



Faculty Appointment Handbook

September 1, 2026

TABLE OF CONTENTS	PAGE
SECTION 1 – Application of Academic Titles	3
SECTION 2 – Faculty Peer Observations	7
SECTION 3 – Interfolio/Fac180	10
SECTION 4 – Annual Faculty Evaluation	12
SECTION 5 – Guidelines for Appointments and Promotions	14
SECTION 6 – Procedures for Appointments and Promotions	36
SECTION 7 – Reappointment and Non-Renewal Notifications	42
SECTION 8 – Professional Development (PD) Fund Policy	44
SECTION 9 – Resources	47

SECTION 1 – Application of Academic Titles

The School of Medicine (SOM) appoints faculty based on their primary role and function within the institution and its medical education and research programs. The three primary faculty types are categorized as **Term-Tenure, Regular, and Clinical**. Additionally, the SOM has **Community** faculty who volunteer their time in support of the mission, they are non-employees who are essential to providing clinical experiences to our students/trainees. Other faculty may be appointed based on their unique contributions but are less common.

Term-Tenure

Faculty appointed to the **term-tenure track** are those with significant research responsibilities, including expectations of external funding and scholarly productivity. Those on the track can be appointed for up to 3 years but are considered to be on probationary service. The expectation is that these faculty will be ready to apply for term-tenure within their 6th year (or earlier). Faculty are reviewed in their 3rd year to determine progress and again, no later than their 6th year for final decision on the award of term-tenure. If they are not awarded term-tenure by the end of their 6th year, faculty are subject to notice of a terminal 7th year. Similarly, those who are awarded term-tenure are secured an appointment for a 7-year term, with review for renewal occurring in the 6th year; failure to earn renewal results in the 7th year being a terminal year. See Section 7 for information pertaining to non-renewal notifications of faculty in this group.

Term-Tenure Track and Term-Tenured Titles:

Assistant Professor, Associate Professor, Professor

Only those at the Associate Professor rank or higher are eligible for term-tenure. Promotion of rank and term-tenure are considered separately. Full details related to term-tenure should be reviewed in the SOM's P&T Guidelines, included later in this document.

Regular

Regular faculty are those on the **non-tenure track** who contribute significantly to the educational and research missions of the SOM. These may be educators or researchers/investigators, including those clinicians on the Practice Plan with significant roles in these areas. Appointments can be issued for up to 3 years.

Terminal Degree Titles:

Assistant Professor of XXXX, Associate Professor of XXXX, Professor of XXXX

Non-Terminal Degree Titles:

Lecturer, Senior Lecturer, Distinguished Senior Lecturer

Clinical

Faculty are appointed within this category when they are a practicing clinician on the university's Practice Plan, with little to no academic responsibilities, or an Advanced Practice Professional (APP) such as an NP/PA/CRNA. Despite their limited academic responsibilities, faculty are still expected to contribute at least 30 hours annually to the academic mission, and report these activities as part of their annual faculty evaluation. Appointments can be issued for up to 3 years.

Terminal Degree Titles:

Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

Non-Terminal Degree Titles:

Clinical Instructor, Clinical Senior Instructor, Clinical Distinguished Instructor

Community

This group consists of unpaid community volunteers, who are not employees of the institution, but play an essential role in the SOM. Many of these faculty are involved with clerkship or residency rotations within their clinics/hospitals. Others may be non-clinical or even retired clinicians who help develop curriculum, host lectures, or collaborate/consult on grants/ research. In general, appointments of this type will be a courtesy-type appointment as an unranked Community of Practice Faculty. Those who are involved at a leadership level, serving as a Program Director, Associate Program Director, Chair, or other administrative role, can be issued a ranked academic title. Community appointments are issued for 3 years, at which time a review of activities and a reappointment application are required for renewal.

Unranked:

Community of Practice Faculty

Ranked (leadership roles, implies terminal degree):

Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice

Adjunct

Faculty who are collaborating with the SOM while holding a primary appointment at another college/school within UT Tyler, are issued secondary appointments with an adjunct title in the SOM department. The rank of the title correlates with their primary appointment. These are 1-year appointments which are reviewed for continuity on an annual basis.

Terminal Degree Titles:

Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

Non-Terminal Degree Titles:

Adjunct Instructor, Adjunct Lecturer

Adjoint

Faculty are appointed with an adjoint title when there is an agreement between two institutions where the faculty member will remain employed with the partnering institution. Use of this series will be limited and likely be the result of a grant or sub-award. The rank will typically correlate with an existing rank at the partnering institution. The term of the appointment will align with the agreement.

Titles:

Adjoint Assistant Professor, Adjoint Associate Professor, Adjoint Professor.

Other

In the case of Research Assistants, consultants, or others who are involved with research initiatives, either as an employee, an independent contractor, or a visiting faculty member, it may be necessary to consider one of the following titles.

Faculty Associate – used for those in a research or non-teaching center, institute, or other unit or interdisciplinary program of the university. Term of up to 3 years.

Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor—a temporary appointment of an individual with a terminal degree, typically visiting from another institution where they hold a similar rank. Term limited to 2 years.

See chart on next page for summary of this section.

UT Tyler School of Medicine
Application of Academic/Faculty Title Series

Group	Identifier	Title Series	Terminal Degree	Non-Terminal Degree	Terms	Evaluations
Term-Tenure	Term-Tenure Track Term-Tenured Researchers/Investigators	HOP 3.03 Tenure and Tenure-Track Titles No "of XXXX"	Assistant Professor Associate Professor Professor	N/A	Up to 3 years (6-year probation); 7-year term-tenure with 6-year review	Subject to Peer Observ. Policies; Annual Full Evaluation in Interfolio
Regular <i>Educator or Scholar Emphasis</i>	Non-Tenure Track Basic Science Educators Researchers/ Investigators Practice Plan clinicians with educational/research roles.	HOP 3.03 Non-Tenure Track Patient Care/Research Series <i>Include "of Specialty (Dept)"</i>	Instructor in <i>Specialty</i> Assistant Professor of <i>Specialty</i> Associate Professor of <i>Specialty</i> Professor of <i>Specialty</i> <i>(SOM uses Dept. as "Specialty")</i>	Lecturer Senior Lecturer Distinguished Lecturer	Up to 3 years	Subject to Peer Observ. Policies; Annual Full Evaluation in Interfolio
Clinical <i>Clinical Emphasis</i>	Non-Tenure Track Practice Plan clinicians with little to no academic responsibilities (30 hrs/yr) NPs/PAs/CRNAs employed through the institution. (30 hrs)	HOP 3.03 Non-Tenure Track Clinical Series	Clinical Assistant Professor Clinical Associate Professor Clinical Professor	Clinical Instructor Clinical Senior Instructor Clinical Distinguished Instructor	Up to 3 years	Annual Limited Evaluation – Conducted via DocuSign
Community	Unpaid Community Volunteers involved in teaching, clerkships, residencies, etc. May be clinical or non-clinical in nature.	HOP 3.03 Non-Tenure Track Practice Series W/Out Rank (Courtesy Appt.) <i>Can be issued a rank if serve in administrative capacity; i.e. PD/APD, Chair, other</i>	Community of Practice Faculty <i>Assistant Professor of Practice</i> <i>Associate Professor of Practice</i> <i>Professor of Practice</i>	Community of Practice Faculty	Up to 3 years <i>Backgrounds Conducted at Each Renewal</i> <i>Clinicians Required to Include Proof of Liability Coverage</i>	Report on Activities at Renewal Renewal Application Required
Adjunct	Those with a primary appointment at another School/College at UT Tyler. <i>This typically will entail compensation for additional duties.</i>	HOP 3.03 Non-Tenure Track Adjunct Series	Adjunct Assistant Professor Adjunct Associate Professor Adjunct Professor	Adjunct Instructor Adjunct Lecturer	1-Year	Evaluated by primary department with input from SOM Chair
Adjoint	Involved with a partnership agreement; such as a grant/sub-award.	HOP 3.03 Non-Tenure Track Adjoint Series	Adjoint Assistant Professor Adjoint Associate Professor Adjoint Professor		Aligns with agreement.	N/A
Other	Those involved in research grants (typically co-terminus). i.e. Research Assistants, Consultants, etc. Also trainees	HOP 3.03 Non-Tenure Track	Faculty Associate; Visiting Assistant, Associate, or full Professor; Assistant Instructor (<i>Trainees</i>)		Up to 3 years; Up to 2 years; Typically 1 year	Evaluation typically N/A. Depends on status.

SECTION 2 – Faculty Peer Observations

Peer observations are intended to improve teaching and student learning, and to evaluate faculty teaching by providing developmental feedback. Peer observation of teaching is required of all School of Medicine (SOM) **term-tenure** and **regular faculty** (as defined in the prior section, see chart) who provide instruction to students, trainees, post-docs, or others, whether in a classroom, clinic, or lab setting.

Full details on policy can be found in the UT Tyler Handbook of Operating Procedures (HOP): [3.36 Faculty Peer Observations](#)

SOM Level Requirements

Each term-tenure and regular faculty member who provide instruction to students or trainees will be required to have at least one peer observation conducted each calendar year (January-December). The focus of this observation is to assess the faculty member's approach to teaching, regardless of subject matter or setting.

- Should the faculty member score below a 3 out of 5 in more than two of the eleven categories, or less than 70% overall on applicable scored categories, they will be required to have a follow-up meeting with their Chair, and a second observation will need to be conducted by a different peer.
- If the second observation scores below expectations, the Chair, or their assigned Designee, will conduct a third observation, in order to develop a customized intervention plan for the faculty member.

The Annual Faculty Evaluation cycle, completed in Interfolio, will include a section with the SOM-Level peer observation forms that were completed within the reporting period. Faculty will be required to complete a reflection narrative, providing insight into actions taken as a result of the observation(s) and feedback received.

