

## Faculty Initial Appointment and Promotion in Rank-DO

| Policy Information                    |                             |                                   |                     |
|---------------------------------------|-----------------------------|-----------------------------------|---------------------|
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| Policy Owner:                         | Dean of COM                 | Council/Committee Recommendation: | President's Council |
| Responsible University Administrator: | VP Academic Affairs/Provost | Board of Directors Approved Date: | 11/08/2022          |

### 1. Purpose

- 1.1. To describe the hiring process for faculty members at Baptist Health Sciences University College of Osteopathic Medicine (BUCOM).
- 1.2. To describe the ranking process for newly hired full-time faculty members.
- 1.3. To provide guidelines for determining faculty initial appointment to rank at Baptist Health Sciences University (BHSU).
- 1.4. To describe processes for promotion in rank for faculty.

## Policy

### 2. Initial Appointment to Rank

- 2.1. Hiring of faculty at BHSU is based on the personnel requirements of the academic programs and on identified human resources needs to successfully achieve the mission of BHSU.
- 2.2. For BUCOM, faculty positions are categorized as either core BUCOM faculty or non-core faculty (clinical preceptors or faculty who teach medical students but are primarily clinically based and not compensated through BUCOM).
- 2.3. For ranked faculty positions, BUCOM recognizes four traditional academic ranks. Certain minimal requirements are needed for appointment or promotion to each. The minimum requirement for holding traditional academic rank is teaching ability at the university level. Effective university-level teaching, to which this university is dedicated, requires professional proficiency and continued professional growth, to which the college is equally dedicated.
  - 2.3.1. Professional growth involves meaningful contributions to a discipline, as appropriate, in the form of conference presentations, papers, and publications, active participation in learned and professional associations, curriculum development, research projects, workshops, creative works, and involvement in civic and community affairs.
  - 2.3.2. BUCOM honors work and academic contributions from prior accredited institutions. Previous scholarly and professional activities are considered at the time of the initial appointment process.
  - 2.3.3. Faculty rank, including initial appointment to faculty rank and any promotion to a higher rank, is

awarded by the university. General eligibility requirements are described below:

- 2.3.3.1. **Instructor:** Appointment or promotion to the rank of instructor requires completion of an earned master's degree (or equivalent) in the area of the teaching assignment and evidence of favorable personal qualities. Instructors are appointed to one-year appointments.
- 2.3.3.2. **Assistant Professor:** Appointment or promotion to the rank of assistant professor requires completion of an earned doctoral degree or a terminal master's degree from an accredited institution in an area relevant to the faculty members' teaching area or a professional certificate. American Osteopathic Association (AOA) or American Board of Medical Specialties (ABMS) member board certification or board eligibility is required for physicians and other clinicians as appropriate. The faculty member should have at least two (2) years of successful teaching experience at the college or university level or five (5) years of significant work experience in a professional area relevant to the faculty member's teaching assignment. The candidate also should demonstrate the clear promise of a successful career in teaching, scholarship, and service.
- 2.3.3.3. **Associate Professor:** Appointment or promotion to the rank of associate professor requires an earned doctoral degree from an accredited institution in an area relevant to the faculty member's area of teaching, a terminal professional master's degree, or evidence of outstanding contributions in the faculty member's professional or academic field. A record of scholarly contributions to the college, higher education, or one's academic area(s) of specialization that has received peer recognition both inside and outside of the college is also required. AOA or ABMS member board certification is required for physicians and other clinicians as appropriate. At a minimum, five (5) years of record of substantial success in teaching, scholarship, and service to the university is required at the rank of assistant professor prior to promotion. Appointment or promotion to the rank of associate professor also requires a record of accomplishment in two of the areas (teaching, scholarly activity, service, clinical care and research) and strength in the other applicable areas.
- 2.3.3.4. **Professor:** Appointment or promotion to the rank of professor requires an earned doctoral degree from an accredited institution in an area relevant to the faculty member's area of teaching, a terminal professional master's degree, or evidence of outstanding contributions in the faculty member's professional or academic field. A record of distinguished and sustained scholarly contributions to the college, higher education, or one's academic area(s) of specialization that has been recognized as substantial by peers both inside and outside of the college at a level notably above the expected standards and contributions established for Associate Professor is required. AOA or ABMS member board certification is required for physicians and other clinicians as appropriate. At a minimum, seven (7) years of record of substantial success in teaching, scholarship, and service to the university is required at the rank of associate professor prior to promotion. Appointment or promotion to the rank of professor also requires a record of elevated and sustained accomplishment in at least two of the areas (teaching, scholarly activity, service, clinical care and research) and strength in the other applicable areas.

