicine through scientific discovery) At least 1 scholarly product in 18 months that may include peer-reviewed manuscripts, peer-reviewed abstracts, peer-reviewed or invited presentations
Teaching	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Teaching ● Contributes to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing ● Recognized by students, residents, fellows, or continuing education attendees as being an effective teacher by departmental standards ● Demonstrates commitment to become effective educational administrator ● Demonstrates commitment to improve based on feedback; participation in teaching skill faculty development as appropriate ● Demonstrates a desire to become effective as teacher in several venues (e.g. lecture, facilitating small groups, laboratory) ● Contributions and evidence of quality/impact documented in Educator’s Portfolio
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Service ● Contribution to at least one committee in the department, college, or institution ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of Local Reputation	<ul style="list-style-type: none"> ● Publications ● Local presentations, invitations to speak ● Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) ● Active participation in professional organizations ● Letters of support external to Augusta University

Commented [BLA5]: This will provide opportunities for individuals with a primary teaching focus who conduct research that can add to the current body of knowledge in his/her area of expertise. Using results from outside research in the curriculum is a way to promote evidence-based medicine.

Commented [BLA6]: We understand the challenges with publications for teaching faculty. Scholarship should encompass other products that align with their areas of expertise.

**Non-Tenure Track
Promotion to Associate Professor**

Parameter	Research/Scholarship Pathway
Time	At least 5 years as an assistant professor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Research/Scholarship ● Demonstrates accomplishments in laboratory basic or translational, or clinical research ● Sustains extramural funding by one or more of the following: <ul style="list-style-type: none"> ○ PI on an active federal grant, preferably NIH. ○ PI on recently completed federal grant that is in the renewal process or that has been funded but not yet activated ○ Co-investigator on program project grantor PI/co-I on VA Merit Review, NSF, foundation, American Heart Association, or industry funding ● All grants together expected to cover at least 50% of research FTE ● Continued publication of significant, original research or clinical applications of basic/translational research; typically 2-3 publications/18 months in high impact peer reviewed journals indexed in Medline, CINAHL or other discipline-appropriate database <ul style="list-style-type: none"> ○ Citation index will be considered typically at least 1-2 first authored and 1-2 additional co-authored peer reviewed in 18 months, indexed in Medline, CINAHL or other discipline-appropriate database ● Presentation of abstracts and lectures at regional & national meetings
Teaching	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Teaching ● Sustained active, effective contributions to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing demonstrated by activities such as: <ul style="list-style-type: none"> ○ Improvement as teacher or attainment of high competence ○ Active, effective contributions as a research mentor or advisor for graduate, medical, and/or post-doctoral students, including service on graduate student thesis committees ○ Being a leader in student or post-doctoral education in department or school <p>Contributions and evidence of quality/impact (Educator's Portfolio)</p>
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Service ● Sustained participation on committees or other leadership in the department, college, or institution; all faculty expected to serve on at least one major committee in CAHS or Graduate Studies ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of regional and developing national reputation (Examples; few faculty will do all)	<ul style="list-style-type: none"> ● Election to scientific or other professional societies ● Membership on editorial boards (desirable, not expected) ● Peer reviewer (journals, submissions to meetings) (desirable) ● Membership on external funding of investigator-initiated research committees (desirable) ● Invitations to serve on committees of national/international organizations ● Peer reviewed presentations at regional or national meetings ● High level of recognition as educator ● Letters of support external to Augusta University

**Non-Tenure Track
Promotion to Associate Professor**

Parameter	Educator Pathway
Time	At least 5 years as an assistant professor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Research/Scholarship ● Demonstrates a scholarly approach to professional/educational 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) ● Participates in professional/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) and/or ● Participates in research/scholarship that advances knowledge in the candidate’s area of expertise and is integrated into teaching (manner for promoting evidence-based medicine through scientific discovery) ● At least 1-2 scholarly product in 18 months that may include peer-reviewed manuscripts, peer-reviewed abstracts, peer-reviewed or invited presentations ● Extramural funding adds strength to application
Teaching	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Teaching ● Contributes to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing ● Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing education attendees ● Demonstrates commitment to become effective educational administrator ● Demonstrates a commitment to improve based on feedback; participation in teaching skill faculty development as appropriate ● Demonstrates a desire to become effective as teacher in several venues (e.g. lecture, facilitating small groups, laboratory) ● Advising and mentoring students ● Contributions and evidence of quality/impact documented in Educator’s Portfolio
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect Service ● Sustained participation on committees or other leadership in the department, college, or institute; all faculty expected to serve on at least one major committee in CAHS or Graduate Studies ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of regional and developing national reputation (Examples; few faculty will do all)	<ul style="list-style-type: none"> ● Publications ● Presentations, invitations to speak Invitations to peer review for journals or submissions to meetings ● Elected to membership in professional organization ● Active participation in professional organizations, committees, presentations ● High level of recognition as educator ● Letters of support external to Augusta University

