

Medical College of Georgia School of Medicine Promotion and Tenure Guidelines by Rank and Track

The Medical College of Georgia School of Medicine document, *Policies for Faculty Appointment, Development, Promotion and Tenure* (FADPT) was approved in 1991. The recruitment section of the MCG institutional document was revised in 2000. The expectations for faculty are refined repeatedly and should be articulated in the institutional and school documents.

In an effort to clarify the official FADPT policies, the School of Medicine has developed the attached table, Promotion and Tenure Guidelines by Track and Rank. This document is a **guideline** – it is meant to supplement, not supplant, the existing institutional and school FADPT documents. It includes guidelines for promotion in the tenure and non-tenure tracks. Specifically, there are 2 pathways in the tenure track: researcher and clinician investigator. There are 4 pathways in the non-tenure track: clinician-educator, educator, educator-clinician, and research scientist. Many faculty will identify with the clinician-educator pathway, although some will identify with the educator or educator-clinician pathway.

The table presents guidelines, not rules or absolute requirements. It is designed to assist the faculty who are being considered for promotion, the chairs and chiefs who provide guidance and make decisions about readiness to advance, and the FADPT Committee so the members make consistent recommendations despite changes in committee membership.

The table was developed by Dr. Ruth-Marie E. Fincher, Vice Dean for Academic Affairs, and Dr. Jatinder Bhatia, chair, School of Medicine FADPT Committee. Drs. Fincher and Bhatia sought extensive input from the department chairs, faculty, the Faculty Senate Executive Committee, and the dean of the School of Medicine. This guideline document was approved by the Faculty Senate as a guide to supplement the FADPT policy.

5/17/07

Medical College of Georgia School of Medicine Promotion and Tenure Guidelines by Track and Rank

Approved, Faculty Senate, 5/15/07

**Tenure Track
Promotion to Assistant Professor**

Parameter	Researcher Pathway	Clinician Investigator Pathway
Time*	<ul style="list-style-type: none"> • 3 years as Instructor at MCG 	<ul style="list-style-type: none"> • 3 years as Instructor at MCG
Research	<ul style="list-style-type: none"> • Typically devotes at least 50-80% of time to research • Demonstrated commitment to original basic science, translational or clinical research • Collaborated with established investigator • Acquired intramural funding; at least poised to apply for extramural funding; acquisition of extramural funding desirable (e.g., NSRA) • Major contribution to and authorship of peer reviewed research publications; typically at least 1-2 first authored and 1-2 additional co-authored peer reviewed 	<ul style="list-style-type: none"> • Typically devotes at least 50-60% of time to research • Demonstrated commitment to original basic science, translational or clinical research • Collaborated with established investigator • Acquired intramural funding; at least poised to apply for extramural funding; acquisition of extramural funding desirable (e.g., NSRA) • Major contribution to and authorship of peer reviewed research publications; typically at least 1 first authored and 1-2 additional co-authored peer reviewed publications
Teaching	<ul style="list-style-type: none"> • Contributed to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing • Typically 1-2 lectures/year at graduate or medical student level • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate • Contributions and evidence of quality/impact documented in Educator's Portfolio 	<ul style="list-style-type: none"> • Contributed to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing • Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate • Clinical teaching when assigned to clinical services, 2-3 lectures/year, clinical skills preceptor for medical students • Contributions and evidence of quality/impact documented in Educator's Portfolio
Service	<ul style="list-style-type: none"> • Served on at least one committee in section, department, center, or institute 	<ul style="list-style-type: none"> • Served on at least one committee in section, department, center, or institute • Respect and competence in clinical discipline; contribute to section or department clinical activity in proportion to time commitment
Evidence of local reputation	<ul style="list-style-type: none"> • Publications, presentations • Invitations to speak locally • Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) • Active participation in professional organizations • Letters of reference 	<ul style="list-style-type: none"> • Publications, presentations • Invitations to speak locally • Clinical expertise requested outside section or department • Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) • Active participation in professional organizations • Letters of reference

*Note about "Time": The "time in rank" required for consideration promotion is stipulated in the School of Medicine Faculty Appointment, Promotion, Development, and Tenure document (Approved by Board of Regents, 1991). Faculty with exceptional credentials may be considered for promotion one year earlier than the stated times.

