Executive Committee Members Present:
Ometeotl Acosta, MD, Gregg Bean, MD, Wieslaw Furmaga, MD, Yanfen Hu, PhD and Mark Muir, MD
Interim Dean: Ron Rodriguez, MD, PhD

I. Approval of Minutes

Minutes from the September 7, 2017 meeting were submitted and approved.

II. Long School of Medicine Promotion, Tenure, and Appointment Committee (PTAC)

Jamie Flyr from Faculty Life came to discuss the new Long School of Medicine Promotion, Tenure, and Appointment Committee (PTAC). UT Systems wants the PTAC to be at the school level instead of the institution. The timeline for PTAC process has not changed and still follows the Handbook of Operating Procedures (HOP). All processes have been reviewed and approved by Chairs, Deans, Dr. Mok, and the PTAC Taskforce. It allows departments to cohesively evaluate the person with the Chair and Committee.

The Committee typically works from October through February. A faculty member can either request to be put forth for promotion or the Chair can initiate, but more than likely the idea will come out of performance review and/or career development discussions between the Chair and faculty member. Best to have Chair endorsement before putting forth request for promotion. At least one faculty member per department is responsible for PTAC. The attached guidelines are used by the PTAC Committee and comes from the HOP. The blue annotations are by Dr. Janet Williams and are not all inclusive.

Dr. Yanfen Hu asked what would you say to a new person on what they should do since guidelines are very involved. Dr. Ron Rodriguez and Jamie Flyr both advised best to let them know to focus on mentoring, stay on top of building your CV, and to keep track of every committee, hours taught, etc. that you are involved in. Dr. Rodriguez mentioned that all departments are supposed to have mentorship for all junior faculty.

Dr. Acosta brought up the fact that there are no term limits on Clerkship Director positions so it can be a challenge for someone wanting to focus on the education aspect to get that experience when so few slots per department are available. Dr. Rodriguez suggested that if you are focusing on education then one should try to get a cross appointment in the Department of Medical Education.
For any questions related to PTAC, you can reach out to Dr. Janet Williams’ office.

III. AAMC Council of Faculty and Academic Societies (CFAS)

Dr. Wieslaw Furmaga is one of the CFAS representatives for the Long School of Medicine and gave an overview of the Society. There are two positions for each Medical School in the AAMC. Handouts related to the society and representative positions are attached. Dr. Furmaga also mentioned the critical issue in discussion is physician burnout which is caused by being underpaid, overworked, and dealing with high expectations.

IV. Grievances Procedures

If there is a true grievance, there is a formal process in Chapter 4 of the HOP and would need to be followed.

Dr. Rodriguez mentioned that if you have a grievance, issue, or idea that it is typically best to go through the department Chair first. He also mentioned that since this group meets with the Dean every month, they serve as an avenue to the Dean. Faculty members can bring concerns or ideas to the EC members for discussion with the Dean.

Dr. Acosta would like to create a communication between the EC and the Faculty Assembly to remind them they can come to the EC with ideas or concerns. These requests can be added to the agenda and brought to the attention of the Dean during their monthly meetings. The EC will approve the communication at next month’s EC meeting.

There being no further business the meeting was adjourned.
Minutes taken and transcribed by April Ainsworth.
PRELIMINARY PATH TO LSOM PTAC REVIEW – DEPARTMENT Level

"Getting to YES" and "Getting Past NO"

D-PTAC = Department PTAC
D-Chair = Dept Chair, & in large departments, may be the Division Chief communicating closely with the Department Chair

Individual has planned thru annual evaluation/career planning to target Fall deadline for upcoming FY LSOM PTAC review. First step: seek D-C confirmation.

D-Chair

Communication with the Individual regarding decision

CV & other material under review by D-PTAC

Decision split
D-Chair (+)/D-PTAC (-)
or
D-Chair (-)/D-PTAC (+)
Both entities share their rationale with individual & may review material & decide again

D-PTAC (+)

Decision
D-Chair (+)
D-PTAC (+)

Complete PTAC packet created together & moves thru Faculty Life to LSOM PTAC

D-PTAC (+)
D-Chair (+)

Communication with the Individual regarding decision

D-Chair negative decision

Decision
D-Chair (-)
D-PTAC (-)

Complete PTAC packet will not be created. Individual &/or Department may seek input thru Faculty Life & other LSOM PTAC Advisory group.

D-Chair (-)/D-PTAC (-)

Any split decision
D-Chair (-)/D-PTAC (+)
or
D-Chair (+)/D-PTAC (-)

Complete PTAC packet will not be created. Individual &/or Department may seek input thru Faculty Life & other LSOM PTAC Advisory group.

D-Chair (-)
D-PTAC (-)

Symbol Key

- Communication symbol
- Decision symbol
- Process symbol

D-Chair (+)/D-PTAC (-)
D-Chair (-)/D-PTAC (+)
HOP 3.6.4 General Guidelines for Initial Appointment or Promotion to the rank of ASSOCIATE PROFESSOR, NON-TENURE TRACK: The following guidelines are intended to help clarify expectations for the academic rank of Associate Professor, NTT, whether for initial appointment or promotion. **BLACK bold** type is as stated in the current UT Health San Antonio HOP. **BLUE** is added detail for clarification, but should not be considered all-inclusive.

**GENERAL GUIDELINES**

1. A minimum of three years in the rank of Assistant Professor or equivalent.
   - Accomplishments and time as Assistant or Associate Professor elsewhere are the basis of initial appointment title and rank decisions.
   - The **minimum time** before a Long School of Medicine (LSOM) faculty member should be considered for promotion is 3 years. Documentation of the individual’s accomplishments during this time demonstrates an established trend and body of academic contributions that have brought value to the LSOM, UT Health SA and beyond.
   - **Good Citizenship:** In any role, demonstrate active participation, collaboration and achievements that serve ‘the community,’ whether research team, clinic team, division, department, school, interdisciplinary team, etc., and are aligned with the mission of UT Health SA.
   - **Leadership development:** In any role, demonstrate ongoing leadership development by expanding role responsibilities and effectively increasing scholarship.

2. Academic credentials congruent with the expectations of the school and department.
   For the LSOM, this means having a doctoral ‘terminal’ degree and any board certifications that apply.

3. A developing reputation that is reflected by peer recognition within the Institution.
   - Demonstrate/document professional and academic peer-acclaim and work-renown within and beyond the department and the LSOM, in order to show that the faculty member’s academic reputation is well established within the UT Health SA.
   - **Scholarly achievement** is defined in HOP 3.6.1 as ‘original and innovative accomplishments in the conduct off one’s responsibilities in Teaching, Research, or Service.’
   - Institutional (or greater) peer recognition of a growing body of scholarly achievement will be documented through letters of support.
4. Significant scholarly accomplishments in at least one of the three academic activities: teaching, research, and service.
   - For non-tenure track promotion, a faculty member must clearly build and sustain one area of scholarship strength from among Teaching, Research or Service, and document the body of work and the impact, value and legacy derived from these scholarly accomplishments over time.
   - The area of scholarship strength is usually but not always the same area of accomplishment that formed the basis for appointment or promotion to Assistant Professor NTT.
   - Work and achievement in any and all area(s) of scholarship strength should be documented.
   - Document details of recognition received, such as honors and awards, and list sponsor, type (local, international, etc.), when and how recognized and for what specific area of excellence (Teaching, Research, Service, Other).

5. Board certification or its equivalent, if pertinent.
   To show certification or other credentialing necessary for a faculty appointment or practice in the profession, list sufficient documentation, such as specific Board certification(s) and renewal date(s).

§ Mentoring
   - Mentoring is considered to be an integral role responsibility of each academic faculty member and an essential promotion criterion regardless of scholarship strength and despite not being listed in this section of the HOP.
   - Find a section of the CV to document all mentoring of any level mentee/advisee (student, trainee, faculty, etc.) whether related to teaching, research or service. Since there is no separate E-TALUS CV section called ‘Mentoring,’ refer to the ‘E-TALUS Curriculum Vitae Sections’ document. Identify one or more CV sections for this documentation, usually ‘Teaching – Other Teaching/Non-Course-Based.’ Document quantity and frequency of mentoring, advising, coaching, etc. Differentiate how many and the ‘career’ level(s) of mentees/advisees (student, faculty, other). List such as mentee(s)’ school affiliation and location, and any formal mentoring program name, or state ‘informal mentoring program.’
**TEACHING:** Scholarly achievement is in Teaching is defined in HOP 3.6.1 as ‘original and innovative accomplishments in the conduct of one’s responsibilities in Teaching.’

<table>
<thead>
<tr>
<th>1. Is effective as a teacher, evidenced by mastery of both content and method and documented by student and faculty evaluation.</th>
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<td>- When possible, incorporate evaluation planning into teaching efforts. Any teaching, curriculum development and other education-related evaluations from any level of learner or peers help document content and methods mastery.</td>
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<td>- The faculty work oversight authority, i.e. the work ‘group,’ division, department, etc., shares responsibility with the faculty member for ensuring that teaching and other educational work can be and are documented, measured and evaluated at regular intervals in order to demonstrate educational quality (originality, innovation, depth, breadth, effectiveness, evolution, etc.), quantity/frequency and outgrowths of all the faculty member’s educational efforts over time.</td>
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<tr>
<th>2. Is responsible for design, organization, coordination, and evaluation of a course or series of lectures.</th>
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<td>Demonstrates responsibility for specific aspects of teaching and/or educational oversight in any setting, applying ‘course or lectures’ broadly defined to include innovative and non-didactic education. Successfully serves in an increasingly responsible educational role, including an administrative educational leadership role.</td>
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<th>3. Is recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing an outstanding role model for students.</th>
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<tr>
<td>‘Students’ is a general term that includes any level or type of learner or trainee, including faculty, community learners or professional peers. Designate level(s) of ‘students’ taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc. What documents outstanding role modeling? How did role-modeling promote learning, professionalism, inspire the ‘student’ to take or sustain innovative steps in research, or hone particular clinical skills? Demonstrate recognition as exemplary.</td>
</tr>
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<td>For example, faculty can provide outstanding role modeling through individual or small group teaching, creating and applying innovative educational products or research approaches, demonstrating clinical care skills and innovations, patient care management, etc. Any types of cross- or inter-disciplinary and inter-professional teaching and educational work and products are valued and should be documented.</td>
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<th>4. Is effective as a supervising professor for M.S. or Ph.D. students.</th>
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<td>- ‘M.S. or Ph.D. students’ is a general reference that includes any level of any type of learner or trainee in a certain program, such as resident, fellow, faculty peer, etc.</td>
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<tr>
<td>- Designate level(s) of ‘students’ taught and supervised, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc.</td>
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<td>- Demonstrate effectiveness.</td>
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5. Demonstrates innovation in teaching methods and production of texts, educational “software,” etc.

