

# **College of Health Professions Promotion Guidelines**

## **Promotion Concentrations and Ranks**

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## **Preamble**

The effectiveness of the College of Health Professions (CHP) at the Medical University of South Carolina depends on the ability of its faculty to fulfill the vision of the College. The College's vision statement is: The College of Health Professions seeks to achieve national distinction in health professions education, research, and service. In order to ensure the excellence of its educational programs, scholarship and clinical practice missions, the faculty of College of Health Professions (CHP) must possess the credentials and expertise demanded by its various roles. This means that the College must have faculty who are:

- experienced and expert teachers, who concentrate on meeting the instructional needs of its various educational programs;
- focused on and academically qualified to conduct high quality research, and to contribute to knowledge development within their various professional disciplines;
- devoted to providing model clinical care, and who can translate new treatment knowledge into innovative and effective clinical practices;
- engaged in university, college, professional and community service efforts and are recognized and rewarded for doing so.

CHP must be cognizant that it resides at a major academic health center with a mission of advancement through scholarship. Thus scholarship is emphasized through all aspects of education, research, and clinical practice. According to Ernest Boyer in *Scholarship Reconsidered*, (*Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, 1990) such scholarship is diverse and allows for development through one or more of four categories:

1. Scholarship of discovery
2. Scholarship of integration
3. Scholarship of application
4. Scholarship of teaching

The scholarship of discovery represents the traditional view of research as it contributes to the development of new knowledge and is disseminated through publications such as peer-reviewed articles, books, and scientific presentations.

The scholarship of integration involves contributions to the critical analysis of knowledge within disciplines and includes activities such as literature reviews, meta-analysis, and synthesis of the literature from other disciplines.

The scholarship of application applies findings generated through the scholarship of discovery and integration to the practice environment thereby strengthening the ties between academicians and practitioners.

The scholarship of teaching contributes to development of reflective knowledge about teaching and learning.

## **Eligible Tracks & Concentration**

When new faculty members are hired, they are given one of several designations as to track (tenure or non-tenure), area of concentration and rank. The decision for each of these initial designations will be made by the Dean after discussion about areas of interest and expertise of the

faculty member. The area of concentration should represent the candidate's major area of achievement and impact, and be the basis of the candidate's reputation and recognition. The choice of the area of concentration should include a consideration of the quantity as well as quality of contribution. It should represent recent activities to which the faculty member has devoted a substantial proportion of time and academic effort. The concentration may be different at subsequent promotions as the faculty members may change tracks and areas of concentration after conferring with their Department Chair and the Dean.

- Faculty are appointed to one of two tracks; Tenure or Non-Tenure.
  - Promotion of national prominence through scholarship within its educational, research, and clinical programs requires that CHP have flexibility in faculty appointments. To that end, CHP has established two tracks (Tenure Eligible Track and the Non-Tenure Track) through which its faculty may professionally advance while meeting the evolving needs of the College's academic programs and departments.
  - After some time in the College and after consultation with their respective Division Director, Department Chairperson, and with the consent and approval of the Dean of the College, the faculty member may change tracks.
- Faculty are also appointed to an area of concentration as follows:
  - **Academic Educator**- Faculty members with significant time allocated to educational delivery would principally comprise this concentration. These individuals are primarily responsible for delivering the educational programs central to the College's mission. Their responsibilities include scholarship, service, clinical practice and, to a lesser extent, external funding. Faculty members in this concentration area are expected to engage in scholarship at levels that brings national distinction to themselves, the College and the University.
  - **Academic Researcher**- Faculty members with significant time allocated to research would principally comprise this concentration. Faculty in the research concentration will develop a nationally recognized, well- focused line of investigation supported by external funding.
  - **Academic Clinician**- Faculty members with significant time allocated to clinical practice would principally comprise this concentration. These individuals have a strong commitment to advancing national distinction through their scholarly activity focused on clinical care, while providing state-of-the-art clinical service.
- Lastly, all faculty members will receive an initial appointment to one of four academic ranks. The descriptions of the ranks are as stated in the MUSC Faculty Handbook.
  - **Instructor** - This rank usually requires training beyond the baccalaureate degree. Demonstrated technical proficiency and experience may serve in lieu of formal training. The ability to contribute to the University's teaching programs is required.
  - **Assistant Professor** - This rank usually requires that a faculty member holds the appropriate terminal degree and possess strong potential for development as a teacher, scholar, and researcher. An Assistant Professorship may be awarded in the absence of a terminal degree to individuals who have made significant teaching, research, or service contributions and who have shown evidence of academic potential.
  - **Associate Professor** - This rank usually requires the appropriate terminal degree

and exemplary service as an Assistant Professor for at least three (3) years (generally 5 – 6 years) at this university or equivalent service elsewhere. Individuals achieving this rank should have demonstrated teaching effectiveness, should have made significant contributions in the areas of research/scholarly activity and service, and should show promise of continued intellectual growth.

- **Professor** - This is the highest academic rank at the University and usually requires an earned doctoral degree. For appointment at or promotion to the rank of Professor, an individual normally will have served at the rank of Associate Professor for at least four (4) years and will have demonstrated excellence in the three areas of academic pursuit: teaching, research/scholarly activity and service. In addition, the individual should have an academic reputation extending beyond the University.
- **Research modifier** - For each of these ranks there is a potential modifier of Research. A faculty rank with a Research modifier denotes an associated faculty member whose responsibilities are important to the University, often are full-time but may be part-time, and who has few or no job obligations other than doing research, often as a member of a research team. (MUSC Faculty Handbook 2011 Version page 12 lines 433-436)

### **Promotion**

For promotion, each faculty member must meet recommended criteria for promotion. Faculty will be evaluated for promotion according to standards of performance for their area of concentration.

Faculty members who are eligible for promotion are reviewed by committees of their peers and by individuals with administrative appointments. Faculty members submit evidence of their achievements to the committee in the forms of a Curriculum Vitae and a Promotion Portfolio. Faculty members who are eligible for promotion to Associate Professor or Professor are also evaluated by a team of external reviewers. External reviewers shall be chosen from a list of appropriate faculty members from other universities who have achieved the desired academic rank, or higher, for which the candidate is applying. The list of potential reviewers shall be compiled by the Division Director or Department Chair from recommendations made by the faculty member. This combination of evidence will constitute the materials that the Dean's Promotion Committee reviews using the following guidelines.

The following descriptions of rank for each area of concentration and tables of Evidence of Achievement should serve as a guide for promotion. These should guide:

- faculty with a goal of achieving promotion;
- faculty and Division Directors in establishing targeted outcomes in each category on faculty contracts;
- mentors who offer career development advice to achieve short and long term career goals;
- Division Directors with a goal of advising faculty on their readiness to pursue promotion and
- the Dean's Promotion Committee with a goal of recommending promotion to those who have met the appropriate criteria.

These descriptions and tables should be interpreted individually for each faculty member in relation to their percent effort allocation across the 5 categories: Teaching, Service, Clinical

Practice, Scholarship and External Funding. Because of the specific faculty roles and responsibilities associated with each area of concentration, each Area of Concentration has specific categories that will be weighted higher than the other categories, regardless of the percent effort in the faculty contract. Faculty contracts and targeted outcomes are expected to reflect the greater importance of these categories by the allotment of larger percent effort. These areas of higher expectations are as follows:

1. Academic Educator – Teaching and Scholarship.
2. Academic Researcher –Scholarship and External Funding.
3. Academic Clinician – Clinical Practice and either Teaching or Scholarship.

Overall promotion criteria for each area of concentration are necessary to increase the reputation and prestige of not only the individual faculty member but also of the College and the University. These descriptions below provide the gestalt of what it means to be a faculty member of a given rank in each area of concentration. Following these descriptions are tables of metrics provided for each area of concentration. These tables are not comprehensive checklists but are examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

### **Academic Educator**

For promotion to the **Assistant Professor** level, the faculty member must provide evidence that they are an effective teacher. The faculty member's expertise in scholarship may take the form of publications as first author/co-author or educational materials in print or other media.