**Tenure Track
Promotion to Associate Professor**

Parameter	Researcher Pathway	Clinician Investigator Pathway
Time*	<ul style="list-style-type: none"> • At least 4 years as Assistant Professor at MCG 	<ul style="list-style-type: none"> • At least 4 years as Assistant Professor at MCG
Research	<ul style="list-style-type: none"> • Typically devotes at least 50-80% of time to research • Demonstrated accomplishments in laboratory basic or translational, or clinical research • Extramural funding demonstrated by one or more of the following: <ul style="list-style-type: none"> ○ PI on an active RO1 or NSF grant ○ PI on recently completed RO1 or NSF grant that is in the renewal process or that has been funded but not yet activated ○ Co-investigator on program project grantor PI/co-I on VA Merit Review, NSF, foundation, American Heart Association, or industry funding • All grants together expected to cover at least 70% of research FTE • Continued publication of significant, original research or clinical applications of basic/translational research; typically 2-3 publications/year in high impact peer reviewed journals <ul style="list-style-type: none"> ○ Citation index will be considered • Presentation of abstracts and lectures at regional & national meetings 	<ul style="list-style-type: none"> • Typically devotes at least 50-60% of time to research (Accomplishments judged on time commitment) • Demonstrated accomplishments in laboratory basic or translational, or clinical research • Extramural funding demonstrated by one or more of the following: <ul style="list-style-type: none"> ○ PI on RO1 or NSF grant ○ K award as an initial grant followed by submission of an RO1 ○ Additional funding such as co-investigator on program project grantor PI/co-I on VA Merit Review, NSF, foundation, American Heart Association, or industry funding ○ All grants together expected to cover 50% of research FTE • Continued publication of significant, original research or clinical applications of basic/translational research; typically 2-3 publications/year in high impact peer reviewed journals <ul style="list-style-type: none"> ○ Citation index will be considered • Presentation of abstracts and lectures at regional & national meetings
Teaching	<ul style="list-style-type: none"> • Sustained active, effective contributions to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing demonstrated by activities such as: <ul style="list-style-type: none"> ○ Improvement as teacher or attainment of high competence ○ Active, effective contributions as a research mentor or advisor for graduate, medical, and/or post-doctoral students, including service on graduate student thesis committees ○ Being a leader in student or post-doctoral education in department or school • Contributions and evidence of quality/impact (Educator's Portfolio) 	<ul style="list-style-type: none"> • Sustained active, effective contributions to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing demonstrated by activities such as: <ul style="list-style-type: none"> ○ Improvement as teacher or attainment of high competence level ○ Active, effective contributions as a research mentor or advisor for graduate, medical, and/or post-doctoral students, including service on graduate student thesis committees if appropriate ○ May be leader in student, resident, or fellow education in department or school • Contributions and evidence of quality/impact (Educator's Portfolio)
Service	<ul style="list-style-type: none"> • Sustained participation on committees or other leadership in section, department, center, or institute; all faculty expected to serve on at least one major committee in School of Medicine or Graduate Studies 	<ul style="list-style-type: none"> • Sustained participation on committees or other leadership in section, department, center, or institute; all faculty expected to serve on at least one major committee in School of Medicine or Graduate Studies • Leadership in clinical discipline; contributes to section or department clinical activity in proportion to time commitment; >50th percentile for adjusted clinical effort assessed by benchmark (e.g., MGMA)
Evidence of regional and developing national reputation (Examples; few faculty will do all)	<ul style="list-style-type: none"> • Election to scientific or other professional societies • Membership on editorial boards (desirable, not expected) • Peer reviewer (journals, submissions to meetings) (desirable) • Membership on external funding of investigator-initiated research committees (desirable) • Invitations to serve on committees of national/intern'l organizations • Peer reviewed presentations at regional or national meetings • High level of recognition as educator • Letters of reference, especially from experts who have not worked directly with the candidate 	<ul style="list-style-type: none"> • Election to scientific or other professional societies • Membership on editorial boards (desirable, not expected) • Peer reviewer (journals, submissions to meetings) (desirable) • Membership on external funding of investigator-initiated research committees (desirable) • Invitations to serve on committees of national/international organizations • Peer reviewed presentations at regional or national meetings • High level of recognition as educator or clinician • Letters of reference, especially from experts who have not worked directly with the candidate

