

Guidelines for Faculty Appointment, Development, Promotion and Tenure

Policy Owner: Medical College of Georgia Faculty Senate

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Introduction

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

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

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

The 7 pathways describe faculty responsibilities as a researcher, clinician and/or educator (refer to tables on page 38). Each promotion pathway has a tenure track and a non-tenure track with the exception of the research scientist pathway and the new clinician pathway*, which only have a non-tenure track. Overview of the promotion and tenure processes are outlined in Figure 1 and Figure 2 respectively.

*The clinician-educator and educator-clinician pathways continue to offer a tenure-track option.

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

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

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

For promotion of non-tenure track faculty, it is expected that faculty members will make noteworthy contributions in three areas and meet expectations in the other two. For non-tenure track faculty, the noteworthy domains should be tied to workload.

Tenure is awarded to those who are appointed to a tenure-track faculty position and who demonstrate noteworthy achievements in at least two of the three review categories (Teaching, Research, and Service) and who meet the standard in the third category. For all teaching faculty, tenure requires excellence in teaching and involvement in student success activities warranting recognition as noteworthy achievement. For tenure-track faculty, scholarship and teaching must be two of the three noteworthy areas.

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

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

Faculty Classification

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

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

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

Appointments

Primary Appointment:

At the time of appointment, each faculty member will be given a letter of offer that includes academic rank, whether the appointment is to be on a tenure or a non-tenure track, the percent apportionment of time allotted for assigned duties and a document containing criteria for promotion and tenure. Any credit toward tenure and time in rank for previous academic service at another institution should be determined and stated in the letter of offer at the time of appointment. A maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years probationary credit at initial faculty appointment. Without the approval of the president, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.

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

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

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

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

Notice of intention to renew or not to renew contracts of non-tenure track personnel who have been awarded academic rank (instructor, assistant professor, associate professor, professor) should follow the schedule required for tenure track personnel. Individuals employed in non-tenure track positions may apply, on an equal basis with other candidates, for tenure track positions, which may become available. An individual who has voluntarily transferred from a tenure track position to a non-tenure track position at AU must wait two years before being eligible for a tenure track appointment.

Administrative positions within AU, including department chairpersons and assistant/associate deans are appointed by the dean, approved by the provost and serve at the pleasure of the dean with the concurrence of the provost.

Appointments to affiliated programs off-campus are subject to the same criteria and guidelines as appointments to the faculty on the main campus. All involved with faculty appointments should consult with and seek the advice of the Office of Faculty Support Services, the department chairperson or the chair of the MCG Faculty Appointment, Development, Promotion and Tenure (FADPT) Committee on all matters related to faculty appointments.

Secondary Appointment:

Secondary (joint) appointments will be made for those faculty members who have a responsibility and/or make a significant contribution in a program, department or college that is not directly and explicitly included as part of their primary appointment. Such appointments are made for definite contributions to the academic mission of a secondary unit and with the approval and guidance of the administrative head of both the primary and secondary unit. Appointments of MCG faculty to The Graduate School are joint appointments and require the recommendation of the MCG dean and the approval of The Graduate School dean.

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

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

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

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

Clinical Faculty Appointment:

Expansion of the faculty complement required to support increased undergraduate and graduate medical education requirements resulted in development of the "MCG Clinical Faculty Identification, Recruitment, Appointment and Promotion" guidelines which were presented and approved at the November 17, 2014 Dean's Cabinet meeting. (Supplement)

Affiliate Faculty Appointment:

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

Appointment Responsibilities:

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

Guidelines for Faculty Development

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

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

Duties of Department Chairperson:

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

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

Leave of Absence (other than FMLA):

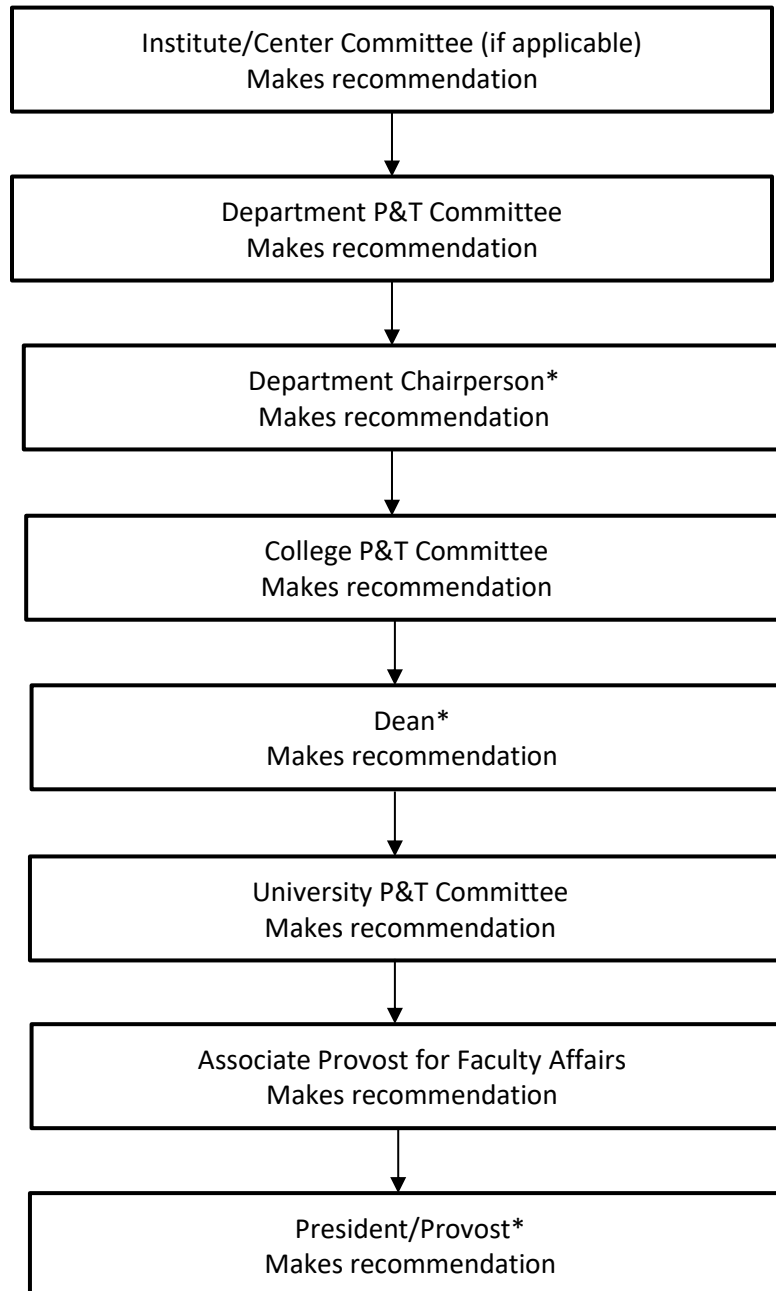
The president may grant a leave of absence with or without pay. Approval of the MCG Dean and the provost is required for periods greater than one academic semester. Leave with pay will be approved only for the purposes of promoting scholarly work and encouraging professional development and ordinarily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

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

Figure 1
(Go back to Introduction)

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

The list of faculty eligible for promotion is generated by the associate provost for faculty affairs and is sent to the MCG dean. The dean distributes the list of candidates to the appropriate departments. The department chair/designee informs the faculty member. The faculty member makes the decision to pursue promotion. The faculty member has the right and is encouraged to discuss the decision with their chairperson or designee before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process.



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

Promotions Process

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

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

Eligibility for Regular Faculty Promotion:

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

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

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

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

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

Eligibility for Clinical Faculty Promotion:

Expansion of the faculty complement required to support increased undergraduate and graduate medical education requirements resulted in development of the "MCG Clinical Faculty Identification, Recruitment, Appointment and Promotion" guidelines which were presented and approved at the November 17, 2014 Dean's Cabinet meeting. (Supplement)

Criteria for Regular Faculty Promotion: (Promotion process)

The candidate's accomplishments in each of these areas with an assigned workload effort must at least meet

expectations. In addition, the candidate's accomplishments in at least three of these areas must be noteworthy.

The expectations associated with each category (teaching, research, service, clinical practice, and administration) should be appropriately scaled to reflect differences in assigned workload allocation. For all teaching faculty, promotion requires excellence in teaching and involvement in student success activities.

A) Promotion to a Professorial Rank

The results of the candidate's annual evaluations will be utilized as a part of promotion decisions. Annual faculty evaluations utilize the following Likert scale: 1- does not meet expectations, 2 – needs improvement, 3 – meets expectations, 4 – exceeds expectations, and 5 – exemplary. Noteworthy achievement is reflective of a 4 or 5 on the above Likert Scale. Deficient and unsatisfactory is reflective of a 1 or a 2 on the above Likert Scale. While it is not required that a candidate receives noteworthy achievement as an overall annual evaluation each year or in every evaluation category, the candidate's performance should be noteworthy when holistically viewed over the promotion period.

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

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

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

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

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

2. Teaching: Documentation of teaching effectiveness should include three elements:
 - Citations of professional growth and development as a teacher may include but are not limited to, advanced degrees obtained since appointment, publications that show evidence of teaching effectiveness, such as textbooks, chapters in books, review papers, position papers or editorials and appointment to state, regional or national boards or accreditation site-visit teams.
 - Citations of teaching load may include but are not limited to, number of courses taught, level of responsibility in course development, management, evaluation and revision, development of teaching materials or aids, the number and level of students and fellows directed and teaching for learners in clinical venues of clerkships, electives and graduate medical education rotations.
 - Citations of the effectiveness of teaching/learning activities may include but are not limited to, evaluations by course directors, students and peers, performance of students on external examinations and/or evaluations, development of effective teaching protocols/aids/courses that have been adopted by other institutions and teaching awards. The primary focus should be on the demonstrated quality of teaching as evidenced by teaching effectiveness (this will be supported by student learning that has been measured against recognized competency-based criteria).
3. Service: Documentation of service should include two elements:
 - Service to the Public: As the Health Sciences University to the State of Georgia, the principal public service activity of the faculty should be in healthcare delivery, disease prevention, health promotion and health education. Demonstrated quality of service should include the level of activity, such as numbers and types of patients served and the number of students, house officers and fellows supervised in patient evaluation and healthcare delivery. Evidence of professional development should include certifications, licensures, boards and citations of merit. It is expected that clinicians will become board certified in their specialty and subspecialty. Evidence of special expertise such as intramural and extramural consultancies and the development or implementation of innovative approaches to healthcare delivery, disease prevention, health promotion and health education should be taken as evidence of professional development. Other forms and types of public service should be included, such as service on governmental and agency boards and commissions, if germane to the mission and purpose of the institution, school and discipline in which the faculty member holds appointments.
 - Service to the Institution: As members of the Corps of Instruction of AU, faculty members are expected to be participants in the collegial functions of higher education. These include but are not limited to, participation in departmental, college and institutional faculty governing bodies, service on departmental, college and institutional academic committees, including those concerned with student recruitment, admissions and counseling, and the development of and/or participation as a teacher in continuing education programs.
4. Student Success: Documentation of student success within each domain include:
 - Teaching and student success activities: Mentoring and advising of undergraduate, graduate students, and professional students; organizing and attending study groups; supervising independent study; course development, including experiential learning activities and active learning courses; developing, supervising, or managing internships or practicum opportunities
 - Research and student success activities: Mentoring of undergraduate students, graduate students, professional students; directing student/trainee research; coauthoring or co-presenting with students; sponsoring students to attend professional meetings and conferences
 - Service and student success activities: Sponsoring coffee hours/social events; sponsoring study abroad programs; sponsoring professional development activities for students (e.g., skills workshops); nominating students for awards; serving as faculty advisor for student clubs/organizations; course and career advising; preparing letters of recommendation and assisting with applications; supporting student recruitment and retention; graduate student professionalization; student care and outreach; student health and wellness
 - Administration and student success activities: Support for curriculum development; student advising; course scheduling and development of academic calendar, policies, and student support