For promotion to **Associate Professor**, the faculty member must be recognized either regionally or preferably nationally for their quality of instruction. This can be demonstrated through the use of innovative teaching methods, curricula, educational policy or educational assessment tools. The faculty member's expertise in scholarship may take the form of influential first and senior author publications related to their chosen field.

For promotion to **Professor**, the faculty member must show a sustained national/international reputation as an educational leader and innovator. The faculty member's expertise must be demonstrated through high impact scholarship that leads to either national or international recognition.

### **Academic Researcher**

At the **Assistant Professor** level, the faculty member must show that they have potential for contributions to research with an identified focus or area of expertise. They must demonstrate scholarship with the faculty member listed as first author; or as another author/co-author on publications from collaborative research to which they have substantive intellectual contributions. The faculty member must show they are establishing a sustainable line of funding to conduct research.

For promotion to **Associate Professor**, the faculty member must have established a national reputation as an investigator and contributor to the field. They must show a record of publications as first or senior author on high impact publications that have advanced the field. The candidate should have a sustainable funding record, and must have evidence of teaching and supervision of trainees.

For promotion to **Professor**, the faculty member must have a reputation either nationally or internationally as a top researcher in the field. They must have key leadership roles in collaborative studies. The faculty member must demonstrate a longstanding record of scholarship being listed on publications as senior author on high impact publications of original research. The faculty member must have a sustainable record of being a principle investigator on research with extramural funding.

### **Academic Clinician**

At the **Assistant Professor** level, the faculty member must be developing a reputation as a good practitioner in a clinical field with a leadership role. They must demonstrate leadership in activities that influence practice and should be teaching in the clinical field. The faculty member's expertise in scholarship may take the form of first author/co-author scholarship related to the clinical field or clinical materials in print or other media.

For promotion to **Associate Professor**, the faculty member must be recognized regionally or nationally as an expert who has influenced the clinical field. The faculty member may have an active teaching role and have first and senior author scholarship in top tier journals in their area of clinical expertise.

For promotion to **Professor**, the faculty member must be recognized either nationally or internationally as a leader in a clinical field. The faculty member's expertise must be demonstrated through high impact scholarship. The candidate must have an influence on practice in the clinical field nationally.

**(Adapted from Promotion criteria Harvard Medical School, May, 2012)**

### **Role of the University/College Strategic Plan**

It is important for faculty to recognize and support the strategic initiatives of the University or College. If the faculty is involved in work toward these strategic initiatives, then the faculty's work towards these initiatives should be included in their evidence of achievement. Such evidence may be in the areas of global health, entrepreneurship, interprofessional education, etc. Faculty should consult the University and College Strategic Plan documents to identify areas of achievement in line with these initiatives.

### **Interim Review**

Within the CHP, faculty members will undergo a formal review every three years that is independent of the annual review called Interim Review. Such reviews are intended to serve as mechanisms for long range institutional and personal planning. They are conducted to determine the faculty member's performance relative to the promotion guidelines and the needs of the Department and College, as well as to assist the faculty member in his/her professional development. The review is designed to provide the faculty member with accurate and useful guidance as to how her/his performance might be modified to enhance the likelihood of successful promotion in future years. The specific details of the Interim Review can be found in the "Review of Tenure-track and Non-Tenure-track Faculty" policy document and the "CHP Interim Review Procedures" document.

## Academic Educator Concentration Evidence of Achievement

Qualifications	Assistant Professor	Associate Professor	Professor
Academic	Doctoral Degree from a regionally accredited College or University or terminal degree for field. Minimum of 3 years as instructor.	Assistant Professor with a minimum of three years (generally 5 – 6 years) since last promotion. Earned Doctoral Degree from a regionally accredited College or University.	Associate Professor with a minimum of four years since last promotion.
<b>Teaching</b>	<b>% Effort</b>		
Criteria	<ul style="list-style-type: none"> <li>• Maintains high quality course materials as evidenced by their promotion portfolio.</li> <li>• Evaluates him/herself and makes positive changes.</li> <li>• Maintains satisfactory Evaluate scores.</li> <li>• Exhibits current knowledge of course content as evidenced by their promotion portfolio.</li> <li>• Designs a course including writing learning objectives, organizing content, developing materials, presenting information and evaluating students.</li> <li>• Incorporates evidence based practice into the classroom/ clinical area.</li> <li>• Assists colleagues with lectures and lab.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves recognition by peers for quality instruction (e.g. DATE).</li> <li>• Receives student evaluations (e.g. Evaluate scores) at or above the above average for the <u>University</u>.</li> <li>• Mentors/advises students.</li> <li>• Leads one or more trans-disciplinary collaborative educational programs.</li> <li>• Achieves recognition as an innovative educator (uses new technologies, innovative approaches).</li> <li>• Provides leadership in content area of expertise as evidenced by portfolio.</li> <li>• Engages in inter-professional and/or inter-institutional activities.</li> <li>• Incorporates current evidence into the classroom.</li> <li>• Achieves national and/or recognition as a leader in content area for educational expertise.</li> <li>• Participates as a guest lecturer for other programs both internal and external to MUSC.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves national/International recognition as a leader in content area for educational expertise.</li> <li>• Achieves recognition as a mentor of faculty for professional development in education.</li> <li>• Receives very good student evaluations (e.g. Evaluate scores) at or above the average for the <u>College</u>.</li> <li>• Participates as a visiting Professor at other institutions.</li> <li>• Designs and implements faculty development workshops to improve teaching effectiveness.</li> </ul>
<b>Service</b>	<b>% Effort</b>		
Criteria	<ul style="list-style-type: none"> <li>• Participates in committees at Department or Division level.</li> <li>• Participates at local, state and national meetings of professional association.</li> <li>• Demonstrates competent performance in an administrative role and/or special assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Serves in professional association activities at national, state or local levels.</li> <li>• Demonstrates leadership in service to programs, Divisions, Department, College or University.</li> <li>• Demonstrates leadership at Division/Department level (e.g.: Chairs committees).</li> <li>• Mentors junior faculty.</li> <li>• Leads planning or presenting of clinically based continuing education, workshops, seminars or conferences.</li> <li>• Serves on an invited site visit team, advisory board or consultation with another University.</li> <li>• Reviews journal manuscripts and/or grants.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership in administrative service to program, Department, College or University.</li> <li>• Holds leadership position in State/National professional association.</li> <li>• Mentors junior and senior faculty.</li> <li>• Leads a team for external review or accreditation of other educational programs.</li> </ul>

