

5 PROCEDURES, GUIDELINES, AND TIMELINES FOR FACULTY APPOINTMENT, PROMOTION, AND TENURE

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5 PROCEDURES, GUIDELINES, AND TIMELINES FOR FACULTY APPOINTMENT, PROMOTION, AND TENURE

5.1 INTRODUCTION

Section 5 sets forth the Procedures, Guidelines, and Timelines for Faculty Appointment, Promotion, and Tenure. Supporting this section are definitions of Faculty, Ranks, and Titles. This section also provides guidelines for requesting a change of promotion track and a change in professional distribution of effort.

The appointment, promotion, and tenure of Faculty are guided by standards established by the faculty. It is the faculty member's responsibility to provide evidence in support of an application for promotion or tenure using the standards as a guide.

Individual departments within the School of Medicine may develop additional policies, criteria, and procedures for promotion and tenure, however these shall not conflict with those specified in this section or with those specified in the Mercer University Faculty Handbook. Faculty should carefully examine these departmental policies, criteria, and procedures before initiating an application.

5.2 FACULTY APPOINTMENT

5.2.1 Appointment to the Medical School Faculty

As described below, Faculty are appointed as full-time, part-time, or volunteer faculty. A faculty appointment is distinct from employment status. The President makes all faculty appointment offers on the recommendation of the Dean and the Provost. The Dean requests the initial appointment to the Faculty to fulfill specific goals and objectives of the medical school and an individual department or section of the medical school.

Full-time faculty

Full-time faculty members are those contributing 0.5 or more full-time-equivalents (FTE) in support of the School's mission, including teaching, scholarship, clinical practice, administration, and service. These faculty are expected to provide evidence in applications for promotion, tenure, or both, of effective teaching, scholarship, clinical practice (if applicable), administrative service, and responsible, active contributions to the school as part of institutional and academic service. An expectation for scholarship varies among the promotion tracks.

Full-time faculty may be salaried or non-salaried. Salaried faculty are those who are MUSM employees. Full-time salaried faculty may be appointed to a tenure track or to a non-tenure track. Non-salaried full-time faculty are those with faculty appointments but who are not MUSM employees. Full-time non-salaried faculty are appointed to a non-tenure track and are therefore not eligible for tenure. Full-time, non-salaried faculty members include those faculty associated with clinical affiliates of MUSM (e.g., Coliseum/HCA, Navicent/Atrium, Memorial/HCA, Columbus Regional/Piedmont and St. Francis/Emory) who contribute to the educational mission of the medical school by teaching medical students, graduate students, residents, and/or fellows. Initial appointment of full-time, non-salaried faculty may be at the request of a department chair and the Dean. The President grants initial faculty appointments on the authority of the Board of Trustees.

Part-time faculty

Part-time faculty members are those who contribute less than 0.5 FTE in support of the School's mission, including research, teaching, clinical practice, administration, and service. These faculty usually provide a variety of individualized services or skills to MUSM that are primarily teaching and service. Part-time faculty may be paid by MUSM or a clinical affiliate for their services. Part-time faculty are appointed to a non-tenure track and are not eligible for tenure at MUSM.

Volunteer faculty

Volunteer faculty provide a variety of individualized services or skills to MUSM. These services are primarily teaching and service to a department, program, the school, or a clinical affiliate. Volunteer faculty receive no pay from MUSM or the clinical affiliate. Volunteer faculty are appointed to a non-tenure track and are not eligible for tenure at MUSM.

Adjunct Faculty

Adjunct faculty are those who hold a primary appointment in another educational institution and a secondary appointment within MUSM. These appointments are made by the Dean at the request of the chair of the secondary department or school. Full faculty privileges are retained for the primary appointment. Adjunct faculty may not advance in rank at MUSM and are appointed to a non-tenure track and are not eligible for tenure at MUSM.

Joint Faculty

Joint faculty are those with a primary appointment in a department within MUSM who also hold an appointment in another MUSM department (i.e., a joint appointment in a secondary department). These appointments are made by the Dean and at the request of the chair of the secondary department with approval from the chair of the primary department.

Visiting Faculty

Visiting faculty are those with a full-time appointment at another institution who are temporarily assigned responsibilities at the School of Medicine. The faculty member will retain the faculty rank of the parent institution. Such appointments are short-term, generally one year or less. Visiting faculty may not advance in rank at MUSM and are appointed to a non-tenure track and are not eligible for tenure 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 may be nominated for Emeritus/Emerita status. The application may be considered after announcing a retirement, but the title may not be received until after retiring from MUSM. The nomination should be submitted to the Dean. The Promotion and Tenure Committee will review the application and make a recommendation to the Dean. If the Dean and Provost support the nomination, the request is submitted to the President and then the Board of Trustees for confirmation.

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

Emeritus/Emerita faculty employed by Mercer University are entitled to the benefits and privileges as determined by Section 2.4.4 in the Mercer 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 MUSM library, may continue to be eligible to teach or perform research as needed, may be eligible to serve on committees, and may be eligible for other privileges as determined by the Dean.

5.2.2 Medical School Faculty Appointment Procedures

At the time of appointment, reappointment, or salary notification, the faculty member will receive a letter that indicates the faculty title, nature, duration, tenure status, and salary (if applicable) of their appointment. All faculty are appointed to a promotion track that reflects the general scope of their contributions. The general expectations for appointment on each promotion track are outlined in Section 5.4 Standards for Faculty Appointment and Promotion in the Mercer University School of Medicine Handbook. The Dean, at the request of the department chair, requests the initial Medical School Faculty appointment from the Provost and the President. At the time of initial appointment, the department chair should recommend the following:

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

Overview of promotion 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 in consideration of each faculty member's career goals, faculty are appointed to one of eight promotion tracks:

- **Tenure Track:**
This track recognizes faculty members who make critical contributions to 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 clinical and non-clinical faculty 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 for promotion on this track. Faculty on this track are not eligible for tenure.

- **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 are usually core residency faculty and/or faculty who 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, teaching, and supervising medical students, residents, and fellows. Some demonstration of scholarship will be required for promotion on this track. Faculty on this track are not eligible for tenure.
- **Clinical Scholar Track:**
 This track recognizes faculty with a commitment to active participation in the education of medical students and residents/fellows. These faculty are expected to maintain a clinical practice, disseminate clinical knowledge and techniques through scholarly publications and professional communications, and to generate extramural funding. Faculty on this track are not eligible for tenure.
- **Clinical Faculty Track:**
 This track recognizes faculty who are involved in clinical practice with minor contributions to the undergraduate and/or graduate program. These faculty are typically community physicians in private practice settings who support the programs and educational mission of the school as a volunteer or for a small stipend. Faculty on this track are not eligible for tenure.
- **Administrator Track:**
 This track recognizes the faculty with substantial assignments of effort (> 50%) in administration. 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. A faculty member on the Tenure Track who is granted tenure may be subsequently appointed to the Administrator Track if their professional development effort in administration has increased; the faculty member maintains tenure status. Once an individual is assigned to the administrator track, then the promotion requirements of the administrator track would be followed.
- **Research Track:**
 This track recognizes faculty who primarily support the research mission of the school and contribute less than 0.3 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. These faculty are expected to generate extramural funding sufficient to support at least 70% of their 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. Faculty on this track are not eligible for tenure.
- **Library Track:**
 This track recognizes faculty who provide a full range of library services to the medical school, clinical affiliate faculty and campuses, and community-based physicians who support the educational programs and mission of the school and the public. Faculty on this track are not eligible for tenure.

