

MUSC

College of Medicine

Appointments, Promotion, and
Tenure
Process and Procedures

Promotion

Cycle 1

- Notices sent to Chairs in February
- Deadline for submissions is May
- APT meets May-June
- Dean
- Provost
- President
- Board of Trustees
- Promotion effective January 1st

Cycle 2

- Notices sent to Chairs in August
- Deadline for submissions is Dec
- APT meets January-February
- Dean
- Provost
- President
- Board of Trustees
- Promotion effective July 1st

Promotion Process

- Packets send to APT committee
- Packets distributed to Subcommittees
- Subcommittee chair assigns reviewers
- Subcommittee meets and recommends approval, disapproval or deferral
- Disapprovals and deferrals are reported to department chairs for additional information and rebuttal
- Full committee meets and discusses packets with votes for approval/disapproval recommendations
- Recommendations for disapproval are reported to the chairs with invitation to address the Committee in person
- Final Committee meeting determines final recommendations for the Dean

Previous Grid

- Outdated

D. V-D - Criteria Matrix Ranks and Tracks

R=Required S=Suggested

COM FACULTY RANKS CRITERIA				
<i>Under exceptional circumstances, promotions may be recommended when the candidate does not meet all of the basic criteria. These will be unusual cases.</i>				
Professor	Academic Investigator	Academic Inv/Ed	Academic Clinician	Clinician Educator
Continues to meet all the criteria for Associate Professor with major accomplishments in research, teaching, and/or clinical service	R	R	R	R
Distinguished career exemplifying scholarship. Excellence & productivity in research, outstanding success as a teacher, and/or outstanding service contributions are required. Involved in teaching activities, including formal lectures, grand rounds, and/or continuing medical education. (Leadership in interprofessional teaching and interdisciplinary research encouraged)*	R*	R*	R*	R*
Principal investigator on significant research grants	R	S	S	
Co-investigator on research grants.		R	R	
Direct involvement in research.	R	R	R	R
Key individual in training of students, post-graduates and mentorship of junior faculty	R	R	R	R
Serves as Course Director for one or more major courses		R		
Continues to carry a heavy clinical or teaching load		R		R
Continued publication of reviews, chapters, textbooks, peer reviewed papers, and/or innovative teaching materials (new curricula, educational programs, syllabi, video materials, computer programs, etc.) that influence the science and practice of medicine at the regional & national levels	R	R	R	R
Continued publication of important and original clinical and/or laboratory investigations with significant authorship.	R		R	
Publications with significant authorship since promotion to Associate Professor (line 1), and in total (line 2)	≥10 ≥30		≥10 ≥30	
Publications with authorship since promotion to Associate Professor (line 1), and in total (line 2)		≥5 ≥10		≥5 ≥10
National recognition, as evidenced by election to generalist or specialty societies, service on national committees, study sections, editorial boards, visiting professorships, and/or invitations to speak in CME courses.	R	R	R	R
Leadership roles in appropriate department, hospital and college		R	R	R

Clarification Document (Outdated)

Outdated

Associate to Professor

Professor	Academic Investigator	Academic Inv/ED	Academic Clinician	Clinician Educator	Modified-Clinical	Modified-Research	Academic Investigator Recommendations	Academic Invest/Ed Recommendations:	Academic Clinician Recommendations	Clinician Educator Recommendations	Modified-Clinical Recommendations	Modified – Research Recommendations
Continues to meet all the criteria for Associate Professor with major accomplishments in research, teaching, and/or clinical service	R	R	R	R	R	R	Typically, promotion would be expected to occur between four to ten years following appointment as Associate Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between four to ten years following appointment as Associate Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between four to ten years following appointment as Associate Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between four to ten years following appointment as Associate Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between four to ten years following appointment as Associate Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between four to ten years following appointment as Associate Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.