- Department Chairs, along with their faculty, are responsible for determining whether an observation is required based on the faculty member's role. Not all term-tenure and regular faculty who are evaluated in Interfolio will be subject to this requirement. If they are classified as an administrative professional (A&P), or primarily conduct research with no instructional responsibilities, observation of teaching would not be applicable.
- Departments may offer mentoring or observer-in-training opportunities to new faculty, but participation shall remain optional.
- Observers:
 - Faculty should be observed and serve as a peer observer for at least one colleague.
 - First-year faculty are not to serve as observers.
 - Observers need not be of higher rank or term-tenure status.
 - Junior faculty may serve as observers, with confidentiality and collegiality guiding the process.
- Faculty may submit requests for specific colleagues to serve as peer observers. While these preferences will be accommodated, when possible, the final determination of the appropriate peer observer rests with the Chair.
- Online & hybrid courses

- Observers shall be trained in using the institution's most current Online Instruction Checklist.

SOM-Level Procedures

1. Department Chairs will work with their faculty to establish a schedule by which each faculty member within their department will be observed, as well as serve as an observer at least once annually (first year faculty are excluded from being observers). Schedules should allow for ample time to conduct initial observations, as well as any follow-up observations, within the reporting period. This can be accomplished through the use of teaching triangles or observer pairs. Reasonable effort should be made to accommodate specific requests by faculty.
2. Observers will utilize the online [Peer Evaluation of Teaching Form](#) (a Qualtrics survey link) to document the peer review.
 - a. This includes the date, setting, audience, format, assessment of teaching performance (scale of 1-5), general comments, notation on strengths, as well as suggestions for improvement.
 - b. Upon receipt of the form, the faculty member will review, provide a reflection on the experience, and electronically sign/date.
 - c. The final form will route to the faculty member, the Chair of the department and to Faculty Affairs for record-keeping and for use in the annual faculty evaluation.
3. In the event the original observation scores below expectations, the Chair will meet with the faculty and arrange a second observation with a different peer, no sooner than 3 weeks from the date of the original observation.
4. If the second observation is below expectation, the Chair will meet with the faculty member and arrange to conduct a third observation, within one month, in order to develop an intervention plan for the employee. The intervention plan will be sent to Faculty Affairs for record-keeping.
5. Annual Faculty Evaluations
 - a. Faculty Affairs will upload all peer observation forms conducted during the reporting period to the annual faculty evaluation packets in Interfolio. Reporting period will be January – December annually. If an intervention was developed, it will also be uploaded and included in the evaluation packet.
 - b. Faculty will be required to provide a narrative outlining actions taken as a result of the peer observation(s).
 - c. Chairs will utilize the collection of peer observations in their annual assessment and performance review of the faculty in consideration of reappointment and readiness towards promotion of rank.

Department/Program Level Observations

Each department or program may develop and implement their own peer observation tools that can be implemented in addition to the required SOM Faculty Peer Observations as a means to further inform and their instructional goals and outcomes. Department created tools should be presented to the appropriate departmental committee for review and approval to ensure alignment with the program expectations and policy.

Although these observations can be added by the faculty member or their Chair as supporting documentation in an annual evaluation packet, management of departmental level peer

observations are not facilitated by the Office of Faculty Affairs and Professional Development. Expectations of including these additional items within an evaluation packet would need to be communicated at the department or program level.

SECTION 3 – Interfolio/Fac180

The UT Tyler School of Medicine (SOM) utilizes a system referred to as Interfolio, or Fac180, as a central repository for reporting teaching, scholarship, and service contribution. It helps to create a unified, seamless work-flow process using a faculty member's reported data.

This data can then be used to produce faculty CVs, conduct annual evaluations, and support the promotion/ tenure processes. The SOM also generates data from the system for various requirements, including but not limited to UT Tyler's annual scholarship magazine, accreditation reports for both LCME and SACSCOC, as well as supplying information for ACGME and AAMC requests.

Members of the **term-tenure, regular, and clinical faculty** (as defined in Section 1) are issued accounts in this system and are expected to create their profile and report on their professional activities. New hires will receive an email approximately 2-3 weeks after onboarding, alerting them that an account has been created and to set-up their password. This system does not utilize Single Sign-On (SSO) and requires use of your **uthct.edu email** account which is linked as an alias to your uttyler.edu email account. Look at your Outlook Directory profile to find your uthct.edu email address.

The system is open year-round and can be accessed from a mobile device for ease in maintenance. The Office of Faculty Affairs and Professional Development will alert faculty ahead of an upcoming reporting requirement to allow time for updating.

Based on the faculty type/role, an annual evaluation may be assigned in this system, meaning faculty will be responsible for ensuring their information is up-to-date in preparation for the annual review. Regardless of whether the evaluation is conducted in Interfolio, or through DocuSign (see the chart in Section 1), **faculty will be required to have their data reflective of their CV ahead of consideration for candidacy in a promotion & tenure (P&T) cycle.** The P&T cycle is processed through Interfolio and will include a CV generated from the Profile and Activities menu. Data should reflect all activities from the initial appointment or last promotion.

Key Features

- **Interfolio Data Service** – searches for scholarly contributions on PubMed, Google Scholar and other databases. Imports for verification, once verified these are populated to your Scholarly Contributions entries where you can manage them. Saves data entry time.
- **Profile Menu** – fields related to the faculty's personal profile; Name, Email, Contact Details, Degrees, Post-Graduate Training, Certifications/Licensures, Appointment details, and Interests related to teaching, research, service, and clinical activities.
- **Activities Menu** – fields associated with Honors and Awards, Professional Memberships, Committee Service, Teaching, Mentoring/Advising, Hospital and Clinical Activities, Grants and Contract Awards, Scholarly Contributions and more.
- **Vitas & Biosketches Menu** – produce CVs in the institutional format, review an Annual Performance Activity Report, or create a personalized template for use in a myriad of uses.
- **Find Colleagues Menu** – locate internal colleagues based on appointments, interest, scholarly contributions or Orcid ID. Use this information to contact faculty about potential collaborations.
- **Account Access Menu** – assign support staff to your Fac180 account for help in populating and maintaining the Profile/Activities menu. Staff must have a support account already

created in the system, contact us for assistance to add new staff within a given unit. Support staff will not have access to the evaluation or promotion packets in the Review, Promotion, and Tenure (RPT) portal of Interfolio. **Note, faculty are ultimately responsible for the data reported and that which is generated and submitted within their evaluations and P&T packets.** Faculty should be sure to review all data carefully.

- Your Packets Menu – access to assigned evaluation and/or promotion/tenure packets. These packets route from faculty to Chairs/Committees for review and action. These remain within the faculty's accounts once closed.

Interfolio Resources

- An *Interfolio Quick Start Guide* and sign-in link are available on the Office of Faculty Affairs and Professional Development's [Resource webpage](#). It is also distributed with new accounts as well as when trainings/reports are announced. This resource contains links to training videos for first-time users.
- At least two training sessions are offered each Fall and Spring semester. Other sessions may be offered as needed. Check the [Professional Development webpage](#) for offerings and to register.
- Candidates for a P&T Cycle are required to attend a training session before their case packet is opened in Interfolio. Dates and information will be provided as candidates are determined.
- [SOM's Interfolio Sign-In Page](#)
- [Interfolio's Product Help Webpage](#)

SECTION 4 – Annual Faculty Evaluations

All SOM **term-tenure, regular, and clinical faculty with 0.5 FTE or greater** are required to be evaluated annually. Per [UT Tyler's HOP 3.24 - Annual Faculty Evaluations](#), evaluations are used for faculty development and improvement, and are integral parts of reappointment, merit salary increase, tenure, and promotion decisions. Additionally, evaluation ratings help inform eligibility for School of Medicine (SOM) faculty awards.

The SOM's Guidelines and Procedures for Appointments & Promotions documents (see next two sections) will be used as the basis for evaluating a faculty member's progress toward academic promotion.

It is important that faculty utilize this time to discuss career goals with their Department Chair. If academic promotion is a future goal, assessing readiness and developing an action plan to prepare for a future cycle is essential. Promotion typically takes 5-7 years to achieve, and each evaluation should clearly document progress and clear, actionable items to work on in the coming year in preparation for that goal. Populate your Interfolio data dating back to your initial appointment or last promotion to ensure you are prepared to be considered for a cycle when deemed ready promotion.

Reporting Period

SOM annual evaluations are **conducted each Spring** with a reporting period of the prior calendar year (**January-December**). Faculty hired on or after July 1 within the reporting period are exempt from evaluation until the next reporting period.

January of the Current Year – communication goes out to faculty to prepare for the evaluation. Interfolio data and CVs should be updated to account for activity over the past calendar year.

February (First Monday) – evaluations open. Due dates vary on format, see below.

Format & Due Dates

See the chart in Section 1 to determine the appropriate faculty group.

Term-Tenure and Regular Faculty

Faculty identified in these two groups will be subject to a full academic evaluation in the **Interfolio/Fac180 system**. These evaluations will utilize data populated in the Profile and Activities menu to generate an Annual Performance Activity Report (APA Report) sorted by the four domains of education, research, clinical (as applicable), and service.

Faculty must complete a self-assessment form where they report on progress of past goals (as reported on the previous evaluation*), provide a narrative on applicable domains along with a self-rating of performance within the domain, assess their progress and readiness for promotion (and/or term-tenure, if applicable), and identify objectives/goals for the upcoming year.

**Note, those who do not have past goals from a prior evaluation are asked to report on accomplishments made over the past year.*

Faculty have two weeks to finalize their APA Report and complete their self-assessment for submission to their Chair/Designee. This due date will typically be around February 15.

Once the evaluation is received by the department, **one-to-one meetings** are scheduled between the Chair/Designee and faculty member to discuss the review.

