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

Scholarly achievement 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. Sustained and outstanding teaching performance of the examples cited for the Associate Professor level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• See General Guidelines: 5.</td>
</tr>
<tr>
<td>• See Associate Professor (Tenure Track) section on Teaching: 1.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Sustained recognition as an exemplary scientist, teacher, or clinician whose activities can be documented as providing an outstanding role model for students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘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.</td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Invitations as visiting professor at other institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document purpose and extent of educational expertise/role provided; why invited, goal(s) achieved, where, when, etc.</td>
</tr>
</tbody>
</table>
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.
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.’

- 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.

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. 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.

3. Serves as Chair of thesis or dissertation committees.
   - 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. 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.

5. 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.
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.
- List service as a consultant or as a ‘recognized authority’ at any level ‘internal or external’ to UT Health SA.
- List role and contribution.
- Document leadership roles and recognition received, such as awards and honors.

### 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.