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

Promotion to:

- Assistant professor should indicate substantial performance of all academic duties and demonstrate potential for further professional development. The faculty member should be recognized locally as an expert in their field.
- Associate professor should indicate a sustained record of professional achievement. The faculty member should have achieved regional recognition for accomplishments in their field.
- Professor should be reserved for those who have been accepted and recognized nationally or internationally for distinction and excellence of their professional achievements and who show evidence of continued professional growth.

In addition, it is expected that the general level of performance at each rank will be higher than that at previous ranks.

General Criteria and Expectations for Promotion

Faculty are eligible for and may be reviewed for promotion in rank to Associate Professor or Professor during their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for “early” promotion. These cases require strong justification and approval by the president.

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

Continuous contributions to student success are expected. A candidate’s noteworthy involvement in student success activities need to be supported by clear evidence of contributions to student success in its various forms.

Continuous contributions to the University and the profession through professional service are expected. A candidate’s noteworthy accomplishments in professional service need to be supported by clear evidence of contributions that include the University and the profession.

Continuous pursuit of academic achievement or research and scholarship or creative activity is expected. A candidate’s noteworthy accomplishments in research, scholarship, creative activity or academic achievement need to be supported by clear evidence.

Continuous professional growth and development is expected. A candidate’s noteworthy professional growth and development need to be supported by clear evidence.

The evidence that will be considered in favor of promotion in rank will be those activities and accomplishments that have occurred since the last academic promotion or installment in rank.

In general, the rank of Associate Professor is conferred upon individuals with evidence of substantial professional impact at a state or regional level, or higher. Professional impact at only the level of Augusta University may not be sufficient for

promotion to Associate Professor.

The rank of Professor is conferred upon persons with evidence of substantial professional impact at a national or international level.

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

B) Evidence of accomplishments in promotion portfolio

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

The evidence of accomplishments in the following two areas: (a) involvement in student success activities, and (b) professional growth and development, should be included in the sections pertaining to teaching, research, and service.

Detailed portfolio guidelines, which specify the format and contents, are given at the end of this document.

Procedures for Regular Faculty Promotion:

A calendar for the promotion process will be published by the associate provost for faculty affairs and sent to the colleges. Dates stipulated in this calendar are applicable for this section.

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

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

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

The department chairperson will appoint a Promotion and Tenure Committee or its equivalent, preferably consisting of

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

The department chairperson should evaluate the Department Promotion and Tenure Committee's report and request supplementary evidence or analysis from the committee as needed. If the department chairperson supports the recommendation, they should submit the completed portfolio, the committee's recommendation and their own recommendation and summary rationale to the MCG Dean. The summary will address each of the three areas designated for noteworthy achievement. The department chairperson will then notify the candidate, in writing, that the portfolio has been sent forward for consideration. If the department chairperson does not recommend a candidate for promotion, the promotion portfolio is not forwarded to the MCG Dean and the individual is notified, in writing, within five business days and advised of their right to appeal. Upon receipt of the portfolio, the MCG Dean will request a review by the MCG FADPT Committee who will send its recommendation back to the MCG Dean by the date designated in the MCG Promotion and Tenure Calendar. A faculty member may halt the promotion process at any time prior to a recommendation being made to the MCG Dean's Office. Concurrently, if the candidate has a joint appointment in another college, the MCG dean will send a copy of the portfolio to the secondary dean for comment as well. If the candidate is part of The Graduate School, based on a review of the portfolio, The Graduate School dean will provide a written recommendation to the MCG dean regarding the candidate's record and performance in The Graduate School.

The MCG Dean will review the candidate's promotion portfolio, including all recommendations sent forward by the chairperson and the appropriate promotion committees at the department and college levels. The MCG Dean will make an assessment and may decide to review the recommendations with the college-level committee chairperson prior to making a decision. If the college-level committee does not support promotion, the MCG Dean will review the basis of the decision with the committee or its chairperson. If the MCG Dean supports promotion, the MCG Dean will notify the candidate in writing that the portfolio has been sent forward to the University Promotion and Tenure Committee for consideration. If the MCG Dean does not support a recommendation for promotion, the MCG Dean will provide a copy of the committee's recommendation to the department chairperson and the faculty member and will notify the faculty member, in writing, within five business days of the decision and advice on the right to appeal. The MCG Dean should discuss with the department chairperson activity levels and performance needs for enhancing candidacy for promotion of the faculty member at a subsequent review. It is recommended that the MCG Dean also present such performance and activity expectations to the chairperson of the department of the secondary appointment (if appropriate).

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

The University Promotion and Tenure Committee should review the promotion portfolios submitted by the MCG Dean, including the accompanying documents recommending promotion that were generated at each level of the promotion process. The committee, upon determining the completeness of each portfolio and supporting documents, will provide the portfolios and their recommendations to the associate provost for faculty affairs for review.

The associate provost for faculty affairs will review each candidate's portfolio with the provost prior to accepting or rejecting each recommendation. The provost will prepare the appropriate documents for all the candidates for whom a positive recommendation was sustained and for all the candidates for whom promotion was not recommended with instructions on the right to appeal. The provost should provide the dean a list of the recommendations of all candidates who were recommended for promotion. The MCG Dean and chairperson may discuss recommendations for career

development of each faculty member for whom promotion was not recommended. The appropriate chairperson should discuss the recommendations and counsel those faculty members whose promotions were not recommended.

Promotion Appeals:

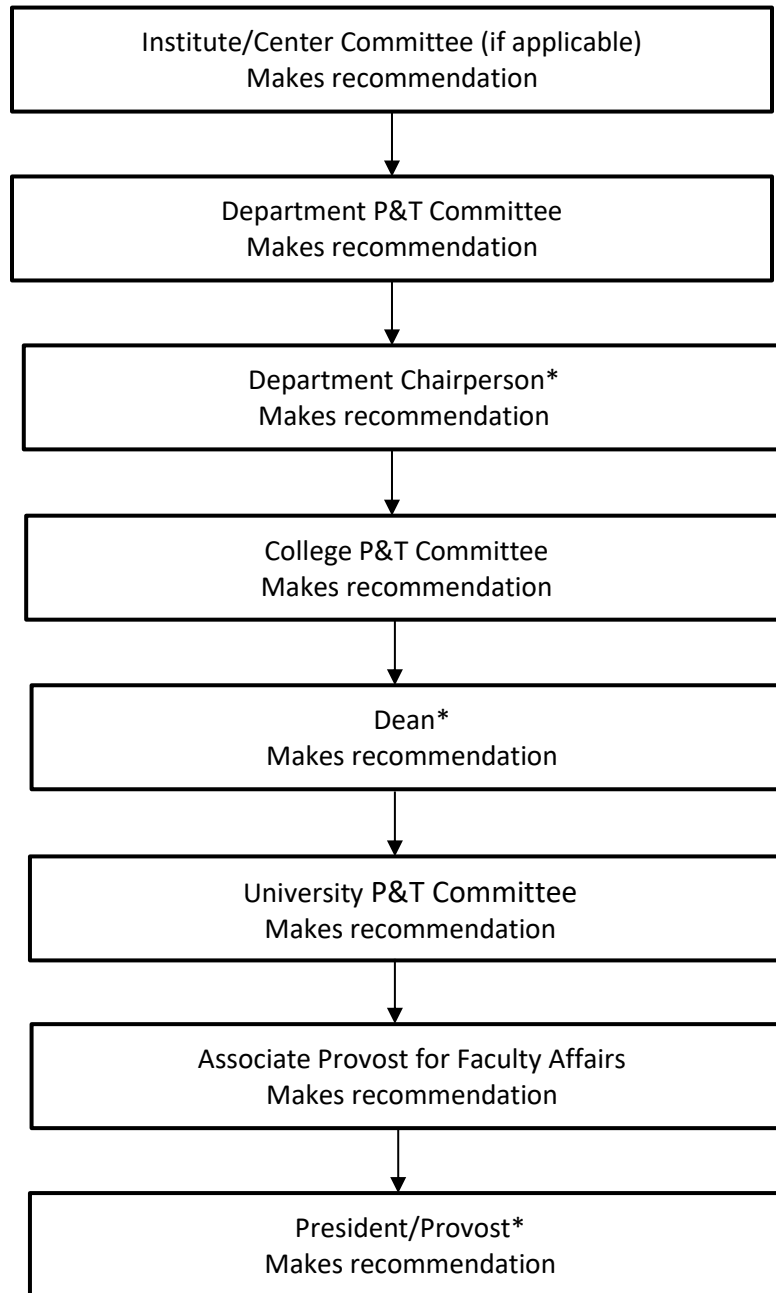
The individual faculty member should have an avenue for appeal of recommended decisions at each level of the promotion review process (i.e., department, college, university) within ten business days from the date of communication of the decision to the candidate. The appeal should be made in writing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

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

Figure 2
(Go back to Introduction)

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

The list of faculty eligible for tenure is generated by the associate provost for faculty affairs and is sent to the MCG dean. The dean distributes the list of candidates to the appropriate departments. The department chair/designee informs the faculty member. The faculty member makes the decision to pursue tenure. The faculty member has the right and is encouraged to discuss the decision with their chairperson or designee before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process.