Chairs/Designees submit their assessment/ratings and the faculty will be notified through Interfolio when it is made available for review and acknowledgement.

Faculty must sign and acknowledge receipt of the Chair/Designee's review and comments. DO NOT complete this form ahead of time as it confirms the one-to-one meeting took place and provides faculty with an opportunity to comment on the Chair/Designee's review. **This must be completed no later than March 31 each year.**

Clinical Faculty

Faculty identified with clinical titles, within the clinical emphasis, will complete a limited annual evaluation. This process is currently processed in DocuSign.

Faculty will attest to various policies, report on their clinical activities, provide a report of activities in any other applicable domains (or interest in engaging in them), provide a copy of their up-to-date CV, indicate whether they have interest in advising students/trainees on research projects (and in what interest area), and whether they wish to meet with their Chair to discuss promotion or other faculty related matters.

The initial DocuSign submission is due to the Chair/Designee no later than March 15 each year.

Chairs/Designees will review the submission, schedule meetings as needed to discuss potential academic promotion, submit an assessment/rating and indicate if the faculty is ready to pursue a promotion cycle.

Faculty must sign and acknowledge receipt of the Chair/Designee's review and comments. The form will provide faculty with an opportunity to comment on the Chair/Designee's review. **This must be completed no later than April 30 each year.**

SECTION 5 – Guidelines for Appointments & Promotions

The following guidelines will go into effect on September 1, 2026, with all future faculty hires subject to the newly established criteria. Existing faculty who qualify for promotion under the previously adopted P&T Guidelines dated August 2024, will have the option to apply for the final cycle utilizing those criteria during the 2026-2027 academic year. After completion of the FY27 cycle, all future promotion cycles will be subject to meeting the criteria of the guidelines outlined within this document.

I. General

The UT Tyler School of Medicine (SOM) Promotion and Tenure (P&T) Committee will evaluate proposed appointments at the Senior and Distinguished ranks for Lecturer and Clinical Instructor title series faculty, and Associate Professor and Professor ranks for Regular, Term-Tenure and Clinical faculty. Promotions of faculty ranks will be based on the criteria outlined in these guidelines. Advancement in rank is earned through demonstrated achievement and excellence, not solely by length of service. While prior faculty appointments at other institutions may inform the evaluation of a proposed appointment within the SOM, they will not, by themselves, determine eligibility for a specific rank.

II. Domains Upon Which Faculty Appointment/Promotion are Determined

In general, appointment or promotion to faculty rank will be based on performance and demonstration of excellence across four domains (as applicable). These domains are central to the School of Medicine's mission as an academic institution. They are:

1. Education
2. Research & Scholarly Activity
3. Clinical Excellence
4. Service to Institution (Community)

Additionally, all faculty must meet the basic standards of UT Tyler's expectations for faculty professionalism as outlined in several sections of the [Handbook of Operating Procedures](#), including but not limited to:

- 3.04 Promotion
- 3.10 Tenure
- 3.24 Annual Faculty Evaluation
- 3.25 Periodic Performance Evaluation of Tenured Faculty

The remaining sections in this document detail and itemize the specific academic tracks/titles and criteria for faculty promotion within each, as well as outline the criteria of success for the four domains of education, research and scholarly activity, clinical excellence, and service to institution (community).

III. Overview of Assistant Professor, Associate Professor and Professor Ranks

Any faculty member being appointed or nominated for promotion within the UT Tyler School of Medicine should hold an advanced doctoral degree, including, but not limited to, a PhD, PharmD, MD, DO, DDS or equivalent. Other graduate degrees are acceptable when it is considered a terminal degree within the field (i.e. faculty within the Physician Assistants Program).

Faculty are classified into two tracks, Term-tenure Eligible Track and Non-tenure Track. The Non-tenure Track is differentiated into three distinct areas of emphasis: Clinical Emphasis, Educator Emphasis, and Scholar Emphasis.

These guidelines define two distinct title series within the Non-Tenure Track: a traditional title series (Assistant Professor of [XXX], Associate Professor of [XXX], and Professor of [XXX] based on their specific role) and a clinical title series (Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor). Within the Non-tenure Track, faculty appointed under the Educator Emphasis and Scholar Emphasis pathways hold traditional titles, whereas faculty appointed under the Clinical Emphasis pathway hold clinical titles.

All faculty appointed to the **Term-tenure Eligible Track** hold titles of Assistant Professor, Associate Professor, or Professor.

An overview of the Tracks and Emphases is provided in Table 1, with subsequent sections of this document outlining the metrics of success for these different domains and the criteria for promotion in each track.

Expectations for “meets” and “exceeds” performance are interpreted in a rank-specific manner. Promotion to Associate Professor recognizes the establishment of independent competence and a demonstrated trajectory of growth. Promotion to Professor recognizes sustained excellence accompanied by leadership, influence, and/or impact that extends beyond individual activities or the local environment. Accordingly, the criteria for meeting or exceeding expectations evolve with academic rank, reflecting increasing scope of responsibility, leadership, and contribution to the mission of the School of Medicine.

Table 1: Overview of Promotion Tracks, Expectations for Promotion, and Academic Titles in the UT Tyler School of Medicine

Track	Rank Promotion	Clinical (Patient Care)	Research/ Scholarly Activity	Education/ Teaching	Service
Non-Tenure Track					
Clinical Emphasis	Clinical Assistant to Clinical Associate Professor	Exceeds		Meets	Meets

	Clinical Associate to Clinical Professor	Exceeds		Meets	Meets
Scholar Emphasis	Assistant to Associate Professor of (XXX)	Meets ¹	Exceeds	Meets	Meets
	Associate to Professor of (XXX)	Meets ¹	Exceeds	Meets	Meets
Educator Emphasis	Assistant to Associate Professor of (XXX)	Meets ¹	Meets	Exceeds	Meets
	Associate to Professor of (XXX)	Meets ¹	Meets	Exceeds	Meets
Term-tenure Eligible Track					
Basic Science Researcher	Assistant to Associate Professor	Meets ¹	Exceeds	Meets	Meets
	Associate to Professor	Meets ¹	Exceeds	Meets	Meets

¹For clinically active faculty.

Faculty members are expected to hold the rank of Assistant Professor or Associate Professor at the University of Texas at Tyler School of Medicine, or at an equivalent accredited institution, for a minimum of five years prior to consideration for promotion to the next academic rank. Comparable time-in-rank expectations apply to promotion within the clinical title series, including promotion to Clinical Associate Professor and Clinical Professor. The Department Chair will provide an assessment of prior service at UT Tyler or at an equivalent institution, including consideration of the faculty member's years in rank and the comparability of prior academic appointments, to inform the institutional promotion review process.

Under exceptional circumstances, and in recognition of extraordinary accomplishments, a faculty member may be considered for promotion earlier than the time-in-rank expectation. Such exceptions require that the faculty member exceed expectations in at least two domains for Assistant to Associate and three domains for Associate to Professor. All criteria for early promotion must be clearly documented and include a Chair's letter of support describing the exceptional nature of the faculty member's achievements.

IV. Specific Performance Criteria for Appointment and Promotion by Domain

The following sections describe, in detail, each of the domains and the evidence required to satisfy promotion criteria, with specific reference to metrics of success that define "meeting" and "exceeding" the performance criteria. Some activities may qualify as evidence across multiple domains and therefore would be evaluated based on criteria within each applicable domain. For example, service or leadership on a clinical advisory board or committee qualifies under both the Clinical and Service domains.

A. Education/Teaching Domain

Education is one of the fundamental functions of the UT Tyler School of Medicine and one of the primary domains for a senior faculty rank. Excellence in education requires an objective, up-to-date, accurate and balanced command of the candidate's field coupled with expertise in communicating / disseminating this knowledge to students, trainees, mentees, and peers. Education applies to the biomedical, educational, public health, and/or clinical, health care quality, safety, and delivery fields. This includes faculty who serve in administrative positions which do not have direct teaching responsibilities, but whose work directly impacts educational programming and/or student success (i.e. Admissions and Student Affairs). Excellence will be evaluated based on quality, quantity, innovation, creativity, and evidence of leadership in education.

To assess the quality and impact of these teaching activities, a variety of measures/metrics will be considered. These measures/metrics include but are not limited to:

Educational Leadership: Leadership roles such as assistant/associate dean, course director, clerkship director, program director, associate program director (residency or fellowship), or core faculty are important indicators of achievement in the educational domain. These roles reflect a faculty member's commitment to advancing medical education, shaping curricula, mentoring learners, and ensuring the quality and effectiveness of training programs.

Educational outcomes: Evidence of the effectiveness of teaching (e.g. objective evidence of learner gains in knowledge, skills, competencies, assessment performance, and/or other outcome measures).

Learner evaluations: Feedback from learners on the effectiveness of teaching, clarity of instruction, engagement and quality of the course and educational material, course management, and the instructor's ability to stimulate interest and facilitate learning.

Peer evaluations: Assessments by colleagues in the same or related field, evaluating the teaching methodology, content delivery, educational materials, course management, and overall contribution to the educational program. This could include Grand Rounds or other CME accredited courses or sessions for clinicians.

Teaching awards and recognition: Formal recognition of teaching excellence at the institutional, regional, or national levels. Invited presentations at other institutions as well as state, national, and international meetings. Service at regional, national, and international educational committees, educational and/or professional boards related to health professions education. Selection by other faculty members as mentors for educational activities.

Impact measures: Adoption of teaching and assessment methods or materials by other courses, programs, institutions, accrediting and licensing agencies. Impact on learners' or trainees' academic and professional growth through personalized guidance, support, and career advising.

Evidence of mentorship of trainees (students, residents, colleagues, post-doctoral associates) and the types of projects, activities, and research projects in which mentoring occurred.

