

Texas Tech University School of Medicine

Guidelines for Tenure and Promotion

The following Guidelines are based upon the revision of the Regents Rules (October, 2007) and input gleaned from a Faculty Survey on Tenure and Promotion generated in the Spring of 2008. 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

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. Promotion is awarded to Faculty based upon specific guidelines for academic accomplishment as referred to below.

Clinical Faculty on the tenure track will be expected to demonstrate excellence in at least one area, i.e., Teaching, Scholarship, or Clinical Service (area determined by the Faculty member and the respective Chairperson), with meaningful participation in all areas, i.e., Teaching, Scholarship, Clinical Service, and Academically-related Public Service. Clinical Faculty on the non-tenure track will be expected to demonstrate excellence in at least one area, i.e., Teaching, Scholarship or Clinical Service (area determined by the Faculty member and the respective Chairperson), with meaningful participation in at least one of the other areas, i.e., Teaching, Scholarship, Clinical Service, or Academically-related Public Service.

As indicated above, 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. Clearly, the more areas in which 'excellence' can be demonstrated the greater the likelihood for promotion and/or tenure.

Basic Science Faculty on the tenure-track, will be expected to demonstrate excellence in at least one area, i.e., Teaching or Scholarship (area determined by the Faculty member and the respective Chairperson), with meaningful participation in all areas, i.e., Teaching, Scholarship, and Academically-related Public Service. Basic Science Faculty on the non-tenure track will be expected to demonstrate excellence in at least one area, i.e., Teaching or Scholarship (area determined by the Faculty member and the respective Chairperson), with meaningful participation in at least one of the other areas, i.e., Teaching, Scholarship, or Academically-related Public Service. Once again, the more areas in which 'excellence' can be demonstrated the greater the likelihood for promotion and/or tenure.

For all Faculty, meaningful participation in Scholarship will be required for promotion to Full Professor whether in the Tenure or Non-tenure track.

The following pages describe the School of Medicine's guidelines for tenure and promotion and apply to:

- Table 1: Faculty who are in a clinical department whether on the tenure or non-tenure track (e.g. Assistant Professor of Medicine)
- Table 2: Faculty who are in a basic science department whether on the tenure or non-tenure track (e.g. Assistant Professor of Microbiology)
- Table 3: Faculty who are on a non-tenure track and are engaged primarily in research, with incidental teaching and/or patient care responsibilities (Research Appointments; e.g. Research Assistant Professor of Medicine or Research Assistant Professor of Microbiology)

Table 1. Clinical Faculty

Below are criteria by which excellence can be established in each area of performance. The list is not intended to be all inclusive, but rather represents examples. Furthermore, it should be noted that the following are ‘guidelines’ and that exceptional circumstances will be taken into consideration by the T&P Committee and the Dean when considering the promotion and/or tenure of exceptional Faculty.