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

Tenure Process

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

With the award of tenure, the university aims to

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

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

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

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

These guidelines are intended to assist the individual faculty member, the department chair, dean, and the 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 tenure, and (iv) preparing the tenure document. Each college has its own guidelines for tenure aligned with this document that are more specific to the discipline.

Eligibility for Tenure:

1. General Qualifications:

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

2. Probationary Periods:

- a. Tenure track faculty members should serve probationary periods prior to being eligible for the award of tenure. The minimum probationary period (minimum time at which tenure would be

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

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

Criteria for Granting of Tenure:

The tenure decision should be based on a thorough evaluation of the faculty member's total contribution to the mission of AU. Faculty recognition and reward through the award of tenure should be based on each faculty members' sustained contribution in the areas of scholarship, teaching and service to the defined mission and purpose of AU as undertaken and supported by the college and discipline in which the faculty member holds appointment. Since AU is unique among University System of Georgia institutions in that it is heavily involved in patient care, faculty members in appropriate

disciplines may also be evaluated in terms of their clinical service, in addition to those areas common to all University System of Georgia institutions.

While specific responsibilities of faculty members may vary because of special assignments or because of the particular mission of the academic unit, all evaluations for tenure should address the manner in which each candidate has performed in the areas of academic endeavor, namely scholarship, teaching and service/patient care. The criteria are outstanding achievement in two of these three areas, one being scholarly achievement. Reference should be made to the section on promotion for the general nature of the criteria in these three areas. A decision to grant tenure must be based not only on the faculty member's attainment of high professional competence and academic performance measured against national standards but also on the goals and anticipated future needs of the institution.

As required by University System of Georgia (USG) Policies, Augusta University (AU) sets forth the following guidelines for the award of tenure for tenure track faculty. These guidelines specify 5 areas of assessment:

1. Teaching
2. Scholarship
3. Service
4. Contributions to student success activities
5. Professional development

Candidates for tenure are evaluated in the areas of Teaching, Scholarship, and Service, according to their workload; contributions to student success and professional development are evaluated within the categories of Teaching, Scholarship, and/or Service. A faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.

While there is no standard workload assignment across the institution, faculty workload assignment is usually a mix of time assigned to teaching, scholarship (including research and creative activity), 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 necessarily be consistent within or across units. The evidence put forth by the candidate will be assessed in terms of the candidate's chair-assigned effort distribution in these areas.

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

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

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

reflect differences in assigned workload allocation.

Tenure is awarded to those who are appointed to a tenure-track faculty position and who demonstrate **noteworthy achievements** in at least two of the three review categories (Teaching, Research, and Service) and who **meet the standard** in the third category. For all teaching faculty, tenure requires excellence in teaching and involvement in student success activities warranting recognition as noteworthy achievement. Unit level tenure criteria and procedures shall be approved by the appropriate shared governance process and Provost (or designee) before implementation.

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

I. Expectations for Scholarship.

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

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

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

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

- A list of all of the faculty member's publications that explicitly designates peer-review from others.
- A list of creative endeavors and activities including art exhibitions, professional poetry recitals, theatrical, dance, or music performances, etc.
- A list of all grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts and time period during which funding was active.
- A list of invited seminars and presentations.
- A list of refereed conference presentations.
- Letters from external (non-AU) peers and academic leaders of the same or higher rank and tenure as that which the faculty is applying to.
- Any other evidence that highlights peer's recognition of the quality and sustainable contributions of the faculty member's scholarship in the field.

II. Expectations for Teaching.

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

In order for teaching to be designated as excellent, the candidate must have demonstrated that they are an accomplished teacher. Specific expectations concerning outstanding teaching at AU include knowledge of the subject matter, planning and communication of curriculum, supervision of clinical casework of students when applicable, creation of learning environments, fostering of student development and engagement, receptivity of and availability to students, fair evaluation of student performance, and innovation in educational delivery.

- *Knowledge of the Subject Matter.* An excellent teacher will have a command of the subject, demonstrating breadth and depth of knowledge, and will remain current on developments in the field.
- *Planning and Communication of Curriculum.* An excellent teacher will be effective in organizing the study of the subject, including defining student learning outcomes and instructional objectives, being well prepared for each class, constructing appropriate syllabi and materials, covering material consistently and deliberately with good organizational planning, and structuring classroom discussions in a manner that facilitates learning. A noteworthy teacher will stay abreast of new technology and innovation in teaching practices and be familiar with pedagogical tools. Faculty will be diligent in meeting teaching obligations, including generally beginning and ending class on time; submitting grades on time; canceling classes only when necessary due to academic or professional conflicts, religious holidays, illness, or other exigent circumstances; and scheduling make-up classes or by other pedagogical means compensating for missed class time.
- *Supervision of Students (where applicable).* An excellent teacher fosters student accomplishment of objectives (services, procedures, or apprenticeships) while, in addition, encouraging critical thinking and analysis.
- *Creation of Engaging Learning Environments.* An excellent teacher will create a classroom, laboratory or clinical environment that is conducive to learning and motivates students to learn. They will make effective use of different teaching methods and technologies as appropriate. Further, the faculty member should be organized and an effective and a clear communicator in conveying concepts through content delivery, questioning, and moderation of student discussion, as appropriate.
- *Fostering of Student Development and Engagement.* An excellent teacher will foster student engagement in the learning environment, stimulating critical thinking and analysis by students.
- *Availability and Receptivity to Students.* An excellent teacher will be reasonably available to students, including being receptive to student questions, maintaining regular office hours, offering advice to students on academic and professional matters, and reviewing student's work products in a timely manner.
- *Fair Evaluation of Student Performance.* An excellent teacher will assess student performance fairly, including when appropriate, creating appropriate examinations; developing guidelines for student papers or presentations; impartially grading student examinations, papers, or presentations; or creating and using appropriate tools for reviewing and evaluating areas of clinical performance, and professional responsibility.

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

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

III. Expectations for Service

A. Service Engagement. Candidates for tenure will meet the standards in service. Faculty members at AU are also members of the university community and of communities beyond the institutional boundaries to which they have responsibilities. To be tenured, the candidate must have met the standards in service, including (when appropriate) clinical service, as appropriate to the University, the profession, and the community.

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

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

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

Expectations for Student Success and Continuous Professional Growth and Development: See section “**Criteria for Regular Faculty Promotion**” for additional guidance.

Procedures for Tenure:

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

Candidates shall be notified **in writing** within 5 business days of recommendations and formal decisions and receive a copy of the written summary at each step of the tenure process outlined in **Figure 1: Tenure Process for Augusta University**. Tenure committee chairs at each level (department, college, and university), department chairs, deans, and the Provost will provide a written summary of their recommendations and formal decisions for tenure. The summary will address how the candidate demonstrates noteworthy achievement in two categories and meets the standard in the third category. This summary will be added to the tenure portfolio as it moves to the next level of review.

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

A calendar for the tenure process will be published by the associate provost for faculty affairs and sent to the dean. Dates stipulated in this calendar are applicable for this section. For those faculty members requesting tenure consideration in the seventh year, a calendar for an accelerated tenure review should be published by the associate provost for faculty affairs and sent to the dean annually.

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

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

The department chairperson should evaluate the Department Tenure Review Committee's report and request supplementary evidence or analysis from the committee as needed. If the department chairperson supports the recommendation, they should submit the completed tenure portfolio, the committee's recommendation and their own recommendation and rationale to the dean. The department chairperson will notify the candidate, in writing, that the portfolio has been sent forward for consideration. If the department chairperson does not recommend a candidate for tenure, the portfolio is not forwarded to the dean and the individual is notified, in writing, within five business days and advised of their right to appeal. Upon receipt of the portfolio, the dean will request a review by the MCG FADPT Committee who will send its recommendation back to the dean by the date designated in the MCG Promotion and Tenure Calendar. Concurrently, if the candidate has a joint appointment in another college, the MCG dean will send a copy of the portfolio to the secondary dean for comment as well. If the candidate is part of The Graduate School, based on a review of the portfolio, The Graduate School dean will provide a written recommendation to the MCG dean regarding the candidate's record and performance in The Graduate School.

The dean will review the candidate's tenure portfolio, including all recommendations sent forward by the chairperson

and by the appropriate tenure committees at the department and college levels. The dean will make an assessment and may decide to review the recommendations with the college-level committee chairperson prior to making a decision. If the college-level committee does not support the appointment of tenure, the dean will review the basis of the decision with the committee or its chairperson. If the dean supports tenure, the dean will notify the candidate, in writing, that the portfolio has been sent forward to the University Promotion and Tenure Committee for consideration. If the dean does not support a recommendation for tenure, the dean will provide a copy of the committee's recommendation to the department chairperson and the faculty member and will notify the faculty member, in writing, within five business days of the decision and then advise on the right to appeal. The dean should discuss with the department chairperson activity levels and performance needs for enhancing candidacy for tenure at a subsequent review.

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

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

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

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

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

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

In exceptional cases an institution president, or designee, may approve, upon recommendation of appropriate tenure committees and relevant supervisors, an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment; such action is otherwise referred to as tenure upon appointment. Each such

recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution. If the person is being appointed to a faculty or administrative position and has not previously held tenure, the award of tenure must also be approved by the Chancellor (BoR Minutes, August 2007).

Extension of Probationary Tenure Periods

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

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

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

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

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

Tenure Appeals

All faculty shall be notified in writing within 5 business days of the recommendation or formal decision, and receive a copy of the written rationale, at each step of the tenure process outlined in **Figure 1: Tenure Process for Augusta University**. Formal decisions are made at the Department Chair, Dean, and President/Provost levels.

The individual faculty member shall have an avenue for appeal of formal decisions at each level of the tenure 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 formal decision level of the appeal process. The letter of appeal must contain the rationale for appealing the decision. The candidate may include additional evidence only insofar as it directly addresses the specific reasons for denial. Additional evidence beyond that reasonably required to address the specific reasons for denial will not be considered.

Notification of the recommended decision made by the appellate level will be made in written form and sent electronically **within 10 business days** of receipt of the appeal. The letter of notification must include the rationale for the decision.

- Formal decisions by the Department Chairperson may be appealed to the Dean through the college's established channel for appeal.
- Formal decisions by the Dean may be appealed to the Provost. The Provost shall refer the appeal to the University Promotion and Tenure 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 will make a recommendation to the President who makes the final decision for the AU. The appellant will be notified of the President's decision, through the delegated authority of the Executive Vice President for Academic Affairs and Provost, with copies to the Dean.