#### 2.4. Non-core clinical faculty

- 2.4.1. Clinical faculty (non-core) ranked positions include: Instructor, Assistant Professor, Associate Professor, and Professor. Appointment to academic rank is based upon the minimum qualifications for the rank as stated in the official job description and the Promotion in Rank Rubric.
- 2.4.2. Appointment of non-core clinical faculty
- 2.4.2.1. **Instructor:** Appointment to the rank of instructor requires completion of an earned master's degree (or equivalent) in the area of the teaching assignment and evidence of favorable personal qualities. Instructors are appointed to one-year appointment. Physicians enrolled in a formal post graduate residency training program (residents) and/or residency-trained physicians enrolled in a formal or informal specialty training program (fellowship) approved by their program director, chair and Designated Institutional Official (DIO) may serve in an instructor role at BUCOM.
- 2.4.2.2. **Assistant Professor:** Appointment to the rank of Assistant Professor is based upon demonstrated excellence in clinical practice (in clinical settings), student instruction, scholarly activities, professional leadership, practice or service. Appointment at the level of Assistant Professor requires completion of residency training and demonstration of promise as both a clinician and teacher. The candidate must be AOA or ABMS member board certified or board eligible. The candidate should show evidence of a high level of competence within a clinical specialty, commitment to educational mission, demonstrate progress toward excellence in practice and instruction, and embrace the BHSU mission and vision.
- 2.4.2.3. **Associate Professor:** Appointment to the rank of Associate Professor is based upon documented excellence and effectiveness in clinical practice, learner instruction, scholarly activities, professional leadership, practice and/or service. The candidate must be AOA or ABMS member board certified.
- 2.4.2.4. **Professor:** Appointment to the rank of Professor is based on a demonstrated pattern over time of excellence and impact in clinical education as well as a pattern over time of excellence in either the area of clinical practice, service to the University and/or national professional organizations or the area of research/scholarly activities. This would include a sustained pattern of excellence and impact in clinical education as well as effectiveness over time of in clinical practice, service to the University and/or national professional organizations or the area of research/scholarly activities. The candidate must be AOA or ABMS member board certified.

## 2.5 Indicators of faculty effectiveness and excellence

2.5.1 The College recognizes that there are multiple indicators of performance levels. Comparison with peers with similar practice responsibilities should form part of the evidence base. As indicated above, clinical practice includes both direct patient centered activity and indirect patient centered activity (practice management/administration, lifelong learning, etc.). Clinical Track faculty members are diverse in terms of areas of expertise and training and their clinical practice should relate directly to expectations articulated in their written position description. Objective evaluation of clinical practice is difficult, but essential. Evaluation by other

health care providers and peer recognition may provide insight into the quality of care. Clinical skills may be assessed by using many types of surrogate measures. The evaluation processes are likely to include a combination of clinical and administrative measures.

2.5.1.1 Potential sources of documentation of clinical practice excellence may include, but are not limited to:

- 2.5.1.1.1 Best practices recognitions
- 2.5.1.1.2 Certification and re-certification by specialty boards
- 2.5.1.1.3 Completion of additional academic course work which directly impacts clinical practice; Completion of practice development programs (e.g., traineeships).
- 2.5.1.1.4 Designation as a 'fellow' or other similar practice achievement recognition
- 2.5.1.1.5 Development of innovative clinical practice models that improve patient care and/or move toward value-based payments
- 2.5.1.1.6 Direct assessment of practice management by systems administrators, managers and clinic directors
- 2.5.1.1.7 Documentation of patient care activities
- 2.5.1.1.8 General recognition of clinical practice performance by faculty not in direct collaboration
- 2.5.1.1.9 Grants or contracts, received, to support clinical practice expansion or enrichment
- 2.5.1.1.10 In-services/presentations provided to health care workers at the clinical practice site
- 2.5.1.1.11 Opinions of referring/consulting physicians.
- 2.5.1.1.12 Participation in clinical practice-site committees (e.g. Quality Assurance committee, Peer Review Committee)
- 2.5.1.1.13 Patient case loads
- 2.5.1.1.14 Practice related publications and presentations (e.g. platform or poster presentations)
- 2.5.1.1.15 Written observations from nurses, physicians, resident physicians, or medical students documenting specific practice initiatives and outcomes

## 2.6 Core Faculty Promotion in Rank

- 2.6.2 Baptist Health Sciences University Board of Directors holds the authority to grant promotion in rank and to assure that processes and procedures were followed in accordance with BHSU policy.
- 2.6.3 BUCOM exists to educate holistically-trained osteopathic physicians in a Christian environment. Excellent and effective university-level teaching provides the platform and foundational requirement for those desiring career advancement and for professional growth.
- 2.6.4 Promotion in rank is based on demonstrated meritorious service in the classroom, to the university, and to the university community. Promotion in rank is not granted in acknowledgment of adequate teaching skills or years of service. A faculty member may meet the minimal criteria and not be recommended for or granted promotion.



