

Department of Clinical Sciences

UGA School of Medicine

Clinical Faculty Promotion Guidelines—non tenure

Preamble

In all matters related to the appointment and promotion of clinical faculty, the Department of Clinical Sciences will carefully adhere to the *University of Georgia Guidelines for Appointment and Promotion of Clinical Faculty* (hereafter referred to as the *UGA Clinical Faculty Guidelines*). The standards, criteria, and processes described in this document constitute the department's Clinical Appointment and Promotion Unit (CAPU) criteria and are intended to supplement and/or extend the *UGA Clinical Faculty Guidelines*, providing discipline-specific information for such faculty appointed in the Department of Clinical Sciences. If any inconsistency or discrepancy is found in this document or if this document does not address a certain issue, the *UGA Clinical Faculty Guidelines* will supersede this document. This document must be approved by the department's faculty, by the Dean of the School of Medicine, and the UGA Senior Vice President for Academic Affairs and Provost. Any changes or updates to this document must be also approved by the departmental faculty, the Dean of the School of Medicine and the Senior Vice President for Academic Affairs and Provost. All revisions and approval dates must be listed in the document.

All faculty in the Department of Clinical Sciences are expected to be familiar with this document as well as the *UGA Clinical Faculty Guidelines*. New faculty members must be provided with these documents, as well as the *University of Georgia Guidelines for Appointment, Promotion, and Tenure of Academic Rank Faculty* (hereafter referred to as the *UGA P&T Guidelines*), which provide additional procedural details for clinical-track faculty promotions, no later than two weeks following their start date.

All departmental faculty are expected to strive for excellence in teaching and other activities that promote student success, to actively engage in significant scholarship, and to contribute to the betterment of the department, school, university, society, and their profession through dedicated service. All faculty are also required to regularly engage in activities that promote professional development.

In all forms of review related to promotion (including third-year review), consideration will be given to the faculty member's assigned percent effort in teaching, scholarship, and service. The percentage of assigned effort in each area will also be considered for annual performance evaluations of each faculty.

New Assistant Professor, Associate Professor, or Professor Faculty Members:

New faculty can be hired into the ranks of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor, which will have UGA working titles of Clinical Instructor of Medical Education, Assistant Professor of Medical Education, Associate Professor of Medical Education, and Professor of Medical Education. Every effort will be made to maintain the status from prior institutions—with the proviso that criteria are equivalent to those of the UGA School of Medicine. Requests for appointment rank and/or credit towards promotion must be approved at the time of hire, subject to controlling USG and UGA policy and the discretion of the Dean, School of Medicine and Senior Vice President for Academic Affairs and Provost at UGA.

Clinical Faculty Ranks and CAPU

The clinical faculty ranks in the Department of Clinical Sciences are Instructor of Medical Education, Assistant Professor of Medical Education, Associate Professor of Medical Education, and Professor of

Medical Education. Faculty members may add tags to this title to reflect personal discipline or specialty (e.g., Assistant Professor of Medical Education in Family Medicine). These faculty will comprise a separate CAPU (from the tenure track) within the Department of Clinical Sciences, with the department chair responsible for its administration.

Eligible CAPU Voting Faculty

These faculty are non-tenure track; they will have full voting rights in accordance with the UGA SOM Bylaws for the appointment and promotion of non-tenure-track faculty. Eligibility for voting on faculty appointment or promotion is reserved for those faculty at or above the desired rank, as described in the *UGA Clinical Faculty Guidelines*.

General Criteria for Promotion of CAPU Faculty

The following standards are based on those provided in *USG Board of Regents Policy 8.3.6.1*.

Teaching

The standard:

For promotion, candidates should demonstrate excellence and effectiveness in teaching, taking into consideration the candidate's distribution of effort and assigned duties in this area.

