

UT TYLER SCHOOL OF MEDICINE

GUIDELINES FOR APPOINTMENTS AND 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 reflects scholarly influence and impact that advance 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-tenure 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 on 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 an 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](#).