



College of Medicine

Guidelines for Faculty Evaluation, Promotion, Tenure, and Post Tenure Review

Reviewed by College Tenure and Faculty Promotion Committee: CURRENTLY UNDER REVIEW

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TABLE OF CONTENTS

SECTION A: GUIDELINES FOR TENURE-TRACK AND INSTRUCTIONAL TRACK FACULTY	2
1. Introduction.....	2
2. Faculty Tracks and Ranks	3
3. Indicators of Faculty Performance	6
4. Areas of Faculty Performance	7
5. Indicators of Faculty Excellence and Effectiveness	10
6. Criteria for Appointment, Promotion and Tenure	17
7. Annual Review	21
8. Mid-Term Review	25
9. Post-Tenure Review.....	27
SECTION B: GUIDELINES FOR CLINICAL FACULTY	33
1. Introduction.....	33
2. Appointments.....	34
3. Indicators of Faculty Performance	36
4. Areas of Faculty Performance	36
5. Annual Evaluation.....	37
6. Criteria for Appointment and Promotion.....	37
7. Indicators of Faculty Excellence and Effectiveness	39
8. External Reviews	41

SECTION A: GUIDELINES FOR TENURE-TRACK AND INSTRUCTIONAL TRACK FACULTY

1. INTRODUCTION

The mission of the Texas A&M College of Medicine (COM) is to improve the health and well-being of the people of Texas through excellence in education, research, and health care delivery. Accomplishment of this mission requires a diverse faculty with a broad range of talents and expertise. Appropriate evaluation guidelines and reward mechanisms for faculty members to support the mission are essential.

The goals and objectives of the University, College, departments, and individual faculty members are dynamic. The expectations of the COM for its faculty are that they develop a scholarly and balanced approach of teaching, research, and service to achieve effectiveness and excellence in their field of endeavor. The nature of scholarly innovation requires both flexibility and freedom, thus, the expectation of applying a single formula for evaluating performance is unattainable. That is, it is neither desirable nor feasible to specify a rigid set of evaluation guidelines. Therefore, this document provides a general set of guidelines and criteria congruent with the goals and objectives of the University and the College; and such guidelines and criteria are used as indicators of effectiveness and excellence.

This document articulates general College guidelines for tenured/tenure track and academic professional track (non-tenure track) faculty appointment, annual review, intermediate review, post-tenure review, tenure, and promotion consistent with the requirements and guidelines found in the following University documents:

- System Regulation 12.01.01 (Institutional Rules for Implementing Tenure)
 - <https://rules-saps.tamu.edu/rules-saps-library/>
- University Rule 12.01.99.M2 (University Statement on Academic Freedom, Responsibility, Tenure, and Promotion)
 - <https://rules-saps.tamu.edu/rules-saps-library/>
- University Rule 12.01.99.M2 (University Statement on Academic Freedom, Responsibility, Tenure, and Promotion) – Appendix I
 - <https://rules-saps.tamu.edu/rules-saps-library/>
- Standard Administrative Procedure 12.06.99.M0.01 (Post-Tenure Review)
 - <https://rules-saps.tamu.edu/rules-saps-library/>
- Office of the Dean of Faculties Faculty Hiring Guidelines for Deans and Department Heads
 - <https://dof.tamu.edu/Faculty-Affairs/Faculty-Hiring>
- Office of the Dean of Faculties Faculty Hiring Guidelines for Deans and Department Heads, Appendix C: Guidelines to Faculty Titles
 - <https://dof.tamu.edu/Faculty-Affairs/Faculty-Hiring>
- Office of the Dean of Faculties Promotion and Tenure Package Submission Guidelines (published annually)
 - <https://dof.tamu.edu/Career/Promotion-and-Tenure>
- Office of the Dean of Faculties Guidelines for Annual and Mid-Term Review
 - <https://dof.tamu.edu/Career/Faculty-Evaluation-Guidelines>

In the event of inadvertent discrepancies between this document and Texas A&M University or Texas A&M University System policies, rules, and procedures, the University or System statements take precedence.

2. FACULTY TRACKS AND RANKS

2.1. All faculty members having positions with the word **Professor** in the title will have a doctoral or other appropriate terminal degree and will have their rank qualifier (the descriptor of their rank) determined as follows:

2.1.1. **Assistant** as a qualifier in the title indicates an entry-level position in academia. Individuals should have credentials evidencing both an expertise in the field, and a commitment to significantly contribute to the areas of performance required by their appointment of teaching, research/scholarly activity, and service.