*Educational scholarship includes documenting the impact, value and legacy derived from scholarly educational endeavors and accomplishments, such as but not limited to development and dissemination of innovation in curricula, syllabi, materials and teaching methods; technology; clinical guidelines, algorithms, protocols or treatment strategies; policy development, application, educational research and publication; abstract presentations and manuscript publications, especially peer-reviewed and high impact; poster, platform and/or invited speaker presentations; grants and awards; honorific recognition.*

6. Participates in student guidance and counseling.

*Students’ is a general term that includes any level of learner or trainee, including faculty. Designate level(s) of ‘students’ taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc.*

7. Responsible for the development of continuing education or other professional programs, or is an invited speaker.

*This is program committee participation, leadership and peer teaching. Document local, state, regional, etc., level and quantity and type of program attendees. The more responsibility and the broader the program reach, the greater the value; Invited as speaker at a national professional conference demonstrates greater recognition and value to expertise than does a department seminar.*

*Service on teaching and education-related committees with increasing leadership roles*
**RESEARCH:** Scholarly achievement in Research is defined in HOP 3.6.1 as ‘original and innovative accomplishments in the conduct of one’s responsibilities in Research. May include innovative application of existing research findings to the practice of one’s discipline or professional area.’

- Asterisked* lines are among items to consider in addition to the ‘general considerations’ and ‘guidelines’ in the HOP.

1. **Demonstrates initiative, independence, and sustained activity in research.**
   List details about research of any type, including: Basic science, Teaching and Education, Clinical, Translational, Team Science, etc.

2. **Publishes research findings and scholarly papers in professional journals; publications in refereed journals are considered more significant.**
   - Signify author position/role.
   - Categorize by media type.
   - Indicate peer-review.
   - Provide available journal rating, impact factor or other value and explain.

3. **Presents research and scholarly findings at professional meetings.**
   - Document abstracts submitted; indicate peer-reviewed and accepted for what type of presentation and/or publication.
   - List presenter, the venue title, purpose and location, and presentation format: poster, platform, workshop or other.

4. **Obtains grants or other monies for research or other scholarly activities.**
   - Must list grant or award details, including title, type/purpose, source, dates active, total funding.
   - Indicate role (PI or other) and percentage of salary coverage provided by each.

5. **Serves on thesis or dissertation committees or UT Health SA research review boards.**
   - Document details of roles serving on *any* research-related committee, panel or board, etc., and indicate how research related.
   - List role, frequency, topic and degree, etc. about thesis or dissertation committee, research review board or any research-related committee from any academic or other source.
   - Document leadership roles and responsibilities, such as Chair or other officer.

* Collaborative team-based research activities; Team Science; Interdisciplinary research
* Technology Development
* Patent- eligible/patent received
SERVICE: Scholarly achievement in Service is defined in HOP 3.6.1 as 'original and innovative accomplishments in the conduct of one's responsibilities in Service. In addition, the competence and scholarly manner with which faculty members discharge their services to patients and to the community should be recognized... and recognition of administrative responsibilities, such as serving on committees, or contributions that play an important role in the interaction of the institution with (such as) state or national agencies.'
- Demonstrate increasing role responsibility and service excellence through a leadership role.

1. Provides staff responsibility for a service or specific area of patient care or clinical teaching for which peer recognition can be documented.
- 'Staff responsibility' means 'administrative leadership role.' Document any administrative titles and roles, such as Director, Co-Director, Coordinator, Supervisor, etc., with responsibility for oversight of any area of Teaching, Research, Clinical Care or other Service. Include responsibilities, and quantity/frequency details, when applicable.
- Document full extent of Service provided and describe role detail, such as quantity/frequency, including for patient care. Document overlapping Clinical Teaching activities and Clinical Research activities separately in respective CV sections.
- List service by separate type or venue: Research core; Inpatient clinical; Outpatient clinical; Trainee administration; Other.

2. Serves on committees within the department, school, UT Health SA, and/or affiliated institutions.
- List service as a member of any committee, all levels 'internal and external' to UT Health SA.
- List role and contribution in Teaching, Research and/or Service.
- Document leadership roles and responsibilities, such as Chair, Co-Chair, etc.

3. Provides consultation to other departments or schools within the UT Health SA and to local, State, regional, or national organizations or institutions that seek or benefit from the candidate's expertise.
- List service as a consultant at any level 'internal and external' to UT Health SA.
- List role and contribution.
- Document leadership titles, roles and responsibilities.

4. Serves on extramural grant review committees or editorial boards of scientific or professional journals.
- List service as an invited ad hoc reviewer or member of a review group or panel for any type of submissions, including candidate applications or nominations, program proposals, abstracts, manuscripts, grants.
- List membership of any 'review group,' panel, or board, including editorial boards, at any level 'internal or external' to UT Health SA.
- Include role, quantity/frequency of service provided.
5. Performs a key administrative role in patient care, research, or teaching activities within a department, division.
   Demonstrate ongoing leadership development by expanding role responsibilities through performing a key administrative role and effectively increasing scholarship.

6. Provides service as a health educator for the community.
   Aligned with advancing the academic mission of the LSOM and UT Health SA.
HOP 3.6.3 General Guidelines for Initial Appointment or Promotion to the rank of ASSOCIATE PROFESSOR, TENURE TRACK: The following guidelines are intended to help clarify expectations for the academic rank of Associate Professor, TT, whether for initial appointment or for promotion. **BLACK bold type** is as stated in the current UT Health San Antonio HOP. **BLUE** is added detail for clarification, but should not be considered all-inclusive.

### GENERAL GUIDELINES

1. A minimum of three years in the rank of Assistant Professor or equivalent.
   - Accomplishments and time as Assistant or Associate Professor elsewhere are the basis of initial appointment title and rank decisions.
   - The *minimum time* before a Long School of Medicine (LSOM) faculty member should be considered for promotion is 3 years. Documentation of the individual’s accomplishments during this time demonstrates an established trend and body of academic contributions that have brought value to the LSOM, UT Health SA and beyond.
   - **Good Citizenship:** *In any role, demonstrate active participation, collaboration and achievements that serve ‘the community,’ whether research team, clinic team, division, department, school, interdisciplinary team, etc., and are aligned with the mission of UT Health SA.*
   - **Leadership development:** *In any role, demonstrate ongoing leadership development by expanding role responsibilities and effectively increasing scholarship.*

2. Academic credentials congruent with the expectations of the school and department.
   For the LSOM, this means having a doctoral ‘terminal’ degree and any board certifications that apply.

3. Developing peer recognition that is reflected by an emerging national reputation.
   - Demonstrate/document professional and academic peer-acclaim and work- renown within and beyond the LSOM, UT Health SA, the San Antonio community, the state and/or regional level(s), in order to show that the faculty member is well-established academic reputation is emerging on the national and possibly the international level.
   - Increasingly broad academic and professional peer recognition of the faculty member’s growing body of scholarly achievement will be demonstrated through peer letters of support, showing at least an emerging national reputation.

4. Evidence of scholarly achievement reflected in peer recognition of works from original research, clinical observations, educational programs, etc.
   - **Scholarly achievement** is defined in HOP 3.6.1 as ‘original and innovative accomplishments in the conduct off one’s responsibilities in Teaching, Research, or Service.’
   - Increasingly broad peer recognition of a growing body of scholarly achievement will be documented through letters of support.
5. Significant scholarly accomplishments in at least two of the three academic activities: teaching, research, and service.

- For tenure track promotion (with or without tenure), a faculty member must clearly **build and sustain two areas** of scholarship strength from among Teaching, Research, and/or Service and document the body of work and the impact, value and legacy derived from these scholarly accomplishments over time.
- The areas of scholarship strength are usually but not always the same areas of accomplishment that formed the basis for appointment or promotion to Assistant Professor TT.
- Work and achievement in any and all area(s) of scholarship strength should be documented.
- Document details of recognition received, such as honors and awards, and list sponsor, type (local, international, etc.), when and how recognized and for what specific area of excellence (Teaching, Research, Service, Other).

6. Board certification or its equivalent, if pertinent.

To show certification or other credentialing necessary for a faculty appointment or practice in the profession, list sufficient documentation, such as specific Board certification(s) and renewal date(s).

§ Mentoring

- Mentoring is considered to be an integral role responsibility of each academic faculty member and an essential promotion criterion regardless of scholarship strength and despite not being listed in this section of the HOP.
- Find a section of the CV to document all mentoring of any level mentee/advisee (student, trainee, faculty, etc.) whether related to teaching, research or service. Since there is no separate E-TALUS CV section called ‘Mentoring,’ refer to the ‘E-TALUS Curriculum Vitae Sections’ document. Identify one or more CV sections for this documentation, usually ‘Teaching – Other Teaching/Non-Course-Based.’ Document quantity and frequency of mentoring, advising, coaching, etc. Differentiate how many and the ‘career’ level(s) of mentees/advisees (student, faculty, other). List such as mentee(s)’ school affiliation and location, and any formal mentoring program name, or state ‘informal mentoring program.’
**FY 2018 WORKING GUIDELINES - ASSOC PROFESSOR TENURE TRACK**

**TEACHING:** *Scholarly achievement* is in Teaching is defined in HOP 3.6.1 as 'original and innovative accomplishments in the conduct of one's responsibilities in Teaching.'

1. **Is effective as a teacher, evidenced by mastery of both content and method and documented by student and faculty evaluation.**
   - See General Guidelines: 5.
   - When possible, incorporate evaluation planning into teaching efforts. Any teaching, curriculum development and other education-related evaluations from any level of learner or peers help document content and methods mastery.
   - The faculty work oversight authority, i.e. the work ‘group,’ division, department, etc., shares responsibility with the faculty member for ensuring that teaching and other educational work can be and are documented, measured and evaluated at regular intervals in order to demonstrate educational quality (originality, innovation, depth, breadth, effectiveness, evolution, etc.), quantity/frequency and outgrowths of all the faculty member’s educational efforts over time.