**Tenure Track
Promotion to Professor**

Parameter	Researcher Pathway	Clinician Investigator Pathway
Time*	<ul style="list-style-type: none"> At least 5 years as Associate Professor at MCG 	<ul style="list-style-type: none"> At least 5 years as Associate Professor at MCG
Research	<ul style="list-style-type: none"> Typically devotes at least 50-80% of time to research Demonstrated major accomplishments in laboratory basic or translational, or clinical research Sustained extramural funding demonstrated by: <ul style="list-style-type: none"> 2 RO1s or equivalent funding such as PI or co-investigator on program project, or PI on VA Merit Review, NSF, foundation, or industry funding. Demonstrated ability to sustain funding for research along a thematic line Grants expected to cover at least 70% research FTE Special consideration will be given for contributions to research program development, such as program project, center, or core facility grants Continued publication of significant, original research; typically 2-3 publications/year in high impact peer reviewed journals <ul style="list-style-type: none"> Citation index will be considered Presentation of abstracts and lectures at national/internat'l meetings 	<ul style="list-style-type: none"> Typically devotes at least 50-60% of time to research (Accomplishments judged on time commitment) Demonstrated major accomplishments in laboratory basic or translational, or clinical research Sustained extramural funding demonstrated by: <ul style="list-style-type: none"> RO1 PI or co-I expected plus additional funding such as co-investigator on program project or PI on VA Merit Review, foundation, or industry funding. Demonstrated ability to sustain funding for research along a thematic line Grants expected to cover at least 50-70% research FTE Special consideration will be given for contributions to research program development, such as program project, center, or core facility grants Continued publication of significant, original research; typically 2-3 publications/year in high impact peer reviewed journals <ul style="list-style-type: none"> Citation index will be considered Presentation of abstracts and lectures at national or internat'l meetings
Teaching	<ul style="list-style-type: none"> Sustained active, effective contributions to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing demonstrated by activities such as: <ul style="list-style-type: none"> Demonstrated improvement as teacher, or attainment of high level of competence Active, effective contributions as a research mentor or advisor for graduate, medical, and/or post-doctoral students (with documentation of protégé assessment and outcomes) May be leader (course director) in student or post-doctoral education in department or school Contributions and evidence of quality/impact (Educator's Portfolio) 	<ul style="list-style-type: none"> Sustained active, effective contributions to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing demonstrated by activities such as: <ul style="list-style-type: none"> Demonstrated improvement as teacher, or attainment of high level of competence Active, effective contributions as a research mentor or advisor for graduate, medical, and/or post-doctoral students (with documentation of protégé assessment and outcomes) May be leader in student, resident, or fellow education in department or school Contributions and evidence of quality/impact (Educator's Portfolio)
Service	<ul style="list-style-type: none"> Leader in administrative service in section, department, center, or institute; e.g., director of core laboratory or member/chair of important committee 	<ul style="list-style-type: none"> Leader in administrative service in section, department, center, or institute Leadership, respect, and competence in clinical discipline; contribute to section/department clinical activity in proportion to time commitment; >50th percentile for adjusted clinical effort assessed by benchmark (e.g., MGMA)
Evidence of national and/or international reputation (Examples)	<ul style="list-style-type: none"> Election to scientific or other professional societies Membership on editorial boards and study sections Peer reviewer (journals, submissions to meetings) Membership on investigator-initiated research committees Invitations to serve on committees of national/int'l organizations May have high level of recognition as educator National awards or other recognition of achievement Letters of reference, especially from experts who have not worked directly with the candidate 	<ul style="list-style-type: none"> Election to scientific or other professional societies Membership on editorial boards and study sections Peer reviewer (journals, submissions to meetings) Membership on investigator-initiated research committees Invitations to serve on committees of national/international organizations May have high level of recognition as educator or clinician National awards or other recognition of achievement Letters of reference, especially from experts who have not worked directly with the candidate

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

Parameter	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Time*	<ul style="list-style-type: none"> At least 3 years as an Instructor at MCG 	<ul style="list-style-type: none"> At least 3 years as an Instructor at MCG 	<ul style="list-style-type: none"> At least 3 years as an Instructor at MCG
Teaching	<ul style="list-style-type: none"> Typically devotes at least 80% of time to education-related activities Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Recognized as being an effective teacher by students, residents, fellows, or continuing medical education attendees Demonstrated commitment to become effective educational administrator Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Contributions and evidence of quality/impact documented in Educator's Portfolio 	<ul style="list-style-type: none"> Typically devotes at least 50% of time to clinical care and < 50% to education Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Typically teaches primarily in context of clinical care Recognized by as being an effective teacher by students, residents, fellows, or continuing medical education attendees Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate Teach in venues like educational conference series, morning report, clinical skills Be involved in curriculum or assessment development Contributions and evidence of quality/impact documented in Educator's Portfolio 	<ul style="list-style-type: none"> Typically devotes at least 50-60% of time to education-related activities with some clinical care Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Recognized as being an effective teacher by students, residents, fellows, or continuing medical education attendees Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions) Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Contributions and evidence of quality or impact documented in Educator's Portfolio
Research or other scholarly activity	<p>Engagement with education community</p> <ul style="list-style-type: none"> Demonstration of developing a scholarly approach to education activities (i.e., knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflective use of outcomes to improve education activity) Participating in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by peer reviewed venue such as MedEdPORTAL) Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) At least 2 publications and other scholarly products 	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> Publication of clinical observations, chapters, reviews, clinical guidelines, or quality improvement studies. Assisting in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally Engagement in practice-based quality improvement projects Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) At least 1 publication and other scholarly products 	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) Engagement in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by MedEdPORTAL) Authorship or co-authorship on scholarly publications & presentations in education (e.g., journal article, book chapter) At least 2 publications and other scholarly products (publication or other)