- 2.6.5 Before a faculty member may be considered for promotion, the following requirements must have been met prior to the beginning of the academic year in which promotion is sought (i.e., the current academic year will not count in determining service). The faculty member must:
- 2.6.5.1 Have completed three years of employment at the College in a ranked position even if other qualifications in the Job Description of the desired rank are met.
  - 2.6.5.2 Have completed the years of experience listed under the "Minimum Qualifications" on the Job Description of the desired rank, and hold the appropriate degrees and certifications required.
  - 2.6.5.3 Have completed the appropriate time in rank at the College before seeking promotion to the next rank; i.e., three years at the level of Instructor, four years at the level of Assistant Professor, and five years at the level of Associate Professor.
  - 2.6.5.4 Have participated in portfolio preparation.
- 2.6.6 Faculty members are evaluated systematically based on BUCOM and university policies and requirements. Reappointment, promotion, merit salary increases, and award/renewal of contracts are based on these reviews.
- 2.6.7 The BUCOM annual academic review process is used in part, as consideration for continued employment, promotion, faculty rank and merit increases (if available). The annual review process may include, but is not limited to, a faculty portfolio tool; a faculty goal sheet; student evaluations; peer evaluations; recommendations from the department chair, immediate supervisor and appropriate senior associate dean; and requirements delineated in the Faculty Development section of the Faculty Handbook.
- 2.6.8 There are four designated foci for advancement in academic rank, which provide pathways for promotion in an area of interest and excellence.
- 2.6.8.1 Medical education
  - 2.6.8.2 Clinical care and education
  - 2.6.8.3 Administrative leadership
  - 2.6.8.4 Research
- 2.6.9 Faculty foci for promotion in academic rank for faculty are designed to promote excellence in teaching and advancement of osteopathic medical education. Conducting research and creating peer-reviewed and publicly disseminated articles, the discovery of new knowledge, new technologies, methods, materials and employing new knowledge leading to new understandings about osteopathic medicine are additional goals. A faculty member's focus is determined by the predominant activities in their designated and chosen role at BUCOM. Changes in career goals and college assignments are likely and full consideration for advancement is given for accomplishments attained while in one focus if other career goals are pursued. Specific requirements and timelines for promotion apply to all who pursue advancement in academic rank. In reviewing a faculty member for promotion, emphasis will be placed upon recognition of potential for continued professional growth and development. Activities and achievements considered sufficient for contract renewal or continuation are not necessarily sufficient for promotion. Common to each of the tracks for advancement are the following:
- 2.6.9.1 Past and current service to BHSU, BUCOM, and community with progression through increasing levels of teaching and academic performance, scholarly achievement, selfless