	Instructor	Assistant Professor	Associate Professor	Professor
1. Education and training	<ul style="list-style-type: none"> ▪ Ph.D. with appropriate training and licensure/certification in area of clinical specialty, if applicable. ▪ MD or DO from an LCME or AOA accredited institution. ▪ ECFMG certification for international medical graduates. ▪ Completion of ACGME approved residency training in specialty. 	<ul style="list-style-type: none"> ▪ Same requirements as for Instructor plus ▪ Completion of ACGME-approved sub-specialty training (if applicable). ▪ Ability to attain board certification from the appropriate American Board of Medical Specialties ▪ Maintenance of Certification as applicable. 	<ul style="list-style-type: none"> ▪ Same requirements as for Assistant Professor plus ▪ Board certification from the appropriate American Board of Medical Specialties. ▪ American. Board certification in sub-specialty if applicable. ▪ Maintenance of Certification as applicable. 	<ul style="list-style-type: none"> ▪ Same requirements as for Associate Professor. ▪ Maintenance of Certification as applicable.
2. Teaching	<ul style="list-style-type: none"> ▪ Willingness to participate in and develop capability in teaching 	<ul style="list-style-type: none"> ▪ Previous experience or potential for competence in educating medical students, residents, or graduate students... 	<ul style="list-style-type: none"> ▪ Expertise in educating medical students, residents or graduate students, as evidenced by some of the following: <ul style="list-style-type: none"> • development of educational materials; • favorable student and peer evaluations; funding; • invited research presentations, CME programs or Grand Rounds presented at this and other institutions; • documentation of enhancement of teaching skills; • service on thesis or dissertation committees. 	<ul style="list-style-type: none"> ▪ A distinguished record of educating medical students, residents or graduate students, as evidenced by some of the following: <ul style="list-style-type: none"> • teaching awards; • development of new educational methods, courses, clerkships, or residency programs; • participation in regional and/or national educational activities; • course directorships; • service on thesis or dissertation committees.
3. Scholarship	<ul style="list-style-type: none"> ▪ Optional not required 	<ul style="list-style-type: none"> ▪ Capacity for mentored or independent research. 	<ul style="list-style-type: none"> ▪ Evidence of a significant combination of peer-reviewed contributions (e.g., papers, case reports, book chapters, abstracts, funding) based upon research, development of new education modules, development of new clinical programs, procedures, services, therapies, or health care delivery systems. ▪ Scholarship contributions for consideration of tenure will reflect work done at TTUHSC but for promotion will include the candidate’s career accomplishments. 	<ul style="list-style-type: none"> ▪ Evidence of regional and/or national recognition, for a significant combination of peer-reviewed contributions (e.g., papers, case reports, book chapters, abstracts, funding) based upon research, development of new education modules, development of new clinical programs, procedures, services, therapies or health care delivery systems. ▪ Scholarship contributions for consideration of tenure will reflect work done at TTUHSC but for promotion will include the candidate’s career accomplishments.
4. Clinical Service	<ul style="list-style-type: none"> ▪ Competence in patient care 	<ul style="list-style-type: none"> ▪ Competence in patient care. 	<ul style="list-style-type: none"> ▪ Expertise in area of specialty, as evidenced by an appropriate level of clinical activity, letters from patients and experts in the field, and by evaluations from peers, residents, and/or students. 	<ul style="list-style-type: none"> ▪ A distinguished record in area of specialty, as evidenced by regional and/or national recognition, a continuing appropriate level of clinical activity, medical directorships or other positions of clinical leadership
5. Academically-Related Public Service	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ Service on TTUHSC, School of Medicine, hospital and/or departmental committees. Participation in Professional, Academic, or Health-related organizations, committees or programs. 	<ul style="list-style-type: none"> ▪ Continued service and leadership on TTUHSC, School of Medicine, hospital and/or departmental committees. Leadership in Professional, Academic, or Health-related organizations, committees or programs.

Table 2. Basic Science Faculty

Below are criteria by which excellence can be established in each area of performance. The list is not intended to be all inclusive, but rather represents examples. Furthermore, it should be noted that the following are ‘guidelines’ and that exceptional circumstances will be taken into consideration by the T&P Committee and the Dean when considering the promotion and/or tenure of exceptional Faculty.