<b>Clinical Practice</b>	<b>% Effort</b>		
Criteria	<p>If clinical appointment</p> <ul style="list-style-type: none"> <li>• Demonstrates evidence-based practice.</li> <li>• Serves as a leader in clinical practice at local level.</li> <li>• Earns growing recognition for clinical expertise or as an innovator in clinical practice (for example: advanced certification)</li> </ul>	<p>If clinical appointment</p> <ul style="list-style-type: none"> <li>• Achieves recognition as a leader in clinical practice at regional and/or national level.</li> <li>• Participates in collaborative clinical practice.</li> <li>• Participates in policy making in clinical setting.</li> <li>• Introduces and disseminates new technologies and innovative practices into clinical care at MUSC.</li> </ul>	<p>If clinical appointment</p> <ul style="list-style-type: none"> <li>• Advances collaborative clinical practice.</li> <li>• Mentors junior and senior faculty in clinical practice.</li> <li>• Achieves recognition as a leader in clinical practice at the national level.</li> </ul>
<b>Scholarship</b>	<b>% Effort</b>		
Criteria	<ul style="list-style-type: none"> <li>• Presents scholarly work at local, regional or national meetings.</li> <li>• Provides evidence of annual peer reviewed scholarly output.</li> <li>• Begins a defined area of scholarship with promise for national distinction.</li> <li>• Participates in professional development related to research and scholarship.</li> <li>• Identifies a mentor in the area of scholarship.</li> <li>• Disseminates research findings through presentations, posters, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides annual evidence of peer reviewed articles as first or senior author since last promotion.</li> <li>• Provides a record of sustained evidence of peer reviewed journal articles as an author. Journals should be central to the faculty member's professional area and/or have a high impact within health care.</li> <li>• Demonstrates growing national recognition of contribution to a defined area of scholarship.</li> <li>• Serves as a manuscript reviewer.</li> <li>• Engages in funded collaborative and/or translational research.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates impact on the professional community through scholarship.</li> <li>• Participates as a member editorial review board.</li> <li>• Participates as an invited speaker at national and/or international professional conferences.</li> <li>• Serves as a scholarship mentor within the College, University or the faculty member's professional area.</li> <li>• Demonstrates leadership as a scholar at the national/ international level in a defined area.</li> <li>• Assumes leadership in the planning and execution of national symposia or forums.</li> </ul>
<b>External Funding</b>	<b>% Effort</b>		
Criteria	<ul style="list-style-type: none"> <li>• Begins to identify collaborations to secure external funding for innovative research and/or educational programs.</li> <li>• Applies for funding by participating in research or training grants.</li> <li>• Participates in writing grants as a team member.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in collaborations to secure internal or external funding for innovative research and/or educational programs.</li> <li>• Secures peer-reviewed funding as principal investigator to support a defined area of research, including collaborative and/or translational research.</li> <li>• Plays a strategic role in the acquisition of funding or development of business venture/intellectual property.</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as a PI on grants (e.g. principal investigator, significant co-investigator, project director).</li> <li>• Assumes responsibility in successful acquisition of funding for business ventures leading to development of new companies, creates capital through development or sales of business/ intellectual property.</li> </ul>

**Academic Researcher Concentration  
Evidence of Achievement**

Qualifications	Assistant Professor	Associate Professor	Professor
Academic	Doctoral degree from a regionally accredited College or University requiring significant research skills and experience (e.g. PhD). Post-doctoral education/experience preferred but not required with a minimum of three years since last promotion	Assistant Professor with a minimum of three years (generally 5 – 6 years) since last promotion	Associate Professor with a minimum of four years since last promotion
<b>Teaching % Effort</b>			
Criteria	<ul style="list-style-type: none"> <li>• Maintains high quality course materials as evidenced by their promotion portfolio.</li> <li>• Exhibits current knowledge of course content as evidenced by their promotion portfolio.</li> <li>• Evaluates him/herself and makes positive changes.</li> <li>• Maintains satisfactory Evaluate scores.</li> <li>• Incorporates evidence based practice into the classroom/ clinical area.</li> <li>• Assists colleagues with lectures and lab.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors/advises students.</li> <li>• Provides leadership in content area of expertise as evidenced by portfolio.</li> <li>• Achieves recognition by peers for quality instruction (e.g. DATE).</li> <li>• Receives student evaluations (e.g. Evaluate scores) at or above the above average for the <u>University</u>.</li> <li>• Participates as a guest lecturer for other programs both internal and external to MUSC.</li> </ul>	<ul style="list-style-type: none"> <li>• Earns recognition/demonstrates success as a mentor of faculty for professional development.</li> <li>• Receives very good student evaluations (e.g. Evaluate scores) at or above the above average for the <u>College</u>.</li> <li>• Earns national and/or regional recognition in continuing education.</li> <li>• Earns commendations and awards for teaching excellence.</li> <li>• Participates as a visiting Professor at other institutions.</li> <li>• Designs and implements faculty development workshops to improve teaching effectiveness.</li> </ul>
<b>Service % Effort</b>			
Criteria	<ul style="list-style-type: none"> <li>• Participates in committees at Department or Division level.</li> <li>• Attends meetings of professional association.</li> <li>• Reviews journal, manuscripts and grants in peer review.</li> <li>• Demonstrates competent performance in an administrative role and/or special assignment.</li> <li>• Attends local seminars, fairs, or other events that feature new technology or innovations.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in professional association activities at national, state or local levels.</li> <li>• Provides service to programs, Divisions, Department, College or University.</li> <li>• Demonstrates leadership at Division/Department level (e.g.: Chair committee).</li> <li>• Mentors junior faculty.</li> <li>• Serves on an invited site visit team, advisory board or consultation with another University.</li> <li>• Leads planning of continuing education, workshops, seminars or conferences.</li> <li>• Demonstrates ability to assist other faculty to become competent in their area of interest or program assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership in administrative service to program, Department, College or University.</li> <li>• Holds leadership position in State/National professional association.</li> <li>• Mentors junior and senior faculty.</li> <li>• Leads a team for external review or accreditation of other educational programs.</li> </ul>

<b>Clinical Practice</b>			
<b>% Effort</b>			
	<p>If clinical appointment</p> <ul style="list-style-type: none"> <li>• Demonstrates evidence-based practice.</li> <li>• Serves as a leader in clinical practice at local level.</li> <li>• Earns recognition as a leader in clinical practice at local level.</li> </ul>	<p>If clinical appointment</p> <ul style="list-style-type: none"> <li>• Participates in policy making in the clinical setting.</li> <li>• Achieves recognition for clinical expertise, or as an innovator in clinical practice. (for example: advanced certification).</li> <li>• Introduces and disseminates new technologies and innovative practices into clinical care at MUSC.</li> <li>• Participates in collaborative clinical practice.</li> <li>• Directs policy making in clinical setting.</li> </ul>	<p>If clinical appointment</p> <ul style="list-style-type: none"> <li>• Advances collaborative clinical practice.</li> <li>• Mentors junior and senior faculty in clinical practice.</li> <li>• Achieves recognition as a leader in clinical practice at regional and/or national level.</li> <li>• Mentors junior and senior faculty in clinical practice.</li> <li>• Earns national commendation or awards for clinical excellence and/or innovation.</li> </ul>
<b>Scholarship</b>			
<b>% Effort</b>			
Criteria	<ul style="list-style-type: none"> <li>• Presents scholarly work at local, regional or national meetings.</li> <li>• Provides evidence of annual peer reviewed scholarly output.</li> <li>• Establishes a defined area of scholarship with promise for national distinction.</li> <li>• Participates in professional development related to research and scholarship.</li> <li>• Identifies a mentor in the area of scholarship.</li> <li>• Embraces innovation and technology in all forms of research and scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides annual evidence of a sustained record of peer reviewed journal articles as first or senior author in journals central to the faculty member's professional area and/or have a high impact within health care since last promotion.</li> <li>• Regional and/or national recognition for contributions to a defined area of scholarship.</li> <li>• Authors peer-reviewed contributions that promote technology and innovation.</li> <li>• Earns commendations and awards for research excellence.</li> <li>• Engages in collaborative and/or translational research.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership as a scholar at the national/ international level in a defined area.</li> <li>• Participates as a member on an editorial review board.</li> <li>• Participates as a speaker (or featured in pre-conference, symposium or workshops) at national or international professional conferences</li> <li>• Mentors scholarship within the College, University or the faculty member's professional area.</li> <li>• Provides evidence of national/international prominence in a defined area of scholarly activity.</li> <li>• Assumes leadership in the planning and execution of national symposia or forums.</li> </ul>
<b>External Funding</b>			
<b>% Effort</b>			
Criteria	<ul style="list-style-type: none"> <li>• Begins to identify collaborations to secure external funding for research and/or educational programs.</li> <li>• Submits research grant(s) for internal or external funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of a track record of external funding with a minimum of one PI initiated grant related to their established area of scholarship that is indicative of ability to continually fund their line of scholarship.</li> <li>• Provides evidence of likelihood for ongoing funding.</li> <li>• Provides evidence of increasing grant type, role on grant, or funding amounts.</li> <li>• Plays a strategic role in the acquisition of funding or development of business venture/intellectual property.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to lead a funded research team.</li> <li>• Provides evidence of continuous funding as principal investigator to support a defined area of research, including collaborative and/or translational research.</li> </ul>

