THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
SCHOOL OF HEALTH PROFESSIONS

GUIDELINES FOR APPOINTMENT, PROMOTION AND TENURE

I. STATEMENT OF PHILOSOPHY

A variety of functions performed by faculty members contribute to the excellence of an academic community. The faculty of the University of Texas Medical Branch (UTMB) School of Health Professions (SHP) at Galveston collectively endorse the "duties of a member of the teaching staff" outlined by the Board of Regents: teaching in the classroom, laboratory, seminar, clinic, or individual tutorials; research that takes the form of investigating, discovering, and creating; administrative service that includes departmental initiatives and the performance of tasks and committee work auxiliary to teaching and research; and service that influences citizens of the department, the university, the profession, and the community (see UT System Board of Regents, Rules and Regulations, Part One, Chapter III, Section 8.1 http://www.utsystem.edu/bor/rules/MasterRRR.htm)

The establishment and maintenance of faculty effectiveness at the School builds on a process of peer review using criteria established and clearly defined by the faculty. The review process demands that the members of the Appointment, Promotion, and Tenure Committee act in a manner that reflects their commitment to confidentiality, objectivity, consistency, fairness, and the recognition of the diversity of the faculty. Having been elected by the faculty at large, the committee is entrusted to act in accordance with these guidelines and without undue influence from outside parties.

II. PURPOSE

The Appointment Promotion and Tenure (APT) Committee shall evaluate the credentials, qualifications, and effectiveness of (1) individuals recommended for appointment or promotion to the ranks of associate professor or professor, and (2) individuals recommended for tenure. The findings of such reviews shall be reported to the dean. The APT Committee does not evaluate faculty members for appointment or promotion to instructor or assistant professor. Departmental chairs will evaluate faculty members and send their recommendations to the dean.

III. DEFINITIONS

A. Full time academic service. A member of the faculty of the School of Health Professions appointed to a tenure-track position, is considered to be in full-time academic service if he/she is salaried 100% by UTMB components or affiliates of which at least 50% is from the SHP, and who contributes substantially to the mission of the school in a direct capacity as determined by the responsible department chair and dean. Periods of full time academic service required for promotion/tenure must be fulfilled by September 1 of the year in which application for promotion/tenure is made.
B. The major responsibilities of faculty are teaching and the scholarship of teaching, the scholarship of discovery and integration and the scholarship of application.\(^1\) The definitions of these responsibilities are outlined below. Acceptable activities may also include those not traditionally defined as responsibilities but assigned by the designated supervisor. The faculty member must realize that appointment, promotion, and tenure mark milestones in a career. It is the faculty member’s responsibility to plan his/her career to ensure individual as well as institutional growth. The supervisor is also responsible for guiding a faculty member’s career.

1. Teaching and the Scholarship of Teaching: Teaching is central to the mission of the university and therefore is an essential consideration for appointment or promotion to any rank and to the granting of tenure. It is assumed that all faculty on the tenure track will be involved in teaching. Teaching may include activities in the preparation, delivery, and administration of lecture, laboratory, seminar, clinical teaching, or one-on-one tutorials. The variety of teaching responsibilities reflects the diversity of teaching formats and courses demanded by the variety of disciplines and undergraduate to graduate level departments in the School. Original course designs, innovative course materials and documented teaching effectiveness are considered evidence of the scholarship of teaching. Examining the effectiveness of a new teaching format or method and contributing to the body of knowledge in education is at the pinnacle of the scholarly effort. This latter activity also relates to the scholarship of discovery.

2. Scholarship of Discovery and Integration: The scholarship of discovery may include basic or applied research and require quantitative or qualitative methodology. Original research generates new information or poses questions related to the existing scientific knowledge. The scholar’s activities may involve collaborative studies that synthesize and connect bodies of knowledge. Integration involves the combining of facts with the realization that much of the contemporary research effort demands interdisciplinary activities. Historical and philosophical investigations, including literature reviews, and finding new meaning from existing sources are considered part of the scholarship of integration.