Commented [BLA7]: This will provide opportunities for individuals with a primary teaching focus who conduct research that can add to the current body of knowledge in his/her area of expertise. Integrating results from research in the curriculum is a way to promote evidence-based medicine. Prevent a faculty member from being “boxed in” solely in education research.

Commented [BLA8]: We understand the challenges with publications for teaching faculty. Scholarship should encompass other products that align with their areas of expertise.

**Non-Tenure Track
Promotion to Professor**

Parameter	Research/Scholarship Pathway
Time	At least 5 years as an associate professor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Research/Scholarship ● Demonstrates major accomplishments in laboratory basic or translational, or clinical research ● Sustains extramural funding demonstrated by: <ul style="list-style-type: none"> ○ PI on two federal grants or equivalent funding such as PI or co-investigator on program project, or PI on VA Merit Review, NSF, foundation, or industry funding. Demonstrated ability to sustain funding for research along a thematic line ● Grants expected to cover at least 50% research FTE ● Special consideration will be given for contributions to research program development, such as program project, center, or core facility grants ● Continued publication of significant, original research; typically 2-3 publications/18 months in high impact peer reviewed journals indexed in Medline, CINAHL or other discipline-appropriate database; typically at least 1-2 first authored and 1-2 additional co-authored peer reviewed in 18 months, indexed in Medline, CINAHL or other discipline-appropriate database ● Presentation of abstracts and lectures at national/international meetings
Teaching	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Teaching ● Sustained active, effective contributions to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing demonstrated by activities such as: <ul style="list-style-type: none"> ○ Demonstrated improvement as teacher, or attainment of high level of competence ○ Active, effective contributions as a research mentor or advisor for graduate, medical, and/or post-doctoral students (with documentation of protégé assessment and outcomes) ○ May be leader (course director) in student or post-doctoral education in department or school <p>Contributions and evidence of quality/impact (Educator's Portfolio)</p>
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Service ● Leader in administrative service in the department, college, or institution; (e.g. director of core laboratory or member/chair of important committee) ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of national and developing international reputation (Examples; few faculty will do all)	<ul style="list-style-type: none"> ● Election to scientific or other professional societies ● Membership on editorial boards and study sections ● Peer reviewer (journals, submissions to meetings) ● Membership on investigator-initiated research committees ● Invitations to serve on committees of national/int'l organizations ● High level of recognition as educator ● National awards or other recognition of achievement ● Letters of support external to AUGUSTA UNIVERSITY

**Non-Tenure Track
Promotion to Professor**

Parameter	Educator Pathway
Time	At least 5 years as an associate professor at Augusta University
Research/Scholarship	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Research/Scholarship ● Demonstrates of a scholarly approach to professional/educational 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) ● Participates in professional/educational scholarship (i.e. development of enduring educational products that are peer reviewed for quality and made public; syllabi or instructional materials accepted by peer reviewed venues such as MedEdPORTAL) and/or ● Participates in research/scholarship that advances knowledge in the candidate’s area of expertise and is integrated into teaching (manner for promoting evidence-based medicine through scientific discovery) ● At least 2 scholarly products in 18 months that may include peer-reviewed manuscripts, peer-reviewed abstracts, peer-reviewed or invited presentations Extramural funding adds strength to application
Teaching	<ul style="list-style-type: none"> ● Demonstrates <i>outstanding</i> Teaching ● Contributes to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing ● Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing education attendees ● Demonstrates a commitment to become effective educational administrator ● Demonstrates a commitment to improve based on feedback; participation in teaching skill faculty development as appropriate ● Demonstrates a desire to become effective as teacher in several venues (e.g. lecture, facilitating small groups, laboratory) ● Advising and mentoring students ● Contributions and evidence of quality/ impact documented in Educator’s Portfolio
Service	<ul style="list-style-type: none"> ● <i>Meets standards</i> with respect to Service ● Leader in administrative service in the department, college, or institution; (e.g. director of core laboratory or member/chair of important committee) ● Optional practice activities through the Augusta University AHSPGI (clinical services, consultation, and continuing education) are considered service within the tripartite mission of the institution and as such can be included in documentation for promotion and tenure purposes
Evidence of national and developing international reputation (Examples; few faculty will do all)	<ul style="list-style-type: none"> ● Publications (education research, reviews, or commentaries; or publications in basic science or clinical discipline) ● Presentations, invitations to speak ● Invitations to peer review, qualification for elected membership in professional organizations ● Active participation in professional organizations ● Nominated or elected positions in professional organizations ● High level of recognition as educator ● Letters of support external to Augusta University