## Academic Clinician Concentration Evidence of Achievement

Qualifications	Assistant Professor	Associate Professor	Professor
Academic	Terminal Degree for Field with a minimum of three years since last promotion.	<ul style="list-style-type: none"> <li>Earned Doctoral Degree from a regionally accredited College or University.</li> <li>Assistant Professor with a minimum of three years (generally 5 – 6 years) since last promotion.</li> </ul>	Associate Professor with a minimum of four years since last promotion.
Teaching	% Effort		
Criteria	<ul style="list-style-type: none"> <li>Maintains high quality course materials as evidenced by their promotion portfolio.</li> <li>Evaluates him/herself and makes positive changes.</li> <li>Maintains satisfactory Evaluate scores.</li> <li>Incorporates current evidence/ evidence based practice into the classroom/ teaching area.</li> <li>Receives positive feedback on Alumni Surveys (e.g. Graduates preparedness in the field).</li> <li>Assists colleagues with lectures and lab.</li> </ul>	<ul style="list-style-type: none"> <li>Earns recognition by peers for quality instruction (e.g. DATE).</li> <li>Receives student evaluations (e.g. Evaluate scores) at or above the above average for the <u>University</u>.</li> <li>Mentors/advises students.</li> <li>Participates in translational clinical educational efforts.</li> <li>Integrates or implements educational technology or other innovative teaching initiatives.</li> <li>Achieves recognition as an innovative educator (uses new technologies, innovative approaches).</li> <li>Provides leadership in content area of expertise as evidenced by portfolio.</li> <li>Participates in planning or presenting of clinically based continuing education, workshops, seminars or conferences.</li> <li>Participates as a guest lecturer for other programs both internal and external to MUSC.</li> </ul>	<ul style="list-style-type: none"> <li>Earns regional and/or national recognition as a leader in content area for educational expertise.</li> <li>Earns recognition as a mentor of faculty for professional development in education.</li> <li>Receives very good student evaluations (e.g. Evaluate scores) at or above the above average for the <u>College</u>.</li> <li>Participates as a visiting Professor at other institutions.</li> <li>Designs and implements faculty development workshops to improve teaching effectiveness.</li> <li>Initiates and evaluates innovative changes in curricula.</li> <li>Earns commendations and awards for teaching excellence.</li> </ul>
Service	% Effort		
Criteria	<ul style="list-style-type: none"> <li>Participates in committees at Department or Division level.</li> <li>Attends meetings of professional association</li> <li>Demonstrates competent performance in an administrative role and/or special assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in professional association activities at national, state or local levels.</li> <li>Provides service to programs, Divisions, Department, College or University.</li> <li>Demonstrates leadership at Division/Department level (e.g.: Chairs committees).</li> <li>Mentors junior faculty.</li> <li>Demonstrates ability to assist other faculty to become competent in their area of interest or program assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates leadership in administrative service to program, Department, College or University.</li> <li>Holds leadership position in State/National professional association.</li> <li>Mentors junior and senior faculty members.</li> <li>Leads a team for external review or accreditation of other educational programs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Participates as on an invited site visit team, advisory board or consultation with another University.</li> <li>• Serves as a reviewer of journal manuscripts and/or grants.</li> </ul>	
<b>Clinical Practice</b> <b>% Effort</b>			
Criteria	<ul style="list-style-type: none"> <li>• Demonstrates evidence-based practice.</li> <li>• Serves as a leader in clinical practice at local level.</li> <li>• Earns growing recognition for clinical expertise or as an innovator in clinical practice (for example: advanced certification).</li> </ul>	<ul style="list-style-type: none"> <li>• Earns recognition as a leader in clinical practice at regional and/or national level.</li> <li>• Advances collaborative clinical practice</li> <li>• Participates in policy making in clinical setting.</li> <li>• Earns recognition as an innovator in clinical practice. Introduces and disseminates new technologies and innovative practices into clinical care at MUSC.</li> </ul>	<ul style="list-style-type: none"> <li>• Earns recognition as a leader in one or more collaborative clinical practice efforts.</li> <li>• Mentors junior and senior faculty in clinical practice.</li> <li>• Receives national commendation or awards for clinical excellence and/or innovation.</li> </ul>
<b>Scholarship</b> <b>% Effort</b>			
Criteria	<ul style="list-style-type: none"> <li>• Presents scholarly work at local, regional or national meetings.</li> <li>• Provides evidence of annual peer reviewed scholarly output.</li> <li>• Begins a defined area of scholarship with promise for national distinction.</li> <li>• Participates in professional development related to research and scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides annual evidence of peer reviewed articles as first or senior author since last promotion in journals central to the faculty member's professional area and/or have a high impact within health care since last promotion.</li> <li>• Provides evidence of growing national recognition of contribution to a defined area of scholarship.</li> <li>• Authors peer-reviewed contributions that promote technology and innovation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates impact on the professional community through scholarship.</li> <li>• Participates as a member on an editorial review board.</li> <li>• Participates as an invited speaker at national or international professional conferences.</li> <li>• Serves as a scholarship mentor within the College, University or the faculty member's professional area.</li> <li>• Demonstrates leadership as a scholar at the national/ international level in a defined area.</li> <li>• Provides evidence of primary or senior authorship of publications centered on educational methods and/or collaborative educational approaches.</li> </ul>
<b>External Funding</b> <b>% Effort</b>			
Criteria	<ul style="list-style-type: none"> <li>• Begins to identify collaborations to secure external funding for innovative research and/or educational programs.</li> <li>• Applies for funding by participating in research or training grant.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in collaborations to secure internal or external funding for innovative research and/or educational programs.</li> <li>• Secures peer-reviewed funding as principal investigator to support a defined area of research, including collaborative and/or translational research.</li> <li>• Provides evidence of likelihood for ongoing funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in grants (e.g. principal investigator, significant co-investigator, project director).</li> <li>• Demonstrates ability to lead a funded research development or sales of business/ intellectual property.</li> </ul>

# College of Health Professions Promotion Implementation Guidelines

## Introduction

Promotion within any academic institution is about proving you are working toward prominence within your profession. Preparing a portfolio is an essential step in the process and should be prepared with thoughtful consideration. The portfolio for a candidate who is being considered for appointment or promotion is a set of materials that document the candidate's accomplishments in their chosen area of concentration. The portfolio should be a complete, accurate, cumulative and concise portrait of the applicant's professional growth, academic work and achievements. Preparing a portfolio is not a one-size-fits-all work but will vary with the discipline and the concentration you are pursuing. This document should not only include accomplishments but also should emphasize a personal philosophy toward your work and should be a justification of why you chose a particular promotion concentration.

It is important that the candidate for promotion allow sufficient time to the preparation of this portfolio to ensure it to be a complete, accurate and timely representation of the candidate. For this reason, the **Personal Summary of Accomplishments** is a recap of your portfolio. This document will be reviewed by many individuals to assess the applicant's suitability for promotion to the desired academic rank and scrutinized from many points of reference. For the above mentioned reason, it is strongly recommended to have a senior faculty member at or above the rank for which you are applying review your portfolio.

Refer to the Electronic Portfolio Guidelines for more information about the process of submitting of your portfolio.

## CHECKLIST FOR FACULTY PROMOTION PORTFOLIO

Name:

Degree:

Promotion rank from \_\_\_\_\_ to \_\_\_\_\_

Faculty promotion concentration:

Department:

Division:

Date of Last Promotion:

### **Introductory Materials**

1. \_\_\_\_\_ Completed checklist as coversheet to portfolio.
2. \_\_\_\_\_ Completed faculty track designation form.
3. \_\_\_\_\_ An up-to-date curriculum vitae. Include only published or in-press citations.
4. \_\_\_\_\_ An abbreviated curriculum vitae (see template)
5. \_\_\_\_\_ A **Personal Summary of Accomplishments** since last promotion or since hire date.
6. \_\_\_\_\_ 1 copy each of three recent publications selected by the candidate as representative of his/her capabilities and area of expertise.
7. \_\_\_\_\_ Names and contact information of 5 potential external reviewers who are at or above the rank you are applying for (*for Associate Professor or Professor candidates only*).
8. \_\_\_\_\_ Copies of annual faculty evaluation since last promotion or hire date.

