PAUL L. FOSTER SCHOOL OF MEDICINE
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER at EL PASO

Guidelines for Faculty Appointment, Tenure and Promotion

As outlined in the *Tenure and Promotion Decision Process, Criteria and Standards* (Section 04.03.8 of the *Regents' Rules*), the criteria and areas of performance to be considered in the tenure and promotion decision processes are:

1. Teaching
2. Scholarship
3. Clinical Service
4. Academically-Related Public Service

Scholarship, as broadly defined by Ernest Boyer*, is expected in all areas that are applicable to the individual faculty member and may be demonstrated in education, research, and clinical service.

These guidelines for faculty appointment, tenure and promotion are intended to serve as minimum standards. Standards that exceed these criteria may be adopted by departments.

TENURE

Tenure has been developed so that the School of Medicine may have the benefit of the competent and honest judgment of its Faculty. It is awarded to Faculty with a proven record of academic accomplishment as referred to above, who hold the potential for long-term value to the School of Medicine. According to the *Regents' Rules,* awarding of tenure by TTUHSC will be based upon excellence of performance in areas relevant to faculty member's discipline.

Granting of Tenure: Faculty will be expected to demonstrate excellence (Level 3 activities or accomplishments) in at least one area, i.e., Teaching, Scholarship, or Clinical Service (area determined by the faculty member and the respective Chairperson), or meritorious achievements (Level 2 activities or accomplishments) in two (2) areas, i.e., Teaching, Scholarship, Clinical Service, and Academically-Related Public Service.

PROMOTION

Promotion is awarded to Faculty based upon the specific guidelines for academic accomplishment that follow in Section B.

The emphasis placed on each of these four areas will depend on the candidate's primary responsibilities as determined with the respective Chairman. For example, those whose duties are primarily patient care and teaching, i.e. clinical educators, will be evaluated primarily on their patient care and teaching activities.

The more areas in which 'excellence' can be demonstrated the greater the likelihood for promotion and/or tenure.

SECTION A. Eligibility for Faculty Appointment:

M.D., D.O., Ph.D. from approved or accredited institutions, other doctoral level or terminal professional degree with appropriate training and licensure/certification (if applicable) in area of specialty, who teaches, provides clinical service and/or performs research in the School of Medicine. Practicing physician faculty must hold an unrestricted license or be eligible for an unrestricted license to practice medicine in the State of Texas.

* Scholarship Reconsidered: Priorities of the Professoriate. Ernest L. Boyer. The Carnegie Foundation for the Advancement of Teaching. 1990.

SECTION B. Criteria: Both the general and specific criteria are to be applied in evaluating teaching, scholarship, clinical service, and academically-related service. General Criteria in the following Table must be met before Specific Criteria are applied. *Competency in teaching is expected of all faculty at all ranks.* Note that the criteria are cumulative, e.g., a candidate for Associate Professor must meet the criteria listed for Assistant Professor plus those listed for Associate Professor.

Examples of activities for Levels 1 (Competent), 2 (Meritorious), and 3 (Excellent) in the Teaching, Scholarship, Clinical Service, and Academically-Related Public Service areas are described further in sections C-F.

	General Criteria	Specific Criteria
Instructor	Has appropriate credentials described in *Section A*, *Eligibility for faculty appointment.*	
Assistant Professor	Demonstrates initial competence in research, education or clinical service; board-certified in primary specialty, if applicable. If not board-certified, completion of a sub-specialty fellowship in U.S.	Level 1 in any of the primary areas of teaching, scholarship (including research pursuits), or clinical service
Associate Professor	Demonstrates increasing competence in research, education or clinical service; independence; leadership; creativity; emerging regional or national reputation. Five (5) years at the Assistant Professor level is recommended. Under exceptional circumstances, faculty may be considered for early promotion.	Level 2 in primary area(s) of teaching, scholarship (including research pursuits),or clinical service; plus Level 1 in a different area, which may include academically -related public service
Professor	Clear evidence of leadership; makes lasting research or clinical or teaching contributions appropriate to the mission of the School; enhances prestige of School; established national reputation. Ten (10) years cumulative at Assistant/Associate Professor is recommended. Under exceptional circumstances, faculty may be considered for early promotion.	Level 3 in at least one area (teaching, scholarship (including research pursuits), or clinical service); plus Level 2 in one (1) area and Level 1 in one (1) area
Tenure	Demonstrate potential for making continuous valuable contributions to the academic missions of the School Tenure at hire may be requested for senior faculty who have been granted tenure by universities or institutions of higher learning comparable to TTUHSC.	Level 3 in one area (teaching, scholarship (including research pursuits), or clinical service); or Level 2 in two (2) areas