New Current Guidelines

Guidelines for Appointment, Promotion, and Tenure of Faculty in the College of Medicine

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Faculty Tracks

- Regular (potential for tenure)
 - Academic Investigator
 - Academic Investigator / Educator
 - Academic Clinician
 - Clinician Educator
- Modified (no potential for tenure)
 - Research Faculty
 - Clinical Faculty

Academic Investigator

- For appointment as an Assistant Professor in this track, faculty are expected to have the appropriate training and attributes to enable them to excel in Research/Scholarship.
- For promotion from Assistant to Associate Professor (or for an initial MUSC appointment as Associate Professor), faculty members **must** demonstrate **excellence** in Research/Scholarship, and evidence of **achievement** in **either** Education/Teaching **or** Service/Leadership at the assistant professor rank, but **participation** in both is expected.
- For promotion to Professor (or for an initial MUSC appointment as Professor), faculty members **must** demonstrate **excellence** in Research/Scholarship and evidence of sustained **achievement** in Education/Teaching **and** Service/Leadership at the associate professor rank.

Research/Scholarship Academic Investigator

- The following Research/Scholarship criteria are what the APT Committee might consider to be “**typical**” standards for appointment/promotion in this track (with understanding that some candidates will have scholarly productivity that is not typical).
- With respect to publications, a typical candidate for promotion will have 5 or more peer-reviewed primary research publications since last appointment/promotion with a significant authorship role (first or last authorship is assumed to be significant, as is corresponding authorship; the significance of contribution in cases of other positions of authorship must be explained).
- Exceptions could be made for impactful publications in the field (as supported by statements from external references or number of citations); patents filed based on the published work; honors/awards specifically for the published work; etc.

Education/Teaching

Academic Investigator

- Formal classroom teaching in the medical or graduate school curricula and serving as a course director have the most weight. Classroom teaching can include didactic lectures, leading discussion groups in student-led learning or problem-based learning, presentation of CME lectures, etc. Direct mentoring of trainees at all levels in the candidate's lab is an important component of Teaching but has lesser weight than classroom teaching because this is so deeply intertwined with Research/Scholarship.
- Membership on student qualifying exam or thesis committees falls within Teaching but is of even lower weight.

Service/Leadership

Academic Investigator

- Service includes activities within and external to the University. Common internal service roles include membership on committees at any level. External service commonly includes study section membership, conference organization, etc.
- Roles that involve a higher degree of leadership or responsibility should be identified as such.
- Because all of these can vary so widely in their scope of effort and responsibility, it is the responsibility of the candidate for promotion to provide sufficient information to the APT Committee to explain their roles in these service activities and to justify that their activities meet the criteria for participation vs. achievement vs. excellence.

2. ACADEMIC INVESTIGATOR/EDUCATOR

- For promotion from Assistant to Associate Professor (or for an initial MUSC appointment as Associate Professor), faculty members **must** demonstrate **excellence** in Education/Teaching, and evidence of **achievement** in **either** Research/Scholarship **or** Service/Leadership at the assistant professor rank, but **participation** in both is expected.
- For promotion to Professor (or for an initial MUSC appointment as Professor), faculty members **must** demonstrate **excellence** in Education/Teaching and evidence of sustained **achievement** in Research/Scholarship **and** Service/Leadership at the associate professor rank.

3. ACADEMIC CLINICIAN

- For promotion from Assistant to Associate Professor (or for an initial MUSC appointment as Associate Professor), faculty members **must** demonstrate **excellence** in Clinical Service **and** Research/Scholarship, and evidence of **achievement** in **either** Education/Teaching **or** Service/Leadership at the assistant professor rank, but **participation** in both is expected.
- For promotion to Professor (or for an initial MUSC appointment as Professor), faculty members **must** demonstrate **excellence** in Clinical Service **and** Research/Scholarship, and evidence of sustained **achievement** in Education/Teaching **or** Service/Leadership at the associate professor rank, but **participation** in both is expected.