5.2.3 Changes in Faculty Promotion Track and Distribution of Professional Effort:

A request to move from one track to another track may be initiated when it becomes apparent that circumstances will substantially affect readiness for promotion and/or tenure. While a faculty member may at any time request a change from one promotion track to another promotion track, a request to move from the tenure track should be initiated no earlier than three years and no later than four years on the tenure track. The request to change faculty track should be faculty-initiated and represent a change in personal career goals and expectations. Any decision to change track or to change the distribution of professional effort 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 and/or distribution of professional effort. If approved by the department chair, the request is taken under consideration by the Dean, and if approved, is subsequently considered by the Provost, who makes the final decision. If the request to change tracks is approved, the faculty member should expect to remain in the new track for three years before seeking promotion. This allows the faculty member to demonstrate that their contributions are in accordance with the qualitative and quantitative expectations for promotion in the track.

To initiate a change in track or distribution of professional effort:

- Discuss the change with the department chair.
- Submit a letter to the department chair outlining the following: Date of Appointment, date of terminal tenure year, if applicable, and reason(s) for requesting the change in track or distribution of professional effort.
- The department chair submits the faculty member's letter and a letter of support to the Dean.
- If approved by the Dean, the request is subsequently considered by the Provost.
- If denied prior to reaching the Provost, the faculty member may appeal directly to the Provost.

5.3 FACULTY ACADEMIC RANK AND TITLE

5.3.1 Faculty Academic Rank

In addition to appointment to a promotional track, all faculty are assigned to one of four academic ranks at the initial appointment:

- Instructor
- Assistant Professor
- Associate Professor
- Professor

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 who possesses the potential for continued professional growth and should possess the promise of continued service and teaching to 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.
 - A minimum of 3 years of relevant experience.
- An individual with a doctoral degree and without post-degree training may be appointed to rank of Assistant Professor upon the recommendation of the department chair and approval by the Dean.
- A librarian with a master's degree may be appointed to the rank of Assistant Professor with the approval of the Dean.

Associate Professor

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

5.3.2 Faculty Title

Faculty on the Tenure Track, Medical Educator Track, Clinical Educator Track, Clinical Scholar Track, Administrative Track, and Library Track shall refer to the rank and to the department in which they are 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).

Within the Clinical Faculty 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).

5.4 STANDARDS FOR FACULTY APPOINTMENT AND PROMOTION

5.4.1 Standards for Faculty Appointment

The President makes all faculty appointment offers on the recommendation of the Dean and the Provost. 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, academic service, and productivity.

5.4.2 Standards for Faculty Promotion

Faculty may seek promotion through the Promotion and Tenure Committee. A full application, including a letter of request from the department chair addressed to the Dean and a complete *curriculum vitae* of the faculty member, should be submitted to the Office of Faculty Affairs following review by the faculty member’s department. The Office of Faculty Affairs forwards the application and supporting documentation to the Dean and to the Chair of the Promotion and Tenure Committee. Each year the Promotion and Tenure Committee will post an application template and detailed instructions regarding the process. The application package should thoroughly address the Standards for Faculty Promotion, 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 academic service, as applicable.

5.4.3 Promotion Track Requirements for Appointment and Promotion

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 may be demonstrated and promotion may be awarded without the candidate having fulfilled every single criterion specific to the track. In the tables below, it is expected that higher ranks will meet criteria cited for lower ranks. Section 5.5.3, Qualitative Determination by Domains of Accomplishment, provides more detailed examples of accomplishments.

TENURE TRACK

This track recognizes faculty members who make critical contributions to 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 1. Track Requirements For Appointment Or Promotion On The Tenure Track

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Teaching	Demonstrated teaching aptitude through experience or training	Demonstrated teaching excellence	Demonstrated sustained teaching excellence
Scholarship	Demonstrated potential for developing scholarship through experience or training	<ul style="list-style-type: none"> • Demonstrated scholarship validated through peer-review • Demonstrated initial success in obtaining funding 	<ul style="list-style-type: none"> • Demonstrated sustained scholarship validated through peer-review • Expectation of sustained extramural funding
Clinical Practice	Little or none	Little or none	Little or none
Administration	Little or none	Little or none	Little or none
Institutional and Academic Service	Demonstrated initial/limited service 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
Reputation	Local	Regional/National <ul style="list-style-type: none"> • Established area of expertise in one’s field • Validation of teaching, scholarship and service at a regional or national level 	National/International <ul style="list-style-type: none"> • Sustained excellence and focal expertise • Demonstration of expertise in one’s field at a national or international level

MEDICAL EDUCATOR TRACK

This track recognizes clinical and non-clinical faculty 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 for promotion on this track. Faculty on this track are not eligible for tenure.

Domain	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Teaching	Previous experience or potential aptitude and willingness to develop capability in teaching	Demonstrated teaching aptitude through experience or training	<ul style="list-style-type: none"> • Demonstrated teaching commitment and expertise as evidenced by: • Consistent effective teaching, development of curriculum, methods, or assessment materials • Mentor/adviser to colleagues, residents, students 	<ul style="list-style-type: none"> • Demonstrated sustained teaching excellence • Distinguished record as demonstrated by teaching awards
Scholarship	Demonstrated capacity for scholarship	Demonstrated potential for developing scholarship through experience or training	<ul style="list-style-type: none"> • Evidence of publication success • Presentation of scholarly work at regional conferences or professional meetings 	<ul style="list-style-type: none"> • Record of peer reviewed publications • Presentation of scholarly work at national conferences or professional meetings
Clinical Practice	Little or None	Little or None	Little or None	Little or None
Administration	None	Little or none	Little or none	Little or none
Institutional and Academic Service	Demonstrated initial/limited service to/for school, university, and/or hospital	Demonstrated initial/limited service to/for school, university, and/or hospital	Demonstration of service contributions to/for school, university, and/or hospital	Demonstration of sustained service to department/division, school, university and/or hospital
Reputation	Local	Local	Local/Regional <ul style="list-style-type: none"> • Established expertise in teaching 	National and/or international <ul style="list-style-type: none"> • Recognized expertise at national or international level

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 are usually core residency faculty and/or faculty who 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, teaching, and supervising medical students, residents, and fellows. Some demonstration of scholarship will be required for promotion on this track. Faculty on this track are not eligible for tenure.

	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Teaching	Previous experience or aptitude and willingness to develop teaching capabilities	Demonstrated teaching aptitude through experience or training	Demonstrated teaching effectiveness	Demonstrated and sustained teaching excellence
Scholarship	Little or none	<ul style="list-style-type: none"> Evidence of initial publication success Participation in QI-Patient Safety Initiatives 	<ul style="list-style-type: none"> Demonstrated success in scholarship Leadership role in QI-Patient Safety Initiatives 	Publication and presentation of peer reviewed scholarly work
Clinical Practice	Aptitude in patient care	<ul style="list-style-type: none"> Demonstrated competence in clinical, diagnostic, procedural or other professional work Considered a very good clinician or professional by students, residents, fellows and faculty 	<ul style="list-style-type: none"> Demonstrated expertise in specialty area Consistently favorable reports on such measures as peer assessment, patient satisfaction, outcomes assessments, productivity and efficiency 	<ul style="list-style-type: none"> Demonstrated expertise in developing, implementing, and directing clinical or professional programs and patient care activities Develops new techniques, therapies, or health care delivery systems
Administration	None	Little or none	Serves in a position that involves significant time in administrative activities such as a dean, department chair	<ul style="list-style-type: none"> Special consultant appointments and/or lectureships major leadership role of hospital or institution Serves as a section chief, director or leader of a clinical area

