**GENERAL GUIDELINES**

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

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

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

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

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

6. Board certification or its equivalent, if pertinent.

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

§ Mentoring

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

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

#### 1. Is effective as a teacher, evidenced by mastery of both content and method and documented by student and faculty evaluation.

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

#### 2. Is responsible for design, organization, coordination, and evaluation of a course or series of lectures.

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

#### 3. Is recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing an outstanding role model for students.

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

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

#### 4. Demonstrates effectiveness in the development and/or presentation of continuing education or other professional programs including invited presentations.

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

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

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

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

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

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

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

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

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

6. Demonstrates support of interdisciplinary research
   Document participation.

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

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

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

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

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

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

6. Provides service to the professional or lay community through education, consultations, or other roles. 
Aligned with advancing the academic mission of the SHP and UT Health SA.