2.1.2. **Associate** as a qualifier in the title indicates experience in academia or substantial contributions to the field, and for tenured or tenure-track faculty all of the following. For non-tenure track faculty, sections (2.1.2.1.) and (2.1.2.2.) always apply, but section (2.1.2.3.) will be evidenced in alignment with the areas required by the individual faculty member's appointment.

2.1.2.1. a level of accomplishment, as measured against the contributions of others in the field;

2.1.2.2. professional conduct conducive to a collaborative and constructive cooperation work environment and standards of professional integrity that will advance the interests of the College;

2.1.2.3. an area of specialization germane to the programs of the College, one not currently represented on the tenured faculty, or one that provides desired reinforcement in an area of priority; and evidence indicating a commitment to maintain the level of competence in teaching and research/scholarly activity expected of a tenured faculty member.

2.1.3. The title **Professor** with no other rank qualifier (i.e., Assistant or Associate) indicates continued accomplishments in academia and evidence of significant impact on the professions of College faculty and on the field in which the faculty member will teach. In addition, such faculty members are expected to have demonstrated all of the required attributes listed in (4.1.2.) for faculty members with the Associate qualifier as part of their title and rank.

2.2. There are two categories of faculty tracks: "Tenured/Tenure-Track Faculty" and "Academic Professional Track Faculty (non-tenure-track)".

2.2.1. Tenured/Tenure-Track Faculty:

Tenured/tenure-track titles recognize University-employed faculty members who make significant and sustained contributions to the mission of the College in all three areas of performance (teaching, research/scholarly activity, and service) with exceptions made for termed appointments to focus on fewer of these areas (such as administrative appointments or faculty development leave appointments). Only tenured/tenure-track

faculty should be hired, evaluated, and promoted based on all three areas. All faculty members whose service accrues credit toward tenure and those who are already tenured must receive at least one-third of their salary from the University ([University Rule 12.01.99.M2](#) University Statement on Academic Freedom, Responsibility, Tenure, and Promotion). Assistant Professor, Associate Professor, and Professor are appointment titles of either tenured or tenure-track faculty members.

2.2.2. Academic Professional Track Faculty (non-tenure track):

The academic professional track (APT) faculty are those faculty not on the tenure-track who contribute to the mission of the College in more focused ways. Normally APT faculty are evaluated on a primary area of responsibility (teaching or research/scholarly activity) of the non-tenure track appointment, but also may be expected to contribute to more than a single area of teaching, research/scholarly activity, or service. There is no prohibition for APT faculty to be involved in multiple duties related to teaching, research/scholarly activity, or service. However, decisions regarding hiring, continuation of employment, and evaluation of APT faculty performance should relate to the primary and secondary responsibilities of their appointment and not be based on all three areas.

2.2.2.1. **Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.** Faculty in these appointments are expected to make significant contributions in the area of teaching primarily in the clinical setting and are required only to make significant contributions to either the area of research/scholarly activity or service.

The appointment of non-University employees to Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor is limited to extraordinary instances in which the College deems the individual has contributed or will contribute to leadership roles in the educational, research, or clinical missions of the College. In general, these appointments will be leadership positions such as course or clerkship director, or other leaders who in the view of the College have worked in close collaboration with the College on key academic, research, or clinical initiatives. Examples of possible “extraordinary instances” include:

- Key leadership positions that will advance the College’s educational, research, or clinical mission.
- Key directors of training programs within the University.
- Key roles in collaborative clinical initiatives.
- Serving in leadership roles on College or University standing committees or other *ad hoc* committees.

If the appointment involves clinical care delivery, these individuals are expected to be licensed and board-certified clinicians. These appointments of non-University employees do not have eligibility for voting rights in shared governance processes on campus.

2.2.2.2. **Instructional Assistant Professor, Instructional Associate Professor, and Instructional Professor** appointments are for individuals who are University-employed. Faculty in these appointments are expected to make significant contributions in the area of teaching primarily in the non-clinical settings, and

are required only to make significant contributions to either the area of research/scholarly activity or service.