Institutional and Academic Service		<ul style="list-style-type: none"> • Serves on committees in the department, school, university and/or hospital • Participates in local professional society 	<ul style="list-style-type: none"> • Demonstrated service to/for school, university, and/or hospital and the profession • Leader and advocate for improving patient care services 	<ul style="list-style-type: none"> • Demonstrated sustained service to the department /division, school, university and/or hospital and the profession • Advocate to improve patient care services regionally/statewide
Reputation	Local	Local	State/Regional <ul style="list-style-type: none"> • Established expert in one's field • Validation of teaching, scholarship and clinical practice at a local, state, or regional level 	Regional/National <ul style="list-style-type: none"> • Recognized expertise in one's field at a regional, national, or international level • Source of referral for expert opinion

CLINICAL SCHOLAR TRACK

This track recognizes faculty with a commitment to active participation in the education of medical students and residents/fellows. These faculty are expected to maintain a clinical practice, disseminate clinical knowledge and techniques through scholarly publications and professional communications, and to generate extramural funding. Faculty on this track are not eligible for tenure.

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Teaching	Previous experience or potential for effectively educating medical students or residents/fellows.	<ul style="list-style-type: none"> • Effective teacher • Mentor/advisor to colleagues, residents, graduate and/or medical students • Supervise or coordinate teaching by others • Develop educational and assessment materials 	<ul style="list-style-type: none"> • 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
Scholarship	<ul style="list-style-type: none"> • Focused, investigator-initiated area of scholarship • Evidence of potential to function independently as a scholar 	<ul style="list-style-type: none"> • Disseminate results of scholarship, typically as peer-reviewed publications • Leadership role in QI-Patient Safety Initiatives 	<ul style="list-style-type: none"> • Sustained scholarship validated through peer review • Extramurally funded research
Clinical Practice	Appropriate clinical training and potential for excellence in clinical practice	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Administration			<ul style="list-style-type: none"> • Leadership role in hospital/practice setting

Institutional and Academic Service	Serves on local institutional committees	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Reputation	Local	Regional/National <ul style="list-style-type: none"> • Established expert in one's field • Validation of teaching, scholarship and clinical practice at a local, state, or regional level 	National/International <ul style="list-style-type: none"> • Recognized expert in one's field at a national or international level • Source of referral for expert opinion

CLINICAL TRACK

This track recognizes faculty who are involved in clinical practice with minor contributions to the undergraduate and/or graduate program. These faculty are typically community physicians in private practice settings who support the programs and educational mission of the school as a volunteer or for a small stipend. Faculty on this track are not eligible for tenure.

Table 6. Criteria for Appointment or Promotion on the Clinical Track				
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Teaching	Previous experience or potential aptitude for competently educating medical students, residents/fellows, or graduate students	Previous experience or potential aptitude for competently educating medical students, graduate students or residents/fellows	<ul style="list-style-type: none"> Effectively supervises trainees in an ambulatory care setting, inpatient service, and procedural skills facilities Mentors/advises colleagues, students, and residents 	<ul style="list-style-type: none"> Demonstrates sustained teaching excellence Effective role model and mentor for students, trainees and colleagues
Scholarship	Little or none	<ul style="list-style-type: none"> Involved in scholarly activity Participation in QI-Patient Safety Initiatives 	<ul style="list-style-type: none"> Evidence of initial scholarship success Leads QI-Patient Safety Initiatives 	<ul style="list-style-type: none"> Publication of peer reviewed scholarly work Presentation of peer reviewed scholarly work
Clinical Practice	Aptitude in patient care	<ul style="list-style-type: none"> Demonstrates competence in clinical, diagnostic, procedural or other professional work Considered a very good clinician or professional by students, residents, fellows and faculty 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Directs clinical or professional programs and patient care activities Leadership role in hospital/ practice setting
Administration	None	Little or none	Little or none	Little or none

Institutional and Academic Service			<ul style="list-style-type: none"> • Active member of professional society • Advocate for improving patient care services locally • Provides meaningful service contributions to MUSM as a volunteer preceptor or to the community 	<ul style="list-style-type: none"> • Leadership role in professional society • Advocate for improving patient care services regionally/statewide
Reputation	Local	Local	Local/Regional <ul style="list-style-type: none"> • Established area of expertise in one's field • Validation of practice at a local, state, or regional level 	State/National <ul style="list-style-type: none"> • Evidence of regional and/or national recognition • Recognized expertise in one's field at a regional, national, or international level

ADMINISTRATOR TRACK

This track recognizes the faculty with substantial assignments of effort (> 50%) in administration. 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. A faculty member on the Tenure Track who is granted tenure may be subsequently appointed to the Administrator Track if their professional development effort in administration has increased; the faculty member maintains tenure status.

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

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Teaching	Previous experience or potential aptitude for competently educating medical students, residents/fellows, or graduate students	<ul style="list-style-type: none"> • Consistently demonstrates effective teaching ability • Participation in medical school curriculum (lectures, tutorials, courses, dissertation committees) • Mentors/advises colleagues, residents, and medical students • Develops curricular and assessment materials • Supervises or coordinates teaching by other faculty, fellows, or residents 	<ul style="list-style-type: none"> • Demonstrated sustained teaching competence • Participation in regional/national educational activities • Develops educational and assessment materials which are used regionally or nationally • Organizes a training program that has a regional or national audience
Scholarship	Evidence of potential to function independently as a scholar	Demonstrated scholarly productivity	Demonstration of continued scholarship
Clinical Practice	Appropriate clinical training and potential for excellence in clinical practice.	<ul style="list-style-type: none"> • Consistently favorable reports on such measures as peer assessment, patient satisfaction, compliance with care guidelines, outcomes assessments, productivity and efficiency • Demonstrates expertise in specialty area 	<ul style="list-style-type: none"> • Directs clinical or professional programs and patient care activities • Leadership role in hospital/practice setting • Develops new techniques, therapies, or health care delivery systems that improve the health of the population served
Administration		<ul style="list-style-type: none"> • Serves as an assistant or associate dean or other administrative appointment, e.g. chair, vice or associate chair of a department • Evidence of effectiveness in major role through completed projects • Evidence of effective leadership in department/ school/hospital projects, committees, task forces 	<ul style="list-style-type: none"> • Evidence of effectiveness in major role through completed projects • Evidence of effective leadership in projects, committees, task forces

Institutional and Academic Service		<ul style="list-style-type: none"> • Serves on medical school and hospital committees • Leadership role or committee service in professional society • Board membership in health-related organizations or agencies • Participates in relevant state, regional/national professional societies • Advocate for improving patient care services locally or regionally 	<ul style="list-style-type: none"> • Sustained service to the department/division, school, university and/or hospital • Leadership role in national professional society or advocacy organizations • Regular or ad hoc member of a national research committee, clinical review committee, editorial boards, study sections
Reputation	Local	Regional/National <ul style="list-style-type: none"> • Established expert in one's field • Validation of teaching, scholarship and administrative practice at a local, state, or regional level 	National/International <ul style="list-style-type: none"> • Recognized expert in one's field at a regional, national, or international level • Evidence of regional and/or national recognition

RESEARCH TRACK

This track recognizes faculty who primarily support the research mission of the school and contribute less than 0.3 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. These faculty are expected to generate extramural funding sufficient to support at least 70% of their 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. Faculty on this track are not eligible for tenure.