Commented [BLA9]: This will provide opportunities for individuals with a primary teaching focus who conduct research that can add to the current body of knowledge in his/her area of expertise. Integrating results from research in the curriculum is a way to promote evidence-based medicine. Prevent a faculty member from being “boxed in” solely in education research.

Commented [BLA10]: We understand the challenges with publications for teaching faculty. Scholarship should encompass other products that align with their areas of expertise.

**Non-Tenure
Promotion to Assistant Professor**

Parameter	Clinician-Educator Track
Time	5 years as an instructor at Augusta University Typically devotes at least 50% of effort to clinical care and ≤50% to education, service and/or research
Research/Scholarship	<ul style="list-style-type: none"> • <i>Meets standards</i> with respect to Research/Scholarship • Typical accomplishments include: <ul style="list-style-type: none"> • Publication of clinical observations, chapters, reviews, clinical guidelines, or quality improvement studies. • Assisting in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally • Engagement in practice-based quality improvement projects • Demonstration of developing a scholarly approach to teaching (i.e. knowledge of education literature and “best practices,” application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • At least 1 publication or other scholarly products indexed in Medline, CINAHL or other discipline-appropriate database
Teaching	<ul style="list-style-type: none"> • Demonstrates <i>outstanding</i> Teaching • Contributes to teaching in the College of Allied Health Sciences, Medicine, Graduate Studies, Dentistry, or Nursing in area of expertise • Typically teaches primarily in context of clinical care (patient care with learners present) • Recognized by as being an effective teacher by students, residents, fellows, or continuing education attendees • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate • Teach in venues like educational conference series, patient conferences, clinical skills, rounds • Be involved in curriculum or assessment development • Contributions and evidence of quality/impact documented in Educator's Portfolio
Service	<ul style="list-style-type: none"> • <i>Meets standards</i> with respect to Service • Contribution to at least one committee in the department, college, or institution • Clinical expertise requested outside section/by patients • Peer ratings of practice quality considered
Evidence of Local Reputation	<ul style="list-style-type: none"> • Publications • Local presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) • Active participation in professional organizations • Letters of support external to Augusta University

**Non-Tenure
Promotion to Associate Professor**

Parameter	Clinician-Educator Track
Time	5 years as an assistant professor at Augusta University Typically devotes at least 50% of effort to clinical care and ≤50% to education, service and/or research
Research/Scholarship	<ul style="list-style-type: none"> • <i>Meets standards</i> with respect to Research/Scholarship • Typical accomplishments since previous promotion include: <ul style="list-style-type: none"> • Publication of clinical observations, chapters, reviews, clinical guidelines, or quality improvement studies. • Assisting in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally • Engagement in practice-based quality improvement projects • Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and "best practices," application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching • 1 publication or other scholarly products /year indexed in Medline, CINAHL or other discipline-appropriate database • Funding adds strength to application
Teaching	<ul style="list-style-type: none"> • Demonstrates <i>outstanding</i> Teaching • Contributes to teaching and course coordination in the College of Allied Health Sciences, Graduate Studies, Dentistry, Medicine or Nursing in area of expertise • Typically teaches primarily in context of clinical care (patient care with learners present) • Recognized by as being an excellent teacher by students, residents, fellows, or continuing education attendees • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate • May become education leader (e.g. clinical/fieldwork coordinator) • Contributions and evidence of quality/impact documented in Educator's Portfolio • Advising and mentoring students
Service	<ul style="list-style-type: none"> • <i>Meets standards</i> with respect to Service • Contribution to or administrative or service leadership in the department, college, or institution • Clinical expertise requested outside section/by patients • Peer ratings of practice quality considered
Evidence of Regional Reputation	<ul style="list-style-type: none"> • Publications • Local presentations, invitations to speak • Invitations to peer review for journals or submissions to meetings • Elected to membership in professional organizations • Active participation in professional organizations-committees, presentations • Letters of support external to Augusta University