- service, and servant leadership and application of the healing arts as related to osteopathic medicine is the basis for advancement;
- 2.6.9.2 A distinguished and sustained record for the advancement of the BUCOM mission which includes past and current sustained documented development, participation, and oversight in pre-doctoral and or postgraduate programs, college or university governance, committee work, assisting in the recruitment and development of new faculty, developing and implementing new programs, involvement in student activities; and other distinctive contributions to college and university life;
- 2.6.9.3 Teaching experience and teaching effectiveness including student evaluations and favorable results of the peer review process;
- 2.6.9.4 Development of osteopathic physicians who dedicate themselves to excellence in osteopathic medicine through service toward their fellow man, lifelong learning and the advancement of medical knowledge;
- 2.6.10 Academic medical education focus- for faculty pursuing the academic medical education focus, special consideration is given to the following:
- 2.6.10.1.1 Publication of original scholarly work in peer-reviewed professional journals including journals focusing on scientific, academic and clinical topics;
- 2.6.10.1.2 Progressive involvement in the BUCOM and BHSU academics as well as state, national and international discipline-related activities;
- 2.6.10.1.3 Development of quality pedagogical materials, textbook chapters, teaching materials and products, especially as related to osteopathic medicine;
- 2.6.10.1.4 Leadership and/or service roles in national organizations promoting the education or professional development of physicians;
- 2.6.10.1.5 Mentoring and promotion of learners who dedicate themselves to the Baptist mission of healing, preaching and teaching;
- 2.6.11 Clinical care and education focus- for faculty pursuing the clinical care and education focus, special consideration is given to the following:
- 2.6.11.1.1 Excellence in clinical sciences teaching and incorporation of osteopathic principles and practice;
- 2.6.11.1.2 Evidence of professional recognition in clinical excellence;
- 2.6.11.1.3 Performance in the delivery of clinical practices consistent or above the standards and expectations established by the specialty;
- 2.6.11.1.4 Participation or preceptorship in the clinical education of Third Year, Fourth Year Osteopathic Medical Students, or the post-doctoral (GME, Residency, Fellowship) level typically with multiple students or residents;
- 2.6.11.1.5 Development and/or coordination of Continuing Medical Education (CME) conferences;
- 2.6.11.1.6 Presentation of clinically related research or scholarly data at state, national, or international meetings;
- 2.6.11.1.7 Participation as a key note or special invited presenter, national or international symposia;

- 2.6.11.1.8 Publication of scholarly works in peer-reviewed professional journals especially clinical topics related to osteopathic medicine;
  - 2.6.11.1.9 Record of service to BUCOM in leadership roles of committees, symposia, and conferences;
  - 2.6.11.1.10 Initiation or development of spiritual care programs or outreach medical care;
  - 2.6.11.1.11 Contributions to continuing quality improvement in clinical care;
  - 2.6.11.1.12 Mentoring and promotion of learners who dedicate themselves to the Baptist mission of healing, preaching and teaching;
- 2.6.12 Administrative leadership focus- for faculty pursuing the clinical care and education focus, special consideration is given to the following:
- 2.6.12.1.1 Teaching, superintending, and administrating aspects of education which require dedication to establishing, promoting, monitoring, and measuring essentials of medical training;
  - 2.6.12.1.2 Publication of original scholarly work in peer-reviewed professional journals including journals focusing on academic topics especially related to BUCOM's mission of training physicians in Christian values and dedication to patient-centered osteopathic care;
  - 2.6.12.1.3 Serving as an assistant or associate dean supervising physicians who will provide ethical, compassionate, competent and patient-centered osteopathic medical care;
  - 2.6.12.1.4 Oversight and development of new courses and curricula; curricular innovations, including uses of instructional technologies. Advancement of the quality of the faculty member's direction of student scholarly activities, the quality of pedagogical material published; and of teaching materials;
  - 2.6.12.1.5 Participation in national organizations promoting the education or professional development of physicians;
  - 2.6.12.1.6 Mentoring and promotion of learners who dedicate themselves to the Baptist mission of healing, preaching and teaching;
- 2.6.13 Research focus- for faculty pursuing a research focus, special consideration is given to the following:
- 2.6.13.1.1 Excellence in scientific research, original publications, and manuscripts that are peer reviewed and publicly disseminated which results from the discovery of new knowledge, new technologies, methods, materials and employing new knowledge leading to new understandings focusing on osteopathic or allopathic medicine;
  - 2.6.13.1.2 Scientific endeavors involving discoveries of foundations for health and disease, clinical outcome studies, research into educational advancement;
  - 2.6.13.1.3 Mentoring and promotion of learners who dedicate themselves to the Baptist mission of healing, preaching and teaching;
  - 2.6.13.1.4 Regular publication of original scholarly work in peer-reviewed professional journals;
  - 2.6.13.1.5 Regular presentation of research/scholarly data at professional meetings;
  - 2.6.13.1.6 Obtaining new or maintaining previously awarded intramural and/or extramural research funding;

- 2.6.14 On an annual basis, the dean will work with faculty to designate anticipated work assignments in the domains of teaching, research & scholarly activity, service, administration, and clinical practice as appropriate.

### **3 Definitions**

- 3.6 Core faculty: faculty who are employed through BUCOM and spend the majority of their assigned time in primary teaching, education, administrative, or clinical roles directly supervising medical students.
- 3.7 Non-core clinical faculty: faculty who are not employed through BUCOM who may work with BUCOM students in a clinical or preceptor role through Baptist Memorial Healthcare system or outside clinical entities. Faculty are referred to as “faculty of clinical practice”.