Table 7. Track Requirements For Appointment/Promotion to the Research Track

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Teaching	Previous experience or potential aptitude for competently educating medical students, residents/fellows, or graduate students	<ul style="list-style-type: none"> • Participation in medical school curriculum • Demonstrates effective teaching ability • Supervises students in the laboratory • Mentors/advises students, colleagues, residents 	<ul style="list-style-type: none"> • Demonstrated competence in teaching • Continued participation in mentoring/advising activities
Scholarship	Demonstrated potential for developing scholarship/ research activity	<ul style="list-style-type: none"> • Demonstrated scholarship/ research activity • Initial publication success in peer reviewed publications • Success in securing extramural funding • Evidence of independent research 	<ul style="list-style-type: none"> • Demonstration of sustained scholarship/ research activity • Demonstration of expertise in one's field at the national and/or international levels • Sustained extramural funding
Clinical Practice	Little or none	Little or none	Little or none
Administration	Little or none	Little or none	Little or none
Institutional and Academic Service	Interest in service	<ul style="list-style-type: none"> • Active member of professional society • Peer review of submitted manuscripts, grants, and/or service on study section • Service on university, school, or departmental/ divisional committees 	<ul style="list-style-type: none"> • Leadership role in professional society • Demonstration of service to the department/ division, school and/or university • Peer reviewer of submitted grants for an extramural funding agency • Service on a national committee
Reputation	Local	Regional/National <ul style="list-style-type: none"> • Established area of expertise in one's field • Validation of practice at a local or state level 	National/International <ul style="list-style-type: none"> • Evidence of regional and/or national recognition • Recognized expertise in one's field at a regional, national, or international level

LIBRARY TRACK

This track recognizes faculty who provide a full range of library services to the medical school, clinical affiliate faculty and campuses, and community-based physicians who support the educational programs and mission of the school and the public. Faculty on this track are not eligible for tenure.

	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
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: <ul style="list-style-type: none"> • Consistent effective teaching, development of curriculum, methods, or assessment materials • Mentors/ advises colleagues, residents, students 	<ul style="list-style-type: none"> • Demonstrated sustained teaching excellence • Distinguished record as demonstrated by teaching awards
Scholarship	Capacity for scholarship	Demonstrated potential for developing scholarship through experience or training	<ul style="list-style-type: none"> • Evidence of publication success • Presentation of scholarly work at regional conferences or professional meetings 	<ul style="list-style-type: none"> • Record of peer reviewed publications • Presentation of scholarly work at national conferences or professional meetings
Clinical Practice	Little or None	Little or None	Little or None	Little or None
Administration	None	Little or none	Little or none	Little or none
Institutional and Academic 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
Reputation	Local	Local	Local/Regional <ul style="list-style-type: none"> • Established expertise in teaching 	National <ul style="list-style-type: none"> • Recognized expertise at regional, national, or international level
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

5.4.4 Statement on Scholarship

Definition of Scholarship

Faculty members are expected to apply a **scholarly approach** to their academic endeavors, meaning that they applying a thoughtful, structured, informed, and systematic methodology to an undertaking.

Glassick and colleagues have defined six criteria for assessing scholarly work ¹. A systematic, scholarly approach requires:

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

Scholarship is distinct from scholarly work. 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. In other words, the work is made public, is peer-reviewed, and is a platform upon which others can build.

Dr. Ernest Boyer’s monograph “Scholarship Reconsidered” ³ provides a broad definition of scholarship recognizing that legitimate scholarly and creative pursuits span four domains: Teaching, Discovery, Application, and Integration. Scholarship, regardless of the domain in which it falls, should meet Glassick’s criteria for a scholarly approach (described above).

Boyer’s four domains of academic endeavors:

1. Scholarship of Teaching
The Scholarship of Teaching is the systematic study of teaching and learning processes. It 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 that advance knowledge.
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 translation of new knowledge in practical interventions that solve problems or improve the difficulties experienced by individuals and society. 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 involves synthesis across disciplines, across topics within a discipline, or across time. It places the research findings 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.

References

1. Glassick CD, Huber MR, Maeroff GI. *Scholarship Assessed: Evaluation of the Professoriate* 1997. San Francisco, CA: Jossey-Bass.
2. Simpson D, Yaris LM, Carek PJ. Defining the scholarly and scholarship common program requirements. *J Grad Med Ed.* 2013;5(12):539-540.
3. Boyer EL. *Scholarship Reconsidered, Priorities of the Professoriate.* The Carnegie Foundation for the Advancement of Teaching, Princeton University Press. Lawrenceville, NJ, 1990.

Importance of Scholarship

To advance in rank in any of the faculty promotion tracks, faculty should regularly communicate new findings 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.

In addition, publication of invited, peer-reviewed articles, books, book chapters and invited or peer-reviewed presentations at national and international symposia or colloquia are typically strong indicators of the quality of a faculty member's scholarship, research, and creative endeavors.

Funding derived from competitive grants, contracts, and other external funding programs is one measure of scholarship, particularly when such funding leads to the publication of high-quality research in reputable peer-reviewed journals.

Faculty should be aware of predatory journals and opportunities to disseminate their work via these journals as well as opportunities to serve on their Editorial Boards. If questions arise, faculty should consult the Skelton Medical Library staff. Publishing or presenting in these predatory venues can damage your reputation and/or weaken your portfolio for promotion/tenure and also has the potential to damage the reputation of Mercer University. This link provides tips for identifying scholarly publications for submitting work to and for opportunities to serve on the Editorial Board:

https://med.mercer.edu/library/identifying_scholarly_publications.htm (accessed 4-13-20)

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. Examples of scholarship may include but are not limited to:

1. Publications:
 - Peer-reviewed publications in area of expertise
 - Published abstracts of presentations
 - Teaching/curricular materials published 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
 - Invited presentations at other institutions (note that intramural presentations, Grand Rounds, case conferences should be included in the instruction section of the educator's portfolio)
 - Invitations to speak at scientific meetings

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)

Examples of Scholarly Activity

- Development and adoption of a new clinical pathway or clinical guidelines
- Quality assurance project that measurably affects patient outcomes
- Computer assisted instruction and other technology-based instruction
- Unfunded, scored grants
- Unfunded, unscored grants

Evidence of a Faculty Member's Reputation as a Scholar

- 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 and original investigator (e.g., letters of support)
- Participation on editorial boards and/or as editor

5.5 GUIDELINES AND PROCEDURES FOR FACULTY PROMOTION

Careful review of the Standards for Appointment and Promotion (Section 5.4) will indicate areas of expectation for a faculty member with a MUSM faculty appointment.

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 a contribution each year in the areas of teaching, scholarship, clinical practice, administrative service, and institutional and academic service, as applicable. Early development of personal goals and documentation of accomplishments will facilitate the promotion process. Faculty members should take advantage of faculty development opportunities and mentoring to direct their careers.

The recommendation to promote a faculty member will be made by the University after thoughtful consideration of qualitative and quantitative information provided by the applicant and his/her department chair, colleagues, referees, the MUSM Promotion and Tenure Committee, and the Dean.

5.5.1 Promotion of Full-time Faculty

An applicant for promotion will be required to submit information that documents faculty contributions in each of the applicable areas. The general outlines of the information required by the Promotion and Tenure Committee are contained in the policies in Section 5. In addition, the Promotion and Tenure Committee, through the Office of Faculty Affairs, provide detailed guidance and examples of documentation concerning the required application. These guidelines are posted on the MUSM website.

