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5 PROCEEDURES AND GUIDELINES FOR FACULTY APPOINTMENTS, PROMOTION AND TENURE

5.1 INTRODUCTION

This section sets forth the Standards for Faculty Appointments, Standards for Advancement, and Standards for Tenure. Supporting these Standards are definitions of Faculty, Ranks, and Titles. The section provides general guidance for preparing applications, requesting advancement, requesting tenure, and requesting Emeritus/Emerita status. It also provides guidelines and time lines for faculty members requesting promotion and/or tenure at Mercer University School of Medicine (MUSM).

This section also includes the current by-laws for the MUSM Committee on Faculty Promotions and Tenure¹, and the current operating procedures used by the Committee in its deliberations.

Appointments, Advancements, and Tenure of Faculty members are guided by Standards established by the Faculty². These Standards should be reviewed when considering new faculty appointments for departments³. Faculty members should also become familiar with the Standards as they develop personal career goals with their department chair, director, and/or mentor. It is the faculty member’s responsibility to provide evidence supporting a request for advancement or appointment using the Standards as a guide.

Individual departments of the School of Medicine may develop additional policies and criteria for promotion and tenure, other than those specified in the University Faculty Handbook or in this section. However, these departmental policies, criteria and procedures shall not conflict⁴ with those of the University Faculty Handbook or those stated herein. Each applicant should also carefully examine these departmental criteria and policies before initiating an application.

Full-time faculty members, or those contributing more than 0.5 full-time-equivalents (FTEs) to the academic program, are expected to provide evidence in applications for promotion, tenure, or both, of capable and up-to-date teaching, scholarship, clinical practice, administrative service, and responsible, active contributions to the school as part of institutional and academically-related service. An expectation for scholarship may vary among tracks but scholars should demonstrate a progressive development of expertise. Validation of expertise should begin locally with peers and progressively develop beyond the school to the state, regional, and national or international level.

Faculty members who contribute less than 0.5 FTEs, or who are volunteers, provide a variety of individualized services (or skills) to MUSM. These services are primarily teaching and service-oriented. Advancement criteria for this faculty, while similar, will differ from full-time faculty and faculty contributing more than 0.5 FTEs to the academic program.

¹ Approved: May 2, 2005
² Approved: July 14, 2003
³ "Department" in this section refers to both departments and divisions.
⁴ Departments may develop policies and guidelines more stringent than MUSM or the University but not less stringent.
5.2 APPOINTMENTS

Faculty
A full-time or part-time faculty member at a MUSM campus is one who holds academic rank and collectively pursues teaching, scholarship, clinical practice, administrative service, and responsible and active contributions to the school and/or the profession as part of institutional and academically related service. Faculty members at MUSM include educators, scientists, clinicians, librarians and others holding appointments in a department or administrative unit of the school. There are no distinctions between educators, scientists, clinicians, and librarians in rank or expectations for advancement within individual faculty tracks. All faculty members should reflect an educational background appropriate for a specific position and sound character traits. All faculty members should demonstrate a commitment to the mission and goals of the school, department, and programs.

5.2.1 Medical School Faculty Appointments
At the time of appointment, and any subsequent reappointment or salary notification, the letter will indicate clearly the title, nature, duration, tenure status, and salary (if applicable) of the appointment. All faculty are appointed to a track that reflects the general scope of the contributions. The general expectations for appointment on each track are outlined in Section 5.4 Standards for Faculty Appointments and Advancement. The Dean, at the request of the department chair, makes initial Medical School Faculty appointments. At the time of each initial appointment, the department chair should recommend the following:

- Faculty track
- Specific faculty rank
- Full-time, part-time, or volunteer status
- Adjunct, joint, or visiting if appropriate

Change in Faculty Status:
A faculty member may at any time request a change from one track to another track; however, a request to move from tenure track should be initiated when it becomes apparent that circumstances will substantially affect readiness for tenure rather than waiting until the year in which the review is scheduled. This request should be faculty-initiated and represent a change in personal career goals and expectations. Any decision to change Faculty status or to change Full-Time Equivalent (FTE) status should be made after careful deliberation and with the support of the department chair. Requests should be based on the long-term needs of the individual as well as the department and the school. Requests must be submitted in writing by the department chair for the Dean’s consideration and should specify the reasons for the change in track. To initiate the change in track:

1. Discuss the change with the department chair
2. Submit a letter to the department chair outlining the following: Date of Appointment; Terminal tenure year decision, if applicable; Reason for requesting the change in track
3. The department chair submits the faculty member’s letter plus a letter of support to the Dean
4. If approved by the department chair, the request is taken under consideration by the Dean, and if approved, subsequently considered by the Senior Vice President for Health Sciences, and the Provost.
5. If denied prior to reaching the Provost, the faculty member may appeal to the Provost.

Overview of tracks:
Faculty members are recruited to fulfill specific goals and objectives of the medical school and an individual department or unit of the medical school. In accordance with these specific needs and along with each individual’s career goals, faculty members are appointed to one of eight faculty tracks:
• **Tenure Track:**
  This track recognizes faculty members who make critical contributions in the full range of academic activities of the medical school with emphasis on teaching, scholarship, and professional service throughout their careers. To be eligible for this track, the faculty member must be full time and salaried by MUSM.

• **Medical Educator:**
  This track recognizes faculty, clinicians and non-clinicians, who devote the majority of their time to educational endeavors associated with the educational mission of the medical school. Faculty in this track are expected to participate broadly in activities related to teaching including instruction, curriculum development, assessment of students, advising and/or mentoring students, and providing effective educational leadership for academic programs. Faculty in this track will be expected to achieve and sustain accomplishments in medical education. Some scholarship will be required on this track.

• **Clinical Educator Track:**
  This track recognizes the contributions of the clinical faculty in the clinical practice and educational domains in both undergraduate and graduate medical education. Faculty appointed to this track will usually be core residency faculty and/or actively participate in medical student education in the core clerkships. It is expected that time spent in clinically related activities will overlap with educational activities related to mentoring and supervision of medical students, residents and fellows. Some demonstration of scholarship is required.

• **Clinical Scholar Track:**
  This track recognizes faculty with a commitment to active participation in the education of medical students and residents/fellows; who maintain a clinical practice; and are involved in the dissemination of clinical knowledge and techniques through scholarly publications, professional communications, and extramural funding.

• **Clinical Faculty Track:**
  This track recognizes faculty at a MUSM campus who are involved in clinical practice with minor contributions to the academic program (undergraduate and/or graduate program) and community physicians in private practice settings who support the programs and educational mission of the school of medicine as a volunteer or for a small stipend.

• **Administrator Track:**
  This track recognizes the faculty with substantial assignments of effort (> 50%) in administration. A faculty member may be appointed to the Tenure Track or appointed to a non-tenure track. If appointed to the Tenure Track, in most instances a faculty member will not have been assigned a major administrative role until they achieve tenure. While the majority of a faculty member’s effort will be in the administrative area, they are expected to participate in teaching, scholarship, clinical service, and institutional and professional service as appropriate to the needs of the school, university and/or hospital.

• **Research Track:**
  This track recognizes faculty who primarily support the research mission of the school and
contributing less than .3 FTE to the academic program. A faculty member on the research track must have demonstrated potential for, or achieved, independence and excellence in the initiation, direction and completion of research projects. A research faculty member is expected to generate extramural funding sufficient to support at least 70% of salary. While the focus of the faculty member will be to support the research mission, he or she may also support other missions of the school.

- **Library Track:**
  This track recognizes faculty who provide a full range of library services to the medical school, clinical affiliate faculty and campuses, community-based physicians who support the educational programs and mission of the school, and to the public.

5.2.2 Other Appointments

- **Adjunct Faculty:**
  A faculty member with a primary appointment in another school or college within Mercer University who holds a secondary appointment in a different department or school. These appointments are made by the Dean at the request of the chair of the secondary department or school. Full faculty privileges are for primary appointments.

- **Joint Faculty:**
  A faculty member with a primary appointment in another department within the medical school who also holds an appointment in another department. These appointments are made by the Dean and at the request of the chair of the secondary department.

- **Visiting Faculty:**
  Faculty with a full-time appointment at another institution who are temporarily assigned responsibilities at the school. The faculty member will retain the faculty rank of the parent institution. Such appointments are short, generally one year or less. Visiting Faculty may not advance in rank at MUSM.

- **Emeritus/Emerita Faculty:**
  Retiring full-time faculty at the rank of either Associate Professor or Professor (tenured or non-tenured) who demonstrate outstanding credentials, a record of noteworthy contributions and at least ten continuous years of service to the school upon retirement. Service to the school should represent exemplary and extended contributions. Emeritus/Emerita Faculty status is granted through application and review of credentials. Emeritus/Emerita Faculty will remain affiliated with their respective Medical Faculty.
  - Emeritus/Emerita faculty employed by Mercer University are entitled to the benefits and privileges as determined by Section 2.04.4 in the University Faculty Handbook and by the Dean.
  - Emeritus/Emerita faculty who are employed by a clinical affiliate partner of Mercer University School of Medicine may maintain access to the library, may continue to be eligible to teach or perform research as needed, and may be eligible to serve on committees or other privileges as determined by the Dean.

The process for applying for emeritus/emerita faculty will be as outlined in Section 5.11.
5.2.3 Full-time Faculty

5.2.3.1 Salaried: Those persons with faculty appointments and who are MUSM employees. The appointment may be to tenure track or to a non-tenure track.

5.2.3.2 Non-salaried: Those persons with faculty appointments, but who are not MUSM employees. These appointments are not eligible for tenure. A faculty appointment is distinct from employment status. Full time, non-salaried faculty members include those faculty associated with clinical affiliates of MUSM (e.g., Navicent Health, Memorial University Medical Center, Columbus Regional Health, and St. Francis Hospital System) who contribute to the educational mission of the medical school by teaching medical students, graduate students, residents, and/or fellows. Initial appointment will be at the request of a department chair or the Dean to fulfill specific goals and objectives of the medical school and an individual department or division of the medical school.

5.2.4 Part-time Faculty:
Faculty members who contribute less than 0.5 FTEs provide a variety of individualized services (or skills) to MUSM. These services are primarily teaching and service oriented. Part-time faculty may be paid by MUSM or a clinical affiliate for their services. Advancement criteria for these faculty members differ from full-time faculty and faculty contributing more than 0.5 FTEs to the academic program.

5.2.5 Volunteer Faculty:
Faculty members who provide a service to a department, program, the school or a clinical affiliate and receive no pay. Initial appointment to the Faculty will be at the request of a department chair or the Dean to fulfill specific goals and objectives of the medical school and an individual department or section of the medical school.

5.3 FACULTY RANK and TITLES

In addition to a track appointment, all faculty are assigned a rank at the initial appointment. There are four ranks of the faculty in all departments of the school:

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Within the following tracks- Tenure Track, Medical Educator Track, Clinical Educator Track, Clinical Scholar Track, Administrative Track, and Library Track- the faculty title shall refer to the rank and to the department in which the faculty member is appointed (for example - Assistant Professor of Internal Medicine, Assistant Professor of Family Medicine, Assistant Professor of Biomedical Sciences). Titles may also refer to an area of special competence as determined by the administration (for example – Assistant Professor of Biochemistry or Assistant Professor of Geriatrics).

Within the Research Faculty Track, a “Research” title along with an appropriate rank should be requested by the department chair at the time of appointment. The term “Research” will refer to an individual with primarily research responsibilities (for example – Research Associate Professor of Biochemistry).
For faculty within the Clinical Track, a “Clinical” title along with an appropriate rank should be requested by the department chair at the time of appointment. This title refers to an individual with primarily clinical service responsibilities reflected in direct patient care and patient care services (for example – Clinical Assistant Professor of Surgery, Clinical Assistant Professor of Internal Medicine, Clinical Associate Professor of Community Medicine).

**Instructor**
- A faculty member who meets at least one of the following requirements:
  - A terminal master’s degree or a master’s degree approved by the Dean; or
  - A doctoral degree with neither specialty board certification nor post-degree training.
  - A librarian with a master’s degree may be appointed to the Faculty with the approval of the Dean.

**Assistant Professor**
- A faculty member possesses the potential for continued professional growth and should possess the promise of continued service and teaching for the school.
- A faculty member with a doctoral degree in the area of appointment and at least one of the following:
  - Specialty board certification;
  - A minimum of 3 years post-degree training; or
  - A minimum of 3 years of relevant experience.
- An individual with a doctoral degree and without post-degree training may be appointed at the Assistant Professor rank upon the recommendation of the department chair and approval of the Dean.
- A librarian with a master’s degree may be appointed at the Assistant Professor rank with the approval of the Dean.