3. Scholarship of Application: The scholarship of application involves the utilization of one’s professional expertise in the performance of activities that benefit the individual, university and community. These activities include, but are not limited to providing professional expertise or clinical service, assuming leadership positions, or serving on editorial or grant review panels. The scholar can contribute his/her expertise to local, state, national, or international organizations, professional associations, or governmental agencies; public and private entities; and civic groups. The scholarship of application is centered on the idea that the faculty member serves the interests of the larger community as these interests relate to the faculty member’s

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specific area of expertise. Administrative responsibilities can be included and embrace duties that enhance and contribute to the governance and operations of the department, school, and university. These latter activities, which are considered good citizenship, are necessary and expected but are not considered scholarship and thus do not play a significant role in the appointment, promotion or tenure decision.

IV. CRITERIA FOR APPOINTMENT/PROMOTION/TENURE

For all positive appointment, promotion, and tenure recommendations, faculty must demonstrate scholarly activity in teaching, research, or application over a several-year period. Faculty need not exhibit simultaneous productivity in all three areas. The degrees of accomplishment mirror the expectation that faculty members will show growth in creativity, productivity, and responsibility as they advance through the ranks. Increasing degrees of strength are described in the criteria: competence for the rank of assistant professor, mastery for associate professor, leadership for professor, and commitment to academic excellence and continued scholarship for the award of tenure.

Presented below are specific criteria and examples of evidence that may be used to illustrate productivity. It is expected that every faculty member in the tenure track will have documented evidence of his/her productivity in peer-reviewed publications, review articles, textbooks and chapters. The criteria for appointment, promotion, and tenure must be met at the time of application, but the manner in which they are met rests solely with the faculty member. A faculty member is not limited to the activities listed. The activities are not presented in order of importance, nor is there a requirement that the faculty member perform all of them. It is the faculty member’s responsibility to ensure that every significant activity is documented and evaluated appropriately.

Given the latitude that faculty have in determining which areas of responsibility shall constitute their areas of strength, and given the varying needs within individual departments, it is not possible to specify all the activities that a faculty member should complete. Any individual's presentation of a case for promotion/tenure can be expected to reflect the divergent manner in which faculty may demonstrate competence, mastery, leadership, or commitment.

The faculty member’s completed dossier includes 1) the supervisor's letter of support, 2) the faculty member's summary statement and curriculum vitae, 3) other supporting materials, and 4) the letters written by external reviewers. Each of these items will be evaluated by the APT Committee. The quality of the candidate’s scholarship will be considered as well as the quantity of work submitted for review. The summaries provided by the departmental chair and the candidate, as well as the external reviewers’ statements, provide the basis for the evaluation. Together, the dossier yields both qualitative and quantitative data about a faculty member's level of productivity.

Decisions for appointment, promotion and tenure will be considered separately, as each has different evaluative criteria. Section A discusses the criteria for appointment and promotion and
Section B discusses the criteria for tenure. In rare circumstances there may be exceptions to any of the criteria listed below.

A. APPOINTMENT and PROMOTION

Assistant Professor

The assistant professor is an individual who demonstrates clear commitment to an academic career. Individuals with a minimum of one year of postdoctoral or professional experience in their area of competence may be appointed or promoted to the rank of assistant professor. The assistant professor is an individual whose scholarly productivity is developing and reaching maturity. They have demonstrated competence as educators, researchers, or practitioners. Letters from UTMB faculty and recognized experts from other institutions should document this level of competence. In rare circumstances there may be exceptions to any of the criteria listed below.

Criteria

The assistant professor is an individual who:

1. Has earned a doctoral degree.
2. Demonstrates competence in teaching and the scholarship of teaching.
3. Demonstrates competence in the scholarship of discovery and integration by developing a program of research.
4. Demonstrates competence in the scholarship of application by participating in clinical practice; departmental, school, university, and professional or community organizations.
5. Maintains current professional credentials as appropriate.