The achievements and contributions documented in applications will be supported by information in the CV, faculty portfolio, 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 5.5.2. Candidates are expected to show progressive accomplishment in their academic career as they advance from Assistant Professor (or Instructor) to Professor. The examples provided in the supporting tables are offered only as guidelines and are not intended to serve as the only activities acceptable for demonstrating accomplishment in a domain or the variety of activities that might support promotion. Multiple activities supporting each domain 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 in the table. As faculty progress from Assistant Professor to Professor, the criteria are cumulative, and faculty will continue to meet the guidelines 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 5.5.4.

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

5.5.2. Qualitative Guidelines for Promotion

The following outline provides a general overview of the areas in which applicants are expected to document contributions. Depending upon the specific promotion track, the applicant will complete only those areas that are applicable. **Candidates should seek guidance from the Office of Faculty Affairs and follow the detailed instructions provided by the Promotion and Tenure Committee that are posted on the MUSM website.**

1. **COMPLETE CURRICULUM VITAE** (use the MUSM CV template)
2. **MATERIAL ESSENTIAL FOR EVALUATION.**

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.

Research/Scholarship/Creative Endeavors: Demonstration of peer-reviewed scholarship (Associate Professor) or sustained excellence (Professor) should be provided.

Clinical Practice: Clinical service responsibilities including dates of service, evaluation of clinical service abilities, and other accomplishments in clinical practice.

Administrative Service: Goals of administrative service, philosophy and goals of administrative service, leadership/administrative service responsibilities including dates of service, and outcomes and accomplishments of administrative service.

Institutional and Academic Service: Goals of service, description of specific contributions/accomplishments to/for the school, university, hospital or profession, dates of service if not continuous, and outcomes and accomplishments of administrative service.

3. REFEREES

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. The MUSM website provides a guide to the required letters of recommendation.

4. VALIDATION AND SUSTAINED EXCELLENCE

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

5.5.3 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. As stated above, multiple activities comparable to the examples shown below 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.

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 evidence-based teaching strategies into their instruction, embrace the evaluation process as a means of assessing learning, enhance education skills by participating in professional development opportunities, and assist students in translating knowledge into practice in a variety of settings including the classroom, tutorial groups, and 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. Faculty members, however, are not necessarily expected to demonstrate contributions in all five spheres.

TABLE 9. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE TEACHING DOMAIN			
TEACHING	Expected of Assistant Professor Locally Recognized	Expected of Associate Professor Locally/Regionally Recognized	Expected of Professor Regionally/Nationally Recognized
Instruction	<ul style="list-style-type: none"> • Active participation in teaching or supervision of medical students, graduate students, and residents/ fellows (lectures, tutoring, resourcing, TBL, teaching rounds, grand rounds, etc.) • Receives satisfactory evaluations from learners • Instructs in laboratory sessions • Supervises trainees in outpatient or inpatient clinical services • Participates in postgraduate or continuing education course which serves a local audience • Participates in activities related to professional development in teaching 	<ul style="list-style-type: none"> • Demonstrates meritorious, consistent teaching ability • Invited lecturer at other institutions of higher education, research and development facilities, or institutes at state or regional level • Develops and participates in the teaching of major portions of a graduate course • Receives local teaching award • Favorable performance data for students or residents, where these can be attributed largely to the individual faculty member • Develops and implements innovative approaches to improving student/ resident learning and enhancement of learning experiences 	<ul style="list-style-type: none"> • Demonstrates sustained teaching excellence • Invited to be a visiting professor at another institution • Invited to organize and participate in a symposium or plenary session at a regional or national educational meeting • Invited presenter at professional meetings • Outstanding performance data for students or residents, where these can be attributed largely to the individual faculty member • Teaching awards from students or peers (regional, national level) • Acknowledgement from accrediting bodies such as LCME, SACS, ACGME as demonstrating “Best Practices”

Curriculum Development		<ul style="list-style-type: none"> • Prepares curricular material (new course/cores, syllabus materials, cases) • Develops innovative curriculum which improves student/resident learning and enhances learning experiences • Favorable evaluations of courses and curricula, as part of a systematic evaluation program • Develops/directs a postgraduate or continuing education course which serves a regional audience • Incorporates/implements a new instructional format • Develops special teaching materials such as video tapes, computer programs and web sites 	<ul style="list-style-type: none"> • Develops a course, curricular component, software, or evaluation materials which are used regionally or nationally • Supervises a training program which has a regional or national audience • Outstanding evaluations of courses and curricula, as part of a systematic evaluation program
Learner Assessment	<ul style="list-style-type: none"> • Participates in developing assessments such as OSCEs, SOCAs, and MDE questions • Serves as an OSCE/MPRA reviewer 	<ul style="list-style-type: none"> • Develops/ implements a new evaluation tool/process • Leadership role in developing assessments such as OSCEs SOCAs, MPRAs and MDE questions 	Develops evaluation tools/ processes used outside the institution
Mentoring/ Advising	<ul style="list-style-type: none"> • Serves as an advisor to medical students, graduate students, and/or residents • Summer scholar sponsor 	<ul style="list-style-type: none"> • Serves as advisor/mentor/ role model for learners • Serves as project mentor for MD students or residents/fellows, graduate students • Membership on graduate student theses/dissertation committees • Favorable evaluation by faculty mentored by the candidate 	Sustained effort in mentoring and advising
Leadership/ Administration		Supervises or coordinates teaching by other faculty, fellows, residents, or graduate students (course director, phase coordinator,	Supervises or coordinates teaching by other faculty, fellows, residents, or graduate students

		unit director, clerkship director, program director)	
Professional Development	Demonstrates commitment to enhancing educational skills by participating in activities related to professional development in teaching	Demonstrates commitment to enhancing educational skills by participating in activities related to professional development in teaching	Demonstrates commitment to enhancing educational skills by participating in activities related to professional development in teaching

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 10. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE SCHOLARSHIP DOMAIN

SCHOLARSHIP	Expected of Assistant Professor Locally Recognized	Expected of Associate Professor Locally/Regionally Recognized	Expected of Professor Regionally/Nationally Recognized
Discovery	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> • 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 	<p>pharmaceutical, instrumental or other commercial enterprises</p> <ul style="list-style-type: none"> • 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 • collaborates with colleagues at multiple institutions in major presentation at regional/state level (symposia, conference workshops) • Demonstrates a sustained leadership role in an independent research program • Presents peer reviewed scholarly work at national/international meetings
Integration		<ul style="list-style-type: none"> • Writes a textbook for use in multiple disciplines • Collaborates with colleagues to design and deliver a core course • Writes comprehensive literature review/ review articles 	Author of book chapters and/or textbooks