	Assistant Professor	Associate Professor	Professor
1. Education and training	<ul style="list-style-type: none"> ▪ PhD, MD, DVM or an equivalent degree from an accredited institution. 	<ul style="list-style-type: none"> ▪ Same requirements as for Assistant Professor. 	<ul style="list-style-type: none"> ▪ Same requirements as for Assistant Professor.
2. Teaching	<ul style="list-style-type: none"> ▪ Previous experience or potential for competence in educating medical students, residents, or graduate students. 	<ul style="list-style-type: none"> ▪ Expertise in educating medical students, residents or graduate students, as evidenced by some of the following: <ul style="list-style-type: none"> • development of educational materials; • favorable student and peer evaluations; funding; • invited research presentations, CME programs or Grand Rounds presented at this and other institutions; • documentation of enhancement of teaching skills; • service on thesis or dissertation committees. 	<ul style="list-style-type: none"> ▪ A distinguished record of educating medical students, residents or graduate students, as evidenced by some of the following: <ul style="list-style-type: none"> • teaching awards; • development of new educational methods, courses, clerkships, or residency programs; • participation in regional and/or national educational activities; • course directorships; • service on thesis or dissertation committees.
3. Scholarship	<ul style="list-style-type: none"> ▪ Capacity for scholarly activity. Previous experience as evidenced by peer-reviewed publications. 	<ul style="list-style-type: none"> ▪ Documentation of scholarly productivity, achieved either independently or collaboratively, usually evidenced by the following: <ol style="list-style-type: none"> 1) A significant combination of peer-reviewed contributions (e.g., papers, case reports, book chapters, abstracts) based upon basic or clinical research, educational, or professional scholarship; 2) External funding of either national or regional peer-reviewed grants; 3) An expectation of continued funding. ▪ Scholarship contributions for consideration of tenure will reflect work done at TTUHSC but for promotion will include the candidate’s career accomplishments. 	<ul style="list-style-type: none"> ▪ A national reputation, usually evidenced by the following: <ol style="list-style-type: none"> 1) Service on journal editorial boards or regional and/or national grant study sections; 2) A sustained record of peer-reviewed publications in high quality journals; 3) Continued external funding of either national or regional peer-reviewed grants; 4) An expectation of continued funding. ▪ Scholarship contributions for consideration of tenure will reflect work done at TTUHSC but for promotion will include the candidate’s career accomplishments.
4. Patient care	<ul style="list-style-type: none"> ▪ Little or none 	<ul style="list-style-type: none"> ▪ Little or none 	<ul style="list-style-type: none"> ▪ Little or none
5. Academically Related Public Service	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ Service on TTUHSC, School of Medicine, hospital and/or departmental committees. Participation in Professional, Academic, or Health-related organizations, committees or programs. 	<ul style="list-style-type: none"> ▪ Continued service and leadership on TTUHSC, School of Medicine, hospital and/or departmental committees. Leadership in Professional, Academic, or Health-related organizations, committees or programs..

**Table 3. Basic Science Faculty Who Are on a
Non-Tenure Track and Are Engaged Primarily in Research**

Below are criteria by which excellence can be established in each area of performance. The list is not intended to be all inclusive, but rather represents examples. Furthermore, it should be noted that the following are ‘guidelines’ and that exceptional circumstances will be taken into consideration by the T&P Committee and the Dean when considering the promotion of exceptional Faculty.

	Assistant Professor	Associate Professor	Professor
1. Education and training	<ul style="list-style-type: none"> ▪ PhD, MD, DVM or an equivalent degree from an accredited institution. 	<ul style="list-style-type: none"> ▪ Same requirements as for Assistant Professor. 	<ul style="list-style-type: none"> ▪ Same requirements as for Assistant Professor.
2. Teaching	<ul style="list-style-type: none"> ▪ Little or none 	<ul style="list-style-type: none"> ▪ Little or none 	<ul style="list-style-type: none"> ▪ Little or none
3. Scholarship	<ul style="list-style-type: none"> ▪ Capacity for scholarly activity. Previous experience as evidenced by peer-reviewed publications. 	<ul style="list-style-type: none"> ▪ Documentation of scholarly productivity, achieved either independently or collaboratively, usually evidenced by the following: <ol style="list-style-type: none"> 1) Evidence of a significant combination of peer-reviewed contributions (e.g., papers, case reports, book chapters, abstracts) based upon research. 2) External funding of either national, or, regional, peer-reviewed grants; 3) An expectation of continued funding. 	<ul style="list-style-type: none"> ▪ A national reputation, usually evidenced by the following: <ol style="list-style-type: none"> 1) Service on journal editorial boards or regional and/or national grant study sections; 2) A sustained record of peer-reviewed publications in high quality journals; 3) Continued external funding of either national, or, regional, peer-reviewed grants. 4) An expectation of continued funding.
4. Clinical Service	<ul style="list-style-type: none"> ▪ Little or none 	<ul style="list-style-type: none"> ▪ Little or none 	<ul style="list-style-type: none"> ▪ Little or none
5. Academically Related Public Service	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ Service on TTUHSC, School of Medicine, hospital and/or departmental committees. Participation in Professional, Academic, or Health-related organizations, committees or programs. 	<ul style="list-style-type: none"> ▪ Continued service and leadership on TTUHSC, School of Medicine, hospital and/or departmental committees. Leadership in Professional, Academic, or Health-related organizations, committees or programs..