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

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

Pre-Tenure Review

Pre-Tenure Review Policy

I. POLICY STATEMENT

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

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

II. DEFINITIONS

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

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

III. PROCESS

a. Rating Scale

Candidates will be assessed on their performance within the five areas that will be evaluated for tenure: Scholarship, Teaching, Service, Professional development, and Contributions to student success activities. The rating scale represents the achievements in the associated areas.

- 5 – Impressive – exceptional achievement through quantity, quality, and/or skill
- 4 – Continual – uninterrupted, ongoing achievement of goals that meet a standard
- 3 – Consistent – achievement of goals that meet a standard
- 2 – Inconsistent – limited achievement of goals that meet a standard
- 1 – Unsatisfactory – does not achieve goals that meet a standard

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

The candidate will establish a portfolio of accomplishment for review that demonstrates trajectory for success in achieving tenure consistent with rank, time in service, and assigned responsibilities. The portfolio documents how specific activities and accomplishments apply based on assigned workload in the following areas: Teaching, Research/Scholarship, Service, Clinical Practice, and Administration. The department chair will consult with faculty from appointment and throughout the process regarding accomplishments and trajectory toward successfully achieving tenure.

Faculty members will be assessed by the individual college or unit based on their expertise, responsibilities, and

effort. Faculty responsibilities are defined the proportion of effort in Teaching, Research/Scholarship, Service, Clinical Practice and Administration. Review categories describe overarching standards in areas of Scholarship, Teaching, Service, Student Success, and Professional Development.

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

c. Regular Review Process

Eligibility for Review

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

University Calendar and Timeline

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

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

The pre-tenure portfolio must be completed and submitted to the department chair (or dean, in cases where no department chair exists) on or about January 15, in accordance with the approved Promotion and Tenure calendar.

Portfolio Requirements

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

Tenure/Rank-Home Department Peer Faculty Review

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

Upon completion of the review, the committee will provide a copy of their written summary to the MCG dean for consideration and approval. The MCG dean will deliver a copy of the written summary to the faculty member and

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

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

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

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

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

Tenure/Rank-Home Department Chair Review

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

Decision Tree

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

Due Process

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

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

IV. References & Supporting Documents

Augusta University Promotion and Tenure Guidelines (2023)

USG BOR Policy Section 8.3.5.1 Evaluation of Personnel (Faculty)

USG BOR Policy Section 8.3.7 Tenure and Criteria for Tenure

USG BOR Policy Section 8.3.9 Discipline and Removal of Faculty Members

Other Sections in Policy

None

Executive Sponsor:

The Executive Sponsor is "the senior leader accountable for the substance of the policy document, including the provisions and requirements thereof. The senior leader should be a Vice President, or any leader who reports to the President, the Provost, or an Executive Vice President. The Policy Manager shall designate the Executive Sponsor in the initial draft of a policy. The Executive Sponsor must give written approval of the initial draft policy before the Policy Manager may contact the Office of Legal Affairs (OLA) to begin the policy review and approval process. At the initial review of the draft policy by OLA a change in Executive Sponsor may be recommended by OLA. A recommended change in Executive Sponsor will only be implemented if approved by both the original Executive Sponsor and the new Executive Sponsor. The Provost or the President may unilaterally order a change in Executive Sponsor at any time as they deem appropriate. If there is a change in Executive Sponsor then the new Executive Sponsor will appoint a new Policy Manager who will assume responsibility to support the draft policy through the remainder of the process."

Policy Manager: Academic & Faculty Affairs

The policy manager is "the employee in the University unit, department, or division with responsibility for the developing the initial draft policy, for review and approval of the draft policy by the Executive Sponsor, and for completing all tasks necessary for the policy review and approval process. The Policy Manager acts as a point of contact for questions regarding the draft policy, and as primary liaison with the OLA and the Policy Advisory Group during the policy review and approval process. The Policy Manager accepts responsibility for requests for actions regarding the policy, and for obtaining the input and recommendations from the Identified Stakeholders."

Identified Stakeholders: Faculty

Identified stakeholders are "those persons or units that the Policy Advisory Group determines may be impacted in a material way by the implementation of the provisions established in a draft policy and whom should be consulted for input and comment." Options include Alumni, Faculty, Graduate Students, Health Professional Students, Staff, Undergraduate Students, Vendors/Contractors, Visitors, Other.

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

Post-Tenure Review

Policy for Review of Tenured Faculty

I. Policy Statement

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

II. Criteria

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

III. Procedures

- a. All academic units are required to conduct a periodic, regularly scheduled, review of tenured faculty to provide ongoing assessment of teaching through evaluation of instruction, scholarly achievement, research, and service activities of the individuals after they have been granted tenure. Each academic unit shall establish written criteria and procedures governing these periodic reviews to ensure transparency in the review process and that workload percentages for faculty roles and responsibilities are factored into the review in a consistent manner, in accordance with the following process.
- b. The review process for an individual shall be conducted five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. It shall be completed no later than the end of the 5th academic year. If an

individual is on leave at the time of review, he/she will be reviewed during the first academic year after his/her return. Faculty may volunteer to undergo the review process prior to the five-year timeline.

- i. Faculty will have the opportunity to pause the post-tenure review timeline for up to two years at the discretion of the President due to the following circumstances:
 1. the faculty member was on approved extended leave during the five- year period (e.g. birth or adoption of a child, or disability, sabbatical, or prolonged illness of the employee or immediate family member); therefore, the clock is paused and not reset;
 2. the faculty member is currently on leave at the planned time of review, in which case the post-tenure review may occur when the faculty member returns from leave; therefore, the clock is paused and not reset;
 3. the faculty member was promoted to a higher academic rank (i.e., Professor), which resets the five-year clock;
 4. the faculty member was promoted to an academic leadership position (e.g., Department Head, Dean, Associate Provost), which resets the five- year clock;
 5. in the case of interruption due to circumstances outside of faculty control (e.g. pandemic, natural disaster, etc.) the clock is paused and not reset.
 - ii. Faculty members may elect early, voluntary post-tenure review, in which case the review will occur sooner than five years; the clock will reset if the early, voluntary post-tenure review is successful.
- c. As academic units develop a rating scale and rubric for rank and tenure status, each of the faculty workload areas should be addressed as they pertain to the unit. Each area to be reviewed should include, as appropriate, information related to the student success as previously identified. In addition, the expectations associated with each category (teaching, research, service, clinical practice, and administration) should be appropriately scaled to reflect differences in assigned workload allocation. See Faculty Affairs: Faculty Effort Definitions for specific guidance.
- d. Portfolio requirements will be based upon the faculty member's current job description and assigned faculty effort. Documentation required for post-tenure review will be the post-tenure review portfolio, other reports/forms as determined by the college, and a Curriculum Vitae consistent with Augusta University format (curriculum vitae). The portfolio should include, as appropriate, evidence of research, scholarship, teaching and student success, encompassing the five-year review period or since the last promotion or tenure milestone.
- i. Academic administrators who hold faculty rank and are tenured at Augusta University and aligned with an academic unit will undergo a post-tenure review, and a 360° feedback assessment at least every five years. Each academic unit should specify the process and procedures for this comprehensive evaluation of academic administrators. It is intended that an academic administrator's post- tenure review include a review of traditional faculty activities (teaching, research, scholarly activity, student success, and service) that align with the responsibilities of the administrator.
 - ii. For areas in which the faculty member has 0% effort, the portfolio should include a brief statement indicating the category is not applicable to the review. Portfolio guidelines for post-tenure review should include additional documentation of administrative efforts.
- e. The college level Promotion and Tenure committee, or a sub-committee thereof, will serve as the Post Tenure Review (PTR) Committee. The committee shall contain no less than three-tenured faculty members with at least one member from the individual's department or college. In the event there is only one representative from the individual's department serving on the PTR, a second tenured representative of the individual's department or college may be included as a non-voting member of the review committee at the request of the individual subject to review. The additional departmental representative does not need to be a member of the college Promotion and Tenure committee. In addition, academic units may develop a policy to allow the faculty member under

review to request that one member of the review committee be replaced for any reason, and then establish a process to appoint an alternate member from the college level Promotion and Tenure Committee. Any such academic unit policy must be approved by the MCG dean and the Provost prior to being implemented.

- i. The review will encompass, as appropriate, teaching, research/scholarly achievement, practice, and service including student success activities across those areas of effort over the five-year period or since the last tenure and promotion milestone.
- ii. The faculty member is responsible for providing review materials.
- iii. The committee will ensure that workload percentages for faculty roles and responsibilities are factored into the review in a consistent manner.
- iv. The committee will ensure that review of annual evaluations since the last award of tenure or PTR is performed.
- v. The committee will come to an agreement on the conclusions of the review. If they cannot come to an agreement, they may choose to consult with the Chairperson or MCG Dean for guidance.
- vi. Results and recommendations of the review committee will be communicated in writing to both the individual faculty member and the Department Chairperson. In the case of reviews of Department Chairpersons, the results will be communicated directly to the MCG Dean.
- vii. The Chairperson will then conduct an independent review of the faculty member considering the recommendations of the PTR Committee. The Chairperson will then review the findings with the individual faculty member. The individual faculty member will be provided with a written copy of the chair's report at least 5 business days prior to the meeting. The faculty member and the Chairperson will sign the document acknowledging that the review has been completed. This signature does not indicate agreement with the outcome of the review. In the case of reviews of Department Chairpersons, the MCG Dean will then review the findings with the individual Chairperson.
- viii. The Chairperson will then transmit the report and any response to the MCG Dean of the school. In the case of reviews of Department Chairpersons, the MCG Dean will communicate the results directly to the Office of the Provost.
- f. The results of a positive post-tenure review should be linked to recognition or reward. Faculty members who are performing at noteworthy levels should receive recognition for their achievements. The results will be related to possible rewards such as formal recognition, merit pay, promotion, educational leave, etc.
- g. In the case of a negative post-tenure review, the faculty member will be subject to a Performance Improvement Plan (PIP).