**Non-tenure Track
Promotion to Assistant Professor, cont.**

Parameter	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Service	<ul style="list-style-type: none"> • Contribution to at least one committee in section or department 	<ul style="list-style-type: none"> • Typically devotes at least 50% time to clinical care • Contribution to at least one committee in section or department • Clinical expertise requested outside section/by patients • Peer ratings of practice quality considered 	<ul style="list-style-type: none"> • Devotes some time (usually 10-20%) to clinical care • Contribution to at least one committee in section or department • Clinical expertise requested outside section/by patients • Peer ratings of practice quality considered
Evidence of local reputation	<ul style="list-style-type: none"> • Publications • Local presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) • Active participation in professional organizations • Letters of reference, especially from external sources 	<ul style="list-style-type: none"> • Publications • Local presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) • Active participation in professional organizations • Letters of reference, especially from external sources 	<ul style="list-style-type: none"> • Publications • Local presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations (desirable, not expected) • Active participation in professional organizations • Letters of reference, especially from external sources

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

Parameter	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Time*	<ul style="list-style-type: none"> At least 4 years as an Assistant Professor at MCG 	<ul style="list-style-type: none"> At least 4 years as an Assistant Professor at MCG 	<ul style="list-style-type: none"> At least 4 years as an Assistant Professor at MCG
Teaching	<ul style="list-style-type: none"> Typically devotes at least 80% of time to education-related activities Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Demonstrated commitment to become effective educational administrator Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Advising and mentoring students Mentoring residents, graduate student, post-doctoral fellows, and/or peers as teachers Contributions and evidence of quality/impact documented in Educator's Portfolio 	<ul style="list-style-type: none"> Typically devotes at least 50% of time to clinical care and < 50% to education Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Typically teaches primarily in context of clinical care Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate May become education leader, e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer Contributions and evidence of quality/impact documented in Educator's Portfolio Advising and mentoring students 	<ul style="list-style-type: none"> Typical devotes at least 60% of time to education-related activities with some clinical care Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions) Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Mentoring residents, graduate student, post-doctoral fellows, and/or peers as teachers Contributions and evidence of quality/impact documented in Educator's Portfolio

**Non-tenure Track
Promotion to Associate Professor, cont.**

Parameter	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Research or other scholarly activity**	<p>Engagement with the education community</p> <ul style="list-style-type: none"> Demonstration of a scholarly approach to education activities (i.e., knowledge of education literature and “best practices”, application to education activity, assessment of outcomes, reflective use of outcomes to improve education activities) Participation in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by a peer reviewed venue such as MedEdPORTAL) Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) 1-2 publications or other scholarly products /year Funding adds strength to application 	<p>Typical accomplishments since previous promotion include:</p> <ul style="list-style-type: none"> Publication of clinical observations, chapters, reviews, clinical guidelines, or quality improvement studies. Assisting in developing clinical guidelines or quality improvement projects that are reviewed by peers and made public at least locally Engagement in practice-based quality improvement projects Demonstration of developing a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching 1 publication or other scholarly products /year Funding adds strength to application 	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> Demonstration of a scholarly approach to teaching (i.e., knowledge of education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching) Sustained engagement in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by MedEdPORTAL) Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter 1-2 publications or other scholarly products /year Funding adds strength to application
Service	<ul style="list-style-type: none"> Contribution to or administrative or service leadership in section, department, school, institution 	<ul style="list-style-type: none"> Typically devotes at least 50% time to clinical care Contribution to or administrative or service leadership in section, department, school, institution Clinical expertise requested outside section/by patients Peer ratings of practice quality considered >50th percentile work RVU for adjusted clinical effort assessed by benchmark (e.g., MGMA) 	<ul style="list-style-type: none"> Devotes some time (usually 10-20%) to clinical care Contribution to or administrative or service leadership in section, department, school, institution Clinical expertise requested outside section/by patients Peer ratings of practice quality considered >50th percentile work RVU for adjusted clinical effort assessed by benchmark (e.g., MGMA)
Evidence of regional reputation	<ul style="list-style-type: none"> Publications Presentations, invitations to speak Invitations to peer review for journals or submissions to meetings Elected to membership in professional organizations Active participation in professional organizations – committees, presentations Letters of reference, especially from external sources 	<ul style="list-style-type: none"> Publications Presentations, invitations to speak Invitations to peer review for journals or submissions to meetings Elected to membership in professional organizations Active participation in professional organizations – committees, presentations Letters of reference, especially from external sources 	<ul style="list-style-type: none"> Publications Presentations, invitations to speak Invitations to peer review for journals or submissions to meetings Elected to membership in professional organizations Active participation in professional organizations – committees, presentations Letters of reference, especially from external sources