Forms of documentation may include, but are not limited to:

- Student end of course surveys of teaching effectiveness
- Peer evaluations of teaching effectiveness
- Documented involvement in curriculum design
- Documented leadership in curriculum oversight or other forms of teaching-related administration
- Learner advising/mentoring activities.
- Teaching awards

Scholarship

The standard:

For promotion, the candidate is expected to demonstrate noteworthy achievement in scholarship appropriate to their discipline or area of expertise. For new faculty given credit towards promotion eligibility at the time of hire, this shall include work completed at the prior institution within the relevant time limit. The candidate's assigned effort in scholarship will be taken into consideration when assessing achievements in this area.

Forms of documentation may include, but are not limited to:

- Number and quality of peer-reviewed publications (e.g., journal articles, books, or book chapters), or other peer-reviewed products in publicly available resources. Non-peer-reviewed products will also be considered but are not as significant as those that are peer-reviewed.
- Presentations at regional, national, and/or international conferences
- Scholarly sessions chaired or organized for regional, national, and/or international conferences.
- Invited scholarly talks at other institutions.
- Funding to support scholarship or new forms of pedagogy.
- Regional, national, or international awards or honors for scholarship
- Evidence for maintenance of clinical competence and excellence in clinical care or clinical leadership

Service

The standard:

For promotion, the candidate is expected to demonstrate noteworthy achievement in service to their department, school, university, profession, and community, taking into consideration the candidate's distribution of effort in this area.

Forms of documentation may include, but are not limited to:

- Membership on hospital, department, school, or university committees
- Service on learner thesis committees.
- Community service related to discipline or area of expertise.
- Membership on committees of professional organizations or government agencies and advisory panels
- Positions of leadership in professional organizations
- Membership on editorial boards of journals in candidate's discipline or area of expertise
- Expert *ad hoc* review of scholarly manuscripts or other scholarly products
- Membership on funding agency study sections/grant review panels, or *ad hoc* review of funding proposals for regional, national, or international bodies or agencies

In addition to the traditional academic domains of teaching, scholarship, service, and clinical excellence, promotion also requires significant participation in activities that support student success and in those that support personal professional development. Many of these activities will fall within the traditional domains, as indicated below.

Promotion also requires noteworthy involvement in activities that support learner success and regular participation in activities that support personal professional development. These activities do not represent additional areas of effort, but are embedded in assigned effort for teaching, research/scholarship, and service, as applicable. Some examples are listed below.

Learner Success

Activities promoting trainee success relate to all learners (undergraduate, graduate, medical and other professional students; physician residents). Such activities may include:

Teaching: Learner mentoring or advising; organizing learner study groups; use of data and feedback to continuously improve learner engagement; supervising independent study; course and curriculum development; developing, supervising, or managing internships or practicum opportunities.

Scholarship: Directing or providing resources for learner scholarships; co-authoring or co-presenting with learners; sponsoring learners to attend professional conferences; presenting and publishing papers or securing grants related to learner success.

Service: Sponsoring study abroad programs; mentoring colleagues in learner success; sponsoring professional development activities for learners; nominating learners for awards; career advising or serving as faculty advisor for student clubs and organizations; serving on committees, teams, and task forces related to learner success; preparing letters of recommendation and assisting with applications; involvement in learner health and wellness.

For a more complete list of forms of documentation and specific definitions, refer to the *UGA Policy 03.03.005, Student Success Activities* and related guidance.

Professional Development

Activities supporting professional development may include those that demonstrate being intellectually active and maintaining a presence in the candidate's field or discipline through participation in conferences and involvement in professional organizations. Other examples of professional development activities include participating in faculty development programs, becoming certified in new areas, or undertaking

further education for additional degrees.

Clinical Competence

As per the *UGA Clinical Faculty Guidelines*, clinically active faculty must maintain good standing with their required training/board certifications professional development as guided by their specialty board, and excellence in patient or population care.

Clinical Instructor:

This rank is used for those Physicians or other clinical faculty who have less than three years post training and who primarily practice in health care.

Specific criteria: Promotion from Assistant Professor to Associate Professor

To be eligible for promotion from Assistant Professor of Medical Education to Associate Professor of Medical Education, the candidate must serve at least five years at current rank (under usual circumstances) and show clear and convincing evidence of emerging stature as a regional or national authority in their field or discipline.