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

- a. In instances where an area of deficiency is noted, the faculty member's appropriate supervisor and faculty member together will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the PTR committee based around the deficiencies identified by the committee. The PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the review. The PIP's goals or outcomes must be reasonable, achievable within the designated timeframe, and reflect the essential duties of the faculty member. The PIP must be approved by the MCG Dean and submitted to the Office of the Provost.
- b. The Performance Improvement Plan (PIP) will:
 - i. specify goals or outcomes that are required for the faculty member to overcome identified deficiencies;
 - ii. outline specific activities that will be undertaken to achieve the goals or outcomes;
 - iii. specify available resources and supports;
 - iv. set appropriate deadlines which the goals or outcomes will be accomplished (which should not

- exceed three years);
- v. indicate the criteria by which progress will be monitored;
- vi. include a plan to monitor progress, reassess the plan, and provide feedback at least twice per semester in the fall and spring including the faculty member's annual evaluation;
- vii. and specify possible remedial actions if progress is deemed to be unsatisfactory.
- c. Financial Support for Performance Improvement Plan
 - i. The MCG Dean will be responsible for financial arrangements associated with the PIP. If the nature or scope of the PIP is such that the individual cannot carry out other duties, the Chair and the MCG Dean shall make other arrangements for these duties to be completed.
- d. Review of the Performance Improvement Plan Progress
 - i. At the end of the PIP, the individual shall be reviewed by the Chairperson and MCG Dean. Results of the PIP review will be communicated in writing by the Department Chairperson.
- e. Completion of the PIP:
 - i. The Chairperson and MCG Dean will make a determination as to the sufficiency of the faculty member's progress towards the established PIP.
 - ii. In the case of a satisfactory completion of the PIP, the faculty member will be notified in writing of the outcome and that the five-year review PTR window will commence with the start of the upcoming academic year.
 - iii. If after conducting a final review of appropriate materials, the Chairperson and MCG Dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the PIP (or has refused to reasonably engage in the process), the Chairperson and MCG Dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. Disciplinary actions include, but are not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal. The faculty member must be informed in writing of the determination and proposed sanction along with their right to appeal and the associated appeal process.
 - iv. A copy of the decision of the Chairperson and MCG Dean shall be provided to the Office of the Provost (or designee).
- f. Appeals and Due Process:
 - i. A faculty member may appeal the decision of the Chairperson and MCG Dean with respect to a determination of an unsatisfactory progress towards a PIP within 10 business days of receiving written notification of the decision and proposed sanction by requesting a review by the current PTR committee formed in accordance with section III e. above.
 - ii. The PTR committee will review the PIP, progress towards the PIP and the recommendation of the Chairperson and MCG Dean. The PTR committee may base their review solely upon the record or exercise their judgment to whether an in-person hearing is necessary. The PTR committee will issue its recommendation in writing to the Office of the Provost and the faculty member within 20 business days of the request for review by the faculty member.
 - iii. Within 5 business days of receiving the recommendation from the PTR committee, the Provost (or designee) shall send an official letter to the faculty member notifying him or her of the decision.
 - iv. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost (or designee).
 - v. Upon receipt of the appeal, the President will charge the University Promotion and Tenure (UPT) committee with reviewing the record and making a recommendation. The committee should ensure that the candidate received due process and equitable disciplinary actions at a university level. Upon the conclusion of the review, the UPT shall make a recommendation to the President either supporting the recommended sanction or proposing an alternative outcome. The UPT review shall be completed within 10 business days during the fall or spring terms.
 - vi. The President will make the final determination on behalf of the institution regarding process for discretionary review application pursuant to BoR POLICY 6.26 APPLICATION FOR DISCRETIONARY

REVIEW within 10 days of receiving the recommendation from the UPT committee, appropriate remedial action and shall notify the faculty member of his or her decision and the

g. Record Retention

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

V. Implementation

- a. The promotion/tenure unit shall prepare a plan for scheduling reviews of tenured faculty. The five-year cycle of reviews should begin during the 2023-2024 academic year with the initiation of PTR for administrative faculty, not subject to the review process under prior policy, being phased in over three review cycles beginning in 2025-2026.
- b. In all cases in which the unit head is the person being reviewed under this policy, an administrative officer one level above the unit head shall assume the unit head's function in this review.
- c. PTR evaluators should exercise prudent judgement and flexibility as new policies and procedures are implemented.

Non-Tenure Track

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

- Individuals employed in non-tenure track positions should not be eligible for consideration for the award of tenure.
- Probationary credit toward tenure should not be awarded for service in non-tenure track positions, except for lecturers and senior lecturers.
- Notice of intention not to renew contracts of non-tenure track personnel who have been awarded academic rank (instructor, assistant professor, associate professor, professor) should follow the schedule required for tenure track personnel. This schedule of notification should not apply to other professional personnel.
- Individuals employed in non-tenure track positions may apply on an equal basis with other candidates for tenure track positions which may become available.

Promotion and Tenure Committees

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

Committee Membership:

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

Department Promotion and Tenure Committee:

The policies and procedures (i.e., term limits, quorum rules, membership and voting) of the Department Promotion and Tenure Committee should be established by the department. These policies and procedures must be approved by the MCG Dean and provost and must be published.

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

Tenure recommendations should be made by a minimum of three tenured members of the Department Promotion and Tenure Committee. In the event that a department does not have three eligible members, qualifying faculty from other departments in the college must be appointed to the committee by the department chairperson or designee. When outside members are elected/appointed to a Department Promotion and Tenure Committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the department and some familiarity with the norms for excellence. The policies and procedures (e.g., term limits, quorum, membership and voting procedures) of the Department Promotion and Tenure Committee should be established and approved by the department faculty. These policies and procedures must be approved by the college MCG Dean and provost. They should be published in the institutional policy library and reviewed at least every five years. Quorum rules and majority vote percentage standards will be established by the department. Appeals of Department Promotion and Tenure Committee decisions are to be made in accordance with the AU promotion and tenure appeals procedures.

College Promotion and Tenure Committee:

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

At least five members of the committee must be tenured. The members will then be appointed by the MCG Dean. Exceptions to this committee membership policy may be appealed by the MCG Dean to the provost. The provost will review college committee membership annually.

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

membership will be elected/appointed each year. Initial committee members will be elected/appointed to one-, two- or three-year terms. Members should not serve consecutive terms. Initial terms will be determined by lot.

All members of the college FADPT Committee will have full-time faculty appointments and will hold rank of associate professor or above. All committee members vote on promotion decisions. Only tenured members of the committee should vote on tenure decisions. A minimum of five tenured individuals on the committee are required for a vote on tenure.

A quorum will consist of 75% of those eligible to vote who must be physically or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or to tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as a no vote. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college should be appointed by the MCG Dean to serve on the committee. In the event that seven (nine or eleven) qualifying members are not available in a college, members from other colleges must be appointed. The manner in which outside members are elected to the committee must be specified in the college governance documentation. In the event that five tenured faculty members are not available within a college to make tenure decisions, tenured members outside of the college should be appointed. The manner in which outside members are appointed to the committee must be specified in the college governance documentation. When outside members are appointed to the college FADPT Committee, every effort should be made to solicit who have some understanding of the disciplines contained within MCG and some familiarity with the norms for excellence. The procedures used to place outside members on the committee must be harmonious with the elected/appointed proportions described above.

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

University Promotion and Tenure Committee:

- 1) The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the University P&T Committee must be approved by the University President, published in the institutional policy library and be readily available to faculty, and be reviewed at least every 3 years.
- 2) Each college that has a P&T committee will have one representative on the University P&T Committee. The college representative will be elected by the full-time faculty of that College.
- 3) Term limits for University P&T committee membership will be three years. One third of the committee members (as designated by Groups 1, 2, and 3) will roll off each year and new members elected by their respective colleges. Group 1 consists of the Hull College of Business, College of Dental Medicine, and Medical College of Georgia. Group 2 consists of the College of Allied Health, Pamplin College of Arts Humanities and Social Sciences, and the University Libraries. Group 3 consists of College of Education, College of Nursing, College of Science and Mathematics, and School of Computer and Cyber Sciences. Members may not serve consecutive terms or exceed three years of continuous membership on the committee.
- 4) All members of the University P&T Committee will have full-time faculty appointments and hold the rank of Associate Professor or above. All committee members vote on promotion decisions.
- 5) Colleges that have no tenured associate-level or above faculty eligible to serve on the University P&T Committee are allowed to elect a representative that is an Associate Professor or above who is not tenured to serve on this committee.
- 6) The Graduate School does not have its own P&T committee, because all Augusta University faculty in The Graduate School have primary appointments in another college. Therefore, The Graduate School does not meet the criteria for representation and shall not have a representative on the University P&T Committee.
- 7) A quorum will consist of 75% of those eligible to vote who must be physically or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or to tenure.

- 8) Duties of the committee include reviewing all prior recommendations for due process and adherence to each unit's published guidelines. If the committee finds evidence of a violation in due process or inconsistencies in adherence to unit or university guidelines, the committee recommendation shall be accompanied with a detailed explanation.
- 9) Duties of the committee include reviewing all changes to college level P&T Guidelines.
- 10) Appeals of the College P&T committee decisions are to be made in accordance with the Augusta University P&T appeals procedures.

Exceptions to these Policies:

In the case of Chairs, Assistant Deans, Associate Deans, and Vice Deans considered for promotion, the individual's superior will appoint a 3-person committee to review the portfolio and make a recommendation. This committee serves in place of the departmental P&T Committee, which is the point at which the promotion process begins. The 3 individuals will have the same or higher professorial rank and tenure status for which the candidate is being considered. In the case of Assistant and Associate Deans, the Dean will appoint a 3-person committee which can be the candidate's home department P&T committee if there is no evident/demonstrable conflict of interest. The recommendation is made to the MCG P&T Committee and the remaining process follows the steps illustrated in the Overview of Promotion Process for Augusta University (Professorial Ranks).

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

Approved by Faculty Senate, May 15, 2007; Administrative revisions approved by Faculty Senate Executive Committee, October 13, 2015; Clinical Pathway voted on by faculty and approved January 10, 2023

* Evidence of student success and continuous professional development resulting from any of these activities should be highlighted.
 ** Note about "Time": The "time in rank" required for consideration of promotion is stipulated in the Medical College of Georgia Faculty Appointment, Promotion, Development and Tenure document (Approved by the Board of Regents, 1991). *"Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion."* BOR Policy 8.3.6
 ***Includes components of document formally known as the "Educator's Portfolio".
 ****Letters of reference from institutions external to Augusta University
 ***** Evidence of teaching contributions provided by one (1) quantity, two (2) quality and, if appropriate, evidence of engagement with the community of educators.