**Non-tenure Track
Promotion to Professor**

Parameter	Educator Pathway	Clinician-Educator Pathway	Educator-Clinician Pathway
Time*	<ul style="list-style-type: none"> At least 5 years as an Associate Professor at MCG 	<ul style="list-style-type: none"> At least 5 years as an Associate Professor at MCG 	<ul style="list-style-type: none"> At least 5 years as an Associate Professor at MCG
Teaching	<ul style="list-style-type: none"> Typically devotes at least 80% of time to education-related activities Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Recognized by peers and students as being an excellent teacher by students, residents, fellows, or continuing medical education attendees Demonstrated commitment to become effective educational administrator Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, laboratory) Advising and mentoring students Mentoring residents, graduate student, post-doctoral fellows, and/or peers as teachers Contributions and evidence of quality/ impact documented in Educator's Portfolio 	<ul style="list-style-type: none"> Typically devotes at least 50% of time to clinical care and < 50% to education Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Typically teaches primarily in context of clinical care Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development, as appropriate May become education leader, e.g., clerkship director, educational conference series director, morning report leader, curriculum or assessment developer Contributions and evidence of quality/impact documented in Educator's Portfolio Advising and mentoring students 	<ul style="list-style-type: none"> Typical devotes at least 60% of time to education-related activities with some clinical care Contributes to teaching in School of Medicine, Graduate Studies, Allied Health, Dentistry, or Nursing Recognized as being an excellent teacher by students, residents, fellows, peers and/or continuing medical education attendees Demonstrated commitment to become effective educational administrator (e.g., organizer of segment of course, series of teaching sessions) Demonstrated commitment to improve based on feedback; participation in teaching skill faculty development as appropriate Demonstrated desire to become effective as teacher in several venues (e.g., lecture, facilitating small groups, labs) Mentoring residents, graduate student, post-doctoral fellows, and/or peers as teachers Contributions and evidence of quality/impact documented in Educator's Portfolio
Research or other scholarly activity**	<p>Engagement with education community</p> <ul style="list-style-type: none"> Demonstration of a scholarly approach to education activities (i.e., knowledge of education literature and "best practices", application to education activities, assessment of outcomes, reflective use of outcomes to improve education activities) Engagement in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by peer reviewed venues such as MedEdPORTAL) 	<p>Typical accomplishments since previous promotion include:</p> <ul style="list-style-type: none"> Publication of clinical observations, chapters, reviews, clinical guidelines, clinical research, or quality improvement studies Assisting in developing clinical guidelines or quality improvement projects, reviewed by peers and made public at least locally Engagement in practice-based quality improvement projects Demonstration of developing a scholarly approach to teaching (i.e., knowledge of 	<p>Typical accomplishments include:</p> <ul style="list-style-type: none"> Demonstration of a scholarly approach to teaching (i.e., knowledge of education literature and "best practices", application to teaching, assessment of outcomes, reflection to improve teaching) Sustained engagement in educational scholarship (i.e., development of enduring educational products that are peer reviewed for quality and made public; e.g., syllabi or instructional materials accepted by MedEdPORTAL) Authorship or co-authorship on scholarly