Evidence of competence for appointment or promotion to assistant professor includes the following examples:

Teaching and the Scholarship of Teaching
1. Designs a state-of-the-art course that includes writing objectives, organizing content, and evaluating students.
2. Counsels and advises students as they progress through courses.
3. Improves teaching skills by working with mentors, observing other faculty, and attending faculty development workshops.
4. Demonstrates competence in teaching as evidenced by student and peer evaluations.
5. Assists colleagues in home department or others with lectures and labs.
6. Participates as a collaborator or co-investigator on training grant projects.
7. Publishes refereed journal articles on educational activities as first or contributing author.

Scholarship of Discovery and Integration
1. Develops a research program in area of expertise.
2. Participates in research activities as a collaborator, serves as a co-investigator in grant proposals.
3. Presents research findings at local, regional or national professional meetings.
4. Publishes refereed journal articles on research findings as first or contributing author.

Scholarship of Application
1. Practices as an expert clinician, as appropriate.
2. Actively participates on committees in department, school, or university.
3. Actively participates in local or state professional associations.
4. Makes contributions to the community related to professional/academic expertise.
5. Publishes refereed journal articles on clinical, community or practice activities as first or contributing author.

Associate Professor
The associate professor is an individual who is emerging as a recognized authority in his/her area of expertise beyond the institution. His/her scholarly productivity has reached a level of achievement deserving of peer recognition in his/her chosen field. He/she serves as a mentor for junior faculty in areas of scholarship consistent with his/her area of expertise. The associate professor regularly disseminates his/her scholarship in peer-reviewed journals and at professional meetings at the national or international level. Letters from UTMB faculty and recognized experts from other institutions should document this level of mastery. In rare circumstances there may be exceptions to any of the criteria listed below.

Criteria
The associate professor is an individual who:

1. Demonstrates continued competence and has progressed to mastery teaching and in the scholarship of teaching.
2. Demonstrates continued competence and has progressed to mastery in the scholarship of discovery and integration.
3. Demonstrates continued competence and has progressed to mastery in the scholarship of application.
4. Maintains current professional credentials as appropriate.
5. Is emerging as an authority on a national or international level in his/her area of expertise.

Evidence of mastery for appointment or promotion to associate professor (The associate professor must continue to show evidence of activities cited for assistant professor, as appropriate.)

Teaching and the Scholarship of Teaching
1. Develops, implements, and evaluates innovative teaching methods within area of expertise or across disciplines.
2. Develops, submits, and obtains funding for training grant proposals.
3. Is considered an emerging authority on teaching methods, evaluation methods, and curriculum development.
4. Demonstrates expert teaching as evidenced by student and peer evaluations.
5. Creates and disseminates teaching/learning materials, or interdisciplinary materials.
6. Successfully guides masters, doctoral or postdoctoral students.
7. Publishes refereed journal articles on educational activities as first or senior author.

Scholarship of Discovery and Integration
1. Is considered an emerging authority in area of research expertise.
2. Develops, submits, and obtains funding for research grant proposals.
3. Presents research findings at national or international professional meetings.
4. Integrates research by contributing to book chapters or editing books.
5. Publishes refereed journal articles on research findings as first or senior author.

Scholarship of Application
1. Serves as peer reviewer for grants or publications.
2. Serves as chair of departmental, school or university committees or task forces.
3. Participates in change as a departmental administrator or community leader.
4. Is recognized for excellence on a regional or national level by holding office in professional associations and chairing committees.
5. Assumes leadership roles in national or international societies.
6. Publishes refereed journal articles on clinical, community or practice activities as first or senior author.