Tenure and Non-Tenure Tracks
Promotion to Assistant Professor

Parameter*	Researcher Pathway	Clinician Investigator Pathway	Clinician Pathway (Non-tenure track)
Time**	<ul style="list-style-type: none"> At least one (1) year as an instructor at MCG 	<ul style="list-style-type: none"> At least one (1) year as an instructor at MCG 	<ul style="list-style-type: none"> At least one (1) year as an instructor at MCG
Teaching***	<ul style="list-style-type: none"> Contributed to teaching in MCG, The Graduate School, College of Allied Health Sciences, Dental College of Georgia, College of Nursing and other colleges Typically one to two lectures/year at graduate or medical student level Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Contributed to teaching in MCG, The Graduate School, College of Allied Health Sciences, Dental College of Georgia, College of Nursing and other colleges Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Clinical teaching when assigned to clinical services, two to three lectures/year, clinical skills preceptor for medical students Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Teaches primarily in context of clinical care Recognized as being an effective teacher by students, residents, fellows or continuing education attendees Advising and mentoring students Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate Teach in venues like educational conference series, morning report, clinical skills Involvement in curriculum or assessment development and/or educational Quality Improvement of current educational practices Contributions and evidence of quality/impact of teaching

Tenure and Non-Tenure Tracks Promotion to Assistant Professor, continued			
Parameter*	Researcher Pathway	Clinician Investigator Pathway	Clinician Pathway (Non-tenure track)
Research or Other Scholarly Activity	<ul style="list-style-type: none"> Typically devotes at least 50-80% of time to research Demonstrated commitment to original basic, laboratory, translational or clinical science research Collaborated with established investigator Poised to apply for extramural funding; acquisition of extramural funding desirable (e.g., NSRA) Major contribution to and authorship of peer reviewed research publications 	<ul style="list-style-type: none"> Typically devotes at least 50-60% of time to research Demonstrated commitment to original basic, laboratory, translational or clinical science research Collaborated with established investigator Poised to apply for extramural funding; acquisition of extramural funding desirable (e.g., NSRA) Major contribution to and authorship of peer reviewed research publications 	<p>Typical noteworthy accomplishments might include one or more of the following:</p> <ul style="list-style-type: none"> Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies. Presentation of best practices, clinical observations, emerging clinical issues, and quality improvement projects at the local level or higher Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally Engagement in practice-based quality improvement projects Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) At least one publication and other scholarly products
Service	<ul style="list-style-type: none"> Served on at least one committee in section, department, center or institute 	<ul style="list-style-type: none"> Served on at least one committee in section, department, center or institute Respected and competent in clinical discipline; contributes to section or department clinical activity in proportion to time commitment 	<ul style="list-style-type: none"> Typically devotes ≥ 80% time to clinical care Contribution to at least one committee in section or department or health system Clinical expertise requested by peers in other sections/departments and patients Peer ratings of practice quality considered Activities that advance the Institution’s mission on a local level
Evidence of local reputation (examples)	<ul style="list-style-type: none"> Publications, presentations Invitations to speak locally Active participation in professional organizations Letters of Review, at least three of which should be from external sources**** 	<ul style="list-style-type: none"> Publications, presentations Invitations to speak locally Clinical expertise requested outside section or department Active participation in professional organizations Letters of Review, at least three of which should be from external sources**** 	<ul style="list-style-type: none"> Patient referrals and/or patient satisfaction Provider referrals and/or provider satisfaction Patient morbidity/mortality statistics Dissemination of quality improvements Local presentations, invitations to speak Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) Active participation in professional organizations Three letters of Review, at least one of which should be from external sources, including external community providers****

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

Parameter*	Researcher Pathway	Clinician Investigator Pathway	Clinician Pathway (Non-tenure track)
Time**	<ul style="list-style-type: none"> At least five (5) years as an assistant professor at MCG 	<ul style="list-style-type: none"> At least five (5) years as an assistant professor at MCG 	<ul style="list-style-type: none"> At least five (5) years as an assistant professor at MCG
Teaching***	<ul style="list-style-type: none"> Sustained active, effective contributions to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges demonstrated by activities such as: Improvement as teacher or attainment of high competence level Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students, including service on graduate student thesis committees Participation and possible leadership in student or post-doctoral education in department or college Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Sustained active, effective contributions to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges demonstrated by activities such as: Improvement as teacher or attainment of high competence level Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students, including service on graduate student thesis committees Participation and possible leadership in student, resident or fellow education in department or college Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Typically devotes the majority of (>80%) effort to clinical care with less effort in education- or research- related activities. Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Teaches primarily in context of clinical care Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendee Advising and mentoring students Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate Teach in venues like educational conference series, morning report, clinical skills Involvement in curriculum or assessment development and/or educational Quality Improvement of current educational practices Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	<ul style="list-style-type: none"> Demonstrated accomplishments in basic, laboratory, translational or clinical science research Extramural funding demonstrated by one or more of the following (or equivalent): <ul style="list-style-type: none"> PI on an active R01 or NSF grant PI on recently completed R01 or NSF grant that is in the renewal process or that has been funded but not yet activated Co-I on program project grant or PI/Co-I on VA Merit Review, NSF, foundation, American Heart Association or industry funding Grant coverage of at least 70% of research FTE or as assigned by chair/director Continued publication of significant, original research or clinical applications of basic/translational research; typically two to three publications/year in peer reviewed journals (citation index will be considered) Presentation of abstracts and lectures at regional/national meetings 	<ul style="list-style-type: none"> Typically devotes at least 50-60% of time to research (accomplishments judged on time commitment) Demonstrated accomplishments in basic, laboratory, translational or clinical science research Extramural funding demonstrated by one or more of the following (or equivalent): <ul style="list-style-type: none"> PI on R01 or NSF grant K award as an initial grant followed by submission of an R01 Additional funding (e.g., Co-I on program project grant or PI/Co-I on VA Merit, NSF, foundation, American Heart Association or industry funding) Grant coverage of at least 50% of research FTE or as assigned by chair/director Continued publication of significant, original research or clinical applications of basic/translational research; typically two to three publications/year in high impact peer reviewed journals (citation index will be considered) Presentation of abstracts and lectures at regional/national meetings 	<p>Typical noteworthy accomplishments might include one or more of the following:</p> <ul style="list-style-type: none"> Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies. Presentation of best practices, clinical observations, emerging clinical issues, and quality improvement projects at the local level or higher Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally Engagement in practice-based quality improvement projects Participation as Principal- or Co-Investigator on clinical trials Entrepreneurial activities such as development of new technologies and/or patent application Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) One publication or other scholar products/year Funding adds strength to application

Tenure and Non-Tenure Track Promotion to Associate Professor, continued			
Parameter*	Researcher Pathway	Clinician Investigator Pathway	Clinician Pathway (Non-tenure track)
Service	<ul style="list-style-type: none"> Sustained participation on committees or other leadership in section, department, center or institute; all faculty expected to serve on at least one major committee in MCG or The Graduate School Activities that advance the Institution's mission on a regional basis 	<ul style="list-style-type: none"> Sustained participation on committees or other leadership in section, department, center/institute; all faculty expected to serve on at least one college committee Leadership in clinical discipline; contributes to section or department clinical activity in proportion to time commitment; $\geq 50^{\text{th}}$ percentile for adjusted clinical effort assessed by benchmark (UHC) Activities that advance the Institution's mission on a regional basis 	<ul style="list-style-type: none"> Typically devotes $\geq 80\%$ time to clinical care Regional reputation as a clinician. Contribution to administrative or service leadership in section, department, college, institution Clinical expertise requested by peers external to college and by patients Peer ratings of practice quality considered excellent Percentile work RVU for adjusted clinical effort assessed by benchmark (UHC) $\geq 50^{\text{th}}$ Activities that advance the Institution's mission regionally Patient morbidity/mortality statistics
Evidence of Regional and Developing National Reputation (examples)	<ul style="list-style-type: none"> Election to scientific or other professional societies Membership on editorial boards Peer reviewer (journals, submissions to meetings) 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 Review, at least (three for promotion/four for tenure) of which should be from external sources**** 	<ul style="list-style-type: none"> Election to scientific or other professional societies Membership on editorial boards Peer reviewer (journals, submissions to meetings) Invitations to serve on committees of national/international organizations Peer reviewed presentations at regional or national meetings High level of recognition as educator or clinician Letters of Review, at least (three for promotion/four for tenure) of which should be from external sources**** 	<ul style="list-style-type: none"> Patient referrals Patient satisfaction Leadership on specific quality improvement projects Recognized innovation in clinical practice (e.g., development of a new surgical approach or treatment algorithm) with evidence of adoption outside of MCG. Serving as medical director of an AUMC service or creation of a new, major clinical service Regional presentations, invitations to speak Invitations to peer review Elected to membership in professional organizations. Active participation in professional organizations, committees, presentations. Letters Review, at least three of which should be from external sources, from individuals at the rank of Associate Professor or higher****

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

Parameter*	Researcher Pathway	Clinician Investigator Pathway	Clinician Pathway (Non-tenure track)
Time**	<ul style="list-style-type: none"> At least five (5) years as an associate professor at MCG 	<ul style="list-style-type: none"> At least five (5) years as an associate professor at MCG 	<ul style="list-style-type: none"> At least five (5) years as an associate professor at MCG
Teaching***	<ul style="list-style-type: none"> Sustained active, effective contributions to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges demonstrated by activities such as: <ul style="list-style-type: none"> Demonstrated improvement as teacher or attainment of high level of competence Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students (with documentation of protégé assessment and outcomes) May be leader (course director) in student or post-doctoral education in department or college Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Sustained active, effective contributions to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges demonstrated by activities such as: <ul style="list-style-type: none"> Demonstrated improvement as teacher or attainment of high level of competence Active, effective contributions as a research mentor or advisor for graduate, medical and/or post-doctoral students (with documentation of protégé assessment and outcomes) Leader in student, resident or fellow education in department or college Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Typically devotes the majority of (>80%) effort to clinical care with less effort in education- or research- related activities. Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Teaches primarily in context of clinical care Recognized as an excellent teacher by students, residents, fellows or continuing medical education attendees Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate Advising and mentoring students May become education leader (e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer) Contributions and evidence of quality/impact under of teaching
Research or Other Scholarly Activity	<ul style="list-style-type: none"> Typically devotes at least 50-80% of time to research Demonstrated major accomplishments in basic, laboratory, translational or clinical science research Sustained extramural funding demonstrated by R01 or equivalent funding such as PI or Co-I on program project or PI on VA Merit Review, NSF, foundation or industry funding or others along a research thematic line Grants expected to cover at least 70% research FTE Special consideration will be given for contributions to research program development, such as program project, center or core facility grants Continued publication of significant, original research; typically two to three publications/year in peer reviewed journals (citation index will be considered) Presentation of abstracts and lectures at national/international meetings 	<ul style="list-style-type: none"> Typically devotes 50-60% of time to research (judged on time commitment) Demonstrated major accomplishments in basic, laboratory, translational or clinical science research Sustained extramural funding demonstrated by R01 PI or Co-I expected, plus additional funding such as Co-I on program project or PI on VA Merit Review, foundation or industry funding or others along a research thematic line Grants expected to cover at least 50-70% research FTE Special consideration will be given for contributions to research program development, such as program project, center or core facility grants Continued publication of significant, original research; typically two to three publications/year in peer reviewed journals (citation index will be considered) Presentation of abstracts and lectures at national or international meetings 	<p>Typical noteworthy accomplishments might include one or more of the following:</p> <ul style="list-style-type: none"> Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies. Presentation of best practices, clinical observations, emerging clinical issues, and quality improvement projects at the local level or higher Assist in developing clinical guidelines or Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally Engagement in practice-based quality improvement project Participation as Principal- or Co-Investigator on clinical trials Entrepreneurial activities such as development of new technologies and/or patent applications Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) One to two publications or other scholarly products Funding adds strength to application