**Associate Professor**
- A faculty member has demonstrated excellence in a primary area and proficiency in other areas.
- A faculty member with a doctoral degree and at least one of the following:
  - A doctoral degree and, if applicable, specialty board certification in the area of appointment and
  - A minimum of 5 years of experience as an Assistant Professor or equivalent experience, unless exemplary.
- A librarian with a master’s degree may be appointed as an Associate Professor with a minimum of 5 years of experience as an Assistant Professor or equivalent experience.
- A clinical faculty member has demonstrated commitment to the school through extended clinical service and teaching.

**Professor**
- A faculty member has sustained excellence and focal expertise in a primary area of responsibility and sustained proficiency in other areas.
- A faculty member with
  - A doctoral degree and, if applicable, specialty board certification in the area of appointment and
A minimum of 10 years as an Assistant and/or Associate Professor or equivalent experience, unless exemplary.

- A clinical faculty member has demonstrated extended and exemplary service and teaching. Faculty members who reach the rank of professor are recognized for sustained contributions to the school.

### 5.4 STANDARDS FOR FACULTY APPOINTMENTS AND ADVANCEMENT

**Appointment:** Faculty appointments are made by the Dean. The minimum degree requirements for appointment to the faculty are the master’s degree or its equivalent for appointment to the rank of Instructor and the doctor’s degree or its equivalent for appointment to the rank of Assistant Professor, Associate Professor or Professor. Each appointment is made on an individual basis with appropriate recognition given to prior academic appointments, academic experience, and academic service and productivity.

“When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accord with the guidelines listed below. A The institution also considers competence, effectiveness and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.”

**Advancement:** Faculty may seek rank advancement through the Promotions and Tenure Committee. A full application, letter of request from the department chair, and complete curriculum vitae of the faculty member should be submitted to the Dean following review by the faculty member’s department. The Dean forwards the application and supporting documentation to the Promotions and Tenure Committee. Each application should thoroughly address the Standards for Faculty Appointments and Advancement, including a description of the individual’s contributions to the school and the requirements of the department for advancement. Faculty members are expected to develop expertise and proficiency in the areas of teaching, scholarship, clinical practice, administration, and/or institutional and academically related public service, as applicable. The rank of Professor is the highest level of achievement and represents a record of sustained excellence and contributions to the school.

**Track Requirements for Appointment and Promotion to Faculty Tracks**

Qualifications for appointment and general criteria for promotion are specified by track in the following tables. Multiple activities supporting the criteria below will strengthen the application for promotion at each rank. Excellence maybe demonstrated and promotion may be awarded without the candidate having fulfilled every single criterion noted on the tables specific to the track. In the tables below, it is

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^ Credential Guidelines: e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline
expected that higher ranks will meet criterion cited for lower ranks. Section 5.07.2, Qualitative Determination by Domains of Accomplishment, provides more detailed examples of accomplishments.

**TENURE TRACK**

This track recognizes faculty members who make critical contributions in the full range of academic activities of the medical school with emphasis on teaching, scholarship, and professional service throughout their careers. To be eligible for this track, the faculty member must be full time and salaried by MUSM.

<table>
<thead>
<tr>
<th>1. Teaching</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrated teaching aptitude through experience or training</td>
<td>Demonstrated teaching excellence</td>
<td>Demonstrated sustained teaching excellence</td>
</tr>
</tbody>
</table>
| 2. Scholarship    | Demonstrated potential for developing scholarship through experience or training | • Demonstrated scholarship validated through peer-review  
|                   |                     | • Demonstrated initial success in obtaining funding | • Demonstrated sustained scholarship validated through peer review  
|                   |                     | • Expectation of sustained extramural funding | |
| 3. Clinical Practice | Little or none    | Little or none       | Little or none                    |
| 4. Administration | Little or none      | Little or none       | Little or none                    |
| 5. Institutional and Academically Related Service | Demonstrated interest in service to/for school, college, university, and/or hospital | Demonstrated service to/for school, college, university, and/or hospital | Demonstration of sustained service to the department/division, school, university and/or hospital |
| 6. Reputation     | Local               | Regional/National    | National/International            |
|                   |                     | • Established area of expertise in one’s field  
|                   |                     | • Validation of teaching, scholarship and service at a regional level | • Sustained excellence and focal expertise  
|                   |                     | • Demonstration of expertise in one’s field at a national or international level | |
MEDICAL EDUCATOR TRACK

This track recognizes faculty, clinicians and non-clinicians, who devote the majority of their time to educational endeavors associated with the educational mission of the medical school. Faculty in this track are expected to participate broadly in activities related to teaching including instruction, curriculum development, assessment of students, advising and/or mentoring students, and providing effective educational leadership for academic programs. They will be expected to achieve and sustain accomplishments in medical education. Some scholarship will be required on this track.

Table 2. Criteria for Appointment or Promotion as a Medical Educator

<table>
<thead>
<tr>
<th></th>
<th>INSTRUCTOR</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching</td>
<td>Previous experience or potential aptitude and willingness to develop capability in teaching</td>
<td>Demonstrated teaching aptitude through experience or training</td>
<td>Demonstrated teaching commitment and expertise as evidenced by: • Consistent effective teaching, development of curriculum, methods, or assessment materials • Mentors/ advises colleagues, residents, students</td>
<td>• Demonstrated sustained teaching excellence • Distinguished record as demonstrated by teaching awards</td>
</tr>
<tr>
<td>2. Scholarship</td>
<td>Capacity for scholarship</td>
<td>Demonstrated potential for developing scholarship through experience or training</td>
<td>• Evidence of publication success • Presentation of scholarly work at regional conferences or professional meetings</td>
<td>• Record of peer reviewed publications • Presentation of scholarly work at national conferences or professional meetings</td>
</tr>
<tr>
<td>3. Clinical Practice</td>
<td>Little or None</td>
<td>Little or None</td>
<td>Little or None</td>
<td>Little or None</td>
</tr>
<tr>
<td>4. Administration</td>
<td>None</td>
<td>Little or none</td>
<td>Little or none</td>
<td>Little or none</td>
</tr>
<tr>
<td>5. Institutional and Academically Related Service</td>
<td>Demonstrated interest in service to/for school, university, and/or hospital</td>
<td>Demonstrated interest in service to/for school, university, and/or hospital</td>
<td>Meaningful service contributions to/for school, university, and/or hospital</td>
<td>• Demonstration of sustained service to department/division, school, university and/or hospital</td>
</tr>
<tr>
<td>6. Reputation</td>
<td>Local</td>
<td>Local</td>
<td>Local/Regional</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Established expertise in teaching</td>
<td>• Recognized expertise at regional, national, or international level</td>
</tr>
</tbody>
</table>
CLINICAL EDUCATOR TRACK

This track recognizes the contributions of the clinical faculty in the clinical practice and educational domains in both undergraduate and graduate medical education. Faculty appointed to this track will usually be core residency faculty and/or actively participate in medical student education in the core clerkships. It is expected that time spent in clinically related activities will overlap with educational activities related to mentoring and supervision of medical students, residents and fellows. Some demonstration of scholarship is required.

Table 3. Criteria for Appointment or Promotion on the Clinical Educator Track

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<tr>
<th></th>
<th>INSTRUCTOR</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching</td>
<td>Previous experience or aptitude and willingness to develop teaching capabilities</td>
<td>Demonstrated teaching aptitude through experience or training</td>
<td>Demonstrated teaching effectiveness</td>
<td>Demonstrated and sustained teaching excellence</td>
</tr>
<tr>
<td>2. Scholarship</td>
<td>Little or none</td>
<td>● Evidence of initial publication success</td>
<td>● Demonstrated success in scholarship</td>
<td>● Publication and presentation of peer reviewed scholarly work</td>
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<td></td>
<td></td>
<td>● Participation in QI-Patient Safety Initiatives</td>
<td>● Leadership role in QI-Patient Safety Initiatives</td>
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<tr>
<td>3. Clinical Practice</td>
<td>Aptitude in patient care</td>
<td>● Demonstrated competence in clinical, diagnostic, procedural or other professional work</td>
<td>● Demonstrated expertise in specialty area</td>
<td>● Demonstrated expertise in developing, implementing, and directing clinical or professional programs and patient care activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Consistently favorable reports on such measures as peer assessment, patient satisfaction, outcomes assessments, productivity and efficiency</td>
<td>● Consistently favorable reports on such measures as peer assessment, patient satisfaction, outcomes assessments, productivity and efficiency</td>
<td>● Develops new techniques, therapies, or health care delivery systems</td>
</tr>
<tr>
<td>4. Administration</td>
<td>None</td>
<td>Little or none</td>
<td>Serves in a position that involves significant time in administrative activities such as a dean, department chair</td>
<td>● Special consultant appointments and/or lecturerships</td>
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<td>● major leadership role of hospital or institution</td>
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<td>● Serves as a section chief, director or leader of a clinical area</td>
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</table>
Table 3. Criteria for Appointment or Promotion on the Clinical Educator Track

<table>
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<tr>
<th></th>
<th>INSTRUCTOR</th>
<th>ASSISTANT PROFESSOR</th>
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<tr>
<td><strong>5. Institutional and Academically Related Service</strong></td>
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<tr>
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<td></td>
<td>• Serves on committees in the department, school, university and/or hospital</td>
<td>• Demonstrated service to/for school, university, and/or hospital and the profession</td>
<td>• Demonstrated sustained service to the department/division, school, university and/or hospital and the profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participates in local professional society</td>
<td>• Leader and advocate for improving patient care services</td>
<td>• Advocate for improving patient care services regionally/statewide</td>
</tr>
<tr>
<td><strong>6. Reputation</strong></td>
<td>Local</td>
<td>Local</td>
<td>State/Regional</td>
<td>Regional/National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Established expert in one’s field</td>
<td>• Recognized expertise in one’s field at a regional, national, or international level</td>
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<td></td>
<td></td>
<td>• Validation of teaching, scholarship and clinical practice at a local, state, or regional level</td>
<td>• Source of referral for expert opinion</td>
</tr>
</tbody>
</table>
**CLINICAL SCHOLAR TRACK**

This track recognizes faculty with a commitment to active participation in the education of medical students and residents/fellows; who maintain a clinical practice; and are involved in the dissemination of clinical knowledge and techniques through scholarly publications, professional communications, and extramural funding.

| Table 4. Requirements For Appointment Or Promotion On The Clinical Scholar Track |
|---------------------------------|---------------------------------|---------------------------------|
| **ASSISTANT PROFESSOR** | **ASSOCIATE PROFESSOR** | **PROFESSOR** |
| 1. Teaching | Previous experience or potential for effectively educating medical students or residents/fellows. | Effective teacher  
• Mentors/advises colleagues, residents, graduate and/or medical students  
• Supervises or coordinates teaching by others  
• Develops educational and assessment materials | Develops a course, curricular component, software, or evaluation materials which are used regionally or nationally  
• Organizes a training program with a regional or national audience  
• Publishes educational works in peer-reviewed outlets or repositories |
| 2. Scholarship | • Focused, investigator-initiated area of scholarship  
• Evidence of potential to function independently as a scholar | Disseminates results of scholarship, typically as peer-reviewed publications  
• Leadership role in QI-Patient Safety Initiatives | Sustained scholarship validated through peer review  
• Extramurally funded research |
| 3. Clinical Practice | • Appropriate clinical training and potential for excellence in clinical practice | Demonstrated clinical expertise  
• Consistently favorable reports on such measures as peer assessment, patient satisfaction, compliance with care guidelines, outcomes assessments, productivity, and efficiency  
• Devises or implements a new method (diagnosis, therapy, critical pathway or standard guidelines, etc.) or procedure  
• Directs clinical or professional programs  
• Leadership that promotes quality of care, patient safety, and quality improvements | Source of referral for expert opinion  
• Invited to participate in practice guideline committees, external program reviews, activity of government agencies, etc.  
• Develops new techniques, therapies, or health care delivery systems that improve the health of the population served  
• Contributes to board examination in specialty or subspecialty |
<p>| 4. Administration | | Leadership role in hospital/practice setting |</p>
<table>
<thead>
<tr>
<th>5. Institutional and Academically Related Service</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Serves on local institutional committees</td>
<td>• Serves on local medical school and hospital committees • Leadership role or committee service in professional society • Healthcare advocate for improving patient care services locally or regionally • Leadership role in dealing with health issues at local level</td>
<td>• Leadership role in medical school and hospital committees • Leadership role or committee service at the national level • Organizes a major national or international scientific meeting or symposium</td>
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<table>
<thead>
<tr>
<th>6. Reputation</th>
<th>Local</th>
<th>Regional/National</th>
<th>National/International</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Established expert in one’s field • Validation of teaching, scholarship and clinical practice at a local, state, or regional level</td>
<td>• Recognized expert in one’s field at a national or international level • Source of referral for expert opinion</td>
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</tbody>
</table>
ADMINISTRATOR TRACK

This track recognizes the faculty with substantial assignments of effort (> 50%) in administration. A faculty member may be appointed to the Tenure Track or appointed to a non-tenure track. If appointed to the Tenure Track, in most instances a faculty member will not have been assigned a major administrative role until they achieve tenure. While the majority of a faculty member’s effort will be in the administrative area, they are expected to participate in teaching, scholarship, clinical service, and institutional and professional service as appropriate to the needs of the school, university and/or hospital.