**Non-Tenure
Promotion to Professor**

Parameter	Clinician-Educator Track
Time	5 years as an associate professor at Augusta University Typically devotes at least 50% of effort to clinical care and \leq 50% to education, service and/or research
Research/Scholarship	<ul style="list-style-type: none"> • <i>Meets standards</i> with respect to Research/Scholarship • Typical accomplishments since previous promotion include: <ul style="list-style-type: none"> • Publication of clinical observations, chapters, reviews, clinical guidelines, clinical research, or quality improvement studies. • Assisting in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally • Engagement in practice-based quality improvement projects • Demonstration of developing a scholarly approach to teaching (i.e. knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) • 1 - 2 publications or other scholarly products/year indexed in Medline, CINAHL or other discipline-appropriate database • Funding adds strength to application
Teaching	<ul style="list-style-type: none"> • Demonstrates <i>outstanding</i> Teaching • Contributes to teaching and course coordination in College of Allied Health Sciences, Graduate Studies, Dentistry, Medicine or Nursing in area of expertise • Typically teaches primarily in context of clinical care (patient care with learners present) • Recognized by as being an excellent teacher by students, residents, fellows, or continuing education attendees • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate • May become education leader (i.e. clinical/fieldwork coordinator, curriculum or assessment developer) • Contributions and evidence of quality/impact documented in Educator's Portfolio • Advising and mentoring students
Service	<ul style="list-style-type: none"> • <i>Meets standards</i> with respect to Service • Contribution to or administrative or service leadership in the department, college, or institution • Clinical expertise requested outside section/by patients • State, regional, and/or national reputation as clinician • Peer ratings of practice quality considered
Evidence of National Reputation	<ul style="list-style-type: none"> • Publications (clinical or educational research, reviews, or commentaries) • Presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations • Active participation in professional organizations • Nominated or elected positions in professional organizations • Letters of support external to Augusta University

Promotion and Tenure Committee Guidelines and Procedures

Promotion and Tenure (P&T) committee chairs at each level (department and college) will provide a written summary of each committee recommendation for promotion or tenure. The summary will address teaching, scholarship, and service. This summary will be added to the P&T portfolio as it moves to the next level of review.

All faculty shall be notified in writing within five business days of the recommended decision and receive a copy of the written summary at each step of the promotion process outlined in Figure 1: Promotion Process for Augusta University and tenure process outlined Figure 2: Tenure Process for Augusta University.

Pre-Tenure Review

Review Timing

Annually by August 1st, the Office of Faculty Affairs will provide each Dean a list of faculty who are not yet tenured and have completed their third year on tenure track. The (college or academic unit) will provide a comprehensive pre-tenure review of each faculty member on this list. This review shall be completed prior to January of the faculty member's 4th year of non-tenured service. Similarly, a mid-course review shall be conducted in those cases in which the candidate has been hired with prior credit. Assuming that a tenure review normally occurs in the 6th year of service, this mid-course review will occur in the year that divides the difference between the years of credited service and year 6 in half (e.g., a person hired with 2 years credit would undergo this review during the second year of institutional service). 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 his or her progress toward successfully achieving tenure.

Review Process

This review will be conducted by a committee of at least three tenured faculty members from the candidate's department or academic unit. If an insufficient number of tenured faculty members exist within the unit, tenured faculty from a related field may serve on the committee; however, the candidate must consent to the appropriateness of the appointments. This may be, at the department's discretion, the departmental P&T Committee.

Basis of Review

The committee shall review the candidate's progress toward the completion of the requirements of tenure as outlined in the Policy Library. The approved department and college criteria utilized for tenure shall be used for these reviews. The content and format used for the pre-tenure portfolio document 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 review process and subsequent pre-tenure review document development must be completed and submitted in accordance with the approved Promotion and Tenure calendar.