Metrics of Success: Education/Teaching Domain

Meets Expectations

Faculty who meet expectations in the educational domain demonstrate sustained, high-quality performance in assigned educational roles, with evidence of effectiveness and professionalism that make a meaningful contribution to the school's educational mission. Indicators may include:

- Effective performance in assigned educational leadership or teaching roles (e.g., assistant/associate dean, course director, clerkship director, program faculty, mentor)
- Consistently strong learner and peer evaluations appropriate to role
- Objective evidence of learner achievement or educational effectiveness
- High-quality educational materials and teaching methods that are current, accurate, and well-aligned with program goals
- Active mentorship of learners or trainees with evidence of engagement and support
- Institutional recognition for teaching excellence or regular participation in educational activities

Interpretation by Rank

- For promotion to Associate Professor, meeting expectations in the educational domain reflect high-quality teaching and educational engagement, with evidence of effectiveness. Faculty at this level are expected to demonstrate excellence in assigned teaching roles, effective mentorship of learners. Evidence of impact is typically local to the department or institution.
- For promotion to Professor, meeting expectations reflect sustained educational excellence combined with leadership and influence. Faculty at this level are expected to demonstrate evidence of educational leadership, such as directing courses, clerkships, programs, or major curricular initiatives. At this rank, meeting expectations requires leadership, including responsibility for educational programs, people, or processes on which the institution depends.

Exceeds Expectations

Faculty who exceed expectations in the educational domain demonstrate educational distinction characterized by leadership, innovation, dissemination, or sustained impact that extends beyond routine role fulfillment. Exceeding expectations reflects educational influence and impact that advances the institution's educational mission and demonstrates distinction beyond effective role performance. Indicators may include:

- Leadership that results in the creation, redesign, or transformation of curricula, programs, or assessment strategies, as well as leadership in student pathways/recruitment, wellness programs, student activities/resources/support, and student assessment and advancement
- Clear, attributable improvements in learner outcomes or educational processes
- Sustained recognition as an educational leader within or beyond the institution
- Recurrent or competitive teaching awards or honors
- Invitations to teach, advise, or serve on educational committees at regional, national, or international levels
- Adoption of educational methods or materials by other programs or institutions
- A sustained record of impactful mentorship, including advancement of mentees to leadership, academic, or professional distinction
- A sustained record of impactful clinical mentorship, including development of trainees or colleagues into high-performing clinicians or clinical leaders

Interpretation by Rank

- For promotion to Associate Professor, exceeding expectations reflects early educational distinction, including innovation, leadership, and/or influence beyond what is typically expected at this rank. Examples may include leading significant curricular innovations, receiving competitive teaching awards, demonstrating measurable improvements in learner outcomes, or beginning to achieve recognition beyond the institution.
- For promotion to Professor, exceeding expectations reflects established educational leadership and distinction, characterized by sustained impact, widespread adoption of educational innovations, national or international recognition, leadership in professional or accrediting organizations, or a demonstrated legacy of mentorship that advances the careers of trainees or junior faculty members.

B. Research and Scholarly Activity

Research and scholarly activity constitute a primary domain for senior faculty appointments at the University of Texas at Tyler School of Medicine. Faculty are expected to contribute to the creation, synthesis, application, and/or dissemination of knowledge in a manner appropriate to their assigned role and area of expertise. Scholarly activity is evaluated based on rigor, originality, dissemination, and impact, interpreted in light of the faculty member's effort allocation.

The School of Medicine recognizes a broad and inclusive definition of scholarship, consistent with Boyer's model, which encompasses multiple forms of scholarly contributions. Scholarly activity may be demonstrated through one or more of the following domains:

Scholarship of Discovery – Original research that advances knowledge (e.g., basic, translational, clinical, or population research).

Scholarship of Integration – Synthesis of knowledge across disciplines, settings, or time (e.g., interdisciplinary work, clinical or educational integration, development of regional or national guidelines).

Scholarship of Application / Engagement – Rigorous application of disciplinary expertise to address real-world problems (e.g., implementation science, clinical trials, guideline development, leadership in professional societies).

Scholarship of Teaching and Learning – Systematic study of teaching and learning processes that are publicly disseminated and available for evaluation and application by others.

Research and scholarly activity must involve public dissemination of knowledge and be subject to peer review or external critique. Routine clinical activities, internal quality improvement initiatives, or educational service activities that lack external dissemination do not, by themselves, constitute scholarly activity for purposes of promotion.

To assess the quality and impact of these scholarly activities, a variety of measures/metrics will be considered. These measures/metrics include but are not limited to:

- Peer-reviewed publications (original research, reviews, case series, case reports, etc.)
- Competitive extramural funding, where appropriate to role
- Presentations at regional, national, or international scientific or professional meetings
- Participation in clinical trials or investigator-initiated studies
- Authorship of book chapters, editorials, or clinical reviews
- Editorial leadership or service on journal editorial boards
- Leadership roles in professional or scientific organizations
- Patents, intellectual property, or development of novel technologies
- Service on grant committees.
- Service or appointments on extramural funding boards such as study sections and journal editorial boards.

Metrics of Success: Research and Scholarly Activity Domain

Meets Expectations

Faculty who meet expectations in the research and scholarly activity domain demonstrate sustained, scholarly engagement appropriate to their assigned role and the rank sought, with evidence of rigor and external dissemination that contributes meaningfully to the academic mission of the School of Medicine. Indicators may include:

- Scholarly work aligned with one or more recognized domains of scholarship (e.g., discovery, integration, application, or teaching and learning)
- Evidence of external dissemination through peer-reviewed publications, scholarly reviews, educational scholarship, or other externally reviewed scholarly products such as case series and case reports.
- Consistent scholarly activity over time, commensurate with assigned responsibilities
- Participation in collaborative or interdisciplinary scholarly efforts, with documentation of individual contribution
- Presentation of scholarly work at regional, national, or international meetings

Interpretation by Rank

- For promotion to Associate Professor, meeting expectations reflects establishment of scholarly interests and a developing evidence for a trajectory of growth. Peer-reviewed publications are not uniformly required to meet expectations at the Associate Professor level, provided there is clear evidence of scholarly rigor, external dissemination, and a developing trajectory appropriate to the faculty member's role.
- For promotion to Professor, meeting expectations reflects continued growth in scholarly productivity as evidenced by a body of scholarly work with clear evidence of influence beyond the institution. Meeting expectations requires peer-reviewed scholarly products that collectively demonstrate sustained impact and influence beyond the institution.

Exceeds Expectations

Faculty who exceed expectations in the research and scholarly activity domain demonstrate scholarly distinction characterized by sustained impact, leadership, or influence that extends beyond routine participation. Exceeding expectations reflect scholarly influence and impact that advances the institution's academic mission and demonstrate distinction beyond effective scholarly engagement. Indicators may include:

- A coherent and sustained body of peer-reviewed scholarly publications that advances a defined area of inquiry
- Evidence that scholarly work has influenced practice, education, policy, or subsequent research
- Sustained recognition within or beyond the institution

- Invitations to present scholarly work or provide expertise at regional, national, or international venues
- Leadership roles in scholarly initiatives, research teams, professional societies, editorial boards, or guideline development
- Competitive extramural funding, where appropriate to role
- A sustained record of mentorship resulting in the scholarly advancement of trainees or junior faculty

Interpretation by Rank

- For promotion to Associate Professor, exceeding expectations reflects scholarly distinction, emerging influence, and upward momentum, including peer-reviewed publications (first or senior author).
- For promotion to Professor, exceeding expectations reflects established scholarly leadership, national or international recognition, and durable impact on the field. This may include obtaining grant support from federal and foundation sources to support research activities.

C. Clinical (Patient Care)

Clinical excellence is one of the fundamental foundations of the UT Tyler School of Medicine and a primary domain for promotion of clinical faculty. Excellence in the clinical domain requires the delivery of safe, effective, patient-centered, and evidence-based care, coupled with professionalism, accountability, and collaboration within multidisciplinary care teams. Clinical excellence applies across inpatient, outpatient, procedural, consultative, and population-based care settings and contributes directly to advancing healthcare quality, safety, delivery, and outcomes.

Excellence in clinical care will be evaluated based on quality, effectiveness, professionalism, leadership, and impact on patients, care teams, and clinical systems. To assess the quality and impact of clinical activities, a variety of measures and metrics will be considered. These measures include, but are not limited to:

- **Clinical Performance and Quality-** Evidence of high-quality clinical care, including adherence to evidence-based practices, achievement of quality and safety benchmarks, and consistent delivery of effective and appropriate care within the faculty member's specialty and scope of practice.
- **Patient Experience-** Measures of patient satisfaction and experience, such as Net Promoter Scores or equivalent metrics, unsolicited patient feedback, and letters recognizing excellence in clinical care.

- **Peer and Team Evaluations**— Anonymous evaluations and assessments from professional colleagues and members of the multidisciplinary care team (e.g., physicians, advanced practice providers, nurses, and staff) addressing clinical judgment, teamwork, communication, professionalism, and reliability.
- **Clinical Reputation and Expertise**- Evidence of reputation for clinical excellence, including referrals for consultation from institutional, local, or regional sources; recognition by peers; and letters attesting to clinical skill, expertise, and evidence-based practice.
- **Clinical Leadership** – Leadership roles that contribute to the delivery of high-quality care, including participation in clinical operations, quality improvement initiatives, patient safety efforts, or development of clinical programs or services.
- **Clinical Productivity**- Meeting or exceeding expected clinical productivity, access, and quality metrics appropriate to role, specialty, and effort allocation.

Metrics of Success: Clinical Domain

Meets Expectations

Faculty who meet expectations in the clinical domain demonstrate sustained, high-quality clinical performance in assigned clinical roles, with evidence of effectiveness, professionalism, and accountability that make a meaningful contribution to patient care and the institution's clinical mission. It is expected that all clinically active faculty maintain ongoing board certification within their specialty.