Table 5. Track Requirements For Appointment Or Promotion On The Administrator Track

<table>
<thead>
<tr>
<th>Category</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching</td>
<td>• Previous experience or potential aptitude for competently educating medical students, residents/fellows, or graduate students</td>
<td>• Consistently demonstrates effective teaching ability</td>
<td>• Demonstrated sustained teaching competence</td>
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<td></td>
<td></td>
<td>• Participation in medical school curriculum (lectures, tutorials, courses, dissertation committees)</td>
<td>• Participation in regional/national educational activities</td>
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<tr>
<td></td>
<td></td>
<td>• Mentors/advise colleagues, residents, and medical students</td>
<td>• Develops educational and assessment materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develops curricular and assessment materials</td>
<td>• Organizes a training program that has a regional or national audience</td>
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<td></td>
<td>• Supervises or coordinates teaching by other faculty, fellows, or residents</td>
<td></td>
</tr>
<tr>
<td>2. Scholarship</td>
<td>Evidence of potential to function independently as a scholar</td>
<td>• Demonstrated scholarly productivity</td>
<td>• Demonstration of continued scholarship</td>
</tr>
<tr>
<td>3. Clinical Practice</td>
<td>Appropriate clinical training and potential for excellence in clinical practice.</td>
<td>• Consistently favorable reports on such measures as peer assessment, patient satisfaction, compliance with care guidelines, outcomes assessments, productivity and efficiency</td>
<td>• Directs clinical or professional programs and patient care activities</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrates expertise in specialty area</td>
<td>• Leadership role in hospital/practice setting</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Develops new techniques, therapies, or health care delivery systems that improve the health of the population served</td>
</tr>
<tr>
<td>4. Administration</td>
<td>• Serves as an assistant or associate dean or other administrative appointment, e.g. chair, vice or associate chair of a department</td>
<td>• Evidence of effectiveness in major role through completed projects</td>
<td>• Evidence of effectiveness in major role through completed projects</td>
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<tr>
<td></td>
<td></td>
<td>• Evidence of effective leadership in projects, committees, task forces</td>
<td>• Evidence of effective leadership in projects, committees, task forces</td>
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</tbody>
</table>

Section 5 Promotion Tenure and Appointments 14
| Table 5. Track Requirements For Appointment Or Promotion On The Administrator Track |
|---------------------------------------------|-----------------|---------------------------------------------------------|
| 5. Institutional and Academically Related Service | ASSISTANT PROFESSOR | ASSOCIATE PROFESSOR | PROFESSOR |
| | • Serves on medical school and hospital committees | • Leadership role or committee service in professional society | • Sustained service to the department/division, school, university and/or hospital |
| | • Leadership role or committee service in professional society | • Board membership in health related organizations or agencies | • Leadership role in national professional society or advocacy organizations |
| | • Board membership in health related organizations or agencies | • Participates in relevant state, regional/national professional societies | • Regular or ad hoc member of a national research committee, clinical review committee, editorial boards, study sections |
| | • Participates in relevant state, regional/national professional societies | • Advocate for improving patient care services locally or regionally | |
| | • Advocate for improving patient care services locally or regionally | | |
| 6. Reputation | Local | Regional/National | National/International |
| | • Established expert in one’s field | • Established expert in one’s field at a regional, national, or international level | • Recognized expert in one’s field at a regional, national, or international level |
| | • Validation of teaching, scholarship and administrative practice at a local, state, or regional level | | • Evidence of regional and/or national recognition |
CLINICAL FACULTY TRACK

This track recognizes faculty at a MUSM campus who are involved in clinical practice with minor contributions to the academic program (undergraduate and/or graduate program) and community physicians in private practice settings who support the programs and educational mission of the school of medicine as a volunteer or for a small stipend.

Table 6. Criteria for Appointment or Promotion on the Clinical Faculty Track

<table>
<thead>
<tr>
<th></th>
<th>INSTRUCTOR</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
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<tbody>
<tr>
<td>1. Teaching</td>
<td>Previous experience or potential aptitude for competently educating medical students, residents/fellows, or graduate students</td>
<td>• Previous experience or potential aptitude for competently educating medical students, graduate students or residents/fellows</td>
<td>• Effectively supervises trainees in ambulatory care setting, inpatient service, and procedural skills facilities</td>
<td>• Demonstrates sustained teaching excellence • Effective role model and mentor for students, trainees and colleagues</td>
</tr>
<tr>
<td>2. Scholarship</td>
<td>Little or none</td>
<td>• Involved in scholarly activity • Participation in QI-Patient Safety Initiatives</td>
<td>• Evidence of initial scholarship success • Leads QI-Patient Safety Initiatives</td>
<td>• Publication of peer reviewed scholarly work • Presentation of peer reviewed scholarly work</td>
</tr>
<tr>
<td>3. Clinical Practice</td>
<td>Aptitude in patient care</td>
<td>• Demonstrates competence in clinical, diagnostic, procedural or other professional work • Considered a very good clinician or professional by students, residents, fellows and faculty</td>
<td>• Consistently favorable reports on such measures as peer assessment, patient satisfaction, compliance with care guidelines, outcomes assessments, productivity and efficiency • expertise in specialty area • Recognition as a skilled clinician</td>
<td>• Directs clinical or professional programs and patient care activities • Leadership role in hospital/practice setting</td>
</tr>
<tr>
<td>4. Administration</td>
<td>None</td>
<td>Little or none</td>
<td>Little or none</td>
<td>Little or none</td>
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</tbody>
</table>
Table 6. Criteria for Appointment or Promotion on the Clinical Faculty Track

<table>
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<tr>
<th></th>
<th>INSTRUCTOR</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
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<tbody>
<tr>
<td>5. Institutional and Academically Related Service</td>
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<tr>
<td></td>
<td></td>
<td>• Active member of professional society</td>
<td>• Leadership role in professional society</td>
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<tr>
<td></td>
<td></td>
<td>• Advocate for improving patient care services locally</td>
<td>• Advocate for improving patient care services regionally/statewide</td>
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<td></td>
<td></td>
<td>• Provides meaningful service contributions to MUSM as a volunteer preceptor or to the community</td>
<td></td>
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</tr>
<tr>
<td>6. Reputation</td>
<td>Local</td>
<td>Local</td>
<td>Local/Regional</td>
<td>State/National</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Established area of expertise in one’s field</td>
<td>• Evidence of regional and/or national recognition</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Validation of practice at a local, state, or regional level</td>
<td>• Recognized expertise in one’s field at a regional, national, or international level</td>
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</tr>
</tbody>
</table>
**RESEARCH FACULTY TRACK**

This track recognizes faculty members whose primary foci are research and scholarship. Faculty would be expected to generate a minimum of 70% of their salaries through extramurally funded grants. Individuals are expected to develop and maintain an independent research program and/or play a major role in a collaborator’s research program. Some degree of teaching and professional service is required for faculty in this track. Teaching may take the form of training undergraduate students, graduate students, postdoctoral fellows, medical students, and residents. Appropriate forms of professional service include participate on school, university and department/divisional committees.

| Table 7. Track Requirements For Appointment/Promotion Of Research Faculty |
|-------------------------------------------------|---------------|---------------|-----------------|
| 1. Teaching                  | ASSISTANT PROFESSOR | ASSOCIATE PROFESSOR | PROFESSOR        |
|                               | Previous experience or potential aptitude for competently educating medical students, residents/fellows, or graduate students  | • Participation in medical school curriculum  | • Demonstrated competence in teaching  |
|                               |                        | • Demonstrates effective teaching ability  | • Continued participation in mentoring/advising activities  |
|                               |                        | • Supervises students in the laboratory  | |
|                               |                        | • Mentors/advises students, colleagues, residents  | |
| 2. Scholarship               | Demonstrated potential for developing scholarship/research activity | • Demonstrated scholarship/research activity  | • Demonstration of sustained scholarship/research activity  |
|                               |                        | • Initial publication success in peer reviewed publications  | • Demonstration of expertise in one’s field at the national and/or international levels  |
|                               |                        | • Success in securing extramural funding  | • Sustained extramural funding  |
|                               |                        | • Evidence of independent research  | |
| 3. Clinical Practice         | Little or none         | Little or none  | Little or none  |
| 4. Administration            | Little or none         | Little or none  | Little or none  |
| 5. Institutional and Academically Related Service | Interest in service | • Active member of professional society  | • Leadership role in professional society  |
|                               |                        | • Peer review of submitted manuscripts, grants, and/or service on study section  | • Demonstration of service to the department/division, school and/or university  |
|                               |                        | • Service on university, school, or departmental/divisional committees  | • Peer reviewer of submitted grants for an extramural funding agency  |
|                               |                        |                     | • Service on a national committee  |
| 6. Reputation                | Local                   | Regional/National  | National/International  |
|                               |                         | • Established area of expertise in one’s field  | • Evidence of regional and/or national recognition  |
|                               |                         | • Validation of practice at a local or state level  | • Recognized expertise in one’s field at a regional, national, or international level  |
LIBRARY TRACK

This track recognizes faculty who devote the majority of their time to providing library services to those who provide educational endeavors associated with the educational mission of the medical school, including faculty, students, clinical affiliate faculty and associated hospital personnel, and the public. Faculty in this track are expected to participate broadly in activities related to teaching and scholarship and sustaining accomplishments reflective of librarianship.

| Table 8. Criteria for Appointment or Promotion as a Librarian |
|-----------------|-----------------|-----------------|-----------------|-----------------|
|                | INSTRUCTOR      | ASSISTANT PROFESSOR | ASSOCIATE PROFESSOR | PROFESSOR        |
| 1. Teaching    | Previous experience or potential aptitude and willingness to develop capability in teaching | Demonstrated teaching aptitude through experience or training | Demonstrated teaching commitment and expertise as evidenced by: |
|                | • Consistent effective teaching, development of curriculum, methods, or assessment materials |
|                | • Mentors/ advises colleagues, residents, students | • Record of peer reviewed publications |
|                | • Recognized expertise at regional, national, or international level |
| 2. Scholarship | Capacity for scholarship | Demonstrated potential for developing scholarship through experience or training | Evidence of publication success |
|                | • Presentation of scholarly work at regional conferences or professional meetings |
|                | • Record of peer reviewed publications |
|                | • Presentation of scholarly work at national conferences or professional meetings |
| 3. Clinical Practice | Little or None | Little or None | Little or None | Little or None |
| 4. Administration | None | Little or none | Little or none | Little or none |
| 5. Institutional and Academically Related Service | Demonstrated interest in service to/for school, university, and/or hospital | Demonstrated interest in service to/for school, university, and/or hospital | Meaningful service contributions to/for school, university, and/or hospital |
|                | • Demonstration of sustained service to department/ division, school, university and/or hospital |
| 6. Reputation | Local | Local | Local/Regional |
|                | • Established expertise in teaching |
|                | National |
|                | • Recognized expertise at regional, national, or international level |
| 7. Experience Requirements | 3 years of service or equivalent experience | Completion of 5 years of service at the rank of Assistant Professor at the time of application | Minimum of 10 years as an assistant and/or Associate Professor |
EMERITUS/EMERITA FACULTY

Faculty members in good standing who have retired or announced their retirement may be nominated for Emeritus/Emerita status by any other faculty member in good standing. The faculty member may be nominated for Emeritus/Emerita status and the application may be considered after announcing a retirement but may not receive the title until after retiring from MUSM. Faculty members who do not desire Emeritus/Emerita status shall not be nominated.

The nomination should be submitted to the Dean on the announced date. The Promotions and Tenure Committee will review the application and make a recommendation to the Dean.

The criteria for promotion of faculty to Emeritus/Emerita status should include recognition in at least two of the following areas:

- Excellence in instruction or curricular innovation
- National recognition for scientific or service contribution
- Excellence in service to the institution
- Service to the community
- Distinguished scholarly contribution(s)
- Professional awards and honors
5.5 STATEMENT ON SCHOLARSHIP

DEFINITION OF SCHOLARSHIP

Faculty members are expected to engage in a number of endeavors with a scholarly approach, i.e., applying a thoughtful, structured, systematic methodology to the undertaking. A scholarly approach should not be confused with scholarship.