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

Parameter*	Researcher Pathway	Clinician Investigator Pathway	Clinician Pathway (Non-tenure track)
Service	<ul style="list-style-type: none"> • Leader in administrative service in section, department, center or institute (e.g., director of core laboratory or member/chair of important committee) • Activities that advance the Institution's mission on a national/international level 	<ul style="list-style-type: none"> • Leader in administrative service in section, department, center or institute • Leadership, respect and competence in clinical discipline; contribute to section/department clinical activity in proportion to time commitment; $\geq 50^{\text{th}}$ percentile for adjusted clinical effort assessed by benchmark (UHC) • Activities that advance the Institution's mission on a national/international level 	<ul style="list-style-type: none"> • Typically devotes $\geq 80\%$ time to clinical care • Contribution to administrative or service leadership in section, department, college, institution • Clinical expertise requested by peers external to college and by patients • National and/or international reputation as a clinician • Peer ratings of practice quality considered excellent • Percentile work RVU for adjusted clinical effort assessed by benchmark (UHC) $\geq 50^{\text{th}}$ • Activities that advance the Institution's mission on national or international level
Evidence of National and/or International Reputation (examples)	<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/international organizations • May have high level of recognition as educator • National awards or other recognition of achievement • Letters of Review, at least (three for promotion/five for tenure) of which should be from external sources**** 	<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/international organizations • May have high level of recognition as educator or clinician • National awards or other recognition of achievement • Letters of Review, at least (three for promotion/five for tenure) of which should be from external sources**** 	<ul style="list-style-type: none"> • Patient referrals • Patient satisfaction • Patient morbidity/mortality statistics • Leadership on specific quality improvement projects • Ability to draw trainees into a MCG/AU clinical training program • Recognized innovation in clinical practice (e.g., development of a new surgical approach or treatment algorithm) with evidence of adoption outside of MCG • Serving as medical director of an AUMC service or creation of a new, major clinical service • National and international presentations, invitations to speak • Invitations to peer review • Nominated or elected leadership positions in national or international professional organizations. • Recognition of clinical excellence through national reputation as "Best Doctors" or similar award. • Letters of review, at least three of which should be from external sources, from individuals at the rank of Professor or higher****

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

Parameter*	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Time**	<ul style="list-style-type: none"> At least one (1) year as an instructor at MCG 	<ul style="list-style-type: none"> At least one (1) year as an instructor at MCG 	<ul style="list-style-type: none"> At least one (1) year as an instructor at MCG
Teaching***	<ul style="list-style-type: none"> Typically devotes most effort, if not all, to education- related activities Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees Demonstrated commitment to become effective educational administrator Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Typically devotes the majority of effort to clinical care with less effort in education- related activities Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Teaches primarily in context of clinical care Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate Teach in venues like educational conference series, morning report, clinical skills Involvement in curriculum or assessment development Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Typically devotes the majority of effort to education- related activities with less effort in clinical care Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Recognized as being an effective teacher by students, residents, fellows or continuing medical education attendees Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions) Demonstrated commitment to improve teaching skills based on feedback and participation in faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Contributions and evidence of quality/impact of teaching
Research or Other Scholarly Activity	<ul style="list-style-type: none"> Engagement with education community Demonstration of developing a scholarly approach to education activities (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve education activity) Participate in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) At least two publications and other scholarly products 	<ul style="list-style-type: none"> Typical accomplishments include: Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies. Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally Engagement in practice-based quality improvement projects Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) At least one publication and other scholarly products 	<ul style="list-style-type: none"> Typical accomplishments include: Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) Engagement in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) At least two publications and other scholarly products (publication or other)

Tenure and Non-tenure Tracks Promotion to Assistant Professor, continued			
Parameter*	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Service	<ul style="list-style-type: none"> • Contribution to at least one committee in section or department • Activities that advance the Institution's mission on a local level 	<ul style="list-style-type: none"> • Typically devotes $\geq 50\%$ time to clinical care • Contribution to at least one committee in section or department • Clinical expertise requested by peers in other sections/departments and patients • Peer ratings of practice quality considered • Activities that advance the Institution's mission on a local level 	<ul style="list-style-type: none"> • Devotes some $\leq 40\text{-}50\%$ to clinical care • Contribution to at least one committee in section or department • Clinical expertise requested by peers in other sections/departments and patients • Peer ratings of practice quality considered • Activities that advance the Institution's mission on a local level
Evidence of Local Reputation (examples)	<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 review, at least three of which should be from external sources**** 	<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 review, at least three of which should be from external sources**** 	<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 review, at least three of which should be from external sources****

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

Parameter*	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Time**	<ul style="list-style-type: none"> At least five (5) years as an assistant professor at MCG 	<ul style="list-style-type: none"> At least five (5) years as an assistant professor at MCG 	<ul style="list-style-type: none"> At least five (5) years as an assistant professor at MCG
Teaching***	<ul style="list-style-type: none"> Typically devotes most, if not all, faculty effort to education-related activities Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Demonstrated commitment to become an effective educational administrator Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Advising and mentoring students Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Typically devotes the majority of effort to clinical care with less effort in education-related activities Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Teaches primarily in context of clinical care Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Advising and mentoring students May become education leader (e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer) Contributions and evidence of quality/impact of teaching 	<ul style="list-style-type: none"> Typically devotes the majority of effort to education-related activities with less effort in clinical care Contributes to teaching in MCG, The Graduate School, College of Allied Health, Dental College of Georgia, College of Nursing or other colleges Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions) Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Mentoring residents, graduate students, post-doctoral fellows and/or peers as teachers Contributions and evidence of quality/impact of teaching
Research or other Scholarly Activity	<ul style="list-style-type: none"> Engagement with the education community Demonstration of a scholarly approach to education activities (i.e., knowledge of education literature and “best practices”, application to education activity, assessment of outcomes, reflective use of outcomes to improve education activities) Participation in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public (e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) One to two publications or other scholarly products/year Funding adds strength to application 	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> Publication of clinical observations, chapters, reviews, clinical guidelines or quality improvement studies Assist in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally Engagement in practice-based quality improvement projects Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) One publication or other scholarly products/year Funding adds strength to application 	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> Demonstration of a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) Sustained engagement in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public (e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) One to two publications or other scholarly products/year Funding adds strength to application

Tenure and Non-tenure Tracks Promotion to Associate Professor, continued			
Parameter*	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Service	<ul style="list-style-type: none"> Contribution to administrative or service leadership in section, department, college, institution Activities that advance the Institution's mission locally 	<ul style="list-style-type: none"> Typically devotes at least 50% of time to clinical care Contribution to administrative or service leadership in section, department, college, institution Clinical expertise requested by peers external to college and by patients Peer ratings of practice quality considered \geq 50th percentile work RVU for adjusted clinical effort assessed by benchmark (UHC) Activities that advance the Institution's mission locally 	<ul style="list-style-type: none"> Typically devotes some time (usually 10-20%) to clinical care Contribution to administrative or service leadership in section, department, college, institution Clinical expertise requested by peers external to college and by patients Peer ratings of practice quality considered \geq 50th percentile work RVU for adjusted clinical effort assessed by benchmark (UHC) Activities that advance the Institution's mission locally
Evidence of regional reputation (examples)	<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 organizations Active participation in professional organizations, committees, presentations Letters of Review, at least (three for promotion/four for tenure) of which should be from external sources**** 	<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 organizations Active participation in professional organizations, committees, presentations Letters of Review, at least (three for promotion/four for tenure) of which should be from external sources**** 	<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 organizations Active participation in professional organizations, committees, presentation Letters of Review, at least (three for promotion/four for tenure) of which should be from external sources****

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

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

Tenure and Non-tenure Tracks Promotion to Professor, continued			
Parameter*	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Service	<ul style="list-style-type: none"> Contribution to administrative or service leadership in section, department, college or institution Activities that advance the Institution's mission on a regional/national level 	<ul style="list-style-type: none"> Typically devotes at least 50% of time to clinical care Contribution to administrative or service leadership in section, department, college or institution Clinical expertise requested by peers external to college and by patients State, regional and/or national reputation as clinician Peer ratings of practice quality considered ≥ 50th percentile work RVU for adjusted clinical effort assessed by a benchmark (UHC) Activities that advance the Institution's mission on a regional/national level 	<ul style="list-style-type: none"> Typically devotes some time (usually 10-20%) to clinical care Contribution to administrative or service leadership in section, department, college or institution Clinical expertise requested by peers external to college and by patients Peer ratings of practice quality considered ≥ 50th percentile work RVU for adjusted clinical effort assessed by a benchmark (UHC) Activities that advance the Institution's mission on a regional/national level
Evidence of National and/or International Reputation (examples)	<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, qualify for elected membership in professional organizations Active participation in professional organizations Nominated or elected positions in professional organizations \Letters of Review, at least (three for promotion/five for tenure) of which should be from external sources**** 	<ul style="list-style-type: none"> Publications (clinical or education research, reviews or commentaries) Presentations, invitations to speak Invitations to peer review, qualification for elected membership in professional organizations Active participation in professional organizations Nominated or elected positions in professional organizations \Letters of Review, at least (three for promotion/five for tenure) of which should be from external sources**** 	<ul style="list-style-type: none"> Publications (clinical or education research, reviews or commentaries) Presentations, invitations to speak Invitations to peer review, qualification for elected membership in professional organizations Active participation in professional organizations Nominated or elected positions in professional organizations \Letters of Review, at least (three for promotion/five for tenure) of which should be from external sources****

