

1. General Guidance for Appointments and Promotions Instructor and Assistant Professor (Non-tenure Track and Tenure Track)

Appointment or promotion is based on documentation of excellence in a primary mission with evidence of good to excellent performance in at least one of the other academic mission areas of education, research, and patient care. Appointment at, or promotion to Instructor or Assistant Professor (non-tenure track and tenure track) is dependent on achievement and not length of service, and is an honor within the institution. Eligibility criteria include the following.

As per guidelines on faculty credentials from The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), faculty teaching graduate and post-baccalaureate course work should have earned a doctorate/terminal degree in the teaching discipline or a related discipline.

Instructor

Qualifications. Appointment and reappointment at this level may be extended to individuals who have shown potential for academic achievement based upon their training, publications, and possibly entry level extramural funding.

- a. **Research.** Appointment at this level may be extended to individuals who are key members of a research team or serve an important function in a departmental core facility or Shared Resource Facility (SRF).
- b. **Education.** Appointment at this level may be extended to individuals who have demonstrated excellence in education of medical and/or graduate students and/or postdoctoral trainees, with potential to contribute as scholars.
- c. **Clinical.** Appointment at this level may be extended to individuals who have demonstrated excellence in clinical practice with potential to contribute as scholars.

Assistant Professor (non-tenure track)

Qualifications. Appointment and reappointment at this level may be extended to individuals who have demonstrated scholarship and the potential for independence in clinical or basic research. Appointment and reappointment at this level may also be extended to individuals who have demonstrated a commitment to excellence in clinical practice and/or education within an academic community, and who possess the ability to integrate teaching and scholarship on an ongoing basis into the practice or learning of medicine and science.

- a. **Scholarship.** Scholarship includes the sustained publication and/or presentation of clinical observations, reviews, analytic studies, textbook chapters, state-of-the-art clinical practice, reviews and/or development of teaching materials, and faculty development. Scholarship can also include the design of programs of excellence in delivery of clinical care, innovative methods of care and integration of teaching into clinical practice. Participation in research (e.g., a significant role in clinical trials) may also be considered. Development of new programs of clinical care and support of such programs by service or research grants will be considered. The development and dissemination of materials (e.g., clinical practice guidelines and care

maps at the local level; design and participation in quality assurance and improvement of care) would be examples of ongoing scholarship.

- b. Research.** Candidates should be engaged in, or be prepared to embark on careers as independent scientific investigators. They must have sufficient education, training, practical experience and demonstrated competence to be poised to compete for extramural funding for their research.
- c. Education.** Candidates should show evidence of teaching skills and commitment to teaching in the research and/or clinical arenas. Candidates at this rank have the opportunity to establish a teaching portfolio that will serve as the foundation for future consideration as an educator in this track. Candidates should have integrated time to teach within the practice of medicine or other scholarly activities on a regular and ongoing basis. They should be recognized as superior teachers by peers and students as judged by evaluations submitted by trainees. Innovation and development of educational programs and grant support of such programs will also be considered.
- d. Clinical.** Candidates must show evidence of superior competence in their medical practice. They should be perceived by other physicians in the institution and community as a source of excellent care for patients.

Assistant Professor (tenure track)

Qualifications: Similar to the qualifications of Assistant Professor (non-tenure track) with the added expectation of demonstrating qualities that are indicative of achieving tenure within the nine-year tenure clock.