Glassick and colleagues (1) have defined the criteria for assessing a scholarly work. A systematic, scholarly approach requires:

- Clear Goals (ask important questions, set objectives)
- Adequate Preparation (demonstrate appropriate skill set, draw on existing work in the area)
- Appropriate Methods (use tools, strategies, processes for the project)
- Significant Results (findings address the objectives and raise additional questions)
- Effective Presentation (communicating the systematic process and findings to others)
- Reflective Critique (step back and determine what could be done differently and/or next).

However, a work may be scholarly without being considered scholarship. To be considered scholarship, the work requires a scholarly approach but “adds the expectation that the work advance knowledge in the field by being public and accessible in a format that others can build on … with peer review to judge the quality and value of the contribution to the field”. (2)

Dr. Ernest Boyer’s monograph “Scholarship Reconsidered” (3) provides a broad definition of scholarship recognizing that legitimate scholarly and creative pursuits span four dimensions: discovery, integration, application, and teaching. Boyer’s model reaffirms a commitment to scholarship while recognizing that a broader view of scholarship acknowledges the comprehensive range of faculty talents and functions required to accomplish the mission of the medical school.

Boyer has characterized four domains of academic endeavor: Teaching, Discovery, Application, and Integration. Scholarship, regardless of the domain in which it falls, should also meet Glassick’s criteria for a scholarly approach (described above).

1. Scholarship of Teaching
   The Scholarship of Teaching includes educating and stimulating scholars, not only transmitting knowledge but also transforming and extending knowledge through study and debate, as well as the creation of new knowledge about teaching and learning. This area may include developing new teaching methods, evaluating outcomes, and disseminating curricula and instructional materials.

2. Scholarship of Discovery
   The Scholarship of Discovery encompasses research and scholarly investigation, which is at the core of hypothesis-driven research. This type of scholarship encompasses research and scholarly investigation at the core of the pursuit of knowledge for its own sake.

3. Scholarship of Application
   The Scholarship of Application bridges theory and practice as well as the intersection of service and clinical activities. This area includes the application of new knowledge with interaction of
research and practice each informing the other. For example, the application of new knowledge incorporated into patient care, professional excellence, integrity and empathy in treating patients.

4. Scholarship of Integration
   The Scholarship of integration makes connections across disciplines and places specialties in a larger context, views data in a revealing way, interprets data and research in new ways, and looks at boundaries of the convergence of research and practice (interdisciplinary, interpretive, integrative, new insights). This area translates research findings into new and beneficial clinical practices or products.

Regardless of the scholarship domain, to be considered scholarship, a work should meet the following essential characteristics or the “3Ps”:

1. Faculty effort results in a tangible product or output (work): PRODUCT
2. The work is public and available outside of the institution: PUBLIC
3. The work undergoes external peer review and critique by others in the field: PEER-REVIEWED


IMPORTANT OF SCHOLARSHIP

To advance in rank in any of the faculty appointment systems, MUSM faculty members should regularly communicate newly obtained and/or applied knowledge and analytical thinking to their peers both within and outside the university. Accordingly, generating high quality, peer-reviewed works (e.g., journal articles, electronic publications, other scholarly works) based on original research by faculty members, represents a major source of evidence for productive scholarship.

Without peer review, validation of the importance, significance and impact of a faculty member’s scholarly works is much more difficult to assess. The extent and rigor of the peer-review process is not always proportional to the importance, significance and impact of a given published work. At times, committee members may independently assess the importance, significance and impact of scholarly work published in such journals before rendering a judgment regarding the degree to which such publications are viewed positively in P&T committee deliberations.

On the other hand, publication of invited, peer-reviewed articles, books, book chapters and invited or peer reviewed presentations at national and international symposia or colloquia are often strong indicators of the quality of a faculty member's scholarship, research, and creative endeavors. Even when such publications and presentations produce little new knowledge, they typically provide valuable new analytic thinking and insights into the application of new knowledge.

Funding derived from competitive grants, contracts and other external funding programs is one measure of scholarly aptitude, research, creative and scholarly excellence and potential, particularly when such funding leads to the publication of high quality research in reputable peer-reviewed journals.
A component promotion/tenure includes evidence of scholarly work and may include publication in books and/or journals and/or presentation at conferences. Solicitation of faculty manuscripts for publication in predatory journals/books and faculty presentation at predatory conferences has become an increasing problem. Many of these so-called publishers/conferences are shady operations that are only interested in obtaining your copyrighted material and charging you a fee to publish your work or a fee to attend a conference. Publishing with these presses or presenting at these conferences can damage your reputation and/or weaken your portfolio for promotion/tenure. This also has the potential to damage the reputation of Mercer University. Think twice before agreeing to publish with them, agreeing to be on their editorial board, or agreeing to present at one of their conferences. This link provides tips for identifying scholarly publications.  https://med.mercer.edu/library/identifying_scholarly_publications.htm.

The Skelton Medical Library staff are available to assist you.

EXAMPLES OF SCHOLARSHIP

Faculty should not interpret the lists provided below to mean that all items on the list are expected from any single applicant. Please note that the lists are not comprehensive; there are other legitimate forms of scholarship that provide evidence for the faculty member’s scholarly reputation. Faculty are encouraged to develop and maintain a portfolio of high quality, scholarly contributions. Faculty are encouraged to seek guidance from the medical library in identifying appropriate journals for the publication of their scholarly work (https://med.mercer.edu/library/identifying_scholarly_publications.htm). These journals would also be appropriate for peer reviewer and editorial board service. Examples of appropriate documentation of scholarship may include but are not limited to:

1. Publications:
   - Peer-reviewed publications in area of expertise
   - Published abstracts of presentations before professional groups
   - Teaching/curricular materials available in peer-reviewed repositories, such as MedEd Portal
   - Books and/or book chapters
   - Development and adoption of new library pathfinders, such as webpage content, online videos and mobile apps.

2. Presentations:
   - Presentation of peer-reviewed or juried papers before professional audiences
   - Invited presentations at other institutions (intramural presentations, e.g. Grand Rounds, case conferences should be included as instruction in the educator’s portfolio)
   - Invitations to speak at scientific meetings and other universities

3. Support:
   - Extramural support (e.g., NIH, foundation grants)
   - Intramural support (e.g., Mercer University Seed Grants, Navicent Foundation Grants)
   - Grant and/or contract awards
   - Extramural support from commercial vendors
   - Clinical trials, especially investigator-initiated and multi-center trials (document level of participation)
4. Other forms of scholarly activity:

- Development and adoption of a new clinical pathway or clinical guidelines (should be documented)
- Quality assurance project that measurably affects patient outcomes
- Computer assisted instruction and other technology-based instruction that is documented and publically available
- Unfunded, scored grants
- Unfunded, unscored grants

5. Evidence of a faculty member’s reputation as a scholar may be assessed by the following:

- Citation by other faculty in the field in published papers (can be determined with Citation Index)
- Published reviews by other faculty in the field, especially the leaders, of papers/books
- Awards for outstanding accomplishments in scholarship
- Invited referee of manuscripts for journals in area of expertise
- Invited referee of proposals for meetings of national associations
- Review of grant applications for local, state, national, and governmental agencies
- Appointment to national committees to review research proposals or results
- Participation and membership in national study sections and advisory groups
- Leadership roles in state, regional, national or international research societies or meetings
- Participation as a consultant in regional or national research program reviews
- Documented recognition by peers outside the university as an independent, original and substantive investigator (e.g., letters of support)
- Participation on editorial boards and/or as editor

5.6 ADVANCEMENT OF FACULTY

Careful review of the Standards for Appointment and Advancement will indicate areas of expectation for a faculty member with a MUSM faculty appointment. The application will lead the faculty member to develop a very personalized profile. This profile should clearly indicate and document that a candidate has occupied himself or herself with academic pursuits that contribute to the programs of MUSM. The major areas that have occupied a candidate’s time and effort must demonstrate recognizable and professional development and value to the institution. Although contributions are expected in all of the traditional academic areas, clearly a major time commitment in one or more of these areas may well be at partial expense of the others. However, no area should be excluded in one’s pursuit of professional development.

Faculty members should develop a progressive record of expertise in a primary area of responsibility with proficiencies in other areas. Documentation of expertise and proficiencies are expected through progressive acknowledgement from local, state, regional, national, and perhaps international sources. In general, faculty members advancing to the ranks of Associate Professor and Professor should seek to make at least a minimal contribution each year in each of the areas of teaching, research/scholarship/creative endeavors, clinical practice, administrative service, and institutional and academically related public service, as appropriate. Early development of personal goals and documentation of accomplishments with a career portfolio will facilitate the process of the advancement application. Faculty members should take advantage of faculty development opportunities and mentoring.
to direct their careers.

The recommendation to advance a faculty member will be made after thoughtful consideration of qualitative and quantitative information provided by the applicant and his/her department chair, colleagues and referees. The Office of Faculty Affairs routinely provides assistance and guidance as approved by the Promotion and Tenure Committee in the form of suggested outlines and templates to assist with the preparation of applications. Detailed information regarding documentation, acceptable evidence, and examples will be provided. This information will be updated periodically so applicants are urged to seek guidance from the Promotion and Tenure Committee or the Office of Faculty Affairs and not rely on information from colleagues who may have engaged in the process at an earlier date.

5.6.1 ADVANCEMENT OF NONTENURE TRACK, EMPLOYED FACULTY

Non-tenure track appointments generally have no probationary period. Non-tenured appointments for MUSM employed faculty may be for one year, two years, or three years and are renewable at the option of the University. Regardless of the stated term or other provisions of any appointments, written notice that a non-tenured appointment is not to be renewed shall be given to the faculty member in advance of the expiration of his/her appointment, as follows:

- Not later than March 1 of the first academic year of service, if the appointment expires at the end of that academic year; or, if a one-year appointment terminates within an academic year, at least three months in advance of its termination.

- Not later than December 15 of the second academic year of service, if the appointment expires at the end of that academic year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

- At least twelve months before the expiration of an appointment after two or more years of service at the institution (University Faculty Handbook).

5.6.2 ADVANCEMENT OF NONTENURE TRACK FACULTY, NOT EMPLOYED BY MUSM

A faculty appointment is distinct from employment status. Non-salaried faculty members with full time faculty appointments include those faculty members associated with clinical affiliates of MUSM. These faculty members seek advancement through the same route as MUSM-employed faculty, following the expectations of the assigned track.

5.7 APPLICATION FOR ADVANCEMENT-ALL FACULTY TRACKS

An applicant for advancement will be required to submit information that documents faculty contributions in each of the applicable areas. Although general outlines of the information required by the Promotions and Tenure Committee are contained in the policies in Section 5, periodically the Promotions and Tenure Committee, through the Office of Faculty Affairs, will provide detailed guidance and examples of documentation concerning the required application. These guidelines will be posted on the website of the Office of Faculty Affairs and Professional Development.
The achievements and contributions documented in applications will be supported by information in the CV, faculty portfolios, letters from the department chair and colleagues, and referees external to the University.

Applications will be evaluated on both qualitative and quantitative factors. Examples of qualitative criteria may be found in Section 5.7.2. Candidates are expected to show progressive accomplishment in their academic career as they advance from Assistant Professor (or Instructor) to Professor. The examples listed are offered only as guidelines and are not intended to serve as the only activities acceptable for demonstrating accomplishment in a domain and demonstrating the variety of activities that might support promotion. Multiple activities comparable to the examples will strengthen the application for promotion at each rank. Excellence may be demonstrated and promotion may be awarded without the candidate having fulfilled every single criterion listed on the table. As faculty progress from Assistant Professor to Professor, the criteria are cumulative and faculty will continue to meet guidelines suggested for lower ranks. Minimum quantitative guidelines support the qualitative evaluation of each applicant. The minimum guidelines for each track and rank are noted in Section 5.07.3.

The Promotion and Tenure Committee will consider both qualitative and quantitative elements in the recommendations that they make to the Dean.

**Meeting the quantitative guidelines will not assure promotion as the Promotion and Tenure Committee, the Dean and Mercer University will evaluate the applicant on qualitative factors as well.**

5.7.1 QUALITATIVE DETERMINATION

The following outline provides an overview of the areas in which applicants are expected to document contributions. Candidates should seek guidance from the Office of Faculty Affairs and follow the detailed instructions provided each year by the Promotions and Tenure Committee and posted on the web site.

1. **PERSONAL SUMMARY OF CONTRIBUTIONS TO MUSM INCLUDING STATEMENT OF PRIMARY AND SECONDARY RESPONSIBILITIES TO DEPARTMENT OR SCHOOL**

2. **COMPLETE CURRICULUM VITAE** (use template provided)

3. **MATERIAL ESSENTIAL FOR EVALUATION OF ADVANCEMENT.** Note: Depending upon appointment track, the applicant will complete only those areas that are applicable.