SECTION C. Examples of Activities Demonstrating Accomplishments in Teaching

Recognition of outstanding performance as a teacher and educator by both peers and students can be a powerful factor in the evaluation process. The Office of Curriculum, Evaluation, and Accreditation (OCEA) of the Paul L. Foster School of Medicine is responsible for developing and implementing a centralized and uniform approach to eliciting evaluation data from students on faculty, courses, and the educational program. This function is overseen by the Evaluation Committee, the Curriculum and Educational Policy Committee and ultimately the Faculty Academic Council. However, because Departmental missions are variable and unique, each department will develop or commission the OCEA to develop its own procedures to evaluate faculty teaching performance in an objective, fair and rigorous manner. In all cases, however, it is strongly recommended that peer evaluation comprise a significant part of this process.

Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank. The examples listed below are offered only as guidelines and are not intended to serve as the only acceptable activities.

Level 1 (These activities should be recognized locally as being competent.)

- Active participation in teaching activities of the department such as presenting a series of lectures, coordinating a course, advising students, residents
- Delivery of educational material to students, residents, trainees, research fellows, or peers in health professions training programs
- Instructs in laboratory sessions for health science students
- Facilitates Team Based Learning (TBL) or other small group sessions for health science students
- Presents teaching rounds or patient conferences
- Supervises trainees performing outpatient or inpatient clinical service
- Participates in teaching or supervision of medical and/or graduate students
- Participates in postgraduate or continuing education course which serves a local audience
- Receives satisfactory evaluations from learners
- Demonstrates commitment to enhancing educational skills by participating in courses, conferences, workshops, on-line learning experiences, etc related to one's educational responsibilities

Level 2 (These activities should be recognized locally or regionally as being proficient.)

- Prepares curriculum materials (new courses/cores, syllabus materials, Worked Case Examples, etc.)
- Supervises or coordinates the teaching by other faculty, fellows, residents, or graduate students (e.g., Course or Unit Director).
- Develops innovative approaches to improving student/resident learning and enhancement of learning experiences
- Develops/directs a postgraduate or continuing education course which serves a regional audience
- Invited to present lectures at the state or regional level
- Invited lecturer at other institutions of higher education (e.g., universities, health professions schools) or research and development facilities or institutes (e.g., NIH, Harvard-Macy, Max Planck Institute)

- Develops and participates in the teaching of major portions of a graduate course
- Supervises graduate students (M.S. or Ph.D.), MPH thesis for students in MD-MPH program, serves as project mentor for MD student Scholarly Activity and Research Project requirement.
- Demonstrates meritorious teaching ability as measured by learner evaluation and peer review
- Receives a local teaching award

Level 3 (These activities should be recognized regionally or nationally as proficient.)

- Develops a course, curricular component, educational software, or evaluation materials which are used regionally or nationally
- Invited to organize and participate in a symposium or plenary session at a regional or national educational meeting
- Supervises a training program which has a regional or national audience
- Receives a regional or national teaching award
- Invited to be a visiting professor at another institution
- Provides educational leadership by writing textbook

SECTION D. Examples of Activities Demonstrating Accomplishments in Scholarship (Research and Other Scholarly Activity)

For promotion above the level of associate professor, demonstration of continued scholarly productivity illustrating the candidate's significant impact in his or her professional community is expected. For those candidates whose scholarly activities are outside the traditional boundaries of research, letters of reference will be especially important in assessing the candidate's professional impact. **Publication criteria also must be fulfilled for each rank. Publications may be original research articles in a peer reviewed journal, review articles, case reports or book chapters. *Publication criteria are italicized below.***

Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank. The examples listed below are offered only as guidelines and are not intended to serve as the only acceptable activities.

Level 1

- *Evidence of initial publication success*
- Publishes abstracts and presents results of research/scholarly activity at national and international meetings
- Actively involved in scholarly activity
- Submit disclosure of inventions; file patents

Level 2

- *Evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study*
- Authorship (regardless of author rank) in peer-reviewed papers
- Participates in multi-center trials

- PI or Co-Investigator on peer-reviewed intramural grants
- Presentations at national meetings
- Invited scholarly talks intramural and extramural (Clinical/Teaching Scholarship)
- Co-author of review articles in peer-reviewed journals
- Development of teaching materials
- Publish articles on health professions education in educational journals or other peer-reviewed venues (e.g., MedEd Portal)
- Success in obtaining extramural, NIH-defined peer-reviewed grants or contracts; success in obtaining investigator initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Documented ongoing clinical, translational, and/or clinical outcomes research
- Recognition as an **ad hoc** journal reviewer or ad hoc member of review committees or study sections; consultant for private sector corporations
- Presentation of invited or peer-reviewed research results at national or international professional meetings
- Supervises graduate students (M.S. or Ph.D.), MPH thesis for students in MD-MPH program, serves as project mentor for MD student Scholarly Activity and Research Project requirement
- Inventions licensed, patents issued