		<ul style="list-style-type: none"> • Develops and/or maintains systems and interfaces that provide access to resources for scholarly activity 	
Teaching	Develops library products such as pathfinders, web pages, and subject guides	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Develops guidelines, protocols or standards for clinical care • Participates in initiatives related to patient safety, quality improvement, and process/practice improvement 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 undergraduate and graduate 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 11. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE CLINICAL PRACTICE DOMAIN			
CLINICAL PRACTICE	Expected of Assistant Professor Locally Recognized	Expected of Associate Professor Locally/Regionally Recognized	Expected of Professor Regionally/Nationally Recognized
Patient care	<ul style="list-style-type: none"> • Demonstrates competence and promise of excellence in clinical, diagnostic, procedural or other professional work • Considered a very good clinician or professional by students, residents, fellows and faculty • Consults at local level • Meets clinical benchmarks and productivity goals 	<ul style="list-style-type: none"> • Emerging consulting physician or professional at regional level • Considered an excellent clinician or professional by local and regional peers • Evidence that a unique clinical service is provided • Known as an excellent clinician with special skills at a regional level • Surpasses clinical benchmarks and productivity goals 	<ul style="list-style-type: none"> • Becoming a regional source of referral for expert opinion • Invitations to consult with government, insurance, or drug agencies • Recipient of awards for outstanding patient care delivery • Established consultant who attracts patients or clients on a regional or national level
Clinic Services Administration		<ul style="list-style-type: none"> • Serves as a section chief, director or leader of a clinical area • Directs clinical or professional programs • Directs patient care activities in clinical settings 	<ul style="list-style-type: none"> • Develops a unique or essential clinical program • Invited to participate in practice guideline committees, external program reviews
Quality initiatives	Participates in initiatives related to patient safety, quality improvement, and process/practice improvement	<ul style="list-style-type: none"> • Consistently favorable reports on quality assurance and/or risk management assessments • Consistently favorable reports in patient satisfaction or similar assessments collected by the institution • Refines, devises or implements a new method (diagnosis, therapy, critical pathway or standard) 	<ul style="list-style-type: none"> • Creatively revises and improves quality assurance and/or risk management procedures • Develops and implements clinical or professional program • Devises a new method or procedure which receives national or international recognition • Development of new techniques, therapies, or

		guidelines, device etc.) or procedure <ul style="list-style-type: none"> • Creative, active participation in the evaluation of the effectiveness (e.g. quality, utilization, access, cost) of the care provided. • Initiatives related to patient safety, quality improvement, and process/practice improvement are adopted by other institutions/facilities 	health care delivery systems that have improved the health of the population served
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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, accreditation, etc. The administration, management, and direction of residency programs, clerkships, and major medical school academic programs should be assessed as part of educational leadership in the teaching domain.

TABLE 12. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE ADMINISTRATIVE SERVICES DOMAIN

ADMINISTRATIVE SERVICE	Expected of Assistant Professor Locally Recognized	Expected of Associate Professor Locally/Regionally Recognized	Expected of Professor Regionally/Nationally Recognized
	Demonstrates skills in managing activities or programs	<ul style="list-style-type: none"> • Serves as an assistant or associate dean or other administrative appointment, e.g. chair, vice or associate chair of a department, unit director • Oversees, directs and interprets tests, procedures or data handling in support of a clinical or service laboratory • Independently develops and/ or directs major program or project for the organization • Demonstrates leadership role in projects/ committees/task forces 	<ul style="list-style-type: none"> • Special consultant appointments and/or lectureships • Provides major leadership of hospital or institution such as chief of staff, or CMO • Administrative initiatives adopted by other institutions

		<ul style="list-style-type: none"> Leads Initiatives related to improvement of administrative processes or practices 	
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Contributions Demonstrating Accomplishments in the Institutional and Academic Service Domain

Institutional and academic 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 citizenship of a faculty member to participate in functions essential to the school, University or hospital. These activities may include service on an institutional or academic committee, or contribution to the community through activities representing the school (e.g., local committees or volunteering that reflect the mission and goals of the school), or activities that extend beyond the community to state, regional, national, or international 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 roles in various committees and organizations.

TABLE 13. CONTRIBUTIONS DEMONSTRATING ACCOMPLISHMENTS IN THE INSTITUTIONAL AND ACADEMIC SERVICES DOMAIN			
	Expected of Assistant Professor Locally Recognized	Expected of Associate Professor Locally/Regionally Recognized	Expected of Professor Regionally/Nationally Recognized
Institutional	<ul style="list-style-type: none"> Serves on committees in the department, school, and/or institution Medical school admissions or residency applicant interviewer Participates in activities that enhance/promote the mission of MUSM 	<ul style="list-style-type: none"> Chairs MUSM standing committee Contributing member of department, school, university, hospital committees and/or task forces, medical school admissions, or residency applicant interviewer Advises student interest groups and organizations Chairs departmental faculty search committees Participates in activities that enhance/promote the mission of MUSM 	Participates in activities that enhance/promote the mission of MUSM
Community Outreach	<ul style="list-style-type: none"> Speaks to lay groups from perspective of professional area of expertise Judges science fairs Volunteers, especially with students, at 	<ul style="list-style-type: none"> Represents MUSM on mission trips Recruiting trips on behalf of MUSM Provides professional assistance to 	Represents MUSM to the public

	MUSM sponsored community events	committees, agencies, or institutions • Represents MUSM to the public	
Professional		<ul style="list-style-type: none"> • Contributing member of local or regional professional society or scholarly organization • Serves as officer in state or local professional society • Serves as an ad hoc journal reviewer or ad hoc member of review committees or study sections • Consultant for private sector corporations • Invitations to speak at universities, hospitals, other academic/medical facilities, professionals, to the lay public locally/regionally • Leadership role in dealing with health issues local, state or regional levels 	<ul style="list-style-type: none"> • 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 • Editorial board of professional or scientific journals • Leadership role in dealing with health issues at regional, national or international levels • Contributes to board examination in specialty • Leadership role in regional/national/international professional societies, research or educational meetings • Invited to speak at universities, hospitals, other academic/medical institutions
Librarianship Service- Librarianship in the areas of Archives/Digital Initiatives; Collection Services; Public Service/Outreach; Technical Services and Library Systems	<ul style="list-style-type: none"> • Exhibits increased understanding of library operations and how they relate to the institution • Demonstrates increasing knowledge, understanding and skill in library functions • Develops expertise in new areas of library operations 	<ul style="list-style-type: none"> • Assumes responsibility for supervision of library staff or other librarians • Demonstrates leadership in implementing initiatives that enhance the library services • Develops new or innovative approaches to problem-solving in specific areas of librarianship • Continued professional development in librarianship 	<ul style="list-style-type: none"> • Contributes to high-level decision-making and strategic planning within or beyond the department • 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

5.5.4 Minimum Quantitative Guidelines for Promotion

The minimum quantitative guidelines described below are for guidance purposes only and should not be used or interpreted by members of the faculty or the Promotion 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 5.5.2. In addition, the faculty member's accomplishments should be sustained, as outlined in the qualitative guidelines for promotion.

IT IS IMPORTANT TO NOTE THAT MEETING THE QUANTITATIVE GUIDELINES WILL NOT ASSURE THAT A FACULTY MEMBER IS PROMOTED AS THIS IS ONLY ONE COMPONENT OF THE EVALUATION. AT THE SAME TIME, A FACULTY MEMBER WHO DOES NOT MEET THE MINIMUM GUIDLEINE IN AN AREA MAY BE PROMOTED BASED ON THE QUALITY OF CONTRIBUTIONS REFLECTED IN OTHER DIMENISONS 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 of 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 within the promotion application materials.
2. In the Scholarship Domain, MUSM ascribes to an expanded definition of scholarship. Case reports, books, book chapters, and other examples of scholarly works, will be counted as scholarly works; these are described in Section 5.4.4 Statement on Scholarship. Scholarship, however, requires that work is made public, peer-reviewed, and can serve as a platform for others to build upon.
3. For those tracks in which funding is expected, the source may be competitive funding from any source external to MUSM or MUSM clinical affiliate hospitals, e.g., 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 that are investigator-initiated.
4. Faculty on the tenure track should note that while the minimum quantitative guidelines do not reflect a requirement for external funding in the scholarship domain for promotion to associate professor, faculty with a large percentage of their professional effort allocated to research are expected to be productive in securing external/extramural funding.
5. 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.
6. In the Administrative Domain, effectiveness in the role, description of accomplishments and outcomes must be documented according to guidelines provided within the promotion application materials.
7. A number of the contributions in the Institutional and Academic Service Domain can be documented in the candidate's CV. For example, a 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.
8. There are several other considerations that may not be captured in the quantitative guidelines. Thus, interpretation of faculty performance in an area should 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 nonetheless be considered effective if

he/she has outstanding peer evaluations and other teaching-related accomplishments as per the qualitative guidelines for promotion.