**Teaching:** Demonstrated commitment by promise (Assistant Professor), experience (Associate Professor) or sustained excellence (Professor) should be provided. Educational activities are generally an expectation of all faculty members.

A. Philosophy and goals of teaching
B. Instructional responsibilities, including dates and number of learners
C. Involvement in curriculum development
D. Experience in learner assessment
E. Activities in student advising and mentoring
F. Educational leadership and administration with documentation of program enhancements
G. Documentation of educational innovations in instruction and assessment
H. Evaluation of teaching ability
• Demonstrated mastery of the subject matter
• Demonstrated understanding of the teaching/learning process
• Demonstrated skills in employing a variety of instructional methods
• Demonstrated ability to sustain effective relationships with students
• Demonstrated dedication to high academic standards

**Research/Scholarship/Creative Endeavors**: Demonstrated peer-review validation (Associate Professor) or sustained excellence (Professor) should be provided. Laboratory research is not a requirement for scholarship. Note: Items listed in C may be documented in the CV

A. Philosophy and goals of research/scholarship
B. Hypothesis(es) of research/scholarship
C. Research/scholarship
  • Published contributions to the literature
  • Unpublished contributions to the literature (i.e., curricular materials)
  • Abstracts
  • Books, teaching manuals, other scholarly documents
  • Computer-assisted instruction, visual learning tools or other non-print materials
  • Grant and program support
  • Presentations before professional groups
  • Extramural activities
D. Patient safety and quality improvement

**Clinical Practice**
A. Philosophy and goals of clinical practice
B. Clinical service responsibilities, including dates of service
C. Evaluation of clinical service abilities
D. Other accomplishments in clinical practice

**Administrative Service**
A. Philosophy and goals of administrative service
B. Leadership/Administrative service responsibilities, including dates of service,
C. Outcomes, Accomplishments of administrative service

**Institutional and Academically Related Public Service**
A. Philosophy and goals of service
B. Describe specific contributions/accomplishments to/for the school, university, hospital or profession
C. Dates of service, if not continuous
D. Outcomes, accomplishments of service

4. **REFEREES**
A. Candidates will be required to contact referees, both internal and external to the institution, to determine their willingness to prepare letters of support for advancement or tenure. Candidates should provide the Chair and in turn the referees with adequate information to address the standards.
B. The department chair will contact referees and request that letters to be sent directly to the Dean.
5. **VALIDATION**

Value to the school, department, University, and/or national organization should be provided by the institutional representatives best able to speak to the applicant’s abilities. Demonstrated validation (Associate Professor) or sustained excellence (Professor) in the applicable domains should be provided

A. Area of general and focal professional expertise(s)

B. Provide evidence of recognition of professional expertise: Local, state, regional, national/international
5.7.2 QUALITATIVE DETERMINATION BY DOMAINS OF ACCOMPLISHMENT

EXAMPLES OF FACULTY CONTRIBUTIONS
The examples listed in these tables are offered only as guidelines to demonstrate the variety of contributions that might support promotion and are not intended to serve as the only activities acceptable for demonstrating accomplishment in a domain. Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank. Excellence maybe demonstrated and promotion may be awarded without the candidate having fulfilled every single criterion listed on the table. As faculty progress from Level 1 to Level 3, the criteria are cumulative and faculty will continue to meet guidelines at lower levels.

CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE TEACHING DOMAIN

The effectiveness of an educator in the teaching domain is evaluated in five spheres: instruction, curriculum development, learner assessment, advising/mentoring, and educational leadership and administration. Effective educators focus on student learning, incorporate new discoveries into their instruction, embrace the evaluation process as a means of assessing learning, enhance education skills by participating in professional development courses, and assist students in translating knowledge into practice in a variety of settings including classroom, tutorial groups, outpatient and inpatient clinical settings. Undergraduate students, graduate students, medical students, house officers, fellows, or continuing medical education participants are considered students. Competency in teaching is expected of most faculty members at all ranks; however, faculty members are not expected to demonstrate contributions in all five spheres, depending upon the expectations of their roles.

<p>| TABLE 9. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE TEACHING DOMAIN |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|</p>
<table>
<thead>
<tr>
<th>TEACHING</th>
<th>Expected of Assistant Professor Locally Recognized</th>
<th>Expected of Associate Professor Locally/Regionally Recognized</th>
<th>Expected of Professor Regionally/Nationally Recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>• Active participation in teaching or supervision of medical students, graduate students, and residents/ fellows (lectures, tutoring, resourcing, TBL, teaching rounds, grand rounds, etc.)</td>
<td>• Demonstrates meritorious, consistent teaching ability</td>
<td>• Demonstrates sustained teaching excellence</td>
</tr>
<tr>
<td></td>
<td>• Receives satisfactory evaluations from learners</td>
<td>• Invited lecturer at other institutions of higher education, research and development facilities, or institutes at state or regional level</td>
<td>• Invited to be a visiting professor at another institution</td>
</tr>
<tr>
<td></td>
<td>• Instructs in laboratory sessions</td>
<td>• Develops and participates in the teaching of major portions of a graduate course</td>
<td>• Invited to organize and participate in a symposium or plenary session at a regional or national educational meeting</td>
</tr>
<tr>
<td></td>
<td>• Supervises trainees in outpatient or inpatient clinical services</td>
<td>• Receives local teaching award</td>
<td>• Invited presenter at professional meetings</td>
</tr>
<tr>
<td></td>
<td>• Participates in postgraduate or continuing education course which serves a local audience</td>
<td>• Favorable performance data for students or residents, where these can be attributed largely to the individual factory member</td>
<td>• Outstanding performance data for students or residents, where these can be attributed largely to the individual factory member</td>
</tr>
<tr>
<td></td>
<td>• Participates in activities related to professional development in teaching</td>
<td>• Develops and implements innovative approaches to improving student/ resident learning and enhancement of learning experiences</td>
<td>• Teaching awards from students or peers (regional, national level)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Acknowledgement from accrediting bodies such as LCME, SACS, ACGME as demonstrating “Best Practices”</td>
</tr>
<tr>
<td>TEACHING</td>
<td>Expected of Assistant Professor Locally Recognized</td>
<td>Expected of Associate Professor Locally/Regionally Recognized</td>
<td>Expected of Professor Regionally/Nationally Recognized</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>• Prepares curricular material (new course/cores, syllabus materials, cases)</td>
<td>• Develops innovative curriculum which improves student/resident learning and enhances learning experiences</td>
<td>• Develops a course, curricular component, software, or evaluation materials which are used regionally or nationally</td>
</tr>
<tr>
<td></td>
<td>• Develops innovative curriculum which improves student/resident learning and enhances learning experiences</td>
<td>• Favorable evaluations of courses and curricula, as part of a systematic evaluation program</td>
<td>• Supervises a training program which has a regional or national audience</td>
</tr>
<tr>
<td></td>
<td>• Favorable evaluations of courses and curricula, as part of a systematic evaluation program</td>
<td>• Develops/directs a postgraduate or continuing education course which serves a regional audience</td>
<td>• Outstanding evaluations of courses and curricula, as part of a systematic evaluation program</td>
</tr>
<tr>
<td></td>
<td>• Incorporates/implements a new instructional format</td>
<td>• Develops special teaching materials such as video tapes, computer programs and web sites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develops a course, curricular component, software, or evaluation materials which are used regionally or nationally</td>
<td>• Serves as an advisor/mentor/role model for learners</td>
<td></td>
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<tr>
<td></td>
<td>• Develops evaluation tools/process</td>
<td>• Serves as project mentor for MD students or residents/fellows, graduate students</td>
<td>• Sustained effort in mentoring and advising</td>
</tr>
<tr>
<td></td>
<td>• Incorporates/implements a new instructional format</td>
<td>• Membership on graduate student theses/dissertation committees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develops special teaching materials such as video tapes, computer programs and web sites</td>
<td>• Favorable evaluation by faculty mentored by the candidate</td>
<td></td>
</tr>
<tr>
<td>Learner Assessment</td>
<td>• Participates in developing assessments such as OSCES, SOCAs, and MDE questions</td>
<td>• Develops/implements a new evaluation tool/process</td>
<td>• Supervises or coordinates teaching by other faculty, fellows, residents, or graduate students</td>
</tr>
<tr>
<td></td>
<td>• Serves as an advisor to medical students, graduate students, and/or residents</td>
<td>• Leadership role in developing assessments such as OSCES, SOCAs, and MDE questions</td>
<td></td>
</tr>
<tr>
<td>Mentoring/Advising</td>
<td>• Serves as an advisor to medical students, graduate students, and/or residents</td>
<td>• Serves as advisor/mentor/role model for learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summer scholar sponsor</td>
<td>• Serves as project mentor for MD students or residents/fellows, graduate students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Membership on graduate student theses/dissertation committees</td>
<td>• Membership on graduate student theses/dissertation committees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Favorable evaluation by faculty mentored by the candidate</td>
<td>• Sustained effort in mentoring and advising</td>
<td></td>
</tr>
<tr>
<td>Leadership/Administration</td>
<td>• Supervises or coordinates teaching by other faculty, fellows, residents, or graduate students (course director, phase coordinator, unit director, clerkship director, program director)</td>
<td>• Supervises or coordinates teaching by other faculty, fellows, residents, or graduate students</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>• Demonstrates commitment to enhancing educational skills by participating in activities related to professional development in teaching</td>
<td>• Demonstrates commitment to enhancing educational skills by participating in activities related to professional development in teaching</td>
<td>• Demonstrates commitment to enhancing educational skills by participating in activities related to professional development in teaching</td>
</tr>
</tbody>
</table>
CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE SCHOLARSHIP DOMAIN

To advance in rank, MUSM faculty members should regularly communicate newly obtained and/or applied knowledge and analytical thinking to their peers both within and outside the university. Accordingly, generating high-quality, peer-reviewed works (e.g., journal articles, electronic publications, other scholarly works) based on original research by faculty members, including research conducted in collaboration with colleagues, students and postdoctoral associates, represents a major source of evidence for productive scholarship. Disseminating the results of scholarly work may be accomplished through outlets such as peer-reviewed publications, professional meetings, and repositories such as MedEd Portal.

<table>
<thead>
<tr>
<th>SCHOLARSHIP</th>
<th>Expected of Assistant Professor Locally Recognized</th>
<th>Expected of Associate Professor Locally/Regionally Recognized</th>
<th>Expected of Professor Regionally/Nationally Recognized</th>
</tr>
</thead>
</table>
| Discovery    | • Evidence of ability to function independently as a researcher  
• Initial success in obtaining extramural funding  
• Evidence of initial publication success  
• Supports MUSM scholarly activities through literature searches and research consultations  
• Presents results of scholarship at regional/national meetings  | • Evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum appropriate to the field of study  
• Publishes abstracts and presents results of scholarship at national and international professional meetings  
• Presents scholarly work at professional meetings/conferences  
• Authorship in peer reviewed papers regardless of author rank (greater significance to first and/or senior authored papers)  
• Coauthor of review articles in peer-reviewed journals  
• Participates in multi-center trials  
• PI or Co-Investigator on peer-reviewed intramural grants  
• Success in obtaining extramural, NIH-defined peer-reviewed grants or contracts;  
• Success in obtaining investigator initiated grants or contracts with pharmaceutical, instrumental or other commercial enterprises  
• Inventions licensed, patents issued  
• Independently develops or directs a major program/project/research laboratory  
• Invited scholarly talks, both intramural and extramurally  
• Supervision of postdocs  | • Continuous evidence of a significant portfolio of high quality, peer-reviewed and other publications, the number and forum appropriate to the field of study  
• Publishes review articles in peer-reviewed journals either as first or senior author  
• Substantial record of peer reviewed first and/or senior authored publications  
• Continued, consistent success in obtaining extramural, NIH-defined peer-reviewed grant or contract funds  
• Continued consistent success in obtaining investigator initiated grants or contracts with pharmaceutical, instrumental or other commercial enterprises  
• PI or Co-investigator on peer-reviewed grants, especially extramural, and federally-sponsored studies  
• Acquires FDA approvals; invention has a major impact on state-of-the-art; invention generates resources  
• Leadership of multi-institutional collaborative research projects  
• Director of scholarly activity of other faculty or post-doctoral appointees  
• Presents at national and international meetings  
• Oversees a major research project as principal investigator, which involves management of personnel and finance |
### TABLE 10. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE SCHOLARSHIP DOMAIN

<table>
<thead>
<tr>
<th>SCHOLARSHIP</th>
<th>Expected of Assistant Professor Locally Recognized</th>
<th>Expected of Associate Professor Locally/Regionally Recognized</th>
<th>Expected of Professor Regionally/Nationally Recognized</th>
</tr>
</thead>
</table>
| Integration | • Writes a textbook for use in multiple disciplines  
              • Collaborates with colleagues to design and deliver a core course  
              • Writes comprehensive literature review/review articles  
              • Develops and/or maintains systems and interfaces that provide access to resources for scholarly activity | • Author of book chapters and/or textbooks | |
| Teaching    | • Develops library products such as pathfinders, web pages, and subject guides | • Publication of articles on education  
              • Publication of teaching materials in peer reviewed repositories (MedEd Portal)  
              • Develops and tests instructional materials  
              • Advances learning theory through research  
              • Designs and implements program assessment system | • National/international use of teaching materials |
| Application | • Develops guidelines, protocols or standards for clinical care  
              • Participates in initiatives related to patient safety, quality improvement, and process/practice improvement | • Documented ongoing clinical, translational, and/or clinical outcomes research  
              • Guidelines, protocols or standards for clinical care adopted by other facilities  
              • Leads initiatives related to patient safety, QI, and process/practice improvement | • Consults at the national level  
              • Initiatives related to patient safety, quality improvement, and process/practice improvement are adopted by other institutions/facilities  
              • Resources that support scholarship initiatives adopted by other institutions |
CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE CLINICAL PRACTICE DOMAIN

Clinical services may be direct (such as within the hospital or various outpatient clinics) or indirect (as provided by specialized tests or procedures). The clinical practice of an academic clinician is intimately linked to his or her role as a teacher. In addition to consistently practicing a high standard of medicine, the clinician participates actively in development, delivery and oversight of pre and postdoctoral curricula and training. The practice of medicine today requires that clinicians seek new knowledge to improve patient outcomes and incorporate that knowledge into practice and education of learners.