In reviewing the above materials the committee is to examine the accomplishments of the candidate and provide constructive assistance to the tenure-track faculty member seeking tenure. The committee should note the accomplishments of the candidate, but should also detail areas of weakness that the candidate should address as well as any change in the orientation or activities that might aid the candidate in meeting the requirements for tenure. The committee will write a report summarizing its recommendations for improvement. The written report of recommendations should also remind the candidate that the committee's comments are intended as an aid to achieve tenure, but that the successful satisfaction of the committee's recommendations will not alone guarantee a positive tenure review.

Reporting and Follow-Up

Upon completion of the review the committee shall produce a written summary of its recommendations, a copy of which shall be delivered to the candidate and the candidate's chair or unit head. The candidate and chair or unit head will review the report together. This document should also be submitted to the Dean of the College of primary appointment, or responsible administrator to whom the academic unit reports, for consideration and approval. Each school or academic unit will submit to the Office of Provost a copy of the approved review document and advancement plan signed by the faculty and reviewing administrators (department chair, dean or equivalents). The Provost will review with the Deans or responsible administrators faculty members that are not achieving suitable progress towards tenure.

Post-Tenure Review

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

The review process for an individual shall be conducted five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. It shall be completed no later than the end of that academic year. If an individual is on leave at the time of review, he/she will be reviewed during the first academic year after his/her return.

1. All tenured faculty members 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 above will not be subject to post-tenure review. If such an individual leaves that administrative position and returns to a primary academic position, he/she will then become subject to post-tenure review according to the guidelines within his/her college. The first review will occur at the end of three years of service in the primary academic appointment.
2. Review will be conducted by at least three tenured faculty members, all or a majority of those who are in the college of the individual being reviewed. A representative of the individual's department may be included as a non-voting member of the review committee.
3. The review will encompass teaching, research/scholarly achievement, and service. It will be based upon the faculty member's current job description, faculty evaluations and post-tenure review portfolio. Documentation required will be the post-tenure review portfolio, the other above named reports/forms as appropriate for the last five years, and a Curriculum Vitae consistent with Augusta University format. The portfolio should include evidence of scholarship, teaching and service 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 shall be deemed unsatisfactory.
4. Results and recommendations of the review committee will be communicated in writing to both the individual faculty member and the Department Chair. The Chair and the committee will come to an agreement on the content of the review. If they cannot come to an agreement, the Dean will be consulted.
5. The Chair will then review the findings with the individual faculty member. The individual faculty member will be provided with a written copy of the report at least five working days prior to the meeting. The faculty member and the Chair will sign the document after review. The faculty member, if he/she desires, may prepare a written response. The Chair will then transmit the report and any response to the Dean of the school. In the case of reviews of Department Chairs the results will be communicated directly to the Dean. After review by the Dean, the report and any response will be communicated to the Executive Vice President for Academic Affairs & Provost with a recommendation for further action or no further action.

In instances where areas of deficiency are noted and further action is required, the Chair 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 appropriate resources for completion of the PTDP. If a PTDP is required for a Chair, it will be developed by the Dean in consultation with the

Chair. The PTDP shall be included with the report and forwarded to the Executive Vice President for Academic Affairs & Provost.

The Post-Tenure Development Plan (PTDP) will:

1. specify goals or outcomes that are required for the faculty member to overcome identified deficiencies;
2. outline specific activities that will be undertaken to achieve the goals or outcomes;
3. set appropriate times within which the goals or outcomes will be accomplished (which should not exceed three years);
4. indicate the criteria by which progress will be monitored; and
5. include a plan to monitor progress and reassess the plan 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 individual cannot carry out other duties, the Chair and the Dean shall make other arrangements for these duties to be completed.

At the end of the PTDP the individual shall 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 Chair. The Chair and the committee will come to an agreement on the content of the review. If they cannot come to an agreement, the Dean will be consulted.

1. Upon satisfactory completion of the PTDP the individual shall continue with five-year reviews, such time commencing with the next academic year after completion of the program.
2. If completion of the PTDP is deemed unsatisfactory by the review committee, the Chairperson, and the Dean, this 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 college must forward to the office of the Executive Vice President for Academic Affairs & Provost the names of the faculty members reviewed that year, the results, and the names of each member of the review committees.

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, as outlined below.