All portfolio materials are to be submitted electronically. The full portfolio includes all introductory materials plus supplementary materials. Supplementary materials should provide evidence of your accomplishments. See section on **Evidence** for examples of possible supplementary materials that could be included in your full portfolio.

### **Personal Summary of Accomplishments**

The Personal Summary of Accomplishments provides the faculty member and opportunity to put into context his/her scholarly teaching, research and/or service contributions. The candidate's Personal Summary of Accomplishments should serve as an explanation of his/her career trajectory and accomplishments for the reviewing bodies. The statement should minimally offer a brief overview of the candidate's course to and reason for seeking promotion.

The summary should be single-spaced, between 5 – 7 pages, and structured with the following headings:

- Introduction
- Teaching/Education
- Scholarship/Scholarly Activity
- Service
- Intramural/Extramural Funding (if applicable)
- Clinical Practice (if applicable)
- Administration (if applicable)

**The statement may include but not be limited to:**

- Philosophy and belief statement about research and/or teaching in relationship to the candidate's selected academic concentration.
- Summary of their achievements since last promotion.
- Demonstration of their individual accomplishments that are in alignment with the college strategic plan and impact on the university at large
- Demonstration of distinction of your contributions from those in the college and colleagues in the field.
- Contributions to the college's goal of achieving national distinction
- Contributions to teaching, scholarship and/or service that impact the college and/ candidate's profession
- Significant contributions to the candidate's division (curriculum design, accreditation, etc.)
- Leadership roles (conference chair, committee chair, etc.)
- University wide interprofessional activities
- Recognition and honors

**The statement should not be:**

- Primarily a restatement of information reported in their CV
- A review or summary of the specific details of specific scholarly works
- A chronology of the candidate's personal life journey and professional career. It is possible that specific events on one's life may contribute to their philosophy and beliefs
- Jargon and acronym filled that may be unfamiliar to reviewers

## Evidence

The applicant should have folders within the portfolio, using the following folder names as applicable to your area of concentration, to provide evidence that you have achieved the criteria to advance in rank. This is **not** intended to be a checklist. Subfolders should be used to organize material as needed.

### I. Teaching/Education

- Specific roles and accomplishments at MUSC: lecturer, student adviser, preceptor, supervisor of academic fellows or junior faculty, developer of educational material, supervisor for master's research projects, doctoral projects, and dissertations, DATE review.
- Educational leadership accomplishments - such as accreditation experience and success, curriculum design and academic program leadership.
- Recognition - demonstrated skills and talents, special accomplishments: teaching awards, course director, head of training programs, conference leader.
- Contributions and service to committees involved with education (College, University, and Professional): committee member, committee chair, committee accomplishments.
- Regional, national, international accomplishments: visiting professorships, editorial boards, invited lectures, membership on certification boards, participation in educational efforts of professional societies, member professional association governance board.
- Interprofessional teaching activities and accomplishments.
- Development of activities you have engaged in to enhance teaching excellence.

### II. Service

- Summary of community service including roles and accomplishments.
- Recognitions and honors.
- Roles, activities, and accomplishments in professional associations.
- Summary of MUSC service with highlights on leadership roles, activities and accomplishments.

### III. Clinical Practice

- Contributions to innovative methods of patient care.
- Participation in performance improvement projects.
- Measures of practice quality: patient satisfaction data, letters from patients, commendations.
- Awards for clinical practice.
- Description of peer status: expertise for specific clinical problem, recognized expert.

### IV. Scholarship

- Summary of papers presented at regional, national, or international meetings.
- Participation in NIH Study Sections or other extramural appointments.
- Major journals for which the candidate served as a peer reviewer, editor, editorial board member, or editorialist. Provide an estimate of the number of manuscripts reviewed.
- Scholarly publications. Profile the nature, importance, and significance of the candidate's publications. The contributions of the candidate to these publications and the candidate's role as a mentor should be discussed.

### V. Extramural Funding

- Summary of role, percent of effort, and funding amounts in extramural grants. Do not replicate if this information is listed in full on your curriculum vitae.

- Brief description of research.
- Importance and significance of research.
- Summarize trainees and their accomplishments during and after their time working with the candidate.

VI. Administration

- For faculty members holding key positions such as Department Chair, Division Director, or Program Director, Coordinator or Chair of a specific function (e.g., admissions, curriculum, or research) summarize major accomplishments in the position.
  - Responsibilities and accomplishments in extra-departmental administrative activities.
  - Responsibilities and accomplishments in extra-institutional administrative activities.
- Supporting materials for inclusion in the portfolio.

### Letters

**Letters of support and letters of external review:** Two types of letters assessing qualifications for promotion are relevant for assessment and are included in the promotion materials – letters of support and letters of external review. Those that offer a personalized view and support of the applicant are referred to below as *letters of support*, while those that offer an objective external review are referred to below as *letters of external review*.

- **Letters of support** may be requested from others by the faculty member who is applying for promotion, and may be written and submitted by persons who currently work in some capacity with the promotion applicant, or have worked with the applicant at some time in the past. Letters of this nature should discuss the relationship that the person writing the letter has or had with the promotion applicant as well as offer an opinion as to the kind and quality of work performed by the applicant. The letter should include an overview of the writer's opinion of the applicant's worthiness for consideration, and conclude with a brief summary of why the person writing the letter believes that the applicant should be granted promotion. Letters of this nature should be sent directly to the promotion applicant for inclusion with the materials. Submission of letters of support is optional for the applicant and should not exceed 5.
- **Letters of external review** (required for candidates seeking promotion to Associate Professor or Professor) must be written and submitted by persons at or above the rank to which the applicant is applying. The review should be done entirely with respect to materials submitted by the candidate, so that an objective viewpoint from the external reviewer can be obtained. External reviewers should be faculty from an outside institution similar to MUSC (i.e. academic health sciences center or research intensive). A former mentor or other individuals that might have a strong perceived bias should not be considered as a potential external reviewer (i.e. dissertation committee chair). External reviewers should address all areas of the promotion application, and make specific comments as to their unbiased opinion of both the applicant's perceived merits and/or liabilities. The letter should conclude with a brief summary that offers a recommendation stating why the external reviewer believes the faculty candidate should or should not be granted promotion. Letters of external review are a required component of the promotion materials. A candidate who has specific questions about potential external reviewers should discuss this with his/her Division Director or Department Chair.
- Promotion applicants may not request letters of external review directly from reviewers. The promotion applicant should instead submit the names and contact information for at least five

potential external reviewers to the Department Chair. The Department Chair must then arrange for three of the individuals submitted to serve as external reviewers for the promotion candidate. If none of the five individuals are able to serve as external reviewers, the promotion applicant must then submit the names and contact information of five more potential external reviewers to his/her Department Chair. This process must continue until three external reviewers are selected and agree to perform the external review.

Once external reviewers are selected, each should be advised to send their letter directly to the Department Chair, who will then include the letter in the promotion applicant's materials.

Beyond giving names and contact information of potential external reviewers to the Department Chair, promotion applicants are not allowed to communicate with those performing the review about any aspect of the review, or to read any of the letters of external review that have been submitted during the promotion consideration process. This is so that the external review remains entirely objective, and is not influenced in any way by interaction between the person doing the external review and the promotion applicant.

These guidelines accompany the College of Health Professions Promotion document approved by the college's Faculty Assembly on July 17, 2012.