<table>
<thead>
<tr>
<th>TABLE 11. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE CLINICAL PRACTICE DOMAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLINICAL PRACTICE</strong></td>
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<tr>
<td></td>
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<tr>
<td>Patient care</td>
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<td></td>
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<tr>
<td>Clinic Services Administration</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Quality initiatives</td>
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<td></td>
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</tbody>
</table>
CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE ADMINISTRATIVE SERVICES DOMAIN

The skills and abilities of some faculty members are utilized in the administration and management of the medical school, the university, or hospital/institution. For these faculty members, significant time is expended in administrative activities related to scheduling, evaluation, program development, documentation, etc. Although the management and direction of residency programs and clerkships, and major medical school academic programs require significant time, the administrative contributions of these individuals should be assessed as part of educational leadership related to their teaching contributions.

<table>
<thead>
<tr>
<th>ADMINISTRATIVE SERVICE</th>
<th>Expected of Assistant Professor Locally Recognized</th>
<th>Expected of Associate Professor Locally/Regionally Recognized</th>
<th>Expected of Professor Regionally/Nationally Recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Demonstrates skills in managing activities or programs</td>
<td>• Serves as an assistant or associate dean or other administrative appointment, e.g. chair, vice or associate chair of a department, unit director</td>
<td>• Special consultant appointments and/or lectureships</td>
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<td></td>
<td></td>
<td>• Oversees, directs and interprets tests, procedures or data handling in support of a clinical or service laboratory</td>
<td>• Provides major leadership of hospital or institution such as chief of staff, or CMO</td>
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<tr>
<td></td>
<td></td>
<td>• Independently develops and/ or directs major program or project for the organization</td>
<td>• Administrative initiatives adopted by other institutions</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrates leadership role in projects/ committees/task forces</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leads Initiatives related to improvement of administrative processes or practices</td>
<td></td>
</tr>
</tbody>
</table>
CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE INSTITUTIONAL AND ACADEMICALLY RELATED PUBLIC SERVICES DOMAIN

Institutional and Academically-Related Service is an extension of the mission and vision of the school beyond the traditional academic and clinical programs within the school. Institutional, professional and community service activities should be within the area of one’s professional discipline and contribute to improvement of higher education. Service may reflect the responsibility and good citizenship of a faculty member to participate in functions essential to the school and University such as committee participation; to the community through activities representing the school such as local committees or volunteering that reflect the mission and goals of the school; or extend beyond the community to state, regional, or national participation in professional societies and organizations. A broad range of professional activities can contribute to service to the department, school, institution, hospital, the profession and the community. Service includes active participation as well as leadership in various committees and organizations.

| TABLE 13. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE INSTITUTIONAL AND ACADEMICALLY RELATED PUBLIC SERVICES DOMAIN |
|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| **Institutional**                                             | **Community Outreach**                                         | **Professional**                                              |
| • Serves on committees in the department, school, and/or institution | • Speaks to lay groups from perspective of professional area of expertise | • Contributing member of local or regional professional society or scholarly organization |
| • Medical school admissions or residency applicant interviewer | • Judges science fairs                                         | • Serves as officer in state or local professional society     |
| • Participates in activities that enhance/promote the mission of MUSM | • Volunteers, especially with students, at MUSM sponsored community events | • Serves as an ad hoc journal reviewer or ad hoc member of review committees or study sections |
|                                                            |                                                               | • Consultant for private sector corporations                  |
|                                                            |                                                               | • Represents MUSM to the public                                |
|                                                            |                                                               | • Represents MUSM on mission trips                            |
|                                                            |                                                               | • Recruiting trips on behalf of MUSM                          |
|                                                            |                                                               | • Provides professional assistance to committees agencies or institutions |
|                                                            |                                                               | • Represents MUSM to the public                                |
|                                                            |                                                               | • Leadership role by serving as officer or major committee member/chair in regional or national professional society or scholarly organization |
|                                                            |                                                               | • Serves on national scientific advisory boards or study sections |
|                                                            |                                                               | • Regular or ad hoc member of a national research or clinical review committee, or a taskforce |
| **Expected of Assistant Professor**                           | **Expected of Associate Professor**                            | **Expected of Professor**                                     |
| Locally Recognized                                           | Locally/Regionally Recognized                                  | Regionally/Nationally Recognized                               |
| • Chairs MUSM standing committee                             | • Chairs MUSM on mission trips                                | • Participates in activities that enhance/promote the mission of MUSM |
| • Contributing member of department, school, university, hospital committees and/or task forces, medical school admissions, or residency applicant interviewer | • Recruiting trips on behalf of MUSM                          |                                                               |
| • Advises student interest groups and organizations          | • Provides professional assistance to committees agencies or institutions |
| • Chairs departmental faculty search committees              | • Represents MUSM to the public                                |                                                               |
| • Participates in activities that enhance/promote the mission of MUSM | • Leadership role by serving as officer or major committee member/chair in regional or national professional society or scholarly organization |
| • Advises student interest groups and organizations          | • Serves on national scientific advisory boards or study sections |
| • Chairs departmental faculty search committees              | • Regular or ad hoc member of a national research or clinical review committee, or a taskforce |
| • Participates in activities that enhance/promote the mission of MUSM |                                                               |                                                               |
| • Provides professional assistance to committees agencies or institutions |                                                               |                                                               |
| • Represents MUSM to the public                                |                                                               |                                                               |
| TABLE 13. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE INSTITUTIONAL AND ACADEMICALLY RELATED PUBLIC SERVICES DOMAIN |
|---|---|---|
| **Librarianship Service**<br>Librarianship in the areas of Archives/Digital Initiatives; Collection Services; Public Service/Outreach; Technical Services and Library Systems | **Expected of Assistant Professor Locally Recognized** | **Expected of Associate Professor Locally/Regionally Recognized** | **Expected of Professor Regionally/Nationally Recognized** |
| • Exhibits increased understanding of library operations and how they relate to the institution | • Invitations to speak at universities, hospitals, other academic/medical facilities, professionals, to the lay public locally/regionally | • Editorial board of professional or scientific journals | • Leadership role in dealing with health issues at regional, national or international levels |
| • Demonstrates increasing knowledge, understanding and skill in library functions | • Leadership role in dealing with health issues local, state or regional levels | • Contributes to board examination in specialty | • Leadership role in regional/national/international professional societies, research or educational meetings |
| • Develops expertise in new areas of library operations | • Assumes responsibility for supervision of library staff or other librarians | • Invited to speak at universities, hospitals, other academic/medical institutions | • Contributes to high-level decision-making and strategic planning within or beyond the department |
| • Continued professional development in librarianship | • Demonstrates leadership in implementing initiatives that enhance the library services | • Sustained, exceptional accomplishments that are recognized at the national and/or international level | • Incorporates current trends and developments in the library profession to enhance MUSM library services |
5.7.3 MINIMUM QUANTITATIVE GUIDELINES FOR PROMOTION

IMPORTANT NOTE: These minimum quantitative guidelines are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Promotions and Tenure Committee as a definitive or exhaustive checklist of the requirements for promotion. It is impossible to define criteria for promotion in purely quantitative terms, because the quality of work has a direct impact on the interpretation of the contribution and, in some cases, to the quantity of the work. Accordingly, these guidelines should be used only in conjunction with the detailed qualitative guidelines in Section 5.07.02. In addition, the faculty member’s accomplishments should be sustained, as outlined in the qualitative guidelines for promotion.

MEETING THE QUANTITATIVE GUIDELINES WILL NOT ASSURE THAT A FACULTY MEMBER IS PROMOTED AS THIS IS ONLY ONE COMPONENT OF THE EVALUATION.

Similarly, a faculty member who does not meet the minimum guideline in an area may be promoted based on the quality of work reflected in other dimensions of his/her work.

1. In the Teaching Domain, teaching evaluations are expected from the variety of learners with whom the faculty member has contact. Other means of evaluation such as peer evaluation and teaching innovations related to instruction, curriculum, and assessment, will be considered in addition to student evaluations. Curricular-related products developed and/or improved should be documented according to guidelines provided by the Promotions and Tenure Committee.

2. In the Scholarship Domain, MUSM ascribes to an expanded definition of scholarship. In addition to peer-reviewed publications, presentations, case reports, books, book chapters, and other examples of scholarly works, will be counted as scholarly works; these are described in Section 5.05 Statement on Scholarship. For Tenure Track and Research Track faculty seeking promotion from Assistant Professor to Associate Professor, the minimum number of publications should be those generated while at MUSM to show establishment as an independent scholar.

3. For those tracks in which funding is expected, the source may be competitive funding from any external source, i.e. private/foundation, government, or small or large industry. Grants awarded to students being advised/guided by the faculty member can also be considered for promotion. Funded clinical trials are expected to be those investigator initiated.

4. In the Clinical Practice Domain, the excellence and effectiveness expected of clinical faculty will be determined by recommendations of colleagues and any quantitative data available related to hospital/practice measures. Maintaining specialty and/or subspecialty certification and Maintenance of Certification are expected.

5. In the Administrative Domain, effectiveness in the role, description of accomplishments and outcomes must be documented according to guidelines provided by the Promotion and Tenure Committee.

6. A number of the contributions in the Institutional and Academically-Related Service Domain can be documented in the CV. For example, committee service requirement of “2” may be service on two different committees or 2 terms on the same committee. Volunteer service contributions to MUSM can be documented and verified through letters written on behalf of the candidate.
7. There are several other considerations, which may not be captured in the quantitative guidelines, and the interpretation of performance levels outlined should only be viewed in conjunction with the detailed qualitative guidelines. For example: if the teaching performance as measured by student evaluations does not consistently meet expectations, the performance may be considered Effective if he/she has outstanding peer evaluations and other teaching-related accomplishments, per the qualitative guidelines for promotion in the MUSM Faculty Handbook.
### TENURE TRACK

<table>
<thead>
<tr>
<th>Assistant to Associate Professor</th>
<th>Associate to Full Cumulative</th>
<th>+Instructor to Assistant Professor</th>
<th>Assistant to Associate Professor</th>
<th>Associate to Full Cumulative</th>
</tr>
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<td>contracts/clinical trials</td>
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<td>satisfaction etc. measures</td>
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<td>Demonstrates clinical</td>
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<td>University/State/National/Professional Committees</td>
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<td>Leadership and/or service in professional organizations, study groups, external review panels, peer review process, editorial board, etc. ***</td>
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<tr>
<td>Outreach (e.g., presentation of health information to public, science fair judge, recruiting trips, mission trips, representing MUSM to the public)</td>
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*Consistently Effective*  
*Consistently Excellent*  

**Section 5 Promotion Tenure and Appointments**  

39
<table>
<thead>
<tr>
<th>LEADERSHIP/ADMINISTRATOR</th>
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<th>CLINICIAN SCHOLAR</th>
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<td>Assistant to Associate Professor</td>
<td>Associate to Full Cumulative</td>
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<td>Assistant to Associate Professor</td>
<td>Associate to Full Cumulative</td>
<td>Assistant to Associate Professor</td>
<td>Associate to Full Cumulative</td>
</tr>
</tbody>
</table>

### TEACHING DOMAIN
- **Curricular products developed/improved:**
  - Assistant to Associate Professor: 1
  - Associate to Full Cumulative: 3