Post Tenure Evaluation/Review Appeals

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

1. Decisions by an administrative head, Department Chairperson, or review committee may be appealed to the Dean within 10 days of written notification of a decision, action, or finalization of a PTDP.
2. Decisions by the Dean may be appealed to the President within 10 days of written notification from the Dean. The President shall refer the appeal to an *ad hoc* Appeals Committee composed of the Chairman of the FADPT Subcommittee of the Faculty Senate and four corps of instruction members to be named by the President, two of whom must be members of the 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 shall hold tenure. The appellant has the right to strike for cause one member of the *ad hoc* Appeals Committee. The President shall inform the Dean and the Executive Vice President for Academic Affairs & Provost that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the President. The appellant will be notified of the President's decision with copies to the Dean and Executive Vice President for Academic Affairs & Provost.
3. Decisions by the President may be appealed in writing to the Board of Regents within 20 days of notification of the President's action.

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

Promotion Appeals

- I. The individual faculty member shall have an avenue for appeal of recommended decisions at each level of the promotion review process within 10 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 (See Promotion Appeal Process document). The letter of appeal 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.

- a. Recommendations by the departmental review committee or the Department Chairperson may be appealed to the Dean through the college's established

- channel for appeal. For the library faculty members appeals may be made to the Director of the Library through the library's established channel for appeal.
- b. Decisions by the Dean/Library Director may be appealed to the Provost within 10 business days of the written notification of the decision. The Provost shall refer the appeal to an ad hoc Appeals Committee composed of the Chairman 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. The committee members must be at the rank the candidate is being considered for promotion to or higher. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the Provost. The Provost makes a recommendation to the President who makes the final decision for the Augusta University. The appellant will be notified of the President's decision with copies to the Dean and Executive Vice President for Academic Affairs and Provost.
 - c. Recommendations to the President may be appealed in writing to the Board of Regents within 20 business days of notification of the President's action.
- II. The procedures for appeal at each level shall be available through the department and through the Dean's office. The appeal decision must be returned to the recommending body.

Tenure Appeals

- I. The individual faculty member shall have an avenue for appeal of recommended decisions at each level of the promotion review process within 10 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 (See Tenure Appeal Process document). The letter of appeal 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.
- a. Recommendations by the departmental review committee or the Department Chairperson may be appealed to the Dean through the college's established channel for appeal. For the library faculty members appeals may be made to the Director of the Library through the library's established channel for appeal.
- b. Decisions by the Dean/Library Director may be appealed to the Provost within 10 business days of the written notification of the decision. The Provost shall refer the appeal to an ad hoc Appeals Committee composed of the Chairman 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 shall hold tenure. The committee members must be at the rank the candidate is being considered for promotion to or higher. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the Provost. The Provost makes a recommendation to the President who makes the final decision for the Augusta University. The appellant will be notified of the President's decision with copies to the Dean and Executive Vice President for Academic Affairs and Provost.

- c. Recommendations to the President may be appealed in writing to the Board of Regents within 20 days of notification of the President's action.
- II. The procedures for appeal at each level shall be available through the department and through the Dean's office. The appeal decision must be returned to the recommending body.

Educator's Portfolio

Education activities can be categorized in an Educator's Portfolio as teaching, curriculum development, mentoring/advising, educational administration/leadership, and learner assessment. Evidence of education accomplishments on the educator and clinician educator pathways starts with documentation of **quantity and quality** and progresses to evidence of engagement with the educational community.

Engagement with the community of educators is the foundation of educational scholarship and begins by taking a scholarly approach to an activity. The process is influenced by knowledge of the 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 best practices in the field and by contributing resources to the field. Documentation of educational scholarship begins with demonstrating that the educational product 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, college) or the regional or national level. Once an activity or product is public and in a form that others build on, peers can assess its value to the community. Scholarship requires "3 Ps": **product** that is made **public** and is **peer reviewed**.

Further, scholarship may be defined according to Boyer's model* which includes four domains:

- The scholarship of discovery builds new knowledge through tradition research. Measures of performance may include but are not limited to publishing in peer-reviewed venues, producing and/or performing creative working within one's established field, and/or creating infrastructure for future studies.

- The scholarship of integration interprets the use of knowledge across disciplines. Measures of performance may include but are not limited to preparing a comprehensive literature review, writing a textbook, and/or collaborating with colleagues to design and deliver a core course.
- The scholarship of application aids society and professions in addressing problems. Measures of performance may include but are not limited to serving industry or government as an external consultant, assuming leadership roles in professional organizations, and/or advising student leaders to foster their professional growth.
- The scholarship of teaching studies teaching models and practices to achieve optimal learning. Measures of performance may include but are not limited to advancing learning theory through classroom research, developing and testing instructional materials, mentoring students, and/or designing and implementing a program level assessment system.