Indicators may include:

- Consistent delivery of safe, effective, patient-centered, and evidence-based clinical care
- Favorable patient experience measures and unsolicited patient feedback
- Positive peer and team evaluations appropriate to role
- Demonstrated clinical competence and professionalism within the specialty
- Meeting or exceeding expected clinical productivity, access, and quality benchmarks
- Reliable participation in clinical supervision, teaching, and mentoring in the clinical setting
- Recognition by the division or department for excellence in clinical care
- Demonstrates engagement in patient or other population-based clinical care that evaluates outcomes and informs application and implementation of prevention programs and measures.

Meeting expectations reflects reliable excellence in clinical practice and fulfillment of assigned clinical responsibilities.

Interpretation by Rank

- For promotion to Associate Professor, meeting expectations in the clinical domain reflects high-quality clinical practice with evidence of reliability, professionalism, and effectiveness. Faculty at this level are expected to demonstrate excellence in direct patient care and effective participation in multidisciplinary teams. Clinical impact is typically focused at the level of individual practice, care teams, or the local clinical environment.
- For promotion to Professor, meeting expectations reflects sustained clinical excellence combined with leadership and institutional impact. Faculty at this level are expected to demonstrate evidence of clinical leadership, such as leading clinical services, programs, or initiatives, serving as a trusted referral resource, or contributing to improvements in the delivery of clinical care. Impact should extend beyond individual patient encounters and be evident at the departmental, institutional, or broader health system level. At this rank, meeting expectations requires responsibility for clinical programs, people, or processes on which the institution depends.

Exceeds Expectations

Faculty who exceed expectations in the clinical domain demonstrate clinical distinction characterized by leadership, innovation, or sustained impact that extends beyond routine fulfillment of their clinical role. Exceeding expectations reflects an impact on patient care, quality, safety, or care delivery systems beyond individual practice. Indicators may include:

- Sustained recognition as a clinical leader or expert within or beyond the institution.
- Development, implementation, or leadership of innovative clinical programs, services, or care models
- Leadership in quality improvement, patient safety, or value-based care initiatives with demonstrable impact
- Regional or national reputation for clinical expertise, including consultation referrals or professional recognition
- Clinical awards or honors from institutional, regional, or national organizations
- Invitations to provide clinical expertise, consultation, or leadership beyond the institution

Exceeding expectations reflects clinical leadership and system-level impact that elevate standards of care and advance the institution's clinical mission.

Interpretation by Rank

- For promotion to Associate Professor, exceeding expectations reflects early clinical distinction beyond what is typically expected at this rank. Examples may include leading significant clinical initiatives, developing new care pathways or services, achieving early recognition for clinical excellence, or demonstrating measurable improvements in quality,

safety, or patient experience. These accomplishments reflect upward momentum and emerging influence.

- For promotion to Professor, exceeding expectations reflects established clinical leadership and distinction, characterized by sustained, system-level impact and recognition. Faculty at this level are expected to demonstrate durable leadership in clinical programs or service lines, regional or national recognition for clinical expertise, significant contributions to care delivery transformation, or a mentoring legacy that shapes the next generation of leaders.

D. Service to Institution (Community)

Service is an essential component of the academic mission of the UT Tyler School of Medicine and reflects a faculty member's commitment to supporting the effective functioning, growth, and reputation of the institution and the broader academic, healthcare, and public communities. Service encompasses administrative, operational, committee, advisory, and professional activities that contribute to the advancement of health care, health policy, biomedical education, and research at the institutional, regional, national, or international levels.

For senior faculty, excellence in service is often demonstrated through leadership, stewardship, or sustained responsibility for initiatives, programs, or organizational functions that advance institutional or professional goals. Service contributions are evaluated based on scope, responsibility, effectiveness, and impact, rather than on the number of service roles alone.

Significant service commitments should be clearly documented, including the nature of the role, specific responsibilities, duration of service, and outcomes or impact. Supporting letters from committee chairs, institutional leaders, colleagues, or officers of professional societies are encouraged to substantiate the significance and effectiveness of service contributions.

Faculty are expected to demonstrate substantial and sustained service appropriate to rank, reflecting meaningful engagement that supports the academic, clinical, and educational missions of the School of Medicine and its affiliated institutions.

Metrics of Success: Service Domain

Meets Expectations

Faculty who meet expectations in the service domain demonstrate reliable, sustained, and meaningful service contributions that support the effective functioning of the institution, its programs, or the broader professional community.

Examples of service contributions may include, but are not limited to:

- Service in planning, developing, or implementing programs, policies, or initiatives at the UT Tyler School of Medicine, Health Science Center, UT Tyler, and/or UT Health East Texas
- Service that supports or strengthens critical institutional infrastructure (e.g., divisions, departments, programs, committees, task forces, or care units)
- Sustained service roles in regional, national, or international academic, clinical, or professional organizations
- Engagement in community service, community health initiatives, or global health activities
- Participation in innovation, entrepreneurship, or strategic initiatives that contribute to institutional growth or sustainability
- Participation in media or public outreach activities as a recognized expert

Interpretation by Rank

- For promotion to Associate Professor, meeting expectations in the service domain reflects consistent participation in service activities that support departmental, institutional, or professional needs. Faculty at this level are expected to contribute meaningfully to committees, programs, or initiatives, with increasing responsibility over time. Service impact is typically local or institutional.
- For promotion to Professor, meeting expectations reflects sustained and consequential service with clear responsibility and accountability. Faculty at this level are expected to assume leadership roles for programs, committees, or organizational functions on which the institution or profession depends. Service impact should extend beyond participation and demonstrate influence at the institutional, regional, or broader level.

Exceeds Expectations

Faculty who exceed expectations in the service domain must meet expectations as outlined above, as well as demonstrate distinguished service characterized by leadership, stewardship, or transformative impact that substantially advances institutional effectiveness or the broader academic, clinical, or public mission. Indicators may include:

- Chairing major institutional committees, councils, or governance bodies
- Sustained leadership of high-impact initiatives, programs, or strategic priorities
- Leadership roles in regional, national, or international professional or academic organizations
- Service that results in measurable improvements in institutional performance, reputation, accreditation, or sustainability
- Appointment to influential advisory boards, task forces, or policy-setting bodies
- Exceptional community or public service with demonstrable societal impact
- A sustained record of mentoring others into meaningful service or leadership roles

Interpretation by Rank

- For promotion to Associate Professor, exceeding expectations reflects emerging service leadership beyond routine committee participation, such as leading important initiatives or assuming responsibility for high-impact service roles. These contributions demonstrate upward momentum but do not yet require sustained stewardship of major institutional functions.

- For promotion to Professor, exceeding expectations reflects established service leadership, characterized by durable responsibility for institutional or professional functions, broad influence, and lasting impact. At this level, service contributions often shape organizational direction, policy, or culture and reflect a legacy of leadership.

V. Academic Title Series and Promotion Pathways for Non-Tenure Track Faculty

These guidelines define two distinct title series for Non-tenure Track faculty that reflect differing primary bases for faculty appointment, evaluation, and promotion at the University of Texas at Tyler School of Medicine. The distinction between title series is intended to provide clarity regarding expectations for scholarship, while recognizing the diverse missions and roles of faculty within the School of Medicine.

Traditional title series [Assistant Professor of (XXX), Associate Professor of (XXX), and Professor of (XXX)]— reserved for faculty whose primary contributions include education or scholarly work/research that meet defined standards of academic dissemination, impact, and professional recognition. Faculty appointed in these title series are evaluated for promotion based on demonstrated excellence and distinction in one or more academic domains, consistent with their designated pathway and emphasis. These title series can apply to both clinical and non-clinical faculty within the School of Medicine.

Clinical title series [Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor—reserved for faculty whose primary contributions are centered on clinical excellence and patient care, with meaningful engagement in teaching and service but without a required expectation of scholarly dissemination. Promotion within this series recognizes excellence, leadership, and impact in clinical practice and clinical service to the institution.

Non-tenure Track faculty may be appointed under one of several emphasis pathways as described below that reflect their primary academic role. These areas of emphasis define the primary basis for evaluation and promotion while maintaining a common expectation of academic rigor and professional distinction. Assignment to an area of emphasis reflects the faculty member's principal role and effort allocation.

- Faculty appointed under the Educator Emphasis pathway hold a traditional title and are evaluated primarily on excellence and distinction in education, with appropriate expectations for educational scholarship dissemination.
- Faculty appointed under the Scholar Emphasis pathway hold a traditional title and are evaluated primarily on research and scholarly activity, with expectations for sustained peer-reviewed scholarship and academic impact.
- Faculty appointed under the Clinical Emphasis pathway hold appointments in the clinical title series and are evaluated primarily on clinical excellence, leadership in care delivery, and contributions to the clinical mission.

Promotion within each pathway reflects increasing levels of excellence, impact, and distinction, appropriate to rank and role. While the specific metrics and standards for promotion differ by pathway, all promotion decisions are grounded in the principles of academic integrity, transparency, and alignment with the mission of the School of Medicine.

1. Scholar Emphasis

These faculty members dedicate a meaningful part of their professional effort to research activities, including the design and execution of clinical studies, health services research, population-based and public health research, health system science studies, implementation science, and translational projects that bridge bench and bedside. Their work results in scholarly output such as peer-reviewed publications, national presentations, and contributions to evidence-based practice. They are expected to secure extramural funding—through federal agencies such as the NIH, CDC, and AHRQ, as well as foundations and industry sponsors—to support and sustain their research programs.

Academic Titles: Assistant Professor of (XXX), Associate Professor of (XXX), and Professor of (XXX).

Promotion to Associate Professor

- a. Exceeds expectation in Research and Scholarly Activity Domain
- b. Meets expectations in Education domain
- c. Meets expectations in Service domain
- d. Meets expectations in Clinical domain (for clinically active faculty).