2. **Is responsible for design, organization, coordination, and evaluation of a course or series of lectures.**
   *Demonstrates responsibility for specific aspects of teaching and/or educational oversight in any setting, applying ‘course or lectures’ broadly defined to include innovative and non-didactic education. Successfully serves in an increasingly responsible educational role, including an administrative educational leadership role.*

3. **Is recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing an outstanding role model for students.**
   *‘Students’ is a general term that includes any level or type of learner or trainee, including faculty, community learners or professional peers. Designate level(s) of ‘students’ taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc. What documents outstanding role modeling? How did role-modeling promote learning, professionalism, inspire the ‘student’ to take or sustain innovative steps in research, or hone particular clinical skills? Demonstrate recognition as exemplary.*
   
   *For example, faculty can provide outstanding role modeling through individual or small group teaching, creating and applying innovative educational products or research approaches, demonstrating clinical care skills and innovations, patient care management, etc. Any types of cross- or inter-disciplinary and inter-professional teaching and educational work and products are valued and should be documented.*

4. **Demonstrates effectiveness in the development and/or presentation of continuing education or other professional programs including invited presentations.**
   *This is program committee participation, leadership and peer teaching. Document local, state, regional, etc., level and quantity and type of program attendees. The more responsibility and the broader the program reach, the greater the value; Invited as speaker at a national professional conference demonstrates greater recognition and value to expertise than does a department seminar.*
5. **Is effective as a supervising professor for M.S. or Ph.D. students.**
   - 'M.S. or Ph.D. students' is a general reference that includes any level of any type of learner or trainee in a certain program, such as resident, fellow, faculty peer, etc.
   - Designate level(s) of 'students' taught and supervised, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc.
   - Demonstrate effectiveness.

6. **Participates in student guidance and counseling.**
   'Students' is a general term that includes any level of learner or trainee, including faculty. Designate level(s) of 'students' taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc.

7. **Demonstrates innovation in teaching methods and production of texts or educational “software.”**
   Educational scholarship includes documenting the impact, value and legacy derived from scholarly educational endeavors and accomplishments, such as but not limited to development and dissemination of innovation in curricula, syllabi, materials and teaching methods; technology; clinical guidelines, algorithms, protocols or treatment strategies; policy development, application, educational research and publication; abstract presentations and manuscript publications, especially peer-reviewed and high impact; poster, platform and/or invited speaker presentations; grants and awards; honorific recognition.
**RESEARCH:** **Scholarly achievement** in Research is defined in HOP 3.6.1 as 'original and innovative accomplishments in the conduct off one's responsibilities in Research. May include innovative application of existing research findings to the practice of one's discipline or professional area.‘

- Asterisked* lines are among items to consider in addition to the 'general considerations' and 'guidelines' in the HOP.

**1. Demonstrates initiative, independence, and sustained activity in research.**

List details about research of any type, including: Basic science, Teaching and Education, Clinical, Translational, Team Science, etc.

**2. Publishes research findings and scholarly papers in professional journals; publications in refereed journals are considered more significant.**

- Signify author position/role.
- Categorize by media type.
- Indicate peer-review.
- Provide available journal rating, impact factor or other value and explain.

**3. Serves on thesis or dissertation committees or Health Science Center research review boards.**

- Document details of roles serving on any research-related committee, panel or board, etc., and indicate how research related.
- List role, frequency, topic and degree, etc. about thesis or dissertation committee, research review board or any research-related committee from any academic or other source.
- Document leadership roles and responsibilities, such as Chair or other officer.

**4. Obtains grants or other monies for research or other scholarly activities.**

- Must list grant or award details, including title, type/purpose, source, dates active, total funding.
- Indicate role (PI or other) and percentage of salary coverage provided by each.

**5. Presents research and scholarly findings at professional meetings.**

- Document abstracts submitted; indicate peer-reviewed and accepted for what type of presentation and/or publication.
- List presenter, the venue title, purpose and location, and presentation format: poster, platform, workshop or other.

**6. Demonstrates support of interdisciplinary research**

* Collaborative team-based research activities; Team Science; Interdisciplinary research
* Technology Development
* Patent- eligible/patent received
SERVICE: Scholarly achievement in Service is defined in HOP 3.6.1 as 'original and innovative accomplishments in the conduct off one’s responsibilities in Service. In addition, the competence and scholarly manner with which faculty members discharge their services to patients and to the community should be recognized… and recognition of administrative responsibilities, such as serving on committees, or contributions that play an important role in the interaction of the institution with (such as) state or national agencies.’

- Demonstrate increasing role responsibility and service excellence through a leadership role.

1. Provides staff responsibility for a service or specific area of patient care or clinical teaching for which peer recognition can be documented.

- ‘Staff responsibility’ means ‘administrative leadership role.’ Document any administrative titles and roles, such as Director, Co-Director, Coordinator, Supervisor, etc., with responsibility for oversight of any area of Teaching, Research, Clinical Care or other Service. Include responsibilities, and quantity/frequency details, when applicable.

- Document full extent of Service provided and describe role detail, such as quantity/frequency, including for patient care. Document overlapping Clinical Teaching activities and Clinical Research activities separately in respective CV sections.

- List service by separate type or venue: Research core; Inpatient clinical; Outpatient clinical; Trainee administration; Other.

2. Serves on committees within the department, school, UT Health SA, and/or affiliated institutions.

- List service as a member of any committee, all levels 'internal and external' to UT Health SA.

- List role and contribution in Teaching, Research and/or Service.

- Document leadership roles and responsibilities, such as Chair, Co-Chair, etc.

3. Provides consultation or service to other departments or schools within the UT Health SA and to local, state, regional, or national organizations that seek or benefit from the candidate's expertise.

- List service as a consultant or other service provider at any level 'internal and external' to UT Health SA.

- List role and contribution.

- Document leadership titles, roles and responsibilities.

4. Serves on extramural grant review committees or editorial boards of scientific or professional journals.

- List service as an invited ad hoc reviewer or member of a review group or panel for any type of submissions, including candidate applications or nominations, program proposals, abstracts, manuscripts, grants.

- List membership of any ‘review group,’ panel, or board, including editorial boards, at any level 'internal or external' to UT Health SA.

- Include role, quantity/frequency of service provided.
5. Performs a key administrative role in patient care, research, or teaching activities within a department or division.

*Demonstrate ongoing leadership development by expanding role responsibilities through performing a key administrative role and effectively increasing scholarship.*

6. Provides service to the professional or lay community through education, consultations, or other roles.

*Aligned with advancing the academic mission of the LSOM and UT Health SA.*
HOP 3.6.4 General Guidelines for Initial Appointment or Promotion to the rank of PROFESSOR, NON-TENURE TRACK: The following guidelines are intended to help clarify expectations for the academic rank of Professor, NTT, whether for initial appointment or for promotion. BLACK bold type is as stated in the current UT Health San Antonio HOP. BLUE is added detail for clarification, but should not be considered all-inclusive.

### GENERAL GUIDELINES

1. Distinguished performance and maturity as an Associate Professor, generally 3-5 years at this rank
   - Accomplishments and time as Associate Professor and/or Professor elsewhere are the basis of initial appointment title and rank decisions.
   - The *minimum time* before a Long School of Medicine (LSOM) faculty member should be considered for promotion is 3-5 years. Documentation of the individual’s accomplishments during this time demonstrates an established trend and body of academic contributions that have brought value to the LSOM, UT Health SA and well beyond.
   - Good Citizenship: *In any role, demonstrate active participation, collaboration and achievements that serve 'the community,' whether research team, clinic team, division, department, school, interdisciplinary team, etc., and are aligned with the mission of UT Health SA.*
   - Leadership development: *In any role, demonstrate ongoing leadership development by expanding role responsibilities and effectively increasing scholarship.*

2. Academic credentials congruent with the expectations of the school or department.
   For the LSOM, this means having a doctoral ‘terminal’ degree and any board certifications that apply.

3. An established reputation that is derived from substantive extramural peer recognition.
   - Demonstrate/document substantive professional and academic peer-acclaim and work- renown within and beyond the LSOM and UT Health SA. Show that the faculty member’s academic reputation has been well established beyond the campus and San Antonio community levels and is recognized on such as the state and/or regional level(s), or possibly the national level or beyond.
   - Institutional and 'substantive extramural' peer recognition of an established academic reputation of sustained scholarly achievement will be documented through peer letters of support.
FY 2018 WORKING GUIDELINES - PROFESSOR NON-TENURE TRACK

4. Sustained scholarly activity or significant accomplishments in at least one of the three activities: teaching, research, and service.

- For non-tenure track promotion, a faculty member must clearly **build and sustain one area** of scholarship strength from among Teaching, Research or Service, and document the body of work and the impact, value and legacy derived from these scholarly accomplishments over time.

- **Scholarly achievement** is defined in HOP 3.6.1 as ‘original and innovative accomplishments in the conduct off one’s responsibilities in Teaching, Research, or Service.’

- The area of scholarship strength is usually but not always the same area of accomplishment that formed the basis for appointment or promotion to Assistant Professor NTT.

- Work and achievement in any and all area(s) of scholarship strength should be documented.

- Document details of recognition received, such as honors and awards, and list sponsor, type (local, international, etc.), when and how recognized and for what specific area of excellence (Teaching, Research, Service, Other).

5. **Board certification or its equivalent, if pertinent.**
   
   To show certification or other credentialing necessary for a faculty appointment or practice in the profession, list sufficient documentation, such as specific Board certification(s) and renewal date(s).

§ **Mentoring**

- Mentoring is considered to be an integral role responsibility of each academic faculty member and an essential promotion criterion regardless of scholarship strength and despite not being listed in this section of the HOP.

- Find a section of the CV to document all mentoring of any level mentee/advisee (student, trainee, faculty, etc.) whether related to teaching, research or service. Since there is no separate E-TALUS CV section called 'Mentoring,' refer to the 'E-TALUS Curriculum Vitae Sections' document. Identify one or more CV sections for this documentation, usually 'Teaching – Other Teaching/Non-Course-Based.' Document quantity and frequency of mentoring, advising, coaching, etc. Differentiate how many and the 'career' level(s) of mentees/advisees (student, faculty, other). List such as mentee(s)' school affiliation and location, and any formal mentoring program name, or state 'informal mentoring program.'
**FY 2018 WORKING GUIDELINES - PROFESSOR NON-TENURE TRACK**

**TEACHING:** Scholarly achievement is in Teaching is defined in HOP 3.6.1 as ‘original and innovative accomplishments in the conduct of one’s responsibilities in Teaching.’

1. Sustained and outstanding performance of the examples cited for the Associate Professor level.
   - See Associate Professor (Non-Tenure Track) section on Teaching: 1.
   - When possible, incorporate evaluation planning into teaching efforts. Any teaching, curriculum development and other education-related evaluations from any level of learner or peers help document content and methods mastery.
   - The faculty work oversight authority, i.e. the work ‘group,’ division, department, etc., shares responsibility with the faculty member for ensuring that teaching and other educational work can be and are documented, measured and evaluated at regular intervals in order to demonstrate educational quality (originality, innovation, depth, breadth, effectiveness, evolution, etc.), quantity/frequency and outgrowths of all the faculty member’s educational efforts over time.