*From: Boyer, E. L. (1997). *Scholarship reconsidered: priorities of the professoriate*. San Francisco: Jossey-Bass and Nibert, M. (2006). *Boyer's Model of Scholarship*. Available at: <https://depts.washington.edu/gs630/Spring/Boyer.pdf>

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

Portfolio Requirements

Candidates will submit their portfolios with all documentation presented in the order as outlined in the Augusta University Portfolio document.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

All candidates will include the appropriate Augusta University application for promotion and/or tenure.

Portfolio Guidelines

These guidelines detail the portfolio format and contents that must accompany the request for promotion/tenure as it moves through the approval process. Departments

may require or request additional information to help them make their decisions, but these materials should remain at the department level.

1. Required Organization and Format of Portfolio.

The applicant will prepare the document electronically. The portfolio shall be organized as follows. The details of the following list of items are described in section B below.

1. Application form(s)
2. Curriculum Vitae
3. Letters of Recommendation (according to College P&T guidelines)
4. Annual Performance Evaluation Forms provided by Human Resources (summary page(s) since the time of last review or promotion)
5. Statement of Scholarship (maximum one single-spaced page)
6. Achievement of Scholarship Summary (since the time of last review or promotion)
7. Statement of Teaching (maximum one single-spaced page)
8. Achievement in Teaching Summary (since the time of last review or promotion)
9. Statement of Service (maximum one single-spaced page)
10. Achievement in Service Summary (since the time of last review or promotion)
11. Appendix A – Department P&T committee(s), chair, college P&T committee, and dean letters

No other material shall be included in the portfolio.

B. Details of the Portfolio.

- A. **Application form(s).** A candidate for promotion and tenure should complete separate forms. Signatures are required on the form. The forms may be downloaded at <http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>
- B. **Curriculum Vitae.** The candidate should include a CV in the prescribed format. <http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

C. Letters of Support (according to College P&T guidelines)

It is expected that candidates for promotion to Assistant Professor and above and the award of tenure will have external letters of recommendation.

The candidate may recommend colleagues with national or international standing from other institutions that have sufficient knowledge of his or her work.

External letters are defined as those support letters solicited from outside Augusta University. However, due to the multidisciplinary work of many Augusta University faculty, one external letter of support is allowed for outside one's primary college on the Augusta University campuses.

The department chair will be responsible for soliciting and receiving letters of support. All letters of support must be included in the portfolio prior to the portfolio being forwarded to the CAHS Promotion and Tenure Committee.

The following table describes the number of external letters of support required for each rank and tenure.

Rank Being Promoted to	College Minimum Number of External Letters
Assistant Professor	3
Associate Professor	4
Professor	5
Tenure	5

D. Annual Performance Evaluation Form provided by Human Resources (summary page(s) since the time of last review or promotion)

E. Statement of Scholarship (maximum 1 single-spaced page Calibri 12 point)

This narrative will highlight the significance of the candidate's scholarship, including publications, presentations and other examples of scholarship. The candidate should explain how his or her scholarship contributes to regional, national or international prominence, appropriate to rank.

F. Achievement of Scholarship Summary (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. This information should be presented in the most concise manner possible using lists, tables, and diagrams. The following are examples that can be included:

- a. 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.

- b. creative endeavors and activities including art exhibitions, professional poetry recitals, theatrical, dance, or music performances, etc.
- c. all *funded* research activities.
- d. all grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.
- e. invited seminars and presentations.
- f. refereed conference presentations.
- g. up to 10 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 significant.

G. 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. This narrative should also highlight the candidate's contributions in student advising and mentoring.

H. Achievement in Teaching Summary (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. This information should be presented in the most concise manner possible using lists, tables, and diagrams. The following are examples that can be included:

- a. Please include the summary sheets of faculty and course evaluations for the past 5 years. (required)
- b. Evidence of peer review, including letters from peers that have observed the candidate teaching. (required)
- c. If advising graduate student projects or residents include communications from up to 5 residents, graduate students, advisees, etc. that address the quality of the supervision that the student received.
- d. A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students.

- e. List of course and program development activities.
- f. Evidence that the candidate assesses whether or not s/he has been successful in increasing student learning outcomes.
- g. An annotated list of pedagogical literature and instructional development sessions that have influenced the faculty member's teaching and how the faculty member has addressed this information in planning his/her classes and instructional strategies.