Promotion to Professor

- a. Exceeds expectation in Research and Scholarly Activity Domain
- b. Meets expectations in Education domain
- c. Meets expectations in Service domain
- d. Meets expectations in Clinical domain (for clinically active faculty).

2. Educator Emphasis

These faculty members devote a meaningful part of their professional effort to educational activities across the continuum of medical education. Some teach the foundational science disciplines such as anatomy, physiology, biochemistry, pharmacology, microbiology, immunology, neuroscience, etc. which are necessary to connect scientific knowledge to patient care and the development of new treatments. Others may teach disciplines in population and public health as well as health system science that are essential for understanding the epidemiology of human illness and injury and the fundamental research methods and tools for applying evidence-based medicine to clinical and health system practice. They typically participate in curriculum/assessment development and implementation as well as educational research.

They serve as coaches, mentors, and role models for medical students, residents, fellows, and other faculty, fostering professional growth within the medical education environment. Many serve in formal leadership roles such as associate and assistant deans, course directors, clerkship directors, program directors, associate program directors, or core faculty within graduate medical education. Others may not hold a formal leadership position but contribute meaningfully to the educational mission through curriculum and assessment methods development, bedside teaching, case-based learning, and clinical supervision.

Academic Titles: Assistant Professor of (XXX), Associate Professor of (XXX), and Professor of (XXX)

Promotion to Associate Professor

- a. Exceeds expectation in Education domain
- b. Meets expectations in Research and Scholarly Activity Domain
- c. Meets expectations in Service domain
- d. Meets expectations in Clinical domain (for clinically active faculty).

Promotion to Professor

- a. Exceeds expectation in Education domain
- b. Meets expectations in Research and Scholarly Activity Domain
- c. Meets expectations in Service domain
- d. Meets expectations in Clinical domain (for clinically active faculty).

3. Clinical Emphasis

Clinicians whose primary appointment is focused almost exclusively on clinical activities are essential to the care delivery mission of the UT Tyler School of Medicine. These faculty members devote the vast majority of their professional effort to direct patient care across a range of clinical settings. While they may participate in educational activities, such as supervising residents or medical students in clinic or at the bedside, these teaching responsibilities are more limited in scope and generally not a primary focus of their role. Faculty in this category are appointed within the clinical title series where expectations for scholarly activity and academic output are minimal. Their primary contribution to the academic mission lies in the provision of high-quality, compassionate clinical care, and in supporting the broader learning environment through their presence as experienced, practicing physicians.

Academic Titles: Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

Promotion to Clinical Associate Professor

- a. Exceeds expectation in Clinical Domain

- b. Meets expectations in Education domain
- c. Meets expectations in Service domain

Promotion to Clinical Professor

- a. Exceeds expectation in Clinical Domain. It is expected that the faculty member will make substantial progress in growth in this area since promotion to the Clinical Associate Professor level.
- b. Meets expectations in Education domain
- c. Meets expectations in Service domain

VI. Term-Tenure Track/Term-Tenured Faculty Promotion Criteria

Faculty appointed to the Term-tenure Eligible Track are evaluated using standards appropriate to tenure-eligible faculty, including expectations for sustained scholarly productivity, academic independence, and national or international recognition, consistent with institutional and UT System policies.

1. Basic Science Researcher

Basic science research faculty at the UT Tyler School of Medicine engage in a diverse range of research activities that reflect the foundational role of scientific inquiry in advancing medical knowledge. Their work spans primary research, including bench-based discovery, translational investigations, and preclinical studies, often in areas such as molecular biology, physiology, biochemistry, immunology, neuroscience, pharmacology, health services research, population-based and public health research, health system science studies, and implementation science. These faculty members regularly generate scholarly work in the form of peer-reviewed publications, presentations at national and international scientific meetings, and collaborative research efforts that contribute to the broader academic community. A central component of their academic mission involves securing independent grant funding from federal agencies (e.g., NIH, NSF, AHRQ, CDC), foundations, and industry sponsors, which supports sustained research programs, establishes biotechnology patents and facilitates the training of students and postdoctoral fellows. Through these efforts, basic science faculty play a vital role in the School of Medicine's academic enterprise by fostering innovation, advancing biomedical discovery, and contributing to the translation of scientific findings into improved health outcomes.

Academic Titles: Assistant Professor, Associate Professor, and Professor

Promotion to Associate Professor

- a. Exceeds expectations in research and scholarly domain as evidenced by a record of publications in the peer-reviewed literature and grant support from federal sources. Grant support from other non-federal sources can also be considered.

Possess significant potential for leadership in academic activities and should, therefore, have achieved, at least, regional recognition in their chosen area(s) of expertise.

- b. Meets expectations in Education domain
- c. Meets expectations in Service domain
- d. Meets expectations in Clinical domain (for clinically active faculty).

Promotion to Professor

- a. Exceeds expectations in research and scholarly domain as evidenced by a record of publications in the peer-reviewed literature and grant support from federal sources. Grant support from other, non-federal sources can also be considered. Evidence of maintaining this level of performance should be apparent since promotion to associate professor. Demonstrate evidence of proven academic leadership and acquired national or international recognition in their area(s) of expertise.
- b. Meets expectations in Education domain
- c. Meets expectations in Service domain
- d. Meets expectations in Clinical domain (for clinically active faculty).

Consideration of Term-Tenure

Appointment to the term-tenure track begins with a six-year probationary period to allow time for faculty to establish their academic performance in consideration of term-tenure.

Term-tenure is a seven-year term appointment initially awarded after faculty committee review and approval by the President and The University of Texas System (UT System) Board of Regents. Renewal of a term-tenure appointment for subsequent seven-year terms requires faculty committee review and approval of the President. The term-tenure appointment is held only at the component institution and is not transferable. Tenure and compensation are separate matters. Term appointment denotes a status of continuing employment as provided by the Rules and Regulations of The UT System Board of Regents and does not guarantee any certain level of compensation.

For the award of term-tenure, candidates must meet all criteria for Associate or Professor ranks. However, recommendation for promotion does not require a recommendation for term-tenure; recommendation for promotion and term-tenure must be voted on separately.

Sustainability of research productivity in terms of scholarly publications and extramural grant support is essential. Apart from contributions to scholarship, education and service, the candidate's value and commitment to the university and its mission will also be considered. To be considered for term-tenure with the SOM these additional performance markers must be met within the research domain:

- Sustainability of research program(s)
- Research excellence
- Research leadership
- Sustainability of peer-reviewed research publications
- Increasing H-index and other citation indices
- Sustainability of extramural research grant support (federal and other)
- Leadership role on collaborative grants
- Mentorship of Junior Faculty
- Evaluation letters from leaders in the field
- National and international reputation in scholarly research.

Prohibition

- Per Regents Rule 31007, Sec. 7, a person appointed to a term-tenured faculty position in the SOM may not, during the period of such appointment, hold a tenured or term-tenure appointment on the faculty of another educational institution without the express written permission of the appropriate Executive Vice Chancellor.

Appointment Period

- If an individual is appointed to or promoted with term-tenure with an effective date other than September 1, the first year of term-tenure is calculated as follows:
 - September 1 through November 30: The first year of the seven-year term-tenure appointment begins on September 1 of the current fiscal year.
 - December 1 through August 31: The first year of the seven-year term-tenure appointment begins on September 1 of the following fiscal year.

Notice of Nonrenewal

- A faculty member serving a seven (7) year term appointment shall be given notice not later than thirty (30) days prior to the end of the sixth (6th) academic year of such appointment period that the subsequent academic year will be the terminal year of employment or that, subject to the approval of the President, at the conclusion of the subsequent academic year he/she will be reappointed to a seven-year term appointment.

The notice required by this Subsection is not applicable where termination of employment is for good cause under Rule 31008, Section 1 of the Regents' Rules and Regulations.

For full details regarding Tenure policies, see UT Tyler's [Handbook of Operating Procedures](#).

- 3.09 Probationary Period
- 3.10 Tenure
- 3.25 Periodic Performance Evaluation of Tenured Faculty

VII. Lecturer, Senior Lecturer, Distinguished Lecturer and Clinical Instructor, Clinical Senior Instructor, Clinical Distinguished Instructors Ranks

Faculty within the Lecturer and Clinical Instructor title series are those without a terminal degree. They may be evaluated for promotion to Senior and Distinguished ranks within their title series on the criteria set forth below. These positions are not eligible for term-tenure.

The two titles are defined in policy as:

Lecturer – someone without a terminal degree who is primarily engaged in education/teaching.

Clinical Instructor – someone without a terminal degree who is primarily involved in a professional clinical experience program. *i.e. a Nurse Practitioner or Physician Assistant*

1. Senior Lecturer and Clinical Senior Instructor

- a. Have a minimum of five years teaching experience at the UT Tyler SOM or similar institution, with the title of Lecturer, Clinical Instructor, or similar.
- b. Demonstrate meritorious performance and growth in the Education and/or Clinical domain, as applicable, by scoring at least “Meets Expectations” in their overall performance evaluations for each of the last five years. Additional evidence of meritorious performance may be presented from the remaining domains to support their application for promotion.

2. Distinguished Lecturer and Clinical Distinguished Instructor

- a. Have a minimum of five years teaching experience at UT Tyler SOM or similar institution, with the title of Lecturer, Clinical Instructor, or similar.
- b. Demonstrate superior performance and growth in the Education and/or Clinical domain, as applicable, by scoring at least “Exceeds Expectations” in their overall performance evaluations for each of the last five consecutive years. Additional evidence of superior performance may be presented from the remaining domains to support their application for promotion.

VIII. Changing Tracks or Emphasis

1. Changing Area of Emphasis within Non-Tenure Track

Non-tenure track faculty seeking to change their designated area of emphasis must submit a written request to their Department Chair for consideration during the Annual Faculty Evaluation cycle. The Chair will review the faculty member’s current role, effort allocation, and curriculum vitae to determine whether a change in emphasis is appropriate and aligned with the needs of the department and the School of Medicine.