### SCHOLARSHIP DOMAIN
- **Scholarly works:**
  - Assistant to Associate Professor: 5
  - Associate to Full Cumulative: 9
  - Assistant to Associate Professor: 1
  - Associate to Full Cumulative: 2
  - Assistant to Associate Professor: 5
  - Associate to Full Cumulative: 12
  - Assistant to Associate Professor: 8
  - Associate to Full Cumulative: 23

- **Peer reviewed publications:**
  - Assistant to Associate Professor: 3
  - Associate to Full Cumulative: 5
  - Assistant to Associate Professor: 2
  - Associate to Full Cumulative: 6
  - Assistant to Associate Professor: 3
  - Associate to Full Cumulative: 12

- **Invited/Peer reviewed presentations at state/regional/national meetings:**
  - Assistant to Associate Professor: 2
  - Associate to Full Cumulative: 4
  - Assistant to Associate Professor: 1
  - Associate to Full Cumulative: 2
  - Assistant to Associate Professor: 3
  - Associate to Full Cumulative: 4

- **Externally funded grants/contracts/clinical trials:**
  - Assistant to Associate Professor: 1
  - Associate to Full Cumulative: 1
  - Assistant to Associate Professor: 1
  - Associate to Full Cumulative: 4

- **Active participation in QI/Patient Safety initiatives:**
  - Assistant to Associate Professor: 1
  - Associate to Full Cumulative: 1
  - Assistant to Associate Professor: 2

### CLINICAL PRACTICE DOMAIN
- **Meets hospital/practice productivity, Effectiveness, satisfaction etc. measures:**
  - Assistant to Associate Professor: Consistently Effective
  - Associate to Full Cumulative: Consistently Excellent
  - Assistant to Associate Professor: Consistently Effective
  - Associate to Full Cumulative: Consistently Excellent
  - Assistant to Associate Professor: Consistently Effective
  - Associate to Full Cumulative: Consistently Excellent

- **Demonstrates clinical excellence:**
  - Assistant to Associate Professor: Consistently Effective
  - Associate to Full Cumulative: Consistently Excellent
  - Assistant to Associate Professor: Consistently Effective
  - Associate to Full Cumulative: Consistently Excellent
  - Assistant to Associate Professor: Consistently Effective
  - Associate to Full Cumulative: Consistently Excellent

### ADMINISTRATIVE DOMAIN
- **Effectiveness in major role through completed or adopted initiatives, products, projects:**
  - Assistant to Associate Professor: 1 per year+
  - Associate to Full Cumulative: 1 per year+

- **Leadership role in projects/committees/task forces:**
  - Assistant to Associate Professor: 1 per year+
  - Associate to Full Cumulative: 1 per year+

- **Demonstrates leadership skills such as communication, mentoring, judgment, positive attitude, commitment:**
  - Assistant to Associate Professor: Consistently Effective
  - Associate to Full Cumulative: Consistently Excellent

### INSTITUTIONAL/ACADEMIC RELATED SERVICE
- **School/Department/College/Hospital Committees:**
  - Assistant to Associate Professor: 2
  - Associate to Full Cumulative: 8

- **University/State/National/Professional Committees:**
  - Assistant to Associate Professor: 2
  - Associate to Full Cumulative: 1

- **Leadership and/or service in professional organizations, study groups, external review panels, peer review process, editorial board, etc.:**
  - Assistant to Associate Professor: 1
  - Associate to Full Cumulative: 4

- **Volunteer service contribution to MUSM and/or community:**
  - Assistant to Associate Professor: 80 hours/year, most years
  - Associate to Full Cumulative: 80 hours/year, most years

- **Outreach (e.g., presentation of health information to public, science fair judge, recruiting trips, mission trips, representing MUSM to the public):**
  - Assistant to Associate Professor: 5
  - Associate to Full Cumulative: 8
  - Assistant to Associate Professor: 3
  - Associate to Full Cumulative: 5
  - Assistant to Associate Professor: 2
  - Associate to Full Cumulative: 4
### Section 5 Promotion Tenure and Appointments

#### LIBRARY TRACK

<table>
<thead>
<tr>
<th>Domain</th>
<th>+Instructor to Assistant Professor</th>
<th>Assistant to Associate Professor</th>
<th>Associate to Full Cumulative</th>
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<tr>
<td><strong>TEACHING DOMAIN</strong></td>
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<tr>
<td>Teaching evaluations</td>
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<td>Scholarly works*</td>
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<td>Peer reviewed publications</td>
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<tr>
<td>Invited or peer reviewed external presentations to state/regional/national audiences</td>
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<tr>
<td>Externally funded grants/contracts/clinical trials</td>
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<tr>
<td>Active role in QI-Patient Safety initiatives</td>
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<td>Library Products (e.g. pathfinders, subject guides, etc.)</td>
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<tr>
<td>Library Products may substitute for publications or presentations; minimum totals should equal total scholarly works.</td>
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<tr>
<td><strong>CLINICAL PRACTICE DOMAIN</strong></td>
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<td>Leadership and/or service in professional organizations, study groups, external review panels, peer review process, editorial board, etc. ***</td>
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<td>Outreach (e.g., presentation of health information to public, science fair judge, recruiting trips, mission trips, representing MUSM to the public) (does not apply to Librarians-see below)</td>
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<td>Librarianship 1 project/contribution from any of the following four areas each year</td>
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<td>Collection Services (selection and deselection of materials)</td>
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<tr>
<td>Public Service/Outreach (e.g. research consultations)</td>
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<tr>
<td>Technical Service and Library Systems (e.g. maintaining functionality of electronic resources, database management, etc.)</td>
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</table>
5.8 PART TIME AND VOLUNTEER FACULTY

Advancement — There are numerous potential areas of achievement as a MUSM faculty member. Each faculty member will represent a very personalized profile reflecting the expectation of exemplary performance in the area of primary responsibility. Varying requirements in teaching, scholarship and service will apply to part time and volunteer in comparison to full time faculty.

Faculty members should develop a progressive record of commitment to teaching and service in a primary area of responsibility. Documentation of sustained excellence in teaching and service is expected with professional expertise recognized through progressive acknowledgement from local, state, regional, national, and perhaps international sources. Service may be an area of specific responsibility (administrative service, clinical practice service, or community-based service). Good citizenship is required of all faculty members. Early development of personal goals and documenting accomplishments with a career portfolio will facilitate the process of the advancement application. Faculty members should take advantage of faculty development opportunities and mentoring to direct their careers.

5.9 FACULTY TENURE

Tenure is the right of certain full-time faculty who hold academic rank to continuous full-time appointment without reduction in academic rank until retirement or dismissal as provided in the University Faculty Handbook. The President of the University, with the authority of the Board of Trustees, grants tenure to a faculty member at MUSM. Faculty members may receive tenure only through an academic department. Tenure is transferable between departments in the school. The school structure and affiliation agreements with hospitals and some clinical departments may not provide tenure consideration for all faculty members. Tenure is viewed as a means to assure academic freedom in teaching, research, and extra-mural activities under the guidance of professional responsibility.

The career of lifetime commitment embodied in the concept of tenure must involve a mutually beneficial relationship between all parties. Long-term commitment of university resources is a serious matter; therefore, the quality of individual performance prior to granting tenure must be convincing with regard to future expectations. The decision to advance a faculty member will be made after thoughtful consideration of qualitative and quantitative information provided by the applicant and his/her department chair, colleagues and referees. A tenure-eligible faculty member will request tenure through the Promotions and Tenure Committee. Following review by the faculty member’s department, along with supporting documentation, the faculty member submits an application to the Dean’s Office, which is forwarded to the Promotions and Tenure Committee.

Full-time doctoral faculty appointed to the Tenure Track at the ranks of Associate Professor and Professor may be eligible for tenure at MUSM. The Promotions and Tenure Committee reviews individuals eligible for tenure before the end of their probationary period. Probationary periods include experience only during the initial appointment rank of Assistant Professor, Associate Professor, or Professor. The probationary period for attaining tenure for Assistant Professors is six years; the probationary period for Associate Professors and Professors is four years. Tracking of tenure begins on July 1 following initial appointment. Faculty members may receive consideration for “tenure-relevant” experience prior to MUSM. Prior experience by a faculty member considered “tenure-relevant” reduces the probationary period proportionately. The Dean recommends the amount of tenure-relevant experience for new faculty appointments at the time of initial appointment.

Mercer University bases tenure on merit; tenure is determined by the aggregate consideration of:
Quality of teaching and attention given to students as individuals
Breadth, depth, and variety of education and experience
Professional achievement and scholarship
Responsible participation in group deliberative processes
Professional responsibility and service to the school and community

The expectation for faculty members seeking tenure is the demonstration of proficiency and sustained excellence in each of these areas as well as satisfaction of all criteria for advancement to the rank of Associate Professor or Professor. In addition, each individual should demonstrate a promise of continual development as a valued colleague and friend to the school and community.

A faculty member at the Assistant Professor rank with a probationary period of six years should seek promotion and tenure at the end of the fifth year. A faculty member at the Associate Professor or Professor rank will normally have a probationary period of four years before seeking tenure and would seek tenure at the end of the third year. If a faculty member’s original appointment at MUSM comes with tenure relevant experience, the probationary period may be reduced. The appointment letter will state the length of the probationary period and the latest date that the faculty member may seek promotion and tenure (Assistant Professor) or tenure (Associate Professor or Professor). An Assistant Professor may apply for promotion and tenure only once and an Associate Professor or Professor may apply for tenure only once, so faculty should consider carefully the decision to seek promotion and/or tenure prior to the end of the probationary period.

In the event that tenure is not granted by the expiration of the probationary period, or following an unsuccessful early application for tenure, a faculty member will receive a non-renewable, one-year contract. Tenure begins no later than the beginning of the seventh academic year for an Assistant Professor with a six-year probationary period. Tenure begins no later than the beginning of the fifth academic year for an Associate Professor or Professor with a four-year probationary period.

For examples of these timelines, see Charts 1 and 2-Dates of Importance for Tenure Applications.

Careful review of the Standards for Tenure will indicate areas of expectation for a MUSM faculty member. The application will lead the faculty member to develop a very personalized profile. This profile should clearly indicate and document that a candidate has occupied himself or herself, with academic pursuits that contribute to the programs of MUSM. The major areas that have occupied a candidate’s time and effort must demonstrate recognizable and professional development and value to the institution. Although contributions are expected in all of the traditional academic areas, clearly a major time commitment in one or more of these areas may well be at partial expense of the others; however, no area should be excluded in one's pursuit of professional excellence.

Faculty members should develop a progressive record of expertise in a primary area of responsibility with proficiencies in other areas. Documentation of expertise and proficiencies are expected through progressive acknowledgement from local, state, regional, national, and perhaps international sources. In general, faculty members advancing to the ranks of Associate Professor and Professor should seek to make at least a minimal contribution each year in each of the areas of teaching, research/scholarship/creative endeavors, clinical service, administrative service (if applicable), and institutional and academically related public service, as appropriate. Early development of personal goals and documenting accomplishments with a career portfolio will facilitate the process of the advancement application. Faculty members should take advantage of faculty development opportunities and mentoring to direct their careers.
The Office of Faculty Affairs routinely provides assistance and guidance as approved by the Promotion and Tenure Committee in the form of suggested outlines and templates to assist with the preparation of applications. Detailed information regarding documentation, acceptable evidence, and examples will be provided and updated periodically so applicants are urged to seek guidance from the Promotion and Tenure Committee or the Office of Faculty Affairs and not rely on information from colleagues who may have engaged in the process at an earlier date.

**Change in Tenure Status:**
A faculty member may request to change from the tenure track appointment to a non-tenure track appointment prior to tenure review. A faculty member may also request to change from a non-tenure track appointment to a tenure track appointment. In the latter case, a four or six-year probation begins on July 1 (the beginning of the academic year) following the change (four years for Associate Professors and Professors and six years for Assistant Professors). This decision should be made with the support of the department chair and should be based on the long-term needs of the individual as well as the department. Requests must be submitted in writing by the department chair for the Dean’s consideration. Requests may be granted based upon the long-term needs of the medical school and the university.

Immediate tenure upon appointment is not a usual condition of appointment. Certain individuals of exceptional merit who already have tenure in other universities may warrant tenure as a condition of employment or following a brief probationary period.

**Delay in the tenure review:**
There may be occasions when a faculty member encounters certain circumstances, which may justify a delay in the scheduled tenure review process. To be considered for an extension, the faculty member must make a written request to the department chair documenting that his or ability to demonstrate readiness for the grant of tenure has been substantially impaired. Faculty should submit this request when it becomes apparent that circumstances will substantially affect their readiness for tenure rather than waiting until the year in which the review is scheduled.