Professor
The professor is an individual who has established and sustained a record of outstanding achievement in his/her area of expertise. A sustained record of publication and extramural grant support are considered evidence of productivity at the rank of professor. The professor is one who is recognized by peers for excellence as evidenced by, for example, his/her election to editorial boards and grant review panels. The professor is often an invited or keynote speaker on topics related to his/her area of expertise. The professor is often requested to edit or write books in his/her area of expertise. The professor’s scholarly activity has fully matured making him/her a recognized authority in his/her area of expertise. Letters from UTMB faculty and recognized experts from other institutions should document this level of authority and leadership. In rare circumstances there may be exceptions to any of the criteria listed below.

Criteria
The professor is an individual who:
1. Is recognized as a leader in teaching and the scholarship of teaching.
2. Is recognized as a leader in the scholarship of discovery and integration.
3. Is recognized as a leader in the scholarship of application.
4. Maintains current professional credentials, as appropriate.
5. Is established as a recognized leader and authority on a national or international level in his/her area of expertise.

Evidence of leadership for appointment or promotion to professor (The professor must continue to show evidence of activities cited for the assistant and associate professor, as appropriate.)
Teaching and the Scholarship of Teaching
1. Provides leadership in developing, implementing, and evaluating innovative teaching methods or curricular designs.
2. Maintains funding for training grant proposals.
3. Guides a major focus of teaching to a point that has led to recognition as an authority.
4. Sustains a record of publication in refereed journals and other sources that lead to recognition as a leader in teaching/education.

Scholarship of Discovery and Integration
1. Has established and maintained an independent research program.
2. Serves as a principal investigator for funded grant activities.
3. Provides leadership in establishing and maintaining collaborative research groups.
4. Guides a major focus of discovery and integration to a point that has led to recognition as an authority.
5. Sustains a record of publication in refereed journals and other sources that lead to recognition as a leader in research.

Scholarship of Application
1. Is recognized by peers for excellence as a leader in national or international societies or organizations by serving as an officer or board member.
2. Provides leadership for change as a departmental administrator or community leader related to areas of professional or academic expertise.
3. Recognized as an authority in his/her specific area of expertise and is often consulted on clinical matters.
4. Guides a major focus of application to a point that has led to recognition as an authority.
5. Sustains a record of publication in refereed journals and other sources that has led to recognition as a leader in clinical, community or practice activities.

B. TENURE

Awarding of tenure will be based on documentation of a commitment to academic excellence and continued scholarship of teaching, discovery and integration, or application. Policies for granting tenure and provisions for termination of employment of faculty members with tenure are detailed in the UT System Board of Regents, Rules and Regulations, Part One, Chapter III, Section 6. (http://www.utsystem.edu/bor/rules/MasterRRR.htm).

The scholar’s productivity and value to the academic community, his/her professional and personal integrity, and his/her intellectual qualities are attributes that contribute to a recommendation for tenure. Tenure is recognition of the faculty member’s commitment to academic excellence and continued scholarship. As a further demonstration of commitment to UTMB and improving the quality of the institution, the faculty member’s service to the department, School and University will be an important factor in the tenure decision.
Tenure may be granted at the time of appointment to the ranks of professor, associate professor, or assistant professor. All tenure applications must come before the committee. Tenure may also be withheld pending a satisfactory completion of probationary service. The maximum period of probationary service at the School of Health Professions in a non-tenured status on tenure-track, at any academic rank or combination of academic ranks shall not be more than nine years. If the appointment occurs prior to September 1 of a given year (between January 1 and August 31) then years of service begin on September 1 of that year. If the initial appointment occurs after September 1 (between September 2 and December 31) then commencement of probation years of service begins on September 1 of the following year. The last time a faculty member can request tenure is November 1 after the end of his/her seventh year (penultimate year).

Persons appointed to the non-tenure track may seek appointment to the tenure track. Once appointed to the tenure track, a faculty member may move back to the non-tenure track. After this second move between tracks, no further changes in track appointment can occur. A faculty member may not move to the non-tenure track in his/her penultimate year on tenure track. No time accrued on the non-tenured track can be applied to time on the tenure track.