2. Leadership through design, organization, coordination, and evaluation of a course or courses; administrative responsibility at the school or departmental level for curriculum; supervision of staff teaching within a course, department, or school.

   Serves in significant administrative educational leadership role(s) of any level course or curriculum (undergraduate, graduate, continuing education, professional) in any subject matter or setting (research, didactic, clinical, other), and demonstrates role growth and success in management of associated responsibilities for specific aspects of teaching and/or education.

3. Invitations as visiting professor at other institutions.

   Document purpose and extent of educational expertise/role provided; why invited, goal(s) achieved, where, when, etc.

   Any types of cross- or inter-disciplinary and inter-professional teaching, educational work and products are valued and should be documented.

4. Responsibility for student guidance and counseling regarding program planning and general curricular activities, as well as consultation to student organizations and groups within and outside of UT Health SA.
   - 'Students' is a general term that includes any level or type of learner or trainee, including faculty or community learners. Designate level(s) of 'students' advised, counseled or other guidance or oversight provided, including quantity, frequency and educational setting – classroom, lab, clinic, ward, etc.
   - Participation in any formal and/or informal mentoring or mentoring programs. Describe effort, quantity/frequency.
   - Include any cross-disciplinary, inter-disciplinary and/or inter-professional educational guidance or counseling of 'students' or other learners.
5. Sustained recognition as an exemplary scientist, teacher, or clinician whose activities can be documented as providing an outstanding role model for students.

'Students' is a general term that includes any level or type of learner or trainee, including faculty, community learners or professional peers. Designate level(s) of 'students' taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc. What documents outstanding role modeling? How did role-modeling promote learning, professionalism, inspire the 'student' to take or sustain innovative steps in research, or hone particular clinical skills? Demonstrate sustained recognition as exemplary.

For example, faculty can provide outstanding role modeling through individual or small group teaching, creating and applying innovative educational products or research approaches, demonstrating clinical care skills and innovations, patient care management, etc. Any types of cross- or inter-disciplinary and inter-professional teaching and educational work and products are valued and should be documented.

6. Publication of educational works in relevant journals.

'Journal publication' is important but not meant to be the only acceptable mechanism of demonstrating authorship, peer-review, and academic recognition and dissemination of educational works. Educational scholarship includes documenting and disseminating the impact, value and legacy derived from a range of scholarly educational endeavors, innovations and accomplishments, such as but not limited to sustained development, publication and dissemination of innovation in curricula, materials, syllabi and teaching methods; development, publication and dissemination of clinical guidelines, algorithms, protocols or treatment strategies; policy development; educational methodology application and outcome measures; publications about teaching and education, media applications, software, methods; manuscripts, chapters, monographs, books, textbooks, etc. Peer-reviewed abstracts accepted for (and identified as) poster, platform or invited speaker presentations and where, when presented and by whom. List any recognition received, such as an award or honor for the educational work. List journal impact factors and provide comparison value for the professional field.
### RESEARCH: Scholarly achievement in Research is defined in HOP 3.6.1 as 'original and innovative accomplishments in the conduct off one’s responsibilities in Research.' May include innovative application of existing research findings to the practice of one’s discipline or professional area.'

- PROFESSOR NON-TENURE TRACK: ALL ASSOCIATE PROFESSOR NON-TENURE TRACK CRITERIA APPLY.
- Asterisked* lines are among items to consider in additional to the ‘general considerations’ and ‘guidelines’ in the HOP.

#### 1. Is senior or responsible author of papers published in referred professional journals or other media (books, papers, etc.?)
- Signify author position/role.
- Categorize by media type.
- Indicate peer-review.
- Provide available journal rating, impact factor or other value and explain.

#### 2. Receives grants or other monies as a Principal Investigator for research.
- Must list grant or award details, including title, type/purpose, source, dates active, total funding.
- Indicate role (PI or other) and percentage of salary coverage provided by each.

#### 3. Invitations to participate at national or international professional or scientific meetings.
- Document expertise for which faculty member was sought when invited as speaker, organizer, other invited leadership role, etc.
- Document meeting title, purpose, prestige, location, related dates; title and purpose of presentation (keynote, panel, etc.), audience size, etc.

#### 4. Invitations to preside over sessions at national or international professional or scientific meetings.
- Document expertise for which faculty member was sought when invited to preside over a professional or scientific meeting session and other invited leadership role, etc.
- Document meeting or session title, purpose, prestige, location, related dates, title and purpose of presentation (keynote, panel, etc.), audience size, etc.
- Include all levels – school, campus, local, state, regional, national, international, etc.

#### 5. Recognition for excellence in research by professional or scientific institutions or organizations.
- Document details of recognition received, such as honors and awards, and list sponsor, type (local, international, etc.), when and how recognized and for what specific area of Research excellence.
<table>
<thead>
<tr>
<th>FY 2018 WORKING GUIDELINES - PROFESSOR NON-TENURE TRACK</th>
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</thead>
</table>
- **Document details of roles serving on any research-related committee, panel or board, etc., and indicate how research related.**  
- **List role, frequency, topic and degree, etc. about thesis or dissertation committee, research review board or any research-related committee from any academic or other source.**  
- **Document leadership roles and responsibilities, such as Chair or other officer.**  

| * Collaborative team-based research activities; Team Science; Interdisciplinary research  
* Technology Development  
* Patent- eligible/patent received |
**SERVICE:** Scholarly achievement in Service is defined in HOP 3.6.1 as 'original and innovative accomplishments in the conduct of one's responsibilities in Service. In addition, the competence and scholarly manner with which faculty members discharge their services to patients and to the community should be recognized... and recognition of administrative responsibilities, such as serving on committees, or contributions that play an important role in the interaction of the institution with (such as) state or national agencies.'
- Demonstrate increasing role responsibility and service excellence through a leadership role.

<table>
<thead>
<tr>
<th>1. Appointment to responsible positions within the institution or its affiliates. (Chairs a committee, department, or division; Program Director; membership on major decision-making UT Health SA committees).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List service as a member of any committee, board or other 'responsible position' at any level 'internal or external' to UT Health SA.</td>
</tr>
<tr>
<td>• List role and contribution.</td>
</tr>
<tr>
<td>• Document committee or board leadership roles and responsibilities, such as Chair or other officer.</td>
</tr>
<tr>
<td>• Document service in specific leadership role(s), recognized by such as Administrative and Professional (A&amp;P) title and support to provide any type of administrative leadership, or clinical site/care service leadership.</td>
</tr>
<tr>
<td>• Demonstrate ongoing leadership development by expanding role responsibilities through performing a key administrative role and effectively increasing scholarship.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>2. Recognition as an authority by other schools and departments within the UT Health SA and by local, State, regional, or national organizations or institutions.</th>
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<td>• List service as a consultant or as a 'recognized authority' at any level 'internal and external' to UT Health SA.</td>
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<td>• Document leadership roles and recognition received, such as awards and honors.</td>
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<tr>
<th>3. Senior staff responsibility for a service or specific area of patient care or clinical teaching.</th>
</tr>
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<tbody>
<tr>
<td>• 'Senior staff responsibility' means 'senior administrative leadership role.' Document any formal administrative titles, such as Dean or Chair, and any other administrative titles and roles, such as Vice Chair, Director, Co-Director, Coordinator, Supervisor, etc., with responsibility for oversight of any area of Teaching, Research, Clinical Care or other Service. Include responsibilities, and quantity/frequency details, when applicable.</td>
</tr>
<tr>
<td>• Document full extent of Service provided and describe role detail, such as quantity/frequency, including for patient care. Document overlapping Clinical Teaching activities and Clinical Research activities separately in respective CV sections.</td>
</tr>
<tr>
<td>• List service by separate type or venue: Research core; Inpatient clinical; Outpatient clinical; Trainee administration; Other.</td>
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</table>
### 4. Consultant to, or serves on, government review committees, study sections; or other national review panels.
- Document any level of service, including consultant, on government and/or national level and/or any other type and level of review committees, study sections or similar.
- List role and contribution.
- Document leadership roles and responsibilities, such as Chair, Director or other.

### 5. Serves as an officer or committee chair in professional or scientific organizations.
- List service as a member of any committee, all levels ‘internal and external’ to UT Health SA.
- List role and contribution in Teaching, Research and/or Service.
- Document leadership roles and responsibilities, such as Chair, Co-Chair, etc.

### 6. Serves on editorial boards of professional or scientific journals.
- List service as an invited ad hoc reviewer or member of a review group or panel for any type of submissions, including candidate applications or nominations, program proposals, abstracts, manuscripts, grants.
- List membership of any ‘review group,’ panel, or board, including editorial boards, at any level ‘internal or external’ to UT Health SA.
- Include role, quantity/frequency of service provided.

### 7. Election to responsible positions on civic boards or organizations concerned with health care issues at the local, State, regional, national, or international levels.
- Document service responsibility through Community role aligned with the mission of the LSOM and UT Health SA
- Document leadership roles and responsibilities, such as Chair or other officer.
FY 2018 WORKING GUIDELINES - PROFESSOR TENURE TRACK

HOP 3.6.3 General Guidelines for Initial Appointment or Promotion to the rank of PROFESSOR, TENURE TRACK: The following guidelines are intended to help clarify expectations for the academic rank of Professor, TT, whether for initial appointment or for promotion. **BLACK bold type is as stated in the current UT Health San Antonio HOP. BLUE is added detail for clarification, but should not be considered all-inclusive.**

GENERAL GUIDELINES

1. Distinguished performance and maturity as an Associate Professor, generally 3 - 5 years at this rank.
   - Accomplishments and time as Associate Professor and/or Professor elsewhere are the basis of initial appointment title and rank decisions.
   - The **minimum time** before a Long School of Medicine (LSOM) faculty member should be considered for promotion is 3-5 years. Documentation of the individual’s accomplishments during this time demonstrates an established trend and body of academic contributions that have brought value to the LSOM, UT Health SA and well beyond.
   - **Good Citizenship:** In any role, demonstrate active participation, collaboration and achievements that serve ‘the community,’ whether research team, clinic team, division, department, school, interdisciplinary team, etc., and are aligned with the mission of UT Health SA.
   - **Leadership development:** In any role, demonstrate ongoing leadership development by expanding role responsibilities and effectively increasing scholarship.

2. Academic credentials congruent with the expectations of the school or department.
   For the LSOM, this means having a doctoral ‘terminal’ degree and any board certifications that apply.