An Assistant Professor of Medical Education being considered for promotion in the Department of Clinical Sciences should demonstrate progression toward excellence in teaching, including significant involvement in activities that promote student success. The candidate should be developing a focused and productive area of scholarship, as indicated by peer-reviewed publications, other scholarly products, and by presentation of their work at regional or national conferences. The candidate should also be engaged in various forms of service at the department, college, university, or professional level, and participate regularly in activities that support further professional development.

It is expected that Assistant Professor will pursue promotion to Associate Professor in the first seven years of UGA employment. Any request to reappoint an Assistant Professor beyond seven years must receive prior approval of the provost.

Specific criteria: Promotion from Associate Professor to Professor

To be eligible for promotion from Associate Professor of Medical Education to Professor of Medical Education, the candidate must serve at least five years at current rank (under usual circumstances) and demonstrate national or international recognition in their field or discipline.

An Associate Professor of Medical Education being considered for promotion in the Department of Clinical Sciences should demonstrate consistent excellence in teaching, including sustained involvement in activities that promote student success. The candidate should also have an established and productive area of scholarship, as indicated by peer-reviewed publications or other scholarly products, and by regular presentation of their work at regional, national, or international conferences—including a considerable proportion at the national or international level. The candidate should also demonstrate continued service at the department, college, and university level, as well as being actively engaged in important national or international service. The candidate should also show continued engagement in activities supporting further professional development.

Procedures relevant to promotion

All procedures described below follow the same processes established for tenure-track faculty, as described in the *University of Georgia Guidelines for Appointment, Promotion and Tenure* (hereafter referred to as *UGA P&T Guidelines*).

Annual Evaluation

All faculty will undergo a written annual evaluation of their performance, as detailed in the UGA's *Faculty Evaluation Policy (Policy 03.03.001)*. In preparation for this evaluation, each faculty member will submit an updated *UGA Elements Activity Summary*, an updated CV, and a document highlighting their achievements over the previous 12 months and goals for the coming year (two-page limit). The department chair will meet with the faculty member to review current achievements in relation to goals set the previous year, and work with the faculty member to finalize goals for the coming year. The department chair will provide a written assessment of the faculty member's progress toward promotion as part of the overall evaluation. Each evaluation must address the performance domains outlined in *UGA Policy 03.03.001*, using the five-point scale described in that policy. The faculty member's assigned distribution of effort for each year must accurately reflect the faculty member's goals, activities, and assignments.

Each annual evaluation must address the performance domains outlined in *UGA Policy 03.03.001*, using the scale described in that policy:

- 1 – Does Not Meet Expectations.
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 - Exceeds Expectations
- 5 – Exemplary

Note: Although “noteworthy achievement” for the purpose of annual evaluation is defined as a “4” or “5” on the above scale (*Policy 03.03.001*), promotion does not require that a candidate receive a “noteworthy” rating each year in any specific domain. Annual evaluation ratings are only one factor taken into consideration during promotion review, and those involved in this review should holistically evaluate a candidate's performance in each domain over the entire promotion period, taking all factors into account.

Third-Year Review

The third-year review, a formative process, occurs at the end of the third year of appointment for all CAPU assistant professors—including all clinical physician faculty. If a faculty member comes to the UGA SOM with two or three years of prior credit towards promotion, and requests to be considered for promotion in the third year of appointment, preliminary consideration for promotion (see below) will replace the third-year review.

Faculty members undergoing third-year review will prepare their dossiers in collaboration with the department chair detailing their achievements and performance in their assigned area(s) of responsibility. The required structure and contents of this dossier are provided in the *UGA P&T Guidelines*. The department chair will appoint a committee of at least three CAPU faculty members to provide a thorough written review of the individual's dossier. This review will provide constructive feedback to faculty members about their progress toward promotion. The third-year review committee will also report its findings to the department, and the eligible faculty, including the department chair, will vote to recommend whether progress toward promotion is sufficient. Requirements for this vote, the process for notifying the faculty member of the results, and the procedure for an optional formal reply by the faculty member, are provided in the *UGA P&T Guidelines*.