**SERVICE** \_\_\_\_\_ % **Effort**  
Evidence of Achievement

Comments:

**SCHOLARSHIP** \_\_\_\_\_ % **Effort**  
Evidence of Achievement

Publications since last promotion

\_\_\_\_\_ Peer reviewed journal

\_\_\_\_\_ Book Chapter

\_\_\_\_\_ Review

\_\_\_\_\_ Other (please specify):

Comments:

**CLINICAL PRACTICE** \_\_\_\_\_ % **Effort**  
Evidence of Achievement

Comments:

**EXTERNAL FUNDING** \_\_\_\_\_ % **Effort**  
Evidence of Achievement

Comments:

Synopsis of External Reviewers (Associate Professor & Professor only)

Synopsis of Annual Reviews

Recommendation of Promotion Review Committee

\_\_\_\_\_ Promotion Recommended

\_\_\_\_\_ Promotion Not Recommended

\_\_\_\_\_ Additional Information Requested

Comments:

Chairperson Promotion/Review Committee

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## College of Health Professions Tenure Policy

Faculty members who have consistently met the criteria for Associate Professor or Professor and have a record of sustained excellence at either rank may apply for tenure. Tenure is the assurance of continuous appointment to a particular faculty rank with continuation of salary commiserate with rank, subject to the conditions stated in the *MUSC Faculty Handbook*. Tenure provides further assurance of academic freedom with the expectation that the faculty member will continue to perform according to accepted faculty standards.

One of the most important considerations for tenure is the faculty member's long-term value to his/her Department, the College and the University. Tenure is distinct from promotion, since the evidence for and assessment of suitability for tenure must document a long term process of professional development and contributions to the College and University mission and strategic goals, and not simply be an inventory of discrete activities and accomplishments.

Central to the consideration for tenure, a faculty member must demonstrate both academic maturity and collegiality. Academic maturity includes professional judgment, wisdom, trust, citizenship in the academic community and the capacity to promote development of colleagues and students. Examples of academic maturity include: serving as a content or professional development mentor for junior faculty, assuming leadership roles on strategic college and university initiatives, representing faculty in the expression of innovative ideas or grievances, and serving as a dissertation advisor to students. Collegiality denotes respect that is openly shown toward colleagues, along with the willingness to interact cooperatively and in a positive manner with both faculty and staff. Collegiality also implies that one should refrain from unfair or judgmental criticism of colleagues' personal and/or professional values, and even in the case of disagreement, show reasonable tolerance for the opinions of others.

The path of progress toward tenure takes place on three dimensions:

- *Contributions.* To qualify for tenure, a faculty member must build a record of sustained excellence in academic areas that are important for the maintenance and continued growth of the College, University and the faculty member's department and division. The exact nature of these contributions will vary, depending on the evolving needs of the faculty member's institutional units and her/his competencies. A faculty member may demonstrate sustained excellence in a combination of teaching, research, and clinical activities that extends knowledge, produces consistent scholarship, provides a record of funded research, and/or develops teaching or clinical innovations that both clearly move the faculty member's career forward and are obviously valued by colleagues, her/his profession and the university.
- *Growth.* Evidence that a faculty member deserves tenure comes from a clear and convincing process of personal and professional growth. Health care and academia are constantly changing environments, both of which result in continually evolving imperatives in research, teaching, service and clinical care. To earn tenure, a faculty member must show that she/he has recognized and appropriately responded to these imperatives. In addition, a faculty member should demonstrate commitment to mentoring junior faculty.
- *Potential.* With the above-mentioned requirements for contributions and growth, a

faculty member must exhibit appropriate achievements and demonstrate the potential for additional (and/or higher levels of) achievement in the future to earn tenure. The faculty member should be able to show that he/she can progress beyond his/her previous “comfort zone” if necessary to ensure the continued growth and vitality of the University, College and associated academic units, and his/her profession. A faculty member should be willing to effectively assume formal and/or informal academic and professional leadership responsibilities so that the University, College and associated academic units can be maintained and further developed in their missions. The faculty member should also demonstrate that she/he is proactive in outlook and understands the need for change in response to future challenges.

In the College of Health Professions, tenure-track faculty members are expected to attain tenure within their first ten years of appointment to a tenure-track position. If a tenure-track faculty member does not successfully achieve tenured status during that period, he/she may be given a letter of non-renewal of appointment or be transferred to a non-tenure-track position as determined by the Dean in consultation with the faculty member, Division Director and/or Department Chair. A faculty member may receive one or more additional years in the tenure track if she/he is granted a leave of absence during that period due to personal or professional reasons.

The *MUSC Faculty Handbook* provides guidelines for tenure that cover all University faculty members. Faculty members who have attained the rank of Associate or Full Professor are eligible to apply for tenure. Each applicant must prepare a portfolio documenting and supporting his/her application for tenure. At a minimum, the portfolio must include an updated curriculum vitae and documented evidence of relevant teaching, research and clinical experience and effectiveness. Three external letters of support will also be reviewed to determine tenure. The portfolio and letters will be used to evaluate the long-term value of the faculty member to the institution. These documents are then reviewed by the College and University Tenure Committees and, when appropriate, sent to the Board of Trustees of approval. Information regarding these steps and the items to be included in a tenure portfolio can be found in the College of Health Profession’s Tenure Policy Implementation document. Prior to applying for tenure a faculty member should seek advice from senior colleagues with tenure as well as from relevant division, department and College administrators to determine if he/she is ready to successfully advance to this status.

# College of Health Professions Tenure Implementation Guidelines

## Introduction

This document provides the procedures by which applications for tenure in the College of Health Professions at MUSC are developed, submitted and reviewed. Core elements of documentation (applicant's full and abbreviated *curriculum vitae*, personal statement, letters of support and external review letters, and supplemental materials) are described and explained here. In addition, the general timetable for tenure application and review is provided, as well as the essential roles and responsibilities for participants in the tenure process (including the tenure applicant, her/his Division Director and Department Chair, the College Tenure Committee, the Dean, the University Tenure Committee, the Provost, and the MUSC Board of Trustees). Finally, the assessment form used by the College Tenure Committee is provided.

## Tenure Application Components

***Curriculum Vitae:*** Both full and abbreviated (one page) CVs are required. The full curriculum vitae should provide a clear and comprehensive record of the applicant's professional experience. Based on the documents required by the College and University Tenure Committee, it is important to provide evidence of teaching, research and clinical experience and effectiveness. Since highlighting teaching in a CV is less common than highlighting other types of activities, listed below are a number of ways to highlight teaching experience and effectiveness:

- Academic courses in which the applicant has been the course coordinator or primary instructor
- Interprofessional courses (IPE)
- Record of educational activities that support mentorship of students
- Development of innovative educational material/courses (i.e. instructional DVD, course text book)
- Research and scholarship related to teaching
- A summary of e-value scores and student comments
- Documentation of DATE review
- College and University Teaching Awards
- Participation in service activities related to teaching (i.e. Steering committee for Apple Tree Society)
- Record of training to advance teaching skills

***Personal statement:*** Applications for tenure must contain a concise "Personal Justification for Tenure" which should be 2-5 pages in length. As noted above, the applicant's comprehensive curriculum vitae (CV) will detail the applicant's engagement in the various missions of academia, including teaching, research, service and clinical care. The personal statement should highlight key aspects of this engagement within the CV as they relate to the applicant's professional contributions and growth, collegiality, academic maturity and long term potential. An applicant should explain within the personal statement how they have contributed, and will continue to contribute to the missions and visions of the Department, CHP and MUSC.

***Letters of support and letters of external review:*** Two types of letters assessing qualifications for receiving tenure are relevant to tenure assessment and are included in the materials – letters of support and letters of external review. Those that offer a personalized view and support of the applicant are referred to below as *letters of support*, while those that offer an objective external review

are referred to below as *letters of external review*. Letters of external review are mandatory while letters of support are not.