3. An established reputation that is derived from national or international peer recognition.
   - **Demonstrate/document substantive professional and academic peer-acclaim and work-renown within and well beyond the LSOM, UT Health SA, the San Antonio community, the state and/or regional level(s) in order to show that the faculty member’s substantive academic reputation has been well established and recognized broadly on the national and/or international level(s).**
   - **Broad and respected peer recognition of an established academic reputation through sustained scholarly achievement will be documented through academic and professional peer letters of support.**

4. Sustained scholarly achievement reflected in peer recognition of works from original research, clinical observations, educational programs, etc.
   - **Scholarly achievement** is defined in HOP 3.6.1 as ‘original and innovative accomplishments in the conduct off one’s responsibilities in Teaching, Research, or Service.’
   - **Broad and respected peer recognition of an established academic reputation through sustained scholarly achievement will be documented through academic and professional peer letters of support.**
5. Sustained scholarly productivity in at least two of the three academic activities: teaching, research, and service.

- For tenure track promotion (with or without tenure), a faculty member must clearly **build and sustain two areas** of scholarship strength from among Teaching, Research, and/or Service and document the body of work and the impact, value and legacy derived from these scholarly accomplishments over time.
- The areas of scholarship strength are usually but not always the same areas of accomplishment that formed the basis for appointment or promotion to Associate Professor TT or with tenure.
- **Work and achievement in any and all area(s) of scholarship strength should be documented.**
- **Document details of recognition received, such as honors and awards, and list sponsor, type (local, international, etc.), when and how recognized and for what specific area of excellence (Teaching, Research, Service, Other).**

6. **Board certification or its equivalent, if pertinent.**

To show certification or other credentialing necessary for a faculty appointment or practice in the profession, list sufficient documentation, such as specific Board certification(s) and renewal date(s).

§ **Mentoring**

- Mentoring is considered to be an integral role responsibility of each academic faculty member and an essential promotion criterion regardless of scholarship strength and despite not being listed in this section of the HOP.
- **Find a section of the CV to document all mentoring of any level mentee/advisee (student, trainee, faculty, etc.) whether related to teaching, research or service. Since there is no separate E-TALUS CV section called ‘Mentoring,’ refer to the ‘E-TALUS Curriculum Vitae Sections’ document. Identify one or more CV sections for this documentation, usually ‘Teaching – Other Teaching/Non-Course-Based.’ Document quantity and frequency of mentoring, advising, coaching, etc. Differentiate how many and the ‘career’ level(s) of mentees/advisees (student, faculty, other). List such as mentee(s)’ school affiliation and location, and any formal mentoring program name, or state ‘informal mentoring program.’**
TEACHING: Scholarly achievement is in Teaching is defined in HOP 3.6.1 as 'original and innovative accomplishments in the conduct off one’s responsibilities in Teaching.'

1. Sustained and outstanding teaching performance of the examples cited for the Associate Professor level.
   - See General Guidelines: 5.
   - See Associate Professor (Tenure Track) section on Teaching: 1.
   - When possible, incorporate evaluation planning into teaching efforts. Any teaching, curriculum development and other education-related evaluations from any level of learner or peers help document content and methods mastery.
   - The faculty work oversight authority, i.e. the work 'group,’ division, department, etc., shares responsibility with the faculty member for ensuring that teaching and other educational work can be and are documented, measured and evaluated at regular intervals in order to demonstrate educational quality (originality, innovation, depth, breadth, effectiveness, evolution, etc.), quantity/frequency and outgrowths of all the faculty member's educational efforts over time.

2. Leadership through design, organization, coordination, and evaluation of a course or courses (undergraduate, graduate, or continuing education); administrative responsibility at the school or departmental level for curriculum; supervision of staff teaching within a course, department, or school.
   - Serves in one or more significant administrative educational leadership roles of any level course or curriculum (undergraduate, graduate, continuing education, professional) in any subject matter (research, didactic, clinical, other) or setting (elective, classroom, clinic-based, division, specialty, department, school, continuing education of academic peers or non-academically-affiliated professionals, etc.), and demonstrates role growth and success in management of associated responsibilities and staff for specific aspects of teaching and/or education.

3. Sustained recognition as an exemplary scientist, teacher, or clinician whose activities can be documented as providing an outstanding role model for students.
   'Students' is a general term that includes any level or type of learner or trainee, including academic faculty, community learners or professional peers. Designate level(s) of 'students' taught, quantity, frequency and educational setting – classroom, lab, clinic, ward, etc. What documents outstanding role modeling? How did role-modeling promote learning, professionalism, inspire the 'student' to take or sustain innovative steps in research, or hone particular clinical skills? Demonstrate sustained recognition as exemplary.

   For example, faculty can provide outstanding role modeling through individual or small group teaching, creating and applying innovative educational products or research approaches, demonstrating clinical care skills and innovations, patient care management, etc. Any types of cross- or inter-disciplinary and inter-professional teaching and educational work and products are valued and should be documented.

4. Invitations as visiting professor at other institutions.
   Document purpose and extent of educational expertise/role provided; why invited, goal(s) achieved, where, when, etc.
5. Publication of educational works in relevant journals.

'Journal publication' is important but not meant to be the only acceptable mechanism of demonstrating authorship, peer-review, and academic recognition and dissemination of educational works. Educational scholarship includes documenting and disseminating impact, value and legacy derived from a range of scholarly educational endeavors, innovations and accomplishments, such as but not limited to sustained development, publication and dissemination of innovation in curricula, materials, syllabi and teaching methods; development, publication and dissemination of clinical guidelines, algorithms, protocols or treatment strategies; policy development; educational methodology application and outcome measures; publications about teaching and education, media applications, software, methods; manuscripts, chapters, monographs, books, textbooks, etc. Peer-reviewed abstracts accepted for (and identified as) poster, platform or invited speaker presentations and where, when presented and by whom. List any recognition received, such as an award or honor for the educational work. List journal impact factors and provide comparison value for the professional field.

6. Responsibility for student guidance and counseling regarding program planning and general curricular activities, as well as consultation to student organizations and groups within and outside of the UT Health SA.

'Students' is a general term that includes any level or type of learner or trainee, including faculty, community learners or professional peers. Designate level(s) of 'students' advised, counseled or other guidance or oversight provided, including quantity, frequency and educational setting – classroom, lab, clinic, ward, etc.

Any types of cross- or inter-disciplinary and inter-professional teaching, educational work and products are valued and should be documented.
**FY 2018 WORKING GUIDELINES - PROFESSOR TENURE TRACK**

**RESEARCH:** Scholarly achievement in Research is defined in HOP 3.6.1 as 'original and innovative accomplishments in the conduct off one's responsibilities in Research.' May include innovative application of existing research findings to the practice of one's discipline or professional area.'

- **PROFESSOR TENURE TRACK: ALL ASSOCIATE PROFESSOR TENURE TRACK CRITERIA APPLY.**
- Asterisked* lines are among items to consider in additional to the 'general considerations' and 'guidelines' in the HOP.

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<th>3. Serves as Chair of thesis or dissertation committees.</th>
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<td>Document details of roles serving on any research-related committee, panel or board, etc., and indicate how research related.</td>
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<td>List role, frequency, topic and degree, etc. about thesis or dissertation committee, research review board or any research-related committee from any academic or other source.</td>
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<th>4. Receives grants or other monies as a Principal Investigator for research.</th>
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<td>Must list grant or award details, including title, type/purpose, source, dates active, total funding.</td>
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6. **Invitations to preside over sessions at national or international professional or scientific meetings.**
   - Document expertise for which faculty member was sought when invited to preside over a professional or scientific meeting session and other invited leadership role, etc.
   - Document meeting or session title, purpose, prestige, location, related dates, title and purpose of presentation (keynote, panel, etc.), audience size, etc.
   - Include all levels – school, campus, local, state, regional, national, international, etc.

* Collaborative team-based research activities; Team Science, Interdisciplinary research
* Technology Development
* Patent- eligible/patent received
SERVICE: Scholarly achievement in Service is defined in HOP 3.6.1 as ‘original and innovative accomplishments in the conduct of one’s responsibilities in Service. In addition, the competence and scholarly manner with which faculty members discharge their services to patients and to the community should be recognized… and recognition of administrative responsibilities, such as serving on committees, or contributions that play an important role in the interaction of the institution with (such as) state or national agencies.’ 
- Demonstrate increasing role responsibility and service excellence through a leadership role.

1. Senior staff responsibility for a service or specific area of patient care or clinical teaching.
   - ‘Senior staff responsibility’ means ‘senior administrative leadership role.’ Document any formal administrative titles, such as Dean or Chair, and any other administrative titles and roles, such as Vice Chair, Director, Co-Director, Coordinator, Supervisor, etc., with responsibility for oversight of any area of Teaching, Research, Clinical Care or other Service. Include responsibilities, and quantity/frequency details, when applicable.
   - Document full extent of Service provided and describe role detail, such as quantity/frequency, including for patient care. Document overlapping Clinical Teaching activities and Clinical Research activities separately in respective CV sections.
   - List service separately by type or venue: Research core; Inpatient clinical; Outpatient clinical; Trainee administration; Other.
   - Demonstrate ongoing leadership development by expanding role responsibilities through performing a key administrative role and effectively increasing scholarship.

2. Appointment to responsible positions within the institution or its affiliates (Chairs a committee, department, or division; program director; membership on major decision-making UT Health SA committees).
   - List service as a member of any committee, board or other ‘responsible position’ at any level ‘internal or external’ to UT Health SA.
   - List role and contribution in Teaching, Research and/or Service.
   - Document committee or board leadership roles and responsibilities, such as Chair or other officer.
   - Document service in specific leadership role(s), recognized by such as Administrative and Professional (A&P) title and support to provide any type of administrative leadership, or clinical site/care service leadership.

3. Recognition as an authority by other schools and departments within the UT Health SA and by local, state, regional, or national organizations or institutions.
   - List service as a consultant or as a ‘recognized authority’ at any level ‘internal and external’ to UT Health SA.
   - List role and contribution.
   - Document leadership roles and recognition received, such as awards and honors.
4. **Serves on editorial boards of professional or scientific journals.**
   - List service as an invited ad hoc reviewer or member of a review group or panel for any type of submissions, including candidate applications or nominations, program proposals, abstracts, manuscripts, grants.
   - List membership of any 'review group,' panel, or board, including editorial boards, at any level 'internal or external' to UT Health SA.
   - Include role, quantity/frequency of service provided.

5. **Serves as an officer or committee chair in professional or scientific organizations.**
   - List service as a member of any committee, all levels 'internal and external' to UT Health SA.
   - List role and contribution.
   - Document leadership roles and responsibilities, such as Chair, Co-Chair, etc.