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

The candidate will highlight his or her service to the profession, his or her department, college, Augusta University, and/or USG.

J. Achievement in Service Summary (since the time of last review or promotion).

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

- a. International, national, or regional professional committees, including any offices held
- b. USG, Augusta University, college, and department committees, organized by level
- c. Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life
- d. Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs
- e. Evidence that the faculty member contributes to the continuous improvement of public higher education
- f. Evidence that the faculty member contributes in some way to the public good
- g. Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities
- h. Evidence that the faculty member has participated in clinical patient care, when appropriate

External Letters of Support to Augusta University

The portfolio for promotion and/or tenure will include the total number of external letters of reference required according to rank in application. Please see table in section C above.

External letters are defined as those support letters solicited from outside Augusta University. However, due to the multidisciplinary work of many Augusta University faculty, one external letter of support is allowed for outside one's primary college on the Augusta University campuses.

The department chair will be responsible for soliciting and receiving all letters of support. All letters of support must be included in the portfolio prior to the portfolio being forwarded to the CAHS Promotion and Tenure Committee.

The request for writing a letter of support should include the following:

- Candidate's current CV
- Requirements for the level of promotion and/or tenure being considered
- Candidate's overall distribution of effort over the time being considered for promotion and/or tenure
- The candidate's statement of teaching, research/scholarship, and service developed in accordance with the Augusta University portfolio guidelines
- Relationship, if any, that the individual writing the letter has with the candidate

Promotion and Tenure Committee Guidelines

The CAHS will follow the Augusta University Promotion and Tenure Committee Guidelines.

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

The CAHS Promotion and Tenure Committee will consist of 9 members, 5 of whom will be elected by the CAHS Faculty and 4 appointed by the Dean. There must be at least 5 tenured members on the Committee.

The CAHS P & T Committee will elect its own chair. The chair will coordinate and convene the required meetings. The chair will provide a brief written summary of the committee recommendations to submit to the Dean for the next level of review. The summary will address teaching, scholarship, and service.

The members of the CAHS P & T Committee may not serve on their Department Committee or the University Committee. Department Chairs and administrators may not serve on the Committee.

Approximately one-third of committee membership will be elected/appointed each year.

Commented [BLA11]: This sentence deleted since it no longer applies.

All members of the College P&T 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 shall vote on tenure decisions. A minimum of 5 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 virtually present at the meeting. A 60% majority vote of those present physically or virtually will be required to pass a motion to promote or to tenure.

In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college shall be appointed by the Dean to serve on the College P&T Committee.

- a. In the event that 9 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.
- b. In the event that 5 tenured faculty members are not available within a college to make tenure decisions, tenured members outside of the college shall be appointed. The manner in which outside members are appointed to the committee must be specified in the college governance documentation.
- c. When outside members are appointed to a college P&T committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the college and some familiarity with those discipline's 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 P&T committee decisions are to be made in accordance with the Augusta University Promotion and Tenure appeals procedures.

Department Promotion & Tenure Committees

The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures) of the Department P&T Committee shall be established by the department. These policies and procedures must be approved by the college Dean and the Provost and must be published.

1. The promotion and tenure (P&T) process begins with a department P&T committee recommendation. Each department in departmentalized colleges will establish a Departmental P&T 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 chair or his/her designee.
2. Tenure recommendations shall be made by a minimum of three tenured members of the Department P&T 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 Department P&T Committee by the department chair or his/her designee.
3. When outside members are elected/appointed to a Department P&T Committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the department and some familiarity with those discipline's norms for excellence.
4. The policies and procedures (e.g. term limits, quorum, membership, voting procedures) of the Department P&T Committee shall 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 5 years.
5. Quorum rules and majority vote percentage standards will be established by the department.
6. Appeals of Department P&T Committee decisions are to be made in accordance with the Augusta University P&T appeals procedures.

Exceptions to these policies

1. In the case of administrators (Chairs and above) being considered for promotion and/or tenure, the individual's superior will appoint a 3-person committee to review the portfolio and make a recommendation. This committee serves in place of the departmental committee. The 3 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 college P&T Committee.

Appendices

PROMOTION AND TENURE PORTFOLIO REQUIREMENTS/PROCEDURES:

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>

Augusta University PROMOTION AND TENURE COMMITTEE GUIDELINES

<http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php>