- *Letters of support* may be requested from others by the faculty member who is applying for tenure, and may be written and submitted by persons who currently work in some capacity with the tenure applicant, or have worked with the applicant at some time in the past. Letters of this nature should discuss the relationship that the person writing the letter has or had with the tenure applicant as well as offer an opinion as to the kind and quality of work performed by the applicant. The letter should include an overview of the writer's opinion of the applicant's worthiness for tenure consideration, and conclude with a brief summary of why the person writing the letter believes that the applicant should or should not be granted tenure. Letters of this nature should be sent directly to the tenure applicant for inclusion with the tenure materials. As noted above, submission of letters of support is optional for the applicant.
- *Letters of external review* must be written and submitted by persons who have tenure at their primary academic institutions. The letter of review should be done using only the materials submitted by the candidate, so that an objective viewpoint from the external reviewer can be obtained. External reviewers should address all areas of the tenure application, and make specific comments as to their opinions of both the applicant's perceived merits and/or liabilities. The letter should conclude with a brief summary that offers a recommendation stating why the external reviewer believes the faculty candidate should or should not be granted tenure. As noted above, letters of external review are a required component of the tenure materials.

Tenure applicants may make preliminary inquiries of potential reviewers to determine their willingness and availability to participate in the tenure assessment. However, tenure applicants may not request letters of external review directly from reviewers. The tenure applicant should instead submit the names and contact information for at least five potential external reviewers to the Department Chair. The Department Chair must then arrange for three of the individuals submitted to serve as external reviewers for the tenure candidate. If none of the five individuals are able to serve as external reviewers, the tenure applicant must then submit the names and contact information of five more potential external reviewers to his/her Department Chair. This process must continue until three external reviewers are selected and agree to perform the external review.

Once external reviewers are selected, each should be advised to send their letter directly to the Department Chair, who will then include the letter in the tenure applicant's materials. Beyond giving names and contact information of potential external reviewers to the Department Chair, tenure applicants are not allowed to communicate with those performing the review about any aspect of the review, or to read any of the letters of external review that have been submitted during the tenure consideration process. This is so that the external review remains entirely objective, and is not influenced in any way by interaction between the person doing the external review and the tenure applicant.

***Supplemental materials:*** These are some important supplemental materials that a faculty member may use to support their tenure application:

- Course materials

- Evidence of mentoring
- Peer-reviewed journal articles
- Funded grant summary statements
- Committee leadership and membership
- Evidence of clinical expertise and outcomes

This list is not meant to be all-inclusive nor is it intended that each faculty member provide every item on this list. The supplemental material included in a faculty member’s tenure application should specifically support their justification in the three dimensions of contribution, growth and potential as well as the foundational areas of academic maturity and collegiality. In combination, the faculty member’s tenure application must justify their “long-term value to his/her Department, the College and the University” as stated in the Tenure Policy.

It must also be noted that the College and University have differing documentation requirements, with the College generally accepting and requiring a wider variety of materials. The supplemental materials listed above and letters of support would be useful at the College level, but would not be included within materials forwarded to the University level. Of course, the significance of the activities shown in the supplemental materials can be communicated to the University level via the CV and personal statement.

Refer to the Electronic Portfolio Guidelines for more information about the process of submitting of your portfolio.

**Steps in the Tenure Process**

The exact timeline for tenure will vary by year depending on changes in the University calendar. However, the sequence of steps looks like this:

<b>Steps</b>
1. The Associate Dean for Academic and Faculty Affairs notifies faculty members at the Rank of Associate Professor and Full Professor on the first Monday in February that the tenure cycle is beginning and provides the tenure timeline for the current academic year. The Dean will also form a College Tenure Committee to review applications, and select a Committee Chair.
2. Candidates applying for tenure notify their Division Director in writing of their intent by the third Monday in February. If the Director is the applicant, the notification is sent to the Department Chair. At the same time, candidates must provide the Department Chair with a personal statement outlining the applicant’s rationale for applying for tenure, the names of five potential external reviewers, an updated full CV, an abbreviated CV (required by the University Tenure Committee) and 3 copies of journal articles or other samples of scholarship.
3. The Dean shall notify the College Tenure Committee of the existence of tenure applications, and the Chair of the Tenure Committee will schedule the first (organizational) meeting of the Committee.
4. The Department Chair sends out requests for external reviews with a return deadline, and places the letters with the applicants’ respective materials.
5. Candidates submit their tenure materials to their Division Director. If the candidate is the Director, then the materials should be sent to the Department Chair.
6. Division Directors review tenure portfolios, write letters of recommendation and forward all tenure materials to the Associate Dean for Academic and Faculty Affairs, who will maintain them

and make them available to the College Tenure Committee for review.
7. The College Tenure Committee will conduct its applicant reviews, thoroughly reviewing each applicant's material using the College tenure guidelines. The Committee may ask questions of the applicant and/or request additional clarifying materials. After its review, the Committee will forward the applicant's materials and a written tenure support/non-support recommendation (including a written rationale for its recommendation), to the Department Chair.
8. The Department Chair will conduct a review of the candidate and make a recommendation to support or not to support tenure, using the College guidelines, while taking the Tenure Committee's recommendation into consideration. The Department Chair will then submit all of the tenure materials, the letter of recommendation from the Committee, and a letter of support or non-support outlining the rationale for the Chair's tenure support/nonsupport decision to the Dean.
9. The Dean will review all of the materials and letters for each applicant. The Dean will make a determination to support or not support the application. Selected materials for applicants supported by the Dean for tenure will be forwarded electronically on August 1 to the Provost and Vice President for Academic Affairs.
10. The Provost will submit recommendations for tenure to the Board of Trustees for their October meeting. The Provost will also submit recommendations for tenure to the President. Candidates will be notified of a decision before the end of the year.
11. Awards of tenure will become official on January 1 of the following year.

Special Circumstances may arise when applying for tenure. Examples include cases when a Chair or Dean is applying for tenure. These candidates should consult with the Associate Dean for Academic and Faculty Affairs as soon as the intent to apply is known in order to guide them through accession of appropriate letters of support within the established timeline. The College Tenure Committee Chair and other affected reviewers should be made aware of the special circumstances, and how (and to whom) the reviewed materials and recommendation should be routed.

**Appendix: Tenure Assessment Form to be used by the College Tenure Committee**  
Medical University of South Carolina  
College of Health Professions  
Tenure Documentation

Name: \_\_\_\_\_

Department: \_\_\_\_\_ Division: \_\_\_\_\_

Purpose:            \_\_\_\_\_ Tenure  
                      \_\_\_\_\_ Interim Review

Concentration:    \_\_\_\_\_ Academic Educator  
                      \_\_\_\_\_ Academic Researcher  
                      \_\_\_\_\_ Academic Clinician

Rank:             \_\_\_\_\_ Assistant Professor  
                      \_\_\_\_\_ Associate Professor  
                      \_\_\_\_\_ Professor

Time in current rank:                            \_\_\_\_\_ Years    \_\_\_\_\_ Months

Time since appointment to tenure track:                            \_\_\_\_\_ Years    \_\_\_\_\_ Months

Profession: \_\_\_\_\_

Highest Academic Degree: \_\_\_\_\_

Please specify the evidence provided to justify each domain relevant for tenure. Comments may include the applicability of material presented in portfolio.

**Contribution**

Evidence of Contribution

Comments:

**Growth**

Evidence of Growth

Comments:

**Potential**

Evidence of Potential

Comments:

**Academic Maturity**

Evidence of Academic Maturity

Comments:

**Collegiality**

Evidence of Collegiality

Comments:

Synopsis of External Reviewers (Associate Professor & Professor only)

Recommendation of Tenure Committee

\_\_\_\_\_ Tenure Recommended

\_\_\_\_\_ Tenure Not Recommended

\_\_\_\_\_ Additional Information Requested

COMMENTS:

Chairperson Tenure/Review Committee

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# College of Health Professions

## Interim Tenure Review Policies and Procedures

### Value of the Interim Tenure Review

All faculty seeking tenure are required to request an Interim Review prior to seeking tenure that is independent of the annual review. Interim reviews are intended to serve as mechanisms for faculty long range professional career planning, and are different in substance and outcome from other College processes (i.e. annual review, mentoring, and career development plans).