A change to or from the Clinical Emphasis will necessitate a corresponding change in academic title series, as outlined in these guidelines. If a change in emphasis is supported, the Chair must submit a formal letter of recommendation to the Office of Faculty Affairs and Professional Development by the conclusion of the annual evaluation cycle.

All requests to change emphasis are subject to review and approval by the Dean. Approved changes will take effect at the time of the faculty member's subsequent fiscal year reappointment.

2. Non-Tenure Track to Term-Tenure Track

Transition from the non-tenure track to the term-tenure track requires a letter of support from the faculty's Chair to the Dean, with documented evidence of research productivity and external grant funding, along with the recently conducted annual faculty evaluation. This documentation should be submitted to the Dean, with a Cc: to the Office of Faculty Affairs and Professional Development by the end of the evaluation cycle. The transition is subject to approval by the Dean and will take effect with the fiscal year reappointment.

3. Lecturer/Clinical Instructor Titles to Assistant Professor Titles

The distinction here is the terminal degree. Should a faculty member earn their terminal degree, an official transcript should be submitted to the Office of Faculty Affairs and Professional Development for review and placement in the academic records. A new title/track will be issued accordingly based on the faculty member's role, as outlined in the criteria set forth in these guidelines, and approved by their Chair and the Dean.

IX. Grieving Promotion Decisions

If a faculty member disagrees with their Department Chair's assessment of readiness for the next promotion & tenure cycle, as noted on the annual evaluation, every effort should be made to engage in discussion with the Chair as a means to understand their reasoning for the assessment and to receive further feedback on actionable items that can prepare the faculty member for a future cycle. This should include an in-depth review of the current P&T Guidelines to establish which areas may be in need of further development. The faculty member should be prepared to provide further insight into how they are meeting or exceeding in the various domains, as they relate to their role/emphasis and field of specialty.

In the event the faculty is dissatisfied with the outcome of these discussions, they should contact the Office of Faculty Affairs and Professional Development (facultyaffairs@uthct.edu) who can assist in conducting a review and facilitate discussions with the Chair and Dean as needed. If the faculty wishes to pursue a SOM level grievance, it will be reviewed and adjudicated by an ad hoc committee of at least three faculty members appointed by the Faculty Advisory Board's Executive Committee, as outlined in the Faculty Bylaws.

Should the faculty member wish to pursue a formal Grievance relating to a promotion decision, they can do so at the institutional level pursuant to the policies outlined in the Handbook of Operating Procedures: [HOP 3.33 Faculty Grievances](#).

SECTION 6 – Procedures for Appointments and Promotions

A. General

Faculty appointments, promotion, and tenure are processed through the Office of Faculty Affairs and Professional Development. The office provides administrative support to Department Chairs, the P&T Committee, and the Dean, in alignment with School of Medicine and UT Tyler policies and procedures.

B. Appointments

Recommendations and requests for a faculty appointment must be cleared through the Chair of the department in which the appointment will be held and approved by the Dean. In some instances, additional approval may be required by the Provost, the President, and/or the Board of Regents.

1. Initial Appointment Requests

New Hires

When recruiting new faculty for hire, the request for offer/appointment will be routed to Faculty Affairs by the recruiter; this may be the SOM Faculty/Academic Affairs recruiter or a recruiter from the Practice Plan. The Chair is to have been actively involved with selecting the finalist and determining the rank at which they wish to request the appointment, based on the candidate's qualifications as outlined on their CV and aligned with criteria as set forth in the Appointments, Promotions, and Tenure policies and guidelines. As the final approved rank can impact salary offers, it is essential that these requests be made in a timely fashion to receive the necessary approvals and prevent delays in recruitment efforts (see Rank and Term-Tenure sections below).

Faculty Affairs will submit all full-time academic/research faculty hires to the provost's office for review and approval, as outlined in the Faculty Recruitment Guidelines.

Existing Employees (i.e. Staff, Nurse Practitioners, or Physicians Assistants)

If an existing employee is being recommended for a faculty appointment, the immediate supervisor or sponsor must submit a request and nomination to the department's Chair, seeking their support and approval of the candidate. This nomination should indicate the reason a faculty appointment is relevant and necessary to achieve the academic mission of the School of Medicine and the department. It should further outline their qualifications with a copy of their CV/Resume.

If the Chair supports the recommendation, they can request the appointment through Faculty Affairs. A DocuSign will be processed to document the recommendations and approvals with signatures for the faculty records.

It is important to note that the terms of employment and the issuing of a faculty appointment are separate transactions. Being approved and appointed with a faculty title does not change the job classification, job code, job title, job description, salary, etc. The terms of the faculty appointment will be determined on a case-by-case basis.

Community/Volunteers

Requests to issue a non-employee community/volunteer appointment can be made by various academic leaders based on their established need and communications with interested parties. The request should come to Faculty Affairs after it has been determined how the candidate will contribute to the SOM, with the agreement of the Chair. The request should include these details, as well as a cc: to the Chair. An email address for the contact will be necessary to begin the process. Candidates will receive an introductory email to explain the appointment process, as well as a DocuSign application.

Community/Volunteer faculty are issued courtesy appointments as unranked Community of Practice Faculty, unless they are serving in an administrative leadership role or are a member of a group with a Medical Services Agreement (MSA) with the health system.

2. Rank

Requests for the following ranks will undergo an Ad-Hoc Review by the P&T Committee.

- Senior Lecturer or Clinical Senior Instructor
- Distinguished Lecturer or Clinical Distinguished Instructor
- Associate Professor
- Professor

The Ad-Hoc Review will be initiated by Faculty Affairs and conducted by two members of the P&T Committee and the Chair of the P&T Committee, who will provide the final recommendation and appropriate documentation for the faculty records. Their review will be based on the candidate's qualifications as outlined on their CV and aligned with the criteria set forth in the Appointments, Promotions, and Tenure policies and guidelines. The P&T decision will be relayed to the Recruiters/Chair and notated on the offer letter produced by Faculty Affairs. This review will be conducted via email to ensure timeliness in recruitment efforts.

3. Term-Tenure

Requests to hire with term-tenure will undergo an Ad-Hoc Review by the P&T Committee for initial approval of the recommendation. If the P&T agrees with the recommendation, it will be forwarded on to the Dean, Provost and President for consideration and approval. If the approval is upheld by the President, it will be submitted to the Board of Regents (BOR) for final review and approval per UT System policy.

C. Promotions & Term-Tenure

The Promotion & Term-Tenure cycle for the SOM is held annually with applications due each Fall and approved changes in rank and/or term-tenure status taking effect at the start of the next fiscal year (September 1). The following details outline the general timeline of the process and the contents of the dossier for consideration.

IMPORTANT

The Promotion & Tenure Cycle is processed in Interfolio's Review, Promotion, and Tenure (RPT) system. **Faculty should update their Interfolio Fac180 Profile and Activities tabs dating back to their initial appointment or last promotion/term-tenure review in preparation for consideration of candidacy.** Training on the actual submission process will be held for approved candidates in July/August (see timeline below).

1. Timeline

Early May

- Communication with Department Chairs on the upcoming cycle and process. They will be provided a list of those they noted as "ready for promotion/term-tenure" on the latest annual evaluations for reference and for further consideration. **Potential candidates are expected to have their Interfolio Profile and Activities up-to-date in order to produce a CV for preview (see important note above).**
- Those up for term-tenure renewal get a separate email notification to begin updating their Interfolio/CV and preparing for the cycle, with a cc: to their Chair.

Early June

- Faculty Affairs will request a list of potential candidates from each Department Chair. They will assist in conducting a preview of the faculty's CV (**as produced in Interfolio**) as a means to communicate potential concerns with the Chair and offer feedback on actionable items the faculty may want to consider preparing for a future cycle. The Chair will make the final decision, after consulting with their faculty, on whether they will continue as a candidate in the current cycle.
- Final candidates receive notification with instructions on next steps and required training.

July/August

- Faculty Affairs will host seminar/training with Chairs of candidates before the required candidate sessions.
- Faculty Affairs will host seminars for candidates to inform them of the dossier requirements, best practices, deadlines, etc. These will be offered virtually with multiple sessions to accommodate schedules and provide an opportunity to ask questions. **Candidates will be required to attend at least one session before their Interfolio case packet will be opened/issued.**
- Faculty should schedule a meeting with their Chair **after attending a seminar** to establish a list of acceptable Referees and to discuss what resources the Chair intends to include in their requests for the Referees (i.e. CV, Synopsis, etc.). This

may require the faculty member complete and submit **all portions** of the dossier along with the official Referee Form as they must match the final submission. It will also be important to discuss appropriate content to include as evidence of excellence in the dossier.

- **Final referee form submitted to Chair no later than August 31 (via Interfolio);** Chairs may establish an earlier deadline during their meeting with the faculty.
- P&T Committee Member Procedural Meeting/Training

September

- Chairs should facilitate receipt of Internal and External Letters of Recommendations for their candidates. **Faculty are not to request, nor receive copies of these letters.**
- **Faculty should have all dossier items to their Chair no later than September 30;** Chairs may establish an earlier deadline to meet their expectations and timeline.
 - ***No late submissions or additional materials can be accepted from the faculty after the September deadline.***

October/November

- **Complete Dossiers Due to Faculty Affairs – Last Monday of October**
 - ***These must be submitted to Faculty Affairs by the Chair.***
 - ***No late submissions will be accepted.***
- Faculty Affairs hosts meeting with P&T Chair to determine P&T Reviewer assignments.
- Dossiers are assigned to P&T members as Primary and Secondary Reviewers.
- Dossier Reviews due to Faculty Affairs approximately one week ahead of meeting.