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

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

Influenced by 2006 AAMC/GEA Consensus Conference on Educational Scholarship

**Non-tenure Track
Research Scientist Pathway**

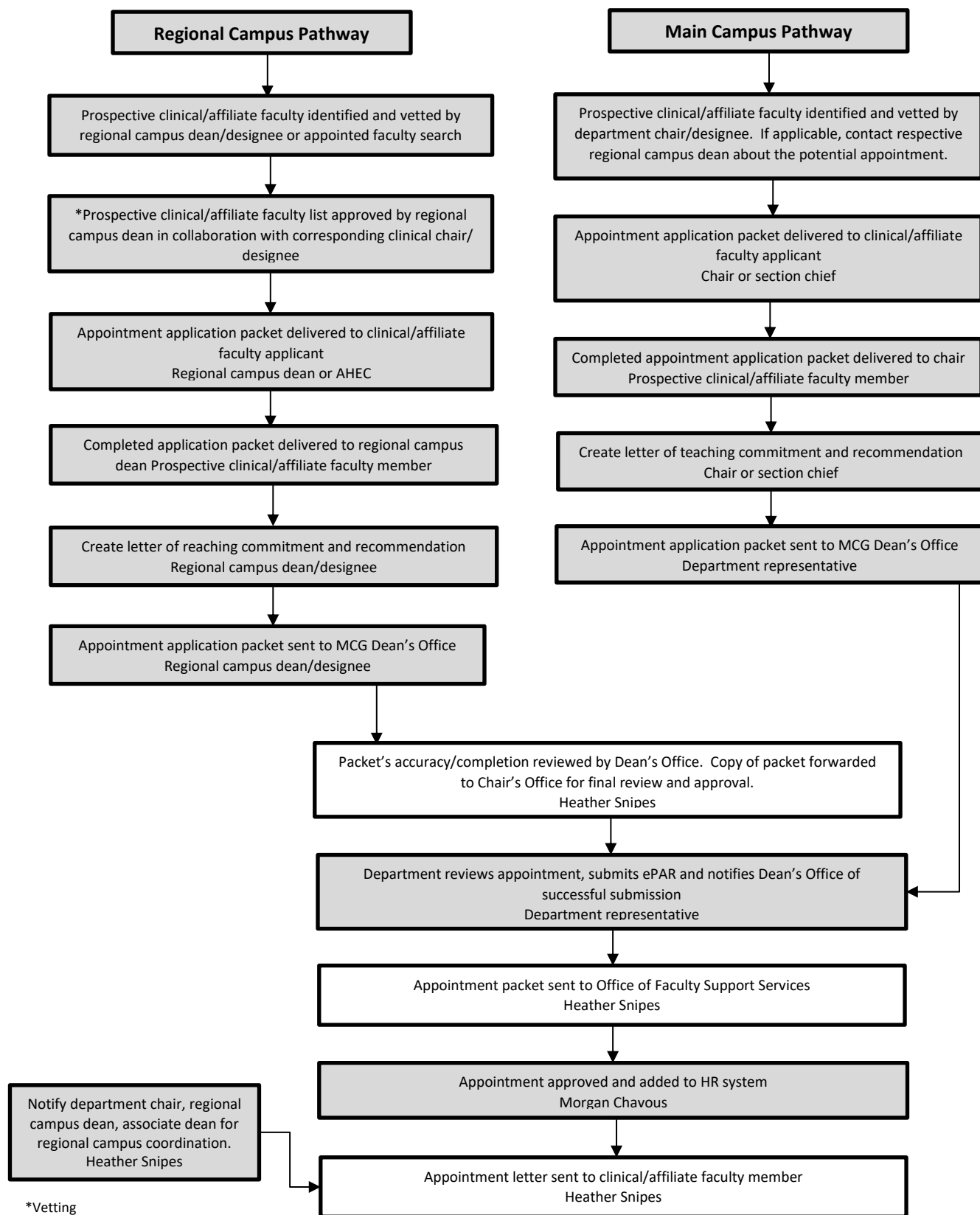
Parameter	Promotion to Research Scientist	Promotion to Senior Research Scientist	Promotion to Principal Research Scientist
Research scientists are required to contribute only to advancement of research activities. They are encouraged, but not required, to contribute to teaching and/or service. Contributions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

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

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

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

Clinical/Affiliate Faculty Identification, Recruitment and Appointment Workflow



***Vetting**

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

Promotion and/or Tenure Portfolio Guidelines

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

A. Required Organization and Format of Portfolio.

Candidates will submit a completed and signed Application Form* to accompany the full portfolio. The applicant will prepare the document electronically as a single PDF file with bookmarks for each section. The portfolio shall be organized as follows. The details of the following list of items are described in Section B below.

1. University P&T Committee Portfolio Attestation*
2. Summary of Annual Evaluations and Assigned Contract Effort Form*
3. Curriculum Vitae
4. Statement of Teaching
5. Statement of Scholarship
6. Statement of Service
7. Appendix A – Copies of the Annual Performance Evaluation
8. Appendix B – Evidence of Teaching
9. Appendix C – Evidence of Scholarship/Research
10. Appendix D – Evidence of Service
11. Appendix E – Pre-tenure Review Letter or Report (for tenure candidates)

*All forms are available on the [Promotion & Tenure website](#).

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

A. Details of the Portfolio.

a. Portfolio Attestation

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

b. Summary of Annual Evaluations and Assigned Contract Effort Form

The candidate should list and their immediate supervisor confirm the annual evaluation results and the assigned contract effort for the promotion period under review. Any revisions to assigned contract effort (i.e., reassignment of effort from one category to another) should be noted.

c. Curriculum Vitae

The candidate should include a CV that adheres to the guidelines for documentation style in aspecific discipline (e.g., AMA, APA, CMS, MLA). **The CV should clearly distinguish the activities/achievements that occurred during the promotion review period from those activities/achievements that occurred prior to the review period.**

d. Statement of Teaching

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 and other activities that contribute to student success. Format: maximum one single-spaced page, Calibri 12 points.

e. Statement of Scholarship

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

f. Statement of Service

This narrative will highlight the candidate's service to the profession; their department, college, Augusta University, and/or University System of Georgia; and/or community. The candidate should identify any service activities that contribute to student success. Format: maximum one single-spaced page, Calibri 12 points.

Appendices

Appendix A – Copies of Annual Performance Evaluation Forms

Provided by HumanResources, for the last 5 years.

Appendix B – Evidence of Teaching

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

The following are examples that can be included:

- a. **The summary sheets of quantitative and qualitative course evaluations for the past 5 years. (required)**
- b. **Evidence of peer review, including letters from peers that have observed the candidate's teaching. (required)**
- c. If advising graduate student projects or residents include communications from up to 5 residents, graduate students, advisees, etc. that address the quality of the supervision that the student received.
- d. A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students.
- e. 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.
- h. Evidence of activities enhancing student success through teaching and instruction (see the Augusta University guidelines for inclusion of student success activities in the evaluation of faculty).
- i. Evidence of continuous professional growth and development related to teaching.

Appendix C – Evidence of Scholarship/Research

This information should cover the time period since the last review or appointment. The candidate should present the information that best supports their candidacy based on expectations of their discipline, including the scholarship of teaching and learning, the scholarship of engagement, and the scholarship of discovery. This

information should be presented in the most concise manner possible using lists, tables, and diagrams.

The following are examples that can be included:

- a. Journal publications, explicitly designating peer-reviewed material.
- b. Conference proceedings publications, explicitly designating peer-reviewed material.
- c. Conference presentations, explicitly designating peer-reviewed material.
- d. Invited seminars and presentations.
- e. Creative endeavors and activities, including art exhibitions, professional poetry recitals, theatrical performances, dance, or music performances.
- f. Grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.
- g. Evidence of enhancing student success through scholarship/research (see the Augusta University guidelines for inclusion of student success activities in the evaluation of faculty).
- h. Evidence of continuous professional growth and development related to scholarship/research.

Appendix D – Evidence of Service

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

The following are examples that can be included:

- a. International, national, or regional professional committees, including any offices held
- b. University System of Georgia, Augusta University, college, and department committees, organized by level
- c. Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs
- d. Evidence that the faculty member contributes to the continuous improvement of public higher education
- e. Evidence that the faculty member contributes in some way to the public good
- f. Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities
- g. Evidence that the faculty member has participated in clinical patient care, when appropriate
- h. Evidence of enhancing student success through service (see the Augusta University guidelines for inclusion of student success activities in the evaluation of faculty).
- i. Evidence of continuous professional growth and development related to service.

Review and Recommendation Documents

The following attachments shall accompany the candidate's portfolio through all levels of the promotion and tenure review process. The candidate submits only the Application Form; all other documents in the attachment are appended during the review process, as described below.

Attachment 1 – Application Form

Please see forms on the [Promotion & Tenure website](#).

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

Appended by the Chair or designee prior to the department P&T committee review.

Non-tenure track candidates are expected to have a minimum of three external letters of review. The candidate shall recommend external reviewers who have sufficient knowledge of their work. **The majority of external review letters should be from reviewers of the same or higher rank and tenure status as that to which the candidate is applying.** For MCG, Tenure-track faculty should submit a minimum of 4 letters to associate professor and 5 letters to professor.

External letters are defined as those review letters solicited from outside Augusta University. Due the multidisciplinary work of many Augusta University faculty, one letter of review is allowed from outside one's primary college on the Augusta University campuses.

Attachment 3 – Internal Letters of Review

Appended by reviewers at each level of review: department promotion and tenure committee, Chair, college promotion and tenure committee, and MCG Dean.

Faculty Retraining

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

CURRICULUM VITAE

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

EDUCATION (Institution(s), Date(s) of Attendance, Degree(s) Awarded, etc.)

College (Undergraduate) (please indicate major)
Graduate and Professional (please indicate major)
Post-Doctoral Training
Board Certification

PROFESSIONAL (Experience in Chronological Order)

Academic Appointments
Title, Rank, Institution, Dates, etc.

Administrative Responsibilities/Appointments
i.e., Editorial Boards, Professional Societies, List positions and dates

Committee Assignments - Major Institutional Committees;
National Committees

Research and Training Grants Awarded (Past Five Years)

AWARDS/HONORS

SCIENTIFIC AND PROFESSIONAL SOCIETIES (Include Offices Held)

COMMUNITY ACTIVITIES (Include Offices Held)

PRESENTATIONS AT NATIONAL, REGIONAL AND STATE MEETINGS (Last Five Years)

MEETINGS, VISITING PROFESSORSHIPS, etc. (Last Five Years)

PROFESSIONAL EXHIBITS AND AUDIOVISUAL PROGRAMS

PUBLICATIONS IN NON-REFEREED JOURNALS ABSTRACTS

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

BOOKS AND CHAPTERS

Revised – 3/1/2021