The faculty member should provide the following information:

1. Date of Appointment
2. Terminal tenure year decision
3. Reason for requesting an extension
4. Date of the event
5. Explanation of how the nature of the event substantially burdened (or will burden) progress to tenure
6. Outline of the specific work for which progress has been (or will be) hampered

If approved by the department chair, the Dean considers the request, and if approved, the recommendation is subsequently considered by the Provost. If denied prior to reaching the Provost, the faculty member may appeal to the Provost.

Examples of circumstances that might justify a delay in the tenure review:

1. Birth or adoption of child
2. Illness or disability of a family member
3. Personal or family tragedy
4. Catastrophic change in the research environment that significantly delays or terminates
5. Other justifiable changes in the research goals of the individual or the department that adversely affect the scholarly productivity of the faculty member
6. Unforeseen imposition of additional department or university duties on the faculty member that significantly detracts from the time available for scholarly activity
7. Formal enrollment and engagement in additional advanced degree work that was previously approved by the institution.

5.10 Application for Tenure

The following outline is provided to document contributions in each of the applicable areas specified for tenure. Candidates should also submit documentation requested of faculty applying for promotion (see Section 5.7).

MATERIAL ESSENTIAL FOR EVALUATION OF TENURE

A. Quality of teaching and attention given to students as individuals. For example:
   - Evidence of high standards of teaching through evaluations by students
   - Peer-review of teaching evaluation
   - Evidence of improvement
B. Breadth, depth, and variety of education and experience. For example:
   - Evidence of continual education in areas of proficiency
   - Evidence of developing expertise
   - Evidence of disseminating skills and experience
C. Professional achievement and scholarship. For example:
   - Evidence of professional achievement and scholarship external to MUSM
D. Responsible participation in group deliberative processes. For example:
   - Evidence of participation in group efforts
   - Evidence of cooperation with colleagues and collegiality
E. Professional responsibility and service to the school and community. For example:
   - Evidence of responsibility and service to school
   - Evidence of responsibility and service to university

5.10.1 TERMINATION DATE OF THE PROBATIONARY PERIOD

An appointment to Tenure Track generally includes a probationary period. Tenure is requested by submission of an application to the department Chair. The application is forwarded to the Promotions and Tenure Committee for review and a recommendation is made to the Dean. Upon the recommendation of the Dean and approval by the University Board of Trustees, the President of the University grants tenure.

The latest recommended date for initiating application for tenure is 12 months prior to the expiration of the probationary period. Upon formal request, the Promotions and Tenure Committee will provide confirmation of the latest date for initiating application for tenure on request to any tenure track faculty member. The procedure for the response to and subsequent review of the candidate shall be determined by the department in accordance with the University Faculty Handbook. The Dean’s Office will forward all applications to the Promotion and Tenure Committee.
A probationary period is specified for tenure track faculty at the time of employment. This period is usually six or four years. The faculty member should refer to the initial contract letter to determine the probationary period. Some faculty members may have special probationary periods that are not six or four years. These conditions will be noted in the appointment letters.

If a probationary date applies, make an application at least 12 months prior to this date. If this date does not apply, determine the departmental dates for review. Preparation for these should begin no later than the spring prior to application submission.

Example: For a 6-year probationary period, the faculty member should initiate application preparation and submission during the fifth academic year. The application will be reviewed during the fall for a recommendation to the Dean by the second Friday in January; the Provost, President and Board of Trustees make a final decision in the spring. If tenure is not granted by the end of the sixth year, the faculty member will receive a one-year non-renewable contract with a starting date of July 1 of the seventh year. The time frame differs for a faculty member with a four-year probationary period. See Chart 1- Dates of Importance for Tenure Applications for an explanation of application time frames.
CHART 1: Six Year Probationary Period Example

Dates of Importance for Tenure Applications

<table>
<thead>
<tr>
<th>Probationary Periods</th>
<th>Dates of Importance for Tenure Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>07/01/22</td>
</tr>
<tr>
<td></td>
<td>07/01/23</td>
</tr>
</tbody>
</table>

The tenure clock begins with the first July 1st after employment starting date at MUSM. For example, if the employment date was September, the tenure clock would not begin until July of the next year. Important dates for tenure applicants are shown. This chart shows a typical tenure timeline for an Assistant Professor.

### Six-Year Probationary Period Example

<table>
<thead>
<tr>
<th>Begin tenure clock</th>
<th>07/01/17</th>
<th>07/01/18</th>
<th>07/01/19</th>
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<tr>
<td>07/01/23</td>
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</tr>
</tbody>
</table>

**FIRST JULY 1**

- First July 1
- 2nd 7/1
- 3rd 7/1
- 4th 7/1
- 5th 7/1
- 6th 7/1
- June 30th
- 7th 7/1

**YEARS COMPLETE**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**Submit letter of intent to department chair and dean. Prepare Application for October review**

- Tenure Approved
- Tenure begins
- 1-year non-renewable contract

**EARLY APPLICATION PERIOD**

---

6 Please refer to your contract to determine your probationary period. Some Faculty members may have special probationary periods that are not 6 or 4 years. These conditions will be noted in their appointment letters.

7 Approved: August 2003

8 Reflects a minimum of 5 years as Assistant Professor
**CHART 2: Four Year Probationary Period Example**

**Dates of Importance for Tenure Applications**

**Tenure Applicant:**
Appointment Date:

Some applicants join MUSM at a rank higher than Assistant Professor. These Faculty members may have a four-year probationary period. The tenure clock begins with the first July 1st after employment starting date at MUSM. For example, if the employment date was September, the tenure clock would not begin until July of the next year. Important dates for tenure applicants are shown. This chart shows a tenure timeline for an Associate Professor/Professor with an application for tenure.

### Four-Year Probationary Period

<table>
<thead>
<tr>
<th>Begin tenure clock</th>
<th>07/01/2017</th>
<th>07/01/2018</th>
<th>07/01/2019</th>
<th>07/01/2020</th>
<th>Four Year Probation Ends 2021</th>
<th>7/01/2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>First July 1</td>
<td>2nd 7/1</td>
<td>3rd 7/1</td>
<td>4th 7/1</td>
<td>June 30th</td>
<td>5th 7/1</td>
<td></td>
</tr>
<tr>
<td>Years Complete</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Submit letter of intent to department chair and dean</td>
<td>Prepare application for October review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tenure Approved</td>
<td>Tenure Denied</td>
<td>1-year non-renewable contract</td>
</tr>
</tbody>
</table>

**EARLY APPLICATION PERIOD**
5.11  REQUEST/NOMINATION FOR EMERITUS/EMERITA FACULTY STATUS

Candidate:

Address:

Current rank, title and date of appointment:

Date and rank of Previous MUSM appointments:

Area of professional expertise:

Joint Appointment (if so, include the department and the date of appointment):

______________________________________________________________

Request/Nomination For:

Name ___________________________ Department __________________________

• Provide complete Curriculum Vitae.

• Letters of Support. Provide at least two letters of support that provide evidence of significant contribution to the School and/or University in at least two of the following areas:

  ◆ Excellence in instruction or curricular innovation
  ◆ National recognition for scientific or service contribution
  ◆ Excellence in service to the institution
  ◆ Service to the community
  ◆ Distinguished scholarly contribution(s)
  ◆ Professional awards and honors

• Does the Candidate being recommended favor Emeritus Status? __________________

• Name of Person Recommending Candidate: ________________________________
5.12 PROMOTION AND TENURE CHECKLIST AND IMPORTANT DATES

Prior to July
- Discuss with department chair progress toward promotion and/or tenure and intent to submit an application.
- Determine the departmental policy for Promotion and/or Tenure as early as possible to determine any additional requirements and dates.
- Attend Promotion and Tenure Workshop (recommended).
- Determine dates for submitting an application.

July 1
- Submit letter of intent to submit an application to the department chair with a copy to the Dean.

Mid-August
- Discuss with department chair names of referees and prepare materials to submit to referees. Request that department chair solicit letters of support.
- Send requests to referees and provide them with MUSM promotion and/or tenure standards. Request that letters be sent directly to the Dean’s Office.

September
- Submit application to department chair on September 1, or as requested. This allows the chair and the department Review Committee (if applicable) to review the application prior to writing recommendation letters.
- Make changes to application based on department and department chair feedback.
- Department chair and department review committee prepare recommendation letters.

October
- Submit completed applications and supporting material electronically to the Dean by 5:00 p.m. on the first working day in October.

Oct – Dec
- Promotions and Tenure Committee deliberates.
- 3rd Friday in December Promotions and Tenure Committee sends recommendations and supporting documents to the Dean according to the schedule established by the Provost.

Mid-January
- Dean considers the recommendations of the department chair/unit director and the Promotions and Tenure Committee before making a recommendation to the Provost. The action taken by the Dean, and all subsequent applicable notification and review procedures, shall be in accordance with the University Faculty Handbook.

Mid- April
- The Provost’s Office makes recommendations to the Board of Trustees at the April meeting. The Dean notifies applicants of Board of Trustees’ actions.

Note: Applicants will not be informed of the Promotions and Tenure Committee recommendation to the Dean nor will they be informed of the Dean’s recommendation to the Provost.
5.13 Committee on Faculty Promotions and Tenure By-Laws

8.1 Membership

8.1.1 The Faculty Promotions and Tenure Committee shall consist of the following members all of whom shall be tenured or on a non-tenure track (11 voting members with a quorum of 6 members):

a. Four members from clinical departments, with at least one member from the Macon Campus and at least one member from the Savannah Campus.
b. Three members from Basic Medical Sciences, with at least one member from the Macon Campus and at least one member from the Savannah Campus.
c. One member from Community Medicine.
d. One member from the Medical Library.
e. Two members from the Faculty-at-large at the rank of Professor.

8.1.2 The assistant/associate deans for Faculty Affairs shall be ex officio members without vote.

8.1.3 The Committee may be assisted by subcommittees for advice and guidance in specialty areas of medical practice or basic science. Such subcommittees shall be appointed by the Committee as needed and shall consist of one regular member of the Committee and two other members of the Faculty who reflect the special needs of the subcommittee.

8.1.4 Meetings are held in executive session unless announced otherwise. Only Committee members and persons specifically invited by the Chair may attend.

8.2 Duties and Responsibilities of the Faculty Promotions and Tenure Committee

The duties and responsibilities of this committee shall be as follows:

8.2.1 To provide assistance to faculty members seeking clarification of policies and procedures for promotion and tenure.

8.2.2 To review applications submitted by Faculty members for promotion and tenure.

8.2.3 To make recommendations to the Dean on Faculty promotions and granting of tenure.
   a. Recommendations will reflect decisions from Committee members who are Professors or who are at a higher rank than that of the candidate.
   b. Committee deliberations shall be confidential and reported only to the Dean.

8.2.4 To review and make recommendations to the Executive Council to ensure that the standards and guidelines are up to date.

8.2.5 To receive additional application material from a candidate after the submission deadline and prior to committee review if the new material reflects a change in status of items in the application.

8.2.6 To consider the candidate’s application in making recommendations on the candidate’s promotion and/or tenure.

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9 Section 5.13 duplicates Article 8 of the Bylaws of the Faculty Mercer University School of Medicine
Chronology of REVISIONS, APPROVALS, EDITS & UPDATES OF SECTION 5:

- 2002  Operational Procedures (5.12) approved by MUSM P&T Committee
- July 14, 2003  Document revisions approved by MUSM Faculty
- August 2003  Chart 1: Probationary Periods – Dates of Importance for Tenure Application approved by W. G. Solomon, University General Counsel
- August 1, 2003  Document updated by L. Adkison
- September 30, 2003  Operational Procedures (5.12) revised & approved by MUSM P&T Committee, and document updated by L. Adkison
- April 6, 2004  Library Faculty sections approved by MUSM Executive Committee & document updated by L. Adkison
- May 2, 2005  Article 11. FACULTY PROMOTIONS AND TENURE COMMITTEE of the BYLAWS OF THE FACULTY OF MERCER UNIVERSITY SCHOOL OF MEDICINE approved by MUSM Faculty.
- June 17, 2005  Document reviewed by MUSM P&T Committee, edited by J. Boltri, D. Harris & J. LaBeause & document updated by J. LaBeause
- June 2006  Document reviewed by J. Boltri & D. Harris, Chart 1 corrected by L. Adkison & document updated by J. LaBeause
- May 2010  Research Faculty sections approved by MUSM Executive Committee & faculty, document updated by J. Boltri, M. Dent & J. LaBeause
- June 2013  Document updated with “Request for Promotion and/or Tenure” and associated changes; CV template updated, guidelines for documentation and electronic submission added as appendix by M. Dent
- August 2017  Library Track reinstituted on recommendation of P&T Committee and approval by the Executive Council through an electronic vote. Document updated by M. Dent.