Level 3

- *Evidence of a significant portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study*
- Consistent level of peer-reviewed publications that test hypothesis with first authorship and/or senior authorship
- PI or co-investigator on peer-reviewed grants, especially extramural
- PI or co-investigator on federally-sponsored studies
- Evidence of national recognition supported by external letters of reference, involvement at the national level in professional or research organizations, talks at national conferences
- Publication of review articles in peer-reviewed journals either as first or senior author
- Author of book chapters (or Up-to-Date type of media)
- Direction of scholarly activity of other faculty or post-doctoral appointees
- Continued success in obtaining extramural, NIH-defined peer-reviewed[2] grant or contract funds or investigator initiated basic or applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Recognition as a journal editorial board member or editor
- Regular member of a special review committee or study section

- Invited to organize and participate in a major national or international scientific meeting
- Acquires FDA approvals; invention has a major impact on state-of-the-art; invention generates University resources
- Examiner for National Specialty Board
- Consults at the national level (e.g., Board of Scientific Advisors)

SECTION E. Examples of Activities Demonstrating Accomplishments in Clinical Service

Clinical service may be direct (such as within the hospital or various outpatient clinics) or indirect (as provided by specialized tests or procedures). It is expected that Departmental criteria for quality and productivity in patient care would be established and achieved at each rank. **For promotion at the level of professor, scholarly communications illustrating the candidate's significant impact in his or her professional community are expected.**

Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank. The examples listed below are offered only as guidelines and are not intended to serve as the only acceptable activities.

Level 1

- Demonstrates competence and promise of excellence in clinical, diagnostic, procedural or other professional work
- Considered a very good clinician or professional by students, residents, fellows and faculty
- Consults at local level

Level 2

- Emerging consulting physician or professional at regional level
- Considered an excellent clinician or professional by local and regional peers
- Directs clinical or professional program
- Known as an excellent clinician with special skills at a regional level
- Devises or implements a new method (diagnosis, therapy, critical pathway or standard guidelines, etc.) or procedure
- Officer in local or regional clinical/professional society
- Publish documentation of intervention and outcome

Level 3

- Develops and implements clinical or professional program
- Established consultant or attracts patients or clients on a regional, national, or international level
- Devises a new method or procedure which receives national or international recognition
- Contributes significantly to board examination (e.g., board examiner, test preparation) in specialty or subspecialty
- Officer in national or international clinical professional society

- Makes major clinical contributions appropriate to the mission of the School of Medicine

SECTION F. Examples of Activities Demonstrating Accomplishments in Academically-Related Public Service

Academically-Related Public Service includes, but is not necessarily limited to, activities in the following units, subunits, or institutions: Paul L. Foster School of Medicine, Graduate School, Departments, Centers of Excellence, Thomason Hospital, and Texas Tech University Health Sciences Center.

Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank. The examples listed below are offered only as guidelines and are not intended to serve as the only acceptable activities.

Level 1

- Demonstrates skills in managing activities or programs
- Serves on committees
- Conducts tests, procedures or data handling in support of a clinical or service laboratory

Level 2

- Independently develops or directs a major program/project/research laboratory
- Oversees, directs and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Oversees a major research project as principal investigator or co-investigator, which involves management of personnel and finances
- Serves as officer in state or local professional society
- Serves as an Assistant or Associate Dean or other Administrative appointment, e.g., Chairperson, Vice or Associate Chairperson of a department
- Serves as Program Director, Clerkship Director, or other position related to the mission of the PLFSOM that involves significant time in administrative activities such as scheduling, evaluation, program development, documentation of unit activities, etc.
- Consults nationally regarding service-related activities
- Chairs medical subspecialty or professional society committee
- Attracts substantial gifts or endowments to the School of Medicine
- Service as a regular or ad hoc member on a national research or clinical review committee
- Serves as officer or major committee member/chair in regional or national professional society
- Chairs a departmental faculty search committee
- Chairs a major committee (e.g., Admissions, Student Affairs, Grading and Promotion, etc)
- Serves as section chief, director or leader of a clinical area
- Perform a service for the community or organizations within the community which are not directly associated with PLFSOM