### **4 Procedure**

- 4.6 Hiring Core Faculty & Initial Appointment to Rank
- 4.6.2 Provost
    - 4.6.2.1 Approves faculty position to be filled
  - 4.6.3 Dean
    - 4.6.3.1 Initiates process to fill vacant position
    - 4.6.3.2 Reviews applications
    - 4.6.3.3 Selects interview committee consisting of at least 3 faculty members
  - 4.6.4 Selection Committee
    - 4.6.4.1 Interviews candidates; rates presentations, if required
    - 4.6.4.2 Recommends selection to the Academic Dean
  - 4.6.5 Dean
    - 4.6.5.1 Dean selects candidate and completes the Faculty Experience Worksheet on selected candidate.
    - 4.6.5.2 Makes hire at appropriate rank recommendation to the Provost
  - 4.6.6 Provost
    - 4.6.6.1 Recommends appointment to the President
  - 4.6.7 President
    - 4.6.7.1 Appoints faculty through official offer of employment
  - 4.6.8 Dean
    - 4.6.8.1 Secures faculty signature on experience worksheet upon hire
- 4.7 Appointing non-core clinical faculty
- 4.7.2 Dean
    - 4.7.2.1 Initiates process to fill vacant position
  - 4.7.3 Program Chair
    - 4.7.3.1 Reviews applications
    - 4.7.3.2 Interviews candidate
    - 4.7.3.3 Recommends hiring of candidate to dean
  - 4.7.4 Dean
    - 4.7.4.1 Hires candidate
- 4.8 Process for applying for advancement in rank



- 4.8.2 Faculty member/candidate - Begins to document the case for promotion, drawing on the annual performance management portfolios from (at least) 2 years prior. The candidate should make use of semi-annual performance management meetings with his/her dean or chair to identify significant contributions, areas for growth, and to assess progress. The candidate should become familiar with the "minimum" and "desired" qualifications of the job description for the rank to which the candidate aspires. During these years, the candidate should begin to assume responsibilities and leadership commensurate with the aspired rank.
- 4.8.3 Faculty member/ candidate - Completes the required years of Baptist College employment, years in current rank and appropriate educational level for desired rank.
- 4.8.4 Faculty member/ candidate - Carefully reviews the "Minimum" and "Desired" Qualifications of the job description for the ranked position to which the candidate aspires. Only degrees awarded by December 31 prior to application for promotion may be used to meet qualification requirements for the desired rank.
- 4.8.5 Faculty member/ candidate - By September prior to application for promotion, the faculty candidate participates in portfolio preparation. Candidates for promotion may participate in this preparation during any of the years the candidate is building the case for promotion, though in order to be eligible to apply for promotion in rank, the candidate must show proof of having participated at the start of the academic year in which the request will be made.
- 4.8.6 Faculty member/candidate - By second week in January, the faculty candidate requests written validation of eligibility for promotion from Vice-President of Administrative Services.
- 4.8.7 Vice-President of Administrative Services - Determines candidate's eligibility to apply for promotion in rank. Prepares documentation of the candidate's educational level, years of Baptist College employment, and years in current rank. In addition, with assistance from the BUCOM Senior Associate Dean of Academic or Clinical Affairs, validates the candidate's number of years of college teaching required for the rank sought. This is completed by the first Monday in February.
- 4.8.8 Faculty member/candidate - By the second Monday in February, the faculty candidate submits a letter of intent to seek promotion along with a thorough portfolio of documentation to the Senior Associate Dean of Academic or Clinical Affairs. Applicants should submit portfolios that contain copies rather than original documents. Categories to be used will be based on teaching, scholarship, service to college and university, community service and support for Baptist's mission, and specific criteria based on selected career focus.
- 4.8.9 Beyond the basic requirements, criteria for promotion in rank include demonstration of: noteworthy achievement in: (a) teaching; (b) scholarship & professionalism; (c) service to university and department; and (d) Christian mission and community service; and (e) clinical practice. Each criterion must be thoroughly supported by documentation covering the previous three academic years and, in the case of noteworthy achievement in teaching, include scores from the most recent student evaluation of instruction as well (that is, include the term preceding the application).

Organization of the documentation should reflect the five basic criteria and provide a comprehensive analysis of each. Appropriate narrative should accompany discussion of each

criterion, highlighting significant accomplishments and calling attention to growth, development, and contribution to the organization.