	TENURE TRACK		MEDICAL EDUCATOR TRACK			CLINICAL EDUCATOR	
	Assistant to Associate Professor	Associate to Full Cumulative	+Instructor to Assistant Professor	Assistant to Associate Professor	Associate to Full Cumulative	Assistant to Associate Professor	Associate to Full Cumulative
TEACHING DOMAIN							
Teaching evaluations	Consistently Effective	Consistently Excellent	Consistently Effective	Consistently Effective	Consistently Excellent	Consistently Effective	Consistently Excellent
Curricular products developed/improved	1	2	1	2	4	1	2
SCHOLARSHIP DOMAIN							
Scholarly works*	7	20	2	4	9	2	7
Peer reviewed publications	3	12	1	2	5		3
Invited or peer reviewed external presentations to state/regional/national audiences	4	7	1	2	4	1	2
Externally funded grants/contracts/ clinical trials		1					
Active role in QI-Patient Safety initiatives						1	2
CLINICAL PRACTICE DOMAIN							
Meets hospital/practice productivity, effectiveness, satisfaction etc. measures						Consistently	Consistently
Demonstrates clinical excellence						Consistently	Consistently
ADMINISTRATIVE DOMAIN							
Effective completed or adopted initiatives							
Productive leadership role in projects/committees/task forces							
INSTITUTION/ACADEMIC SERVICE							
School/ Department/ College/Hospital Committees or task forces	2	7	1	2	5	2	3
University/State/National/ Professional Committees		2			1		1
Leadership and/or service in professional organizations, study groups, external review panels, peer review	2	4			2		1

process, editorial board, etc.							
Outreach (e.g., presentation of health information to public, science fair judge, recruiting trips, mission trips, represent MUSM)		2		1	3	2	3

	ADMINISTRATOR		CLINICIAN TRACK		CLINICIAN SCHOLAR	
	Assistant to Associate Professor	Associate to Full Cumulative	Assistant to Associate Professor	Associate to Full Cumulative	Assistant to Associate Professor	Associate to Full Cumulative
Teaching evaluations	Consistently Effective	Consistently Excellent	Consistently Effective	Consistently Excellent	Consistently Effective	Consistently Excellent
Curricular products developed/improved	1	3				
Scholarly works	5	9	1	2	5	12
Peer reviewed publications	3	5			2	6
Invited/Peer reviewed presentations at state/regional/national meetings	2	4		1	2	3
Externally funded grants/contracts/ clinical trials						1
Active participation in QI-Patient Safety initiatives				1	1	2
Meets hospital/practice productivity, Effectiveness, satisfaction etc. measures	Consistently	Consistently	Consistently	Consistently	Consistently	Consistently
Demonstrates clinical excellence	Consistently	Consistently	Consistently	Consistently	Consistently	Consistently
Effectiveness in major role through completed or adopted initiatives, products, projects	1 per year+	1 per year+				
Leadership role in projects/committees/task forces	1 per year+	1 per year+				
Demonstrates leadership skills such as communication, mentoring, judgment, positive attitude, commitment	Consistently	Consistently				
School/ Department/ College/Hospital Committees	2	8			2	4
University/State/National/Professional Committees		2			1	1
Leadership and/or service in professional organizations, study groups, external review panels, peer review process, editorial board, etc.	1	4			1	2
Volunteer service contribution to MUSM and/or community			80 hours/year, most years	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)	5	8	3	5	2	4

	LIBRARY TRACK			RESEARCH TRACK	
	Instructor to Assistant Professor	Assistant to Associate Professor	Associate to Full Cumulative	Assistant to Associate Professor	Associate to Full Cumulative
TEACHING DOMAIN					
Teaching evaluations	Consistently Effective	Consistently Effective	Consistently Excellent	Consistently Effective	Consistently Excellent
Curricular products developed/improved	1	2	4		
SCHOLARSHIP DOMAIN					
Scholarly works*	2	4	9	8	23
Peer reviewed publications	1	2	5	3	12
Invited or peer reviewed external presentations to state/regional/national audiences	1	2	4	4	7
Externally funded grants/ contracts/ clinical trials				1	4
Active role in QI-Patient Safety initiatives					
Library Products (e.g. pathfinders, subject guides, etc.) Library Products may substitute for publications or presentations; minimum totals should equal total scholarly works.	1	2	4		
CLINICAL PRACTICE DOMAIN					
ADMINISTRATIVE DOMAIN					
Effective completed or adopted initiatives					
Productive leadership role in projects/committees/task forces					
INSTITUTION/ ACADEMIC RELATED SERVICE					
School/ Department/ College/Hospital Committees or task forces	1	2	5		3
University/State/National/ Professional Committees			1		
Leadership and/or service in professional organizations, study groups, external review panels, peer review process, editorial board, etc. ***			2	1	4
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)		1	3		
Librarianship 1 project/contribution from any of the following four areas each year					
Archives/Digital Initiatives					
Collection Services (selection and deselection of materials)					

Public Service/Outreach (e.g. research consultations)					
Technical Service and Library Systems (e.g. maintaining functionality of electronic resources, database management, etc.)					

5.5.5 Promotion of Part-time and Volunteer Faculty

Part-time and volunteer 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 (e.g., administrative service, clinical practice service, or community-based service). 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.

5.6 FACULTY TENURE

5.6.1 Purpose of Tenure

Tenure is the privilege of full-time faculty to continuous full-time appointment without reduction in academic rank until retirement or dismissal with the rights specified in the Mercer 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 extramural 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 regards to future expectations. The decision to grant a faculty member tenure 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 Promotion and Tenure Committee. Following review by the faculty member's department, along with supporting documentation, the faculty member submits an application to the Office of Faculty Affairs, which is forwarded to the Dean and the Chair of the Promotion and Tenure Committee.

The Promotion and Tenure Committee reviews individuals eligible for tenure before the end of their probationary period. Probationary periods include experience gained only during the initial appointment at the rank of Assistant Professor, Associate Professor, or Professor. **The probationary period for attaining tenure for Assistant Professors is six years while 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 gained prior to their appointment 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 and tenure is determined by the aggregate consideration of:

- Quality of teaching and attention given to students
- 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 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, therefore faculty should consider carefully the decision to seek promotion and/or tenure prior to the end of the probationary period.

In the event 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.

5.6.2. 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 as outlined in Section 5.2.3. A faculty member may also request to change from a non-tenure track appointment to a tenure track appointment. These changes require the approval of the Dean and the Provost. For faculty members transferring to the tenure track, a probationary period beginning on July 1 of the academic year following the change is four years for Associate Professors and Professors and six years for Assistant Professors. These decisions 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 consideration by the Dean and the Provost and the President's approval. 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 already achieved tenure while employed at other universities may warrant tenure as a condition of employment or following a brief probationary period.