December

- **P&T Committee Meeting – approximately First Monday** Recommendations to the Dean – within 1 week of committee meeting

January

- Dean submits recommendations to the Provost.

March

- Provost submits recommendations to the President.

April

- President sends **decision letters for promotion and term-tenure renewals** to faculty with a cc: to their Chair, the Dean, and Faculty Affairs.

August

- **Initial Term-tenure decisions** are pending the Board of Regents (BOR) approval; letters will be sent by the President to faculty shortly after BOR August meeting, with a cc: to their Chair, the Dean and Faculty Affairs.

September 1

- **Effective date of any approved promotions and/or term-tenure.**

2. Contents of the Dossier

The following items are to be included in the candidate's dossier:

- Chair's Nomination Letter, addressed to the Chair of the P&T Committee.
 - This is to be drafted after receipt of all letters of recommendation. They should speak about the reviews and recommendations of the internal/external referees.
- Current and complete CV in the institutional format.
 - By entering your data into the Profile and Activities tab of the Interfolio Fac180 module, the system will generate this for you as part of the dossier packet. The template is set to include details dating back to your last promotion, not your entire CV. You should review it carefully, make edits to your Fac180 data as needed, and regenerate until you are satisfied it outlines your activities as intended. **Do not duplicate data between sections or rely on a Historical CV upload.**
- Candidate's Synopsis (should be limited to 2-3 pages).
 - This is a summary of your most important achievements and work and should not simply be a repeat of what is already listed on your CV. It should highlight those areas where you spend most of your time/effort first, providing examples and insight into the outcomes and impact these activities have had and why they are important to your field of study.
- Referee Form and Internal and External Letters of Reference.
 - The Referee Form must include a total of 6 names to accommodate the Chair's requests. The minimum number and type of letters required are included in the chart at the end of this section. Additional letters can be used to supplement the candidate's dossier, but total letters should not exceed the 6 noted on the Referee Form.
 - The required letters must be from actively appointed faculty with a rank at or above the rank being sought (i.e. promotion to professor requires letters from someone at the rank of professor).
 - At least one External Referee should be recommended by the Chair and be an expert in the field that has no relationship with the candidate.
 - Letters cannot be solicited from members of the P&T Committee or the Dean.
 - Faculty from UT Tyler, regardless of College/School, are considered internal.
- Evidence of Excellence (appendixes)
 - This is where you can provide evidence that is not easily noted on a CV. Examples could include thank you letters from students (unsolicited), invitations to present, awards/honors, media highlights, reports/data that show growth/impact of a program, etc.
 - Limit publications to the first page only.
- Past 3 Annual Faculty Reviews (Performance Evaluations).
 - For those in the Clinical Emphasis, substitute with 3 years of quality data.

Academic Rank	Minimum # of Letters Required
Senior Lecturer or Clinical Senior Instructor	3 (all may be internal)
Distinguished Lecturer or Clinical Distinguished Instructor	3 (all may be internal)
Associate Non-Tenure Track	4 (3 internal, 1 external)
Professor Non-Tenure Track	4 (2 internal, 2 external)
Associate Term-Tenure or Term- Tenure Track	4 (1 internal, 3 external)
Professor Term-Tenure or Term- Tenure Track	4 (1 internal, 3 external)

SECTION 7 – Reappointment and Non-Reappointment

Faculty appointments run annually by fiscal year, from September 1st through August 31st.

Reappointments

Term-tenure, regular, and clinical faculty (as defined in Section 1) who are to be reappointed each year will receive their Memorandum of Appointment (MOA) at least 30 days prior to the start of the new fiscal year. Per policy, if the issuing of MOAs is delayed, the institution will send notification to faculty explaining the delay and when the MOAs are expected to be issued.

Those faculty who are issued a multi-year term, as well as those who are term-tenured, will receive an updated MOA for each year of their term.

Non-Reappointment

Non-Tenure Track Faculty

Per [UT Tyler HOP 3.03 Academic Titles](#) – those in non-tenure track titles shall terminate at the expiration of the stated period of appointment without notification of nonrenewal, except for the appointments to the title of Instructor.

See [UT Tyler HOP 3.15 Termination of Employment of a Faculty Member](#) which allows for termination before the expiration of the stated period of appointment when good cause is shown.

Term-Tenure Track

Faculty who are appointed as probationary on the term-tenure track (meaning they have not yet earned term-tenure, aka non-tenured faculty), will receive notice of non-renewal based on their year of appointment. See [UT Tyler HOP 3.09 Probationary Period for Tenure-Track Faculty](#) for full details. In general:

- 1st year of probation– notice by March 1st that appointment will end August 31st of 1st year.
- 2nd year of probation – notice by December 15th that appointment will end August 31st of 2nd year.
- 3rd – 6th year of probation – notice by August 1st that the subsequent year will be a terminal year of appointment.

Notifications required by HOP 3.09 are not applicable when termination of employment is for good cause, as outlined in [UT Tyler HOP 3.15 Termination of Employment of a Faculty Member](#).

Term-Tenured Faculty

Those faculty with term-tenure appointments would receive notification of nonrenewal as part of the promotion and tenure cycle. If the review came back unfavorable for renewal, faculty would receive notice by August 1st that the subsequent year will be a terminal year of appointment.

See [UT Tyler HOP 3.15 Termination of Employment of a Faculty Member](#) which allows for termination before the expiration of the stated period of appointment when good cause is shown.

Community Faculty Reappointments

Faculty with community/volunteer appointments will be reviewed at the end of their appointment period for consideration of reappointment (most appointments are issued for 3 fiscal years).

To request reappointment, faculty will be required to submit an activity report, highlighting ways in which they contributed to the mission of the SOM during their appointment. A new application must also be submitted to update data, and to provide an updated CV and Liability Coverage sheet for those in the clinical setting.

Program Directors and Chairs will review the activity report and updated CV to make a determination and approval of the reappointment. New background and credential checks will then be conducted.

Once all items are completed and cleared, a new appointment will be issued (for no more than 3 years).

If an activity report and application for renewal is not received by the established deadline, or reappointment is deemed unfavorable by the Program Director, Chair, or as a result of background check and credential reviews, the appointment will terminate as of August 31st.

A community/volunteer appointment is at will and can be terminated by the faculty member or the university at any time and without cause.

SECTION 8 - Professional Development (PD) Fund Policy

Effective Date

This policy is effective **September 1, 2026**, and supersedes prior informal practices regarding PD fund eligibility and allocation.

Purpose

The Professional Development (PD) Fund supports faculty participation in educational, scholarly, leadership, and professional activities that advance the mission of the School of Medicine and contribute to faculty development.

Eligibility

Full-Time Faculty

All full-time faculty members, defined as 0.5 FTE or higher, holding a term-tenure, regular, or clinical appointment are eligible for annual PD funding.

Part-Time Faculty

Faculty employed at less than 0.5 FTE shall receive PD funding proportional to their FTE.

Administrative Staff with Faculty Appointments

Administrative Staff who hold a supplementary faculty appointment shall receive an annual PD allocation of **\$1,000**.

Annual Funding Levels

Appointment Type	Annual PD Allocation
Department Chair	\$3,700
Full-time Faculty	\$3,200
Part-time Faculty	Prorated based on FTE
Administrative Staff with Faculty Appointment	\$1,000

The Dean may modify funding levels annually based on budget availability and institutional priorities.

Proration for New Hires

Faculty hired after the beginning of the fiscal year shall receive a prorated PD allocation based on the number of full months remaining in the fiscal year.

Calculation

$$\text{Prorated Allocation} = \text{Annual Allocation} \times (\text{Months Remaining} \div 12)$$

Examples

Hire Date	Months Remaining	Full-Time Faculty Allocation
September 1	12	\$3,200
January 1	8	\$2,133
March 1	6	\$1,600
July 1	2	\$533

The same proration methodology shall apply to Department Chairs and Administrative Staff with faculty appointments.

Allowable Uses

PD funds may be used for:

- Professional conferences
- Continuing medical education (CME)
- Faculty development programs
- Leadership training
- Professional society memberships directly related to faculty responsibilities
- Scholarly presentation expenses
- Other professional development activities approved by the Department Chair and Dean

Approval Process

1. Faculty submit requests through the established travel/professional development process.
 - a. Non-Practice Plan faculty submit requests using processes established by the Office of Faculty Affairs and Professional Development.
 - b. Practice Plan faculty submit requests using processes established by Medical Staffing.
2. Department Chair approval is required.
3. Requests must align with budget constraints and institutional priorities.
4. Final approval authority rests with the Dean or designee.

Faculty are not to make purchases, apply for programs, or pay for registration, airfare or other travel/event expenses without ensuring all necessary approvals are in place.

Unused Funds

- PD funds do not accumulate from year to year.
- Unused funds expire at the end of the fiscal year unless a specific exception is approved in writing by the Dean.

Exceptions

The Dean may approve exceptions to this policy when:

- Required accreditation or certification activities are involved.
- Mandatory training is required for a program or administrative role.
- Strategic institutional priorities justify additional support.

SECTION 9 – Resources

SOM's Office of Faculty Affairs and Professional Development

Faculty should familiarize themselves with the various resources available on the FAPDs webpages. These pages include items related to:

- Faculty Awards
- Professional Development
- Resources
- Governance and Committees
- Staff

Contact

facultyaffairs@uthct.edu

903-877-7752

Additional Resources

SOM

[Leadership](#)

[Admissions](#)

[Student Affairs](#)

Undergraduate Medical Education/Dept. of Medical Education – medicaleducation@uttyler.edu

[Graduate Medical Education](#)

[Research](#)

[Medical Library](#)

UT Tyler

[Human Resources](#)

[Handbook of Operating Procedures \(HOP\)](#)

[Academic Affairs](#)

[Information Technology](#)

[HelpNow Service Portal](#)

[Library](#)

[Interactive Maps](#)