6. **Consultant to, or serves on, government review committees, study sections; or other national review panels.**
   - Document any level of service, including consultant, on government and/or national level and/or any other type and level of review committees, study sections or similar.
   - List role and contribution.
   - Document leadership roles and responsibilities, such as Chair, Director or other.

7. **Election to responsible positions on civic boards or organizations concerned with health care issues at the local, state, regional, national, or international levels.**
   - Document service responsibility through community role(s) aligned with the mission of the LSOM and UT Health SA
   - Document leadership titles, roles and responsibilities, such as Chair or other officer.
Standard Operating Procedure – FY18
Guide to the Department’s PTAC Packet Administrative Point-Person’s Role in the LSOM Faculty Promotion and/or Tenure Processes

GENERAL COMMENTS - LSOM PTAC PROCESS

- The University of Texas Health San Antonio (UT Health SA) Long School of Medicine (LSOM) promotion and/or tenure (P/T) processes starting Fiscal Year 2018 are diagrammed in the three PTAC Process State Maps (UT Health SA, LSOM, LSOM Department maps) with embedded timetables based on the UT Health SA’s institutional Handbook of Operating Procedures (HOP) and the need to remain compatible with the related UT Board of Regents’ (BOR) calendar and operations.

- For the FY18 inaugural LSOM PTAC operations and related faculty and Department PTAC preparations, the HOP-embedded P/T guidelines and process have remained little-changed from those of prior years. The PTAC Guidelines have been updated only through re-verifying the wording and order to reflect the current UT Health SA HOP listings, and by adding annotations to provide LSOM-relevant clarifications and ‘broader’ interpretations.
  - *Little change* was introduced in order to continue a process that would be fair for each faculty member and LSOM department, since P/T preparation is always an ongoing process commencing with faculty appointment.
  - *Letters of Support* should be limited to 12 – 15 total.
  - The faculty member’s ‘Personal Statement’ should no longer be part of the eCV, if it was added to the CV, but is now a stand-alone ‘Personal Reflective Narrative.’ Do not use a memo format or address the narrative to anyone/the PTAC.
  - *Guidelines for the Personal Reflective Narrative:* *(11 font Arial, 3-page maximum). Faculty member describes how building scholarship strength area(s) into a cohesive career path during the timeframe under review has been personally important and significant in terms of such as ‘good citizenship’ and academic impact, building a scholarly legacy and achievement hopes for the future. The purpose is not to repeat the CV, but to give the faculty member an opportunity to express more about themselves as an academic health sciences professional.*

- The eTalus eCV is the current CV to include in the LSOM PTAC packet.
  - The *eTalus Curriculum Vitae Sections* document is a reference resource for faculty career planning and mentoring, career activity focus and organization, and CV preparation. It informs faculty and the PTAC about building and interpreting the eCV. Related to promotion and tenure, use the *eTalus Curriculum Vitae Sections* document to help determine which CV section best showcases each faculty activity and achievement, so PTAC reviewers can readily understand the faculty career and pathway.

  - The LSOM faculty PTAC process involves creation of a standard LSOM PTAC Packet with department-level contributions from the department PTAC, the faculty member, the department’s PTAC packet administrative point-person, the Department Chair, as well as contributions from outside the department. *(See Checklist to Compile PTAC Packet Contents.)*
WHAT IS THE ADMINISTRATIVE STAFF ROLE IN HELPING THE FACULTY MEMBER BUILD THE eCV?

- ETalus CV - The *eTalus Curriculum Vitae Sections* document must be 'studied' by the faculty member so that his/her activities and achievements are documented IN THE CORRECT, i.e., MOST RELEVANT and understandable section of the eCV, and with sufficient detail to demonstrate relevance and impact. If administrative staff will be helping the faculty member with eCV entries, this eCV ‘study’ activity must be done together. Without a discussion, it is often not obvious ‘why’ the faculty member engaged in a certain activity and how important it is in the career ‘picture,’ so the activity or achievement is at risk to be under-detailed or placed in the wrong section of the eCV and therefore. Review each eCV entry, faculty member will probably need a reminder that you need to work together to agree where in the eCV each activity would be best listed and with what amount and type of detail. This becomes critical when the faculty member is preparing for PTAC review on any level.

- Work together to the extent needed to complete the PTAC bookmarking of the eCV, using the section titles shown on the *Scholarship Strength Showcase Framework*. The aim is to point the PTAC reviewers directly to the relevant work accomplishments, which are usually listed in various different sections of the CV, and not necessarily under the section title corresponding to the faculty member’s area of scholarship strength.

- Following the *Scholarship Strength Showcase Framework* while bookmarking the eCV is an important part of how the faculty member and department builds a ‘waterproof case’ to substantiate that the PTAC ‘request’ for promotion and/or tenure is without a doubt deserved at this time. See bookmarking section below.

- Remind the faculty member that it is essential for PTAC purposes to:
  1. Include sufficient detail in the CV. This means they must supply you with the details as well as review the listing and location of the listing in the CV and agree everything is correct. Usually it is helpful to include detail such as quantity/frequency/location of each activity and achievement; otherwise, there is risk that the extent and significance of the faculty effort will be underappreciated by those reading the eCV, such as the PTAC reviewers. See General Tips below.
  2. Write the Personal Reflective Narrative as a separate document. Guidelines above.
DIRECTIONS: BOOKMARKING PERTINENT eCV ITEMS and SECTIONS to the SCHOLARSHIP STRENGTH SHOWCASE FRAMEWORK*

A Bookmark is a type of link with representative text in the navigation panel. Bookmarks allow you to jump to the specified topic within a PDF document.

Refer to the Scholarship Strength Showcase Framework* and use each title listed as the actual bookmark titles in the electronic pdf packet. Titles in BLUE on the Framework are titles to be bookmarked in all CVs meaning that all CVs must contain bookmarks of the 4 main eCV section titles: General Information, Teaching, Research, Service, and the 2 eCV sub-sections under General Information: Academic Appointments, Honors and Awards. Sub-section titles in black are CV-specific bookmarks used as below.

➢ CV-specific bookmarks: Each faculty member’s CV will only have sub-section bookmarks depending on the track and scholarship strength(s).
   ▪ NonTenure-Track: ONLY create sub-section bookmarks using the titles that are listed on the Framework under the ONE Scholarship Strength area indicated on the Coversheet. Use only the sub-section titles relevant to the particular faculty member’s career.
   ▪ Tenure-Track or Tenure: ONLY create sub-section bookmarks using the titles that are listed on the Framework under the TWO Scholarship Strength areas indicated on the Coversheet. Use only the sub-section titles relevant to the particular faculty member’s career.
   ▪ In the ONE or TWO Scholarship Strength area(s) being bookmarked, ensure you are bookmarking all RELEVANT eTalus CV material - no matter in which eTalus section it is found. For example, Educational research funding will be listed in the eTALUS CV section, RESEARCH and then under Grants; however, when documenting the Scholarship Strength TEACHING, this research needs to be bookmarked to the TEACHING area called Teaching/Education-related Research.
   ▪ Use the sub-section titles on the Framework. Use an outline format.
   ▪ Mentoring: This section cannot be blank. Essential to bookmark all relevant eTalus subsections or single items here. Use an outline format. Check where you/the faculty member listed their role in formal and informal trainee or peer mentoring, on supervising committees, or providing MS or PhD dissertation supervision, etc. Especially check the eTALUS CV section called ‘Other Teaching/Non-Course-based.’
* SCHOLARSHIP STRENGTH SHOWCASE FRAMEWORK:

**GENERAL INFORMATION:** (Do not include a personal statement in the eCV).
- Academic Appointments
- Honors and Awards

**TEACHING:**
- Non-Clinical Teaching:
  - Course-based
  - Non-Course-based
- Clinical Teaching
- Presentations or other Teaching/Education
  - Example of Teaching related Presentation
  - Example of Other Teaching/Education
- Teaching/Education-related Research
- Teaching/Education-related Service (Committees, Professional Groups)

**RESEARCH:**
- Research Expertise
- Research-related Teaching/Education (Possibly, link to Non-Clinical Teaching)
- Research-related Service (Responsible for a core; Committee service, Grant Review, etc.)
- Research Projects
- Publications
- Presentations
- Research Grants
- Patents

**SERVICE:**
- Administrative Responsibilities (Leadership title roles like Director, Coordinator, Co-Chair, Vice President, Dean, Chair, Deputy Chair, Vice Chair, etc.)
- Clinical Service
  - Inpatient
  - Outpatient
- Service-related Teaching/Education
- Service-related Research:
- Service to Government
- Service to our Institution
- Service to Profession - Professional organizations – Member or participation in some way.
- Service to Area (community, public)
- Committee Service (Institutional; School; Department; Hospital; Profession-related organization committee)

**MENTORING:** This section **cannot be blank.** Use to showcase mentoring for any area(s) of Scholarship Strength demonstrated above. Bookmark all relevant activities from any area of the eCV. Use outline format.
CURRENT FACULTY - PROMOTION/TENURE  WHAT IS THE ADMINISTRATIVE STAFF ROLE IN PREPARING THE LSOM PTAC PACKET FOR A CURRENT FACULTY MEMBER SEEKING PROMOTION IN RANK AND/OR TENURE?

General Tips about eCV: Refer to the eTalus Curriculum Vitae Sections document.
- Ensure sufficient detail of activities and achievements in all pertinent areas of the CV, such as:
  - Academic appointments: The (professorial) title with rank from the UT Health SA – Assistant Professor, etc. Non-Academic appointments are other titles, from such as the hospital - Active Member of Hospital Staff, Board member, etc.
  - Administrative Responsibilities: Essential area to detail roles such as Director, Site Director, Co-Director, Administrative and Professional titles, Vice Chair, etc. Usually are academically-affiliated roles with some leadership responsibilities. Add succinct role description with quantity/frequency details.
  - Patient Care: Describe quantity/frequency and each site of inpatient and outpatient care whether concomitant teaching occurs or not. Teaching during patient care should be listed/addressed in the TEACHING section, listing inpatient and outpatient sites/educational activities separately.
- Ensure the Personal Reflective Narrative was eliminated from the beginning of the eCV (if previously included).

PACKET: COMPILE and BOOKMARK contents (blue) according to the order listed below. ENABLE packets for both Highlighting and Comments. UPLOAD final pdf packet to InfoReady. DELIVER the original packet with the signed Coversheet to Faculty Life, ENSURING the faculty member and all the related leadership have already signed the Coversheet up to the level of the LSOM PTAC Chair.