An Interim Tenure Review permits a faculty member to receive advice from a broader range of senior faculty other than his/her mentor, Division Director, or Chair, and allows the individual undergoing the Review to receive input from more than one senior faculty member. Such an arrangement is valuable to a faculty member seeking tenure, as it provides an estimation from a collaborative group of senior faculty regarding her/his current accomplishments and career trajectory. The outcome of the Interim Review can also be valuable to Division Directors and/or Department Chairs and should provide a guide for positive and constructive advisement to assist faculty in achieving tenure.

### Policies Related to the Interim Tenure Review

The Interim Review is designed to provide a faculty member with accurate and useful guidance as to how her/his performance might be modified to enhance the likelihood of achievement of tenure in future years. Current faculty who are planning to seek tenure in less than 3 years from the date of this document September, 2014 are exempt from this requirement. All new faculty and faculty who intend to seek tenure more than 3 years from the date of this document will be required to participate in an interim review. However, it is suggested that even faculty within three years of applying for tenure would benefit from this process as the intent is to better prepare each faculty member for a successful tenure application. Minimally faculty seeking tenure, even those who are exempt from the review, should have a conversation with their Division Director, Department Chair and Mentors to obtain their respective opinions about readiness for tenure and activities that might be recommended to better prepare the faculty member for tenure. All faculty are also encouraged to have a conversation with the Dean when contemplating readiness to seek tenure to determine his/her level of support and again to seek advice regarding appropriate preparation for the tenure application. Again these suggestions are made to maximize the success of each faculty applying for tenure since these key administrators all have to write letters of support for all tenure applications.

### Suggested Timeline for the Interim Review

Tenure track College of Health Professions faculty who request an interim tenure review should be aware of the necessary deadline required for achieving tenure (10 years from the time of the initial contract, (see p. 3 of the CHP Tenure Policy, approved by CHP Faculty 3/01/2013 and Provost 3/25/2013). While flexibility exists in scheduling and undergoing an interim tenure review, faculty wishing to do so must realize the chronological demands and plan accordingly. To assist with planning, it is recommended that faculty undergo this review 3 years after being in a tenure track position or 3 years prior to applying for tenure. We recognize that many scenarios will make this ideal timeframe impossible and flexibility should be used in those cases.

## Procedures

1. When a faculty member wishes to schedule an Interim Review for tenure, he/she should send the request directly to his/her Division Director, or if appropriate, to his/her Department Chair. The Division Director or Department Chair is subsequently responsible for appointing the members of the Interim Review Committee. The Division Director/Department Chair will then meet with the appointed members, and will be in charge of organizing the Interim Review Committee, including selection of a Committee Chair.

The Committee shall be comprised of no less than three faculty members, with at least one faculty member being from outside the faculty member's division and at least one faculty member being from within the faculty member's division. The third faculty representative may be from another college at MUSC. Faculty serving on the Interim Review Committee must be senior in rank (Associate or Full Professor), and ideally have tenure if serving on the Interim Review for faculty seeking tenure.

2. The Interim Review Committee Chair will be responsible for obtaining required materials from the faculty member under review, and for ensuring that Committee members receive or have access to all necessary materials. The Interim Review Committee Chair will also be responsible for discussing and resolving any questions, issues, or concerns that may arise and pertain to the faculty member under review.
3. A specific date, time and place for the Interim Review discussion will be scheduled and will be set by the Committee Chair in consultation with the committee and faculty member being reviewed no later than one month in advance.
4. The faculty member to be reviewed is responsible for meeting with the Chair of her/his Review Committee and arranging for the submission of required review materials. The following materials should be submitted in the form of a portfolio to the Interim Review Committee Chair:
  - A. A comprehensive and updated *curriculum vitae*;
  - B. Copies of the faculty member's annual evaluation for each of the last three years;
  - C. A written, critical self-evaluation (no more than five typed, double-spaced pages in length) by the faculty member of her/his professional development, including a frank assessment of perceived strengths and weaknesses, and proposed future efforts to build on the former and remedy the latter;
  - D. A complete set of the faculty member's student evaluations for all courses during the last three years of faculty appointment in CHP, including all returned student evaluation forms and comments;
  - E. A list of three to five individuals outside the University to serve as potential external reviewers. A brief description of these individuals should be provided to the Interim Review Committee Chair by the faculty member undergoing the Interim Review, which must include a rationale for their selection. The proposed external reviewers will not actively participate in the Interim Review, but will instead be identified so as to compile a list of potential individuals for future tenure application. **External reviewers should be obtained without direct contact with the proposed external reviewers.**
  - F. Three manuscripts that have been published in peer reviewed journals.

**Note:** Since faculty members requesting an Interim Review are expected to hold at least the academic rank of Assistant Professor, he/she should have at least this degree of publication history.

G. The promotion packet used for the most recent promotion (if applicable).

5. In addition to the above items, the faculty member requesting Interim Review may submit additional materials that further describe and/or clarify his/her professional development during the period under review. Examples may include DATE review summaries, evidence of invited scholarly talks or publications, and/or evidence of professional and/or academic service accomplishments. The Chair of the Interim Review Committee will be responsible for making appropriate arrangements for the Committee to access these materials, all of which will be kept in a secure location in the CHP Dean's office. Interim Review Committee members may access the materials upon request, and should be returned to a designated CHP Dean's office staff member upon completion of the review.
6. After reviewing the faculty member's portfolio, the Interim Review Committee members must provide individual written feedback to the Interim Review Committee Chair and meet as a group to discuss their findings.
7. The Interim Review Committee Chair will summarize the major findings of the committee and provide a written report to the faculty member under review no later than one week prior to the review.
8. The Interim Review Committee Chair will preside over the Interim Review session, in which the faculty member being reviewed will be present. The session will begin with a brief (approximately ten minute) introductory statement by the faculty member under review that summarizes his/her perceptions concerning professional development during the last three years in CHP, including general "fit" and collegial relations, as well as more specific references to strengths and weaknesses. The faculty member may also elaborate on or further explain any statements made in the written critical self-evaluation at this time. After the introductory statement, the faculty member will engage in an open discussion with Committee with Committee members about her/his professional development in CHP, including responses to Committee member questions and commentary on the review materials and the introductory statement.
9. Once the interim review session has concluded, the Interim Review Committee Chair, in consultation with Committee members, must produce a summary report that details the findings of the Interim Review. This report will include a brief summary of the conduct of the review along with the Committee members' evaluation of the reviewed faculty member's professional development in CHP based upon the provided written materials and the faculty member's responses to Committee members' questions and comments. The evaluation should also consider the faculty member's prospects for further progress, including eventual success in applying for tenure. This review statement will be provided to the faculty member within **one month** of the Interim Review meeting.

The completed summary report should be signed by the Committee Chair, all Committee members, and the reviewed faculty member. The reviewed faculty

member will receive a copy of the report, and will also sign a separate but attached statement acknowledging receipt of the report. All participants in the Interim Review (including the faculty member being reviewed) will be given the opportunity to provide additional commentary on both the review and the subsequent report, and to have such commentary attached to the summary report. Any attached individual faculty commentary must be signed by the author.

10. A copy of the summary report, with all attached commentaries, will be forwarded to the Division Director and Department Chair, and will subsequently be placed in the reviewed faculty member's file for future reference. Within three weeks of receiving the summary report, the Division Director and Department Chair must provide written feedback if there is disagreement with the report. It is strongly recommended that the Division Director/Department Chair have a meeting with the faculty member to discuss the summary report and any conflicting views. The Division Director/Department Chair must also document the changes to the faculty's career plan as a result of the review.

### **Steps and Timeframe**

<b><u>Steps in the Process</u></b>	<b><u>Timeframe</u></b>
Request to Chair for Interim Review	One month
Form Committee	One week
Notification of Committee Membership	
Meet with Faculty Member	One week
Prepare Portfolio	Six weeks
Review Portfolio	Three weeks
Meet with Faculty Member	One week
Prepare Report	One week
Submit Report	Two weeks