5.6.3 Delay in Tenure Review

There may be occasions when a faculty member encounters certain circumstances that may justify a delay in the scheduled tenure review process. Requesting an extension must occur prior to submitting an application for tenure. To be considered for an extension, the faculty member must make a written request to the department chair documenting that his or her ability to demonstrate readiness for applying for 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 MUSM faculty appointment
2. Terminal tenure year
3. Reason for requesting an extension
4. Date of the event(s) affecting readiness for tenure
5. Explanation of how the nature of the event(s) substantially burdened (or will burden) progress toward 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 research activity
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

5.6.4 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.

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

As noted earlier, appointment to the 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 Office of Faculty Affairs, which forwards the application to the Chair of the Promotion and Tenure Committee for review. After review, the Promotion and Tenure Committee makes a recommendation to the Dean. Tenure is awarded by the President upon the authority of the Board of Trustees.

The latest date for initiating application for tenure is 12 months prior to the expiration of the probationary period. Upon formal request, the Promotion and Tenure Committee will provide confirmation of the latest date for initiating application for tenure on request to any tenure track faculty member.

CHART 1: Six Year Probationary Period: Example Dates of Importance for Tenure Applications

The tenure clock begins with the first July 1st after the date of the candidate’s initial MUSM faculty appointment. For example, if the employment date was in September, the tenure clock would not begin until July of the next year. Important dates for tenure applicants are shown. Chart 1 shows a typical tenure timeline for an **Assistant Professor**.

Six-Year Probationary Period Example

Begin tenure clock 07/01/17	07/01/18	07/01/19	07/01/20	07/01/21	07/01/22	Six Year Probation Ends 2023	07/01/23
First July 1	2 nd 7/1	3 rd 7/1	4 th 7/1	5 th 7/1	6 th 7/1	June 30 th	7 th 7/1
Years Complete	1	2	3	4	5	6	
					Submit letter of intent to department chair and dean. Prepare Application for October review	Tenure Approved	Tenure begins
						Tenure Denied	1-year non-renewable contract
EARLY APPLICATION PERIOD							

CHART 2: Four Year Probationary Period: Example Dates of Importance for Tenure Applications

Some applicants join MUSM at a rank higher than Assistant Professor. These Faculty members may have a four-year probationary period prior to seeking tenure. The tenure clock begins with the first July 1st after the date of the candidate’s initial MUSM faculty appointment. For example, if the employment date was in 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.

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

5.6.5 Promotion and Tenure Checklist and Important Dates

DEADLINES	ACTION ITEMS	RESPONSIBLE PERSONS
Prior to July	<ul style="list-style-type: none"> • 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 identify any additional requirements and due dates. • Attend a Promotion and Tenure Workshop (recommended). 	Candidate and Chair
July 1	<ul style="list-style-type: none"> • Submit a letter of intent (including nominations for Emeritus Faculty) to department chair and submit a copy via email to the Associate Dean for Faculty Affairs – Bonny Dickinson, PhD, MS-HPed, Dickinson_BL@mercer.edu • All requests shall be in writing and initiated by the faculty member. 	Candidate
July 1	<ul style="list-style-type: none"> • The candidate will receive notice from the Office of Faculty Affairs indicating receipt of the letter of intent. • The Office of Faculty Affairs forwards all letters of intent to the Chair of the MUSM Faculty Promotion and Tenure Committee. 	Office of Faculty Affairs
Ongoing-October 1	<ul style="list-style-type: none"> • Compile and submit the information required for the review process. The purpose of the application is to assess the contributions of the candidate to MUSM. Therefore, the goal of the candidate should be to present his/her credentials as positively as possible but honestly. Applications are designed to reflect the Standards for Advancement and the Standards for Tenure. 	Candidate
Mid-August	<ul style="list-style-type: none"> • Candidate and department chair identify internal and external referees and prepare materials to submit to referees. The referee’s academic rank should be higher than the current rank of the candidate. • Contact each referee and provide them with a copy of the CV and supporting material as well as MUSM promotion and/or tenure standards. Request that letters be sent electronically by September 15 to the Associate Dean for Faculty Affairs – Bonny Dickinson, PhD, MS-HPed, Dickinson_BL@mercer.edu 	Candidate and Chair
September 15	<ul style="list-style-type: none"> • Internal and external referee letters are due to the Office of Faculty Affairs. Letters should be addressed to the dean and sent directly from referees electronically to the Associate Dean for Faculty Affairs – Bonny Dickinson, PhD, MS-HPed, Dickinson_BL@mercer.edu 	Candidate and Chair
September 1-September 30	<ul style="list-style-type: none"> • September 1, or in accordance with departmental policy and procedures, complete an application for promotion/tenure and submit for review by the department chair and department review committee. • Candidate’s department chair and department committee evaluate the application and forward it with letters of recommendation to the Dean’s office. These letters should address the value the candidate provides the school, department, University, and/or national/international organizations. • Make changes to application based on department and department chair feedback. 	Department Chair, Candidate, Department Review Committee
October 1	<ul style="list-style-type: none"> • By 5:00 p.m. on the first business day in October, submit the application and supporting material electronically using the instructions provided at the end of this document. 	Candidate

October 1	<ul style="list-style-type: none"> • The department chair submits his/her recommendation electronically to the Office of Faculty Affairs- – Bonny Dickinson, PhD, MS-HPed, Dickinson_BL@mercer.edu • It is the responsibility of the department chair to initiate the review and evaluation of the Request for Promotion/Tenure within the department. Supporting documentation should include a letter from the department chair and/or the Department Promotion and Tenure Committee addressing: <ul style="list-style-type: none"> ○ Value the candidate provides to the school, department, University, and/or national/international organizations; ○ Results of the review and evaluation process from the department ○ A recommendation regarding the candidate. 	Department Chair, Department Review Committee
October 1	• The Office of Faculty Affairs forwards all application materials to the Chair of the MUSM Faculty Promotion and Tenure Committee.	Office of Faculty Affairs
Oct – Dec	• MUSM Faculty Promotion and Tenure Committee convenes and begins its review of the applications. Committee deliberations and recommendations are conducted in executive session and are confidential.	P&T Committee
3rd Friday in December	• The Promotion and Tenure Committee forwards its recommendations, along with supporting documents, to the Dean for consideration.	P&T Committee
3rd Friday in January	• Dean considers the recommendations of the department chair/unit director, department review committee, and the Promotion and Tenure Committee before making a recommendation to the Mercer University Provost. The action taken by the Dean, and all subsequent applicable notification and review procedures, shall be in accordance with the Mercer University Faculty Handbook and follow the prescribed timelines.	Dean
Mid-April	<ul style="list-style-type: none"> • The Provost’s Office makes recommendations to the Board of Trustees at the April meeting. The Dean notifies candidates of Board of Trustees’ actions. • Note: Candidates will neither be informed of the Promotion and Tenure Committee recommendation to the Dean nor of the Dean’s recommendation to the Provost. 	Provost, Dean, Board of Trustees

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.

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
 - May 2015 Major revisions made to P&T document. Approved by faculty through electronic voting in May 2015
 - August 2017 Library Track reinstated on recommendation of P&T Committee and approval by the Executive Council through an electronic vote. Document updated by M. Dent.
 - June 2020 Moving tracks and remaining in track for 3 years prior to seeking promotion. Document updated by B. Dickinson and M. Dent and formatted by K. Meeks.