☐ LSOM PTAC Coversheet  Complete the new coversheet: CURRENT FACULTY PROMOTION/TENURE.
☐ Department Chair Letter  should be addressed to the LSOM PTAC.
☐ Department PTAC Letter  should be addressed to the Department Chair and to the LSOM PTAC.
☐ Detail List - Letters of Support: Include name, title, rank, affiliated institution/entity for each individual on the list. See below: Organize into THREE separate categories. Bookmark letters in each category as shown under Extramural. Note: Letters of Support should be on letterhead, signed, and (excluding trainee letters) from an individual with faculty rank at or above that requested for this promotion.
  - EXTRAMURAL: 4-6 Letters
    1. Name (Letter 1.)
    2. Name (Letter 2.)
    3. Etc.
  - INTRAMURAL: 4-6 Letters
  - TRAINEES/FORMER TRAINEES: 1-3 Letters
☐ Curriculum Vitae: eTalus CV – Bookmark following the Scholarship Showcase (See Directions below.)
☐ Signed Faculty Verification of Curriculum Vitae Content – to verify eCV details are up to date.
  - Check that the final eCV version to be included in the LSOM PTAC packet is the eCV version verified by the faculty member. This means that the signature date on the CV Verification Statement is ON or AFTER the date on the eCV, i.e. THAT particular eCV version was verified.
☐ Personal Reflective Narrative: written by the faculty member - 11 font Arial, 3-page maximum
☐ Criminal Background/Sanction Check Clearance Email - dated within 9 years.

9/22/17  SOP-Guide to Admin POC Role in PTAC Preparation  Page 5 of 8
EMERITUS WHAT IS THE ADMINISTRATIVE STAFF ROLE IN PREPARING THE LSOM PTAC PACKET FOR EMERITUS?

- **Reference:** EMERITUS HOP 3.1.3
- **Remember:** Emeritus Professor nominees must meet the established institutional criteria. Emeritus Professor is an honorific title that does not confer faculty reappointment.
- **Remember:** If a reappointment to the faculty is desired, the Emeritus Professor will become a ‘return to work retiree’ and a faculty appointment position must be created for them in the Human Capital Management system, using one of the Non-Tenure Track Professor titles, unless Adjunct Professor (without pay) is used. The Emeritus Professor title can be referenced by the retiree or by us, and used in their signature block whether or not reappointed to the faculty.

**PACKET:** **COLLATE** and **BOOKMARK** contents (blue) according to the order listed below. **ENABLE packets for both Highlighting and Comments. UPLOAD** final pdf packet to InfoReady. **DELIVER** the original packet with the signed Coversheet to Faculty Life, **ENSURING** the faculty member and all the related leadership have already signed the Coversheet up to the level of the LSOM PTAC Chair.

- [ ] Emeritus Packet Coversheet Complete the new coversheet: EMERITUS.
- [ ] Department Chair Nomination Letter should be addressed to the LSOM PTAC.
- [ ] Department PTAC Letter should be addressed to the Department Chair and to the LSOM PTAC.
- [ ] Detail List - Letters of Support: Include name, title, rank, affiliated institution/entity for each individual on the list. See below: Organize into THREE separate categories. **Bookmark** letters in each category as shown under Extramural. Note: Letters of Support should be on letterhead, signed, and (excluding trainee letters) those holding the faculty rank of Professor or equivalent.
  - **EXTRAMURAL:** **4-6 Letters** from esteemed ‘senior faculty outside UT Health SA,’ documenting the candidate’s broadly recognized (national, international) outstanding leadership and distinction in their field.
    1. Name (Letter 1.)
    2. Name (Letter 2.)
    3. Etc.
  - **INTRAMURAL:** **3-5 Letters** from UT Health SA faculty members (usually all at Professor rank and tenured)
  - **ALUMNAE TRAINEES:** **0-3 Letters** when indicated
- [ ] Curriculum Vitae: **Bookmark** eTalus CV main section titles only:
  - General Information
  - Teaching
  - Research
  - Service
- [ ] Signed **Faculty Verification of Curriculum Vitae Content** – to verify CV details are up to date.
  - Check that the final eCV version to be included in the PTAC packet is the eCV version verified by the faculty member. This means that the signature date on the CV Verification Statement is ON or AFTER the date on the eCV, i.e. THAT particular eCV version was verified.
- [ ] Criminal Background/Sanction Check Clearance Email – (New)
INITIAL – SENIORITY  WHAT IS THE ADMINISTRATIVE STAFF ROLE IN PREPARING THE LSOM PTAC PACKET FOR AN INITIAL FACULTY APPOINTMENT WITH ‘SENIORITY’?

- **Clarification:** ‘Seniority’ means that the faculty member’s rank is above assistant professor AND the percentage effort is 75% or greater
- **Remember:** In order for the offer letter to have included a faculty title with ‘seniority’ in rank and/or tenure, the Department PTAC should/would have already reviewed the faculty candidate’s credentials during recruitment, and by doing so, inform the Chair about the rank and tenure appropriate for this particular candidate’s initial faculty offer and appointment.
- **This LSOM PTAC packet** must be developed in parallel with the UT Health Careers Initial Faculty Appointment packet through which the faculty appointment becomes effective. The LSOM PTAC must affirm the seniority rank offered to and accepted by this new faculty member by reviewing this packet.

**PACKET:** **COMPILE** and **BOOKMARK** contents (blue) according to the order listed below. **ENABLE packets for both Highlighting and Comments. UPLOAD** final pdf packet to InfoReady. **DELIVER** the original packet with the signed Coversheet to Faculty Life, **ENSURING** the faculty member and all the related leadership have already signed the Coversheet up to the level of the LSOM PTAC Chair.

- **Initial Seniority Packet Coversheet** Complete the **new** coversheet: INITIAL FACULTY APPOINTMENT WITH SENIORITY.
- **Department Chair Letter** should be addressed to the LSOM PTAC.
- **Department PTAC Letter** should be addressed to the Department Chair and to the LSOM PTAC.
- **Support Letters or Interview Transcripts** should become a **single bookmark**. These are the same 3 letters or Search Committee interview transcripts collected by the Search Committee during the candidate selection process.
- **Curriculum Vitae:** Use the same CV as used in the Search/Application process. **No further bookmarking is needed.**
- **Signed Faculty Verification of Curriculum Vitae Content** – to verify eCV details are up to date.
  - Check that the signature date on the CV Verification Statement is **ON or AFTER** the date on the CV, i.e. THAT particular CV version was verified.
INTERNAL PROMOTION  WHAT IS THE ADMINISTRATIVE STAFF ROLE IN PREPARING THE PACKET FOR LSOM DEAN VETTING OF THE INTERNAL DEPARTMENT-LEVEL PTAC DECISION TO PROMOTE A CURRENT FACULTY MEMBER?*

- **Clarification:** ‘INTERNAL’ department-level PTAC FACULTY PROMOTION decisions apply only when the faculty member being proposed for promotion has an appointment at any rank, **but** is below 75% effort, OR currently holds an Instructor title (by definition Non-Tenure Track) and promotion is sought to an Assistant Professor title on Non-Tenure Track.
- **Note:** To propose the PROMOTION of a faculty member from an Instructor title on Non-Tenure Track to an Assistant Professor title on Tenure Track, contact Faculty Life for related Standard Operating Procedure.

**PACKET:** COMPile and BOOKMARK contents (blue) according to the order listed below. ENABLE packets for both Highlighting and Comments. UPLOAD final pdf packet to InfoReady. DELIVER the original packet with the signed Coversheet to Faculty Life, ENSURING the faculty member and all the related leadership have already signed the Coversheet up to the level of the LSOM PTAC Chair.

- **Internal Promotion Packet Coversheet** Complete the **new** coversheet: INTERNAL PROMOTION.
- **Department Chair Letter** should be addressed to LSOM Dean.
- **Department PTAC Promotion Justification Letter** should be addressed to the Department Chair. (The Division Chief may write the letter instead of the department PTAC, but the department PTAC must affirm the letter and Promotion request.)
- **Curriculum Vitae:** Bookmark eTalus CV main section titles only:
  - General Information
  - Teaching
  - Research
  - Service
- **Signed Faculty Verification of Curriculum Vitae Content** – to verify eCV details are up to date.
  - Check that the final eCV version to be included in the PTAC packet is the eCV version verified by the faculty member. This means that the signature date on the CV Verification Statement is **ON or AFTER** the date on the eCV, i.e. THAT particular eCV version was verified.
- **Personal Reflective Narrative** written by the faculty member - **11 font Arial, 3-page maximum**
- **Criminal Background/Sanction Check Clearance Email** – dated within 9 years.
PTAC COVERSHEET FOR CURRENT FACULTY MEMBER: PROMOTION &/OR TENURE

REQUEST LSOM PTAC vetting to recommend: (Check areas applicable.)

☐ PROMOTION in RANK (and Track):

☐ TENURE conferral.

Faculty Name:       Effective Date:

Current RANK (and TRACK):     Tenure Status:

Academic Home:

Administrative Home (Centers/Institutes/Other):

☐ Cross/Joint Appt(s)       Cross/Joint Dept(s):

(Enter NA or list all Dept. Names)

SCHOLARSHIP STRENGTH AREA(S) and PTAC FOCUS:

Non-Tenure Appointment: ONLY check the ONE key area of scholarship strength

☐ TEACHING       ☐ RESEARCH       ☐ SERVICE

Tenure Track/Tenure Appointment: ONLY check the TWO key areas of scholarship strength

☐ TEACHING       ☐ RESEARCH       ☐ SERVICE

PTAC PACKET CONTENTS: Bookmark in the order listed below.

☐ Promotion &/or Tenure Packet Coversheet

☐ Department Chair Letter

☐ Department PTAC Letter

☐ Detail List - Letters of Support (Bookmark letters in each category as shown below under Extramural)
  • EXTRAMURAL
    1. Name (Letter 1)
    2. Name (Letter 2)
    3. Etc.
  • INTRAMURAL
  • TRAINEES/FORMER TRAINEES

☐ Curriculum Vitae – Bookmark to Scholarship Showcase

☐ Signed Faculty Verification of Curriculum Vitae Content

☐ Personal Reflective Narrative

☐ Criminal Background/Sanction Check Clearance Email dated within 9 years.