	<ul style="list-style-type: none"> • Authorship or co-authorship on scholarly publications and presentations in education (e.g., journal article, book chapter) • 2 publications or other scholarly products /year • Funding adds strength to application 	<p>education literature and “best practices”, application to teaching, assessment of outcomes, reflective use of outcomes to improve teaching)</p> <ul style="list-style-type: none"> • 1-2 publications/other scholarly product/yr • Funding adds strength to application 	<p>publications and presentations in education (e.g., journal article, book chapter)</p> <ul style="list-style-type: none"> • 2 publications or other scholarly products /year • Funding adds strength to application
Service	<ul style="list-style-type: none"> • Contribution to or administrative or service leadership in section or department 	<ul style="list-style-type: none"> • Typically devotes at least 50% time to clinical care • Contribution to or administrative or service leadership in section or department • Clinical expertise requested outside section/by patients • State, regional, and/or national reputation as clinician • Peer ratings of practice quality considered • > 50th percentile work RVU for adjusted clinical effort assessed by benchmark (e.g., MGMA) 	<ul style="list-style-type: none"> • Devotes some time (usually 10-20%) to clinical care • Contribution to or administrative or service leadership in section or department • Clinical expertise requested by peers outside school and by patients • Peer ratings of practice quality considered • >50th percentile work RVU for adjusted clinical effort assessed by benchmark (e.g., MGMA)
Evidence of national and/or international reputation	<ul style="list-style-type: none"> • Publications (education research, reviews, or commentaries; or publications in basic science or clinical discipline) • Presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations • Active participation in professional organizations • Nominated or elected positions in professional organizations • Letters of reference, especially from external sources 	<ul style="list-style-type: none"> • Publications (clinical or education research, reviews, or commentaries) • Presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations • Active participation in professional organizations • Nominated or elected positions in professional organizations • Letters of reference, especially from external sources 	<ul style="list-style-type: none"> • Publications (clinical or education research, reviews, or commentaries) • Presentations, invitations to speak • Invitations to peer review, qualification for elected membership in professional organizations • Active participation in professional organizations • Nominated or elected positions in professional organizations • Letters of reference, especially from external sources

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

Engagement with the community of educators is the foundation of educational scholarship and begins by taking a scholarly approach to an activity. The process is influenced by knowledge of the relevant literature and best practices uses a systematic process to design, implement, assess, and redesign an educational activity.

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

Influenced by 2006 AAMC/GEA Consensus Conference on Educational Scholarship

**Non-tenure Track
Research Scientist Pathway**

Parameter	Promotion to Research Scientist	Promotion to Senior Research Scientist	Promotion to Principal Research Scientist
Research scientists are required to contribute only to advancement of research activities. They are encouraged, but not required, to contribute to teaching and/or service. Contributions to teaching and service strengthen a candidate's credentials for promotion. However, lack of teaching contributions will not be viewed unfavorably.			
Time*	<ul style="list-style-type: none"> At least 3 years as an Assistant Research Scientist at MCG 	<ul style="list-style-type: none"> At least 4 years as Research Scientist at MCG 	<ul style="list-style-type: none"> At least 5 years as a Senior Research Scientist at MCG
Research	<ul style="list-style-type: none"> Demonstrated commitment to original basic science, translational or clinical research Sustained contributions to the research of an established investigator(s) Major contribution to and authorship of peer reviewed research publications; typically at least 1 first-authored publication and authorship on at least 1 peer reviewed Type and magnitude of contribution to multi-authored articles should be documented and will be considered Application for extramural funding will be considered a strength At least 3 internal letters of recommendation expected 	<ul style="list-style-type: none"> Documented sustained contributions to creative aspects of research in collaboration with an established investigator Typically authorship on at least one publication/year since last promotion or since appointment; first or senior authorship on at least one publication in this period expected. Type and magnitude of contribution to multi-authored articles should be documented and will be considered Acquisition of some research funding from intramural/extramural sources adds to strength of portfolio At least one external and 3 internal letters of recommendation expected 	<ul style="list-style-type: none"> Documented sustained contributions to creative aspects of research in collaboration with an established investigator, including evidence of independent research Typically first or senior authorship on several publications and authorship on at least 2 publications/year. Type and magnitude of contribution to multi-authored articles should be documented and will be considered Acquisition of some extramural funding typical At least 3 external and 3 internal letters of recommendation will be solicited
Service	<ul style="list-style-type: none"> Encouraged, but not required 	<ul style="list-style-type: none"> Encouraged, but not required 	<ul style="list-style-type: none"> Encouraged, but not required
Teaching	<ul style="list-style-type: none"> Encouraged, but not required 	<ul style="list-style-type: none"> Encouraged, but not required 	<ul style="list-style-type: none"> Encouraged, but not required