If the performance in any of the faculty member's assigned areas of effort is judged to reflect insufficient progress toward promotion, specific recommendations for corrective action are given, including the development of a Performance Remediation Plan by the department chair, the third-year review committee, and the faculty member (see *UGA P&T Guidelines* for details). The department chair then meets with the faculty member to review the report and make recommendations as appropriate. Thus, a faculty member receives an evaluation and specific feedback on readiness for promotion from the chair on an annual basis and from an ad hoc senior faculty committee during his third year of service. Further details are provided in the *UGA P&T Guidelines*.

Preliminary Consideration for Promotion

Any CAPU faculty member who wishes to request consideration for promotion will first be advised through a preliminary process involving a review and vote of confidence by faculty in higher rank. The details of this

process are provided in *the UGA P&T Guidelines* and in communications from the Office of Faculty Affairs. In the spring of the appropriate year, by the deadline based on the current promotion calendar, candidates who wish to be considered for promotion will communicate their request in writing to the department chair. This will include a current vita and a two-page summary of accomplishments. All faculty eligible to vote on this request will also have access to the vitae and accomplishments statement and will vote on whether the candidate should be formally reviewed for promotion to the next rank. Following the preliminary consideration vote, the candidate may decide whether to proceed with the full review or not, subject to the provisions outlined in the *UGA P&T Guidelines*.

Faculty with time served at prior institutions may request consideration for promotion sooner than the proscribed five-year minimum service.

Formal Review for Promotion

For all matters relating to the formal review of CAPU faculty, the Department of Clinical Sciences will follow the requirements and procedures provided in the current *UGA P&T Guidelines*.

Adjunct Faculty

Adjunct faculty are not employed by UGA but contribute to one or more missions of the Department. The adjunct faculty ranks in the Department of Clinical Sciences are Assistant Professor, Associate Professor, and Professor (non-tenure track). These faculty will have expectations for achievement only in their narrowly assigned effort domain, typically teaching or scholarship. Adjunct faculty will be eligible for rank elevation as per DCS internal guidelines.

Part-time Faculty

Part-time faculty are eligible for promotion. Because the appointment of part time faculty can vary widely (from 10 to 95% effort), the required time at rank for promotion to the next level is not set but rather is dependent on cumulative accomplishments and achieving certain recognition levels. Specific criteria for promotion will depend on the candidate's narrowly assigned effort domain. As with Adjunct Faculty, DCS department will develop internal guidelines for the promotion of part-time faculty. Criteria will mirror those of full-time faculty.

GLOSSARY:

The definitions for terms used in this document reflected those in the Glossary section of the *University of Georgia Guidelines for Appointment and Promotion of Clinical Faculty*. The following definitions represent a supplement to that document:

Faculty Definition: While most faculty in Clinical Sciences will be Medical Doctor (MD), the Department recognizes that faculty may include employed or adjunct faculty. This may include but is not limited to: MD/PHD, PHD, DO, MBBS, PharmD, MSW, MLIS, PA-C, NP (Master's or Doctorate), MSRN, MIS.

Untenured and Non-tenured Faculty: Untenured faculty members are on a tenure track but have yet to achieve it. Non-tenured track faculty are not on a tenure track.

Clinically Active: Faculty who are credentialed to provide patient care in any setting. These faculty members go beyond teaching and provide evaluation and management in clinical settings and may have billing and CQI (continuous quality improvement) requirements. Clinically active faculty members can be defined by Direct Patient Care duties and Clinical Supervision with Teaching duties.

Direct Clinical Care: Faculty may have a fractional FTE effort for providing direct patient care. This effort does not require the presence of learners.

Clinical Supervision with Teaching: Faculty may have a fractional FTE effort for *supervising* learners (such as medical students, residents, and other trainees) in clinical settings. This effort is defined by always having learners present for the effort. The distinction between direct clinical care and clinical supervision allows the DCS to manage mission different mission lines and finance structures.

Approved by department CAPU faculty: 9/16/2024
date

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UGA SOM Dean Date

Approved: 10/24/2024
UGA Senior Vice President for Date
Academic Affairs and Provost