9/21/17 PTAC Cycle
SIGNATURES demonstrate agreement that the Rank and/or Tenure status vetted should move to UT System APPROVAL:

Faculty Member: ____________________________ Date __________________

Academic Home Department Chair: ____________________________ Date __________________

Center/Institute/Other Admin Home Director: ____________________________ Date __________________
(if applicable)

Cross/Joint Appointing Department Chair: ____________________________ Date __________________
(if applicable)

Cross/Joint Appointing Department Chair: ____________________________ Date __________________
(if applicable)

Chair, Long School of Medicine PTA Committee: ____________________________ Date __________________

Long School of Medicine Dean: ____________________________ Date __________________

PRESIDENT: ____________________________ Date __________________
PTAC COVERSHEET FOR **EMERITUS**

**Faculty Name:** Click or tap here to enter text.  
**Retirement Date set for:** Click or tap to enter a date.

**Academic Home Department nominating the retiree:** Choose an item.

**SCHOLARLY CONTRIBUTION AREAS forming basis for Emeritus Honor Request:**

- [ ] TEACHING  
- [ ] RESEARCH  
- [ ] SERVICE

**PTAC PACKET CONTENTS:** Bookmark in the order listed below.

- [ ] Emeritus Packet Coversheet
- [ ] Department Chair Nomination Letter
- [ ] Department PTAC Letter
- [ ] Detail List Letters of Support (Bookmark letters in each category as shown below under Extramural)
  - [ ] EXTRAMURAL
    1. Name (Letter 1)
    2. Name (Letter 2)
    3. Etc.
  - [ ] INTRAMURAL
  - [ ] ALUMNAE TRAINEES (when indicated)
- [ ] Curriculum Vitae:
  - [ ] General Information
  - [ ] Teaching
  - [ ] Research
  - [ ] Service
- [ ] Signed Faculty Verification of Curriculum Vitae Content
- [ ] Criminal Background/Sanction Check Clearance Email (New)

Signatures demonstrate confirmation that the rank of Professor and Tenure were attained through the Long School of Medicine, and agreement that the Emeritus Professor nomination should move to UT System APPROVAL:

**EMERITUS PROFESSOR Nominee:** ____________________________  Date ________________

**Academic Home Department Chair:** ____________________________  Date ________________

**Chair, Long School of Medicine PTA Committee:** ____________________________  Date ________________

**Long School of Medicine Dean:** ____________________________  Date ________________

**PRESIDENT:** ____________________________  Date ________________

9/21/2017 Emeritus
PTAC COVERSHEET FOR INITIAL FACULTY APPOINTMENT with SENIORITY

REQUEST LSOM PTAC vetting to recommend: Provide response for each area.
  RANK (and Track) Proposed: Choose an item.
  TENURE upon appointment: Choose an item.

Faculty Name: Click or tap here to enter text.  Effective Date: Click or tap to enter a date.

Academic Home Department: Click or tap here to enter text.

Administrative Home (Centers/Institutes/Other): Click or tap here to enter text.
  □ Cross/Joint Appt(s)

  Cross/Joint Dept(s): Click or tap here to enter text.
  (Enter NA or list all Dept. Names)

  □ Concurrent A&P Appt.

  Concurrent A&P Dept(s): Click or tap here to enter text.
  (Enter NA or list all Dept. Names)

  □ UT/VA Appt.

SCHOLARLY CONTRIBUTION AREAS:
  NON-TENURE APPOINTMENT: ONLY check the ONE key area of scholarly contribution
  □ TEACHING  □ RESEARCH  □ SERVICE

  TENURE TRACK/TENURE APPOINTMENT: ONLY check the TWO key areas of scholarly contribution.
  □ TEACHING  □ RESEARCH  □ SERVICE

PTAC PACKET CONTENTS: Bookmark in the order listed below.
  □ Initial with Seniority Packet Coversheet
  □ Department Chair Letter
  □ Department PTAC Letter
  □ Support Letters or Interview Transcripts as single bookmark
  □ Curriculum Vitae: (No further bookmarking)
SIGNATURES demonstrate agreement that the rank & Tenure status proposed should move to UT System APPROVAL:

Faculty Appointee: ___________________________ Date ____________

Academic Home Department Chair: ___________________________ Date ____________

Center/Institute/Other Admin Home Director: ___________________________ Date ____________
(if applicable)

Cross/Joint Appointing Department Chair: ___________________________ Date ____________
(if applicable)

Cross/Joint Appointing Department Chair: ___________________________ Date ____________
(if applicable)

Chair, Long School of Medicine PTA Committee: ___________________________ Date ____________

Long School of Medicine Dean: ___________________________ Date ____________

PRESIDENT: ___________________________ Date ____________
PTAC COVERSHEET FOR ‘NON-TENURE TRACK INTERNAL PROMOTION’

REQUEST PROMOTION: □ NTT Instructor (any FTE) or □ Any NTT rank and less than 75% effort

Faculty Name: Click or tap here to enter text. Effective Date: Click or tap to enter a date.

Current Rank: Choose an item. Requested Rank PROMOTION: Choose an item.

SCHOLARSHIP STRENGTH AREA(S) and PTAC Focus:
Non-Tenure Appointment: Only check the ONE key area of scholarship strength
□ TEACHING □ RESEARCH □ SERVICE

PTAC PACKET CONTENTS: Bookmark in the order listed below.

□ Internal Promotion Packet Coversheet
□ Department Chair Letter
□ Department PTAC Promotion Justification Letter
□ Curriculum Vitae: Bookmark main sections only.
  • General Information
  • Teaching
  • Research
  • Service
□ Signed Faculty Verification of Curriculum Vitae Content
□ Personal Reflective Narrative
□ Criminal Background/Sanction Check Clearance Email dated within 9 years.

SIGNATURES demonstrate agreement that the vetted PROMOTION should move to UT System APPROVAL:

Faculty Member: ___________________________ Date __________

Academic Home Department Chair: ___________________________ Date __________

Center/Institute/Other Admin Home Director: ___________________________ Date __________ (If applicable)

Cross/Joint Appointing Department Chair: ___________________________ Date __________ (If applicable)

Cross/Joint Appointing Department Chair: ___________________________ Date __________ (If applicable)

Chair, Long School of Medicine PTA Committee: ___________________________ Date __________

Long School of Medicine Dean: ___________________________ Date __________

PRESIDENT: ___________________________ Date __________

9/21/17 Internal
AAMC/CFAS overview

AAMC (Association of American Medical Colleges) offers a broad range of professional development opportunities catering to the learning needs of academic medicine professionals in all stages of their careers.

Mission
The AAMC serves and leads the academic medicine community to improve the health of all.

Founded in 1876 and based in Washington, D.C., the Association of American Medical Colleges is a not-for-profit association dedicated to transforming health care through innovative medical education, cutting-edge patient care, and groundbreaking medical research. Its members comprise all 147 accredited U.S. and 17 accredited Canadian medical schools; nearly 400 major teaching hospitals and health systems, including 51 Department of Veterans Affairs medical centers; and more than 80 academic societies. Through these institutions and organizations, the AAMC serves the leaders of America’s medical schools and teaching hospitals and their nearly 167,000 full-time faculty members, 88,000 medical students, and 124,000 resident physicians.

Vision
The vision of the AAMC and its members is a healthy nation and world in which:

1. America's system of medical education, through continual renewal and innovation, prepares physicians and scientists to meet the nation's evolving health needs.
2. The nation's medical students, biomedical graduate students, residents, fellows, faculty, and the health care workforce are diverse and culturally competent.
3. Advances in medical knowledge, therapies, and technologies prevent disease, alleviate suffering, and improve quality of life.
4. The nation's health system meets the needs of all.
5. Concern for compassion, quality, safety, efficacy, accountability, affordability, professionalism, and the public good guide the health care community.
The sitter’s organizations and society working under AAMC umbrella are:
CFAS: The Council of Faculty and Academic Societies
GRAND: The Group on Research Advancement and Development
ORR: Organization of Resident Representatives
GSA: Group on Student Affairs
GIP: Group on Institutional Planning (GIP) is to advance the discipline of planning in academic medicine by enhancing the skills.
COD: Council of Deans
CFA: Study Pal partners for medical and graduate students.
SACME: Society of Academic Continued Education working with AAMC improvement initiative
GEA CEI: Group of Education Affairs and Continued Education Improvement
NBME: National Board of Medical Examiners
COTH: Council of Teaching Hospitals and Health Systems

The learn, serve and lead are the key words for AAMC working initiative.
The AAMC Annual Meetings are open to all who care about the future of academic medicine. Medical school deans, teaching hospital CEOs, faculty, researchers, administrators, residents and students attend this event each November. Sessions delve into issues facing medical schools and teaching hospitals and explore solutions and innovations in medical education, research and patient care.

EDUCATION:
AAMC provides a broad range of in-person learning opportunities:
Leadership Development and other initiatives though: meetings, webinars, courses, projects and services.

Free to job seekers, CareerConnect provides access to the best employers and jobs at medical schools and teaching hospitals

Examples of AAMC activites:
Academic Medicine’s Key Priorities November 16, 2016
1. Advances in medical research require sustained, predictable increases in funding for the National Institutes of Health (NIH).
   Medical research is a bipartisan national priority: however, in real dollars, federal funding for the NIH has fallen by more than 22% since 2003, and the average researcher’s work has only a 1 in 6 chance of being funded by NIH.
Congress made a significant investment in NIH in FY 2016, and we encourage policymakers to continue this momentum in the final FY 2017 spending bill.

2. Congress must address growing physician shortages. Lifting the 1997 caps on Medicare graduate medical education (GME) support is a critical part of the solution. Experts project a national doctor shortage of between 62,000 and 95,000 primary and specialty care physicians, in part due to baby boomers and an aging population.

3. Teaching hospital and medical school physicians treat a larger proportion of our nation’s most medically complex and vulnerable patients who frequently face challenges beyond a hospital’s control (e.g., Hospital Readmissions Reductions Program) to ensure that hospitals are not unfairly penalized for these factors and can continue to provide high-quality care to all patients.

**About CFAS**
The Council of Faculty and Academic Societies (CFAS) provides a strong voice for academic faculty within the AAMC’s governance and leadership structures. It is comprised of more than 360 faculty representatives appointed by member medical schools and academic societies. CFAS has been heavily involved in the AAMC’s Optimizing GME Initiative; created its own advocacy webpage on aamc.org; recorded podcasts on prominent faculty issues through its communications committee; created the framework for the AAMC’s “Well-being in Academic Medicine”.

- Identifying critical issues facing faculty members of medical schools;
- Providing a voice for faculty about those issues to the AAMC as they relate to creation and implementation of the AAMC’s programs, services, and policies; and
- Serving as a communications conduit with faculty regarding matters related to the core missions of academic medicine.

<table>
<thead>
<tr>
<th>2016 CFAS Society reps</th>
<th>138</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior faculty reps</td>
<td>116</td>
</tr>
<tr>
<td>Senior faculty reps</td>
<td>125</td>
</tr>
<tr>
<td>Total reps</td>
<td>379 (44% women)</td>
</tr>
</tbody>
</table>