4. CLINICIAN EDUCATOR

- For appointment as an Assistant Professor in this track, faculty are expected to have the appropriate training and attributes to enable them to excel in Clinical Service **and** Education/Teaching.
- For promotion from Assistant to Associate Professor (or for an initial MUSC appointment as Associate Professor), faculty members **must** demonstrate **excellence** in Clinical Service **and** Education/Teaching at the assistant professor rank, and evidence of **participation** in **either** Research/Scholarship **or** Service/Leadership.
- For promotion to Professor (or for an initial MUSC appointment as Professor), faculty members **must** demonstrate **excellence** in Clinical Service **and** Education/Teaching at the associate professor rank, and evidence of sustained **achievement** in Research/Scholarship **or** Service/Leadership, but **participation** in both is expected.

Education/Teaching

Clinician Educator

- Formal classroom teaching in the medical or graduate school curricula and serving as a course director have the most weight. Classroom teaching can include didactic lectures, leading discussion groups in student-led learning or problem-based learning, presentation of CME lectures, etc.
- Direct mentoring of trainees at all levels in the candidate's lab is an important component of Education/Teaching but has lesser weight than classroom teaching because this is so deeply intertwined with Research/Scholarship.
- Membership on student qualifying exam or thesis committees falls within Education/Teaching but is of even lower weight.
- This list is not intended to be comprehensive; other forms of Education/Teaching certainly have merit.

Clinical Service

- Influencing Clinical Practice such as development of innovative approaches to diagnosis, treatment, or prevention of disease, applications of technologies and/or models of care delivery that are recognized for influencing care at a regional and/or national level.
- Recognition as a Clinical Expert such as visiting professorships and invitations to speak nationally and, in some cases, internationally on issues related to area of clinical expertise.
- Leadership roles in national and, in some cases, international professional organizations related to an area of clinical expertise including leadership of national and/or international courses or programs.

Research/Scholarship Clinician Educator

- The following Research/Scholarship criteria are what the APT Committee might consider to be “typical” standards for appointment/promotion in this track (with understanding that some candidates will have scholarly productivity that is not typical).
- With respect to publications, a typical candidate for promotion will have 5 or more peer-reviewed primary research publications since last appointment/promotion. Review papers, commentaries, case reports, book chapters, textbooks, and other types of publications are recognized to have merit in scholarship although usually of a lesser impact than primary research papers, and the type of publication for each publication listed as a scholarship accomplishment must be explicitly identified.

Service/Leadership Clinician Educator

- Service includes activities within and external to the University. Common internal service roles include membership on committees at any level.
- External service commonly includes study section membership, conference organization, etc.
- Roles that involve a higher degree of leadership or responsibility should be identified as such.
- **Because all of these can vary so widely in their scope of effort and responsibility, it is the responsibility of the candidate for promotion to provide sufficient information to the APT Committee to explain their roles in these service activities and to justify that their activities meet the criteria for participation vs. achievement vs. excellence.**

Modified Research

- For appointment as an Assistant Professor in this track, faculty are expected to have the appropriate training and attributes to enable them to support the Research/Scholarship mission.
- For promotion from Assistant to Associate Professor (or for an initial MUSC appointment as Associate Professor), faculty members **must** demonstrate significant **achievement** in Research/Scholarship at the assistant professor rank.
- For promotion to Professor (or for an initial MUSC appointment as Professor), faculty members **must** demonstrate **excellence** in Research/Scholarship at the associate professor rank.
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Modified Clinical

- For appointment as an Assistant Professor in this track, faculty are expected to have the appropriate training and attributes to enable them to support the Clinical Service mission.
- For promotion from Assistant to Associate Professor (or for an initial MUSC appointment as Associate Professor), faculty members **must** demonstrate significant **achievement** in Clinical Service **and** **participation** in Education/Teaching at the assistant professor rank.
- For promotion to Professor (or for an initial MUSC appointment as Professor), faculty members **must** demonstrate **excellence** in Clinical Service **and** demonstrate **achievement** in Education/Teaching at the associate professor rank.

Availability

- <https://horseshoe.musc.edu/university/colleges/com/faculty/apt-committee>
- Faculty Roundtables
- Annual Department meetings