The nature of the supporting documentation may vary, and may include documentation from performance management evaluations. The supporting documentation should demonstrate progressive professional development and the individual's contribution to outcomes achieved from the university and the department. Applicants should carefully document their contributions. When possible, the narrative should be supported by appropriate documentation. All documents included for review must be discussed within the narrative. Portfolios should include no orphaned artifacts. Applicants for promotion are responsible for composing a narrative that lays out a clear, definitive career path for peer reviewers. When possible, applicants should track trends or patterns (e.g. illustrating how one's later work demonstrated qualitative improvement over earlier efforts).

Applicants should select documentation carefully. Quality and impact are far more important than mere quantity. Better supporting materials show what value the applicant's efforts added to the classroom, department or university. For example, rather than documenting mere committee membership, documentation should clarify the applicant's specific contributions as a team member in accomplishing something valuable. Applicants should give special attention to documenting expectations at the appropriate level. The candidate must present clear evidence of beginning to perform at the level expected of the rank to which he or she aspires. Demonstrating that one performs well as at the current level of responsibility is inadequate justification for promotion in rank for higher ranks, coursework completed as a requirement for the appropriate degree listed under "Minimum Qualifications" on the Job Description of the desired rank may not be counted as independent evidence of the applicant's scholarship.

- 4.9 Dean - Following the deadline for portfolio submission, the Senior Associate Dean for Academic or Clinical Affairs informs the Provost of the name(s) of the faculty requesting promotion. The dean evaluates the promotion portfolio using the appropriate rubric and forwards the completed scoring rubric and a letter recommending or opposing promotion and the portfolio to the provost no later than the last Monday in February. If not recommending promotion, the dean conveys this information to the faculty and offers appropriate coaching. If the faculty member is not in agreement with such decision, the dean directs the faculty member to the Promotion in Rank Appeal Policy for further action.
- 4.10 Provost - In early March, the provost convenes a peer review committee with a minimum of three faculty members holding the rank of professor and appoints a chair. Typically one or two members of the peer review committee are responsible for close-reading de novo review of portfolios and for walking other members of the committee through each portfolio.
- 4.11 Peer Review Committee - Reviews all submitted documentation de novo and forwards recommendations to the Provost by Mar 31\* (If this is a Saturday or Sunday, it will be due the following Monday). Deans are recused from voting on promotion of any faculty in his/her division.
- 4.12 Provost - In early April, the provost reviews promotion portfolio along with recommendations from the dean and Peer Review Committee.

- 4.13 Provost - In mid-April, the Provost presents recommendations and evaluation of promotion portfolio to the Academic & Enrollment Committee of the Board of Directors.
- 4.14 Academic & Enrollment Committee, Board of Directors - Reviews all recommendations and summary to assure that all criteria have been evaluated and that the policy and procedures for promotion in rank have been followed. If so, recommends promotion in rank to the Board of Directors.
- 4.15 University Board of Directors - At the summer meeting, the University Board of Directors acts on recommendation of the Academic & Enrollment Committee and directs the Provost to notify the candidate of their decision.
- 4.16 Provost & deans - The provost, along with the appropriate dean, meets with each of the candidates to inform them of the Board's decision. Each candidate is provided feedback concerning areas for improvement. If the promotion is granted, it takes effect at the start of the next academic year. If the promotion is denied, the candidate may reapply for promotion during the next applicable cycle. The candidate reviews the provost's feedback with the appropriate dean during the Performance Management process. The dean and applicant discuss areas for improvement and plan for better description and documentation of the applicant's contributions and growth. The candidate may reapply for promotion in January of the next academic year.
- 4.16.2 If the faculty member does not agree with the Board's decision, he/she can appeal this decision to the College President (Refer to the Promotion in Rank Appeal Policy).
- 4.17 An exception related to this deadline may occur when handling an appeal.

## 5 Related Information

- 5.6 SACSCOC Standard 6.1-6.3
- 5.7 BOD.1004 Definition of Faculty Policy
- 5.8 ADM.4013 Term of Appointment DO
- 5.9 Faculty Experience Worksheet
- 5.10 Promotion in Rank Rubrics (Undergraduate programs, Graduate programs, and Associate programs)
- 5.11 COCA Standard 7.8: Faculty appointment and advancement

## 6 Publications

| Yes      | Publication                           | Yes | Publication                   |
|----------|---------------------------------------|-----|-------------------------------|
|          | University Academic Catalog           |     | University Website            |
|          | University Student Handbook           |     | MyCampus                      |
| <b>x</b> | University Faculty and Staff Handbook |     | Other University Publication: |