- 2.2.2.3. **Research Assistant Professor, Research Associate Professor, and Research Professor** appointments are for individuals who are University-employed. Faculty in these appointments are expected to make significant contributions in the area of research/scholarly activities and must contribute to either service or teaching. These faculty members normally have no obligation to teach regular courses and normally do not have significant, reoccurring classroom teaching assignments. Faculty in these appointments are subject to the guidelines posted by the Dean of Faculties and Vice President for Research (<https://dof.tamu.edu/Faculty-Affairs/Faculty-Hiring>). These types of appointments **require** the pre-approval of the position by the Texas A&M University Vice President for Research (VPR).
- 2.2.2.4. **Senior Professor and Senior Associate Professor** appointments are for individuals who are University-employed. Faculty in these appointments have been hired into an APT position following retirement and giving up tenure or moving to a non-tenure track position and giving up tenure. Senior professors are hired in a very specific role and are expected to make significant contributions in one area (teaching, research/scholarly activity, or service). Academic ranks are conferred at the rank commensurate with the candidate's position at the time of retirement.
- 2.2.2.5. **Visiting Lecturer, Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor** appointments are for individuals who are University-employed and temporarily appointed by the College, but have continuing academic appointments in other institutions. Appointments may be renewed yearly for up to three (3) years at the discretion of the Department Head, although reappointment is possible after three (3) years. Academic ranks are normally conferred at the rank commensurate with the candidate's position at the academic institution at which he or she holds a continuing appointment. Visiting faculty with the professorial title (Assistant Professor, Associate Professor, or Professor) are expected to make significant contributions in one area of faculty performance (teaching, research/scholarly activity, or service). However, faculty with the lecture title will only be required to contribute to the area of teaching.
- University rules state that faculty members with the Visiting modifier are not eligible to participate in tenure and promotion decisions of tenure-track faculty, selection and evaluation of department heads and deans, and faculty senate.
- 2.2.2.6. **Lecturer** appointments are for individuals who are University-employed. Faculty in these appointments teach but are not required to consistently make significant contributions in the area of scholarly research or creative work, or in the area of service.
- 2.2.2.7. **Assistant Lecturer** appointments are for individuals who are University-employed and appointed for fewer than five years for either candidates for a Texas A&M University doctoral degree, or individuals who are not expected to fill a permanent faculty position at the College. These appointments are focused on teaching, and they do not have eligibility for voting rights in shared governance processes on campus.

- 2.2.2.8. **Joint Faculty** appointments happen within the context of the University or University agencies. In a true joint appointment situation, the employee of one University department is appointed part of his/her time to work for another University department, thereby splitting the full-time effort between both departments. In a courtesy joint appointment situation, the request is based on a desire of the University department where the faculty member is housed to have the faculty member perform certain non-remunerated duties for another University department. A University faculty member appointed under a joint appointment is appointed with the same title held by the faculty member in their home University department.

3. INDICATORS OF FACULTY PERFORMANCE

Decisions on tenure, promotion, and merit compensation will be based upon the faculty member's performance in the assigned categories of performance (teaching; research, scholarly activity, and/or creative work; service; patient care; administration; others, as applicable to your unit). Descriptions of faculty expectations in their assigned areas of faculty performance are presented below. Alternate work assignments (such as administration, etc.) may replace one or more areas in certain situations, but only with the written approval of the Department Head and Dean. Faculty with alternate work assignment will be reviewed based on assigned duties (including administrative assignments).

Although some quantitative measures of evaluation may be employed, excellence and potential for continued excellence in performance are of primary importance. That is, the quality, significance and impact of accomplishments are of much greater importance than the quantity, *per se*. However, sufficient evidence of **effectiveness** is the minimum requirement for **satisfactory performance**. The COM defines and recognizes five (5) indicators of performance, as further described in section 5 below.

- Unsatisfactory – the absence of significant evidence of **effectiveness** or **excellence** in any or all of the assigned areas of faculty performance.
- Needs Improvement – minimal evidence of **effectiveness**. Individuals receiving this rating may have areas needing improvement in one or more of the assigned areas of faculty performance.
- Satisfactory – appropriate evidence of **effectiveness** in one or more of the assigned areas of faculty performance.
- Exemplary – strong evidence of both **effectiveness** and **excellence**. Faculty in this category will be outstanding in one or more of the assigned areas of faculty performance.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an **exemplary** faculty member. In addition, these faculty members would be nationally or internationally recognized as educators through their leadership, receipt of awards, and solicited involvement in educational organizations.

4. AREAS OF FACULTY PERFORMANCE

Briefly stated, decisions on tenure, promotion, and merit compensation will be based upon three areas of faculty performance: (1) Teaching, (2) Research/Scholarly Activity, and (3) Service. Descriptions of faculty expectations in the three areas of faculty performance are presented below. Alternate work assignments (such as administration, etc.) may replace one or more areas in certain situations, but only with the written approval of the Department Head and Dean. Faculty with alternate work assignment will be reviewed based on assigned duties (including administrative assignments).

4.1. Teaching

Teaching is central to the mission of the College, and effectiveness in teaching is required of all faculty. All faculty members are expected to: 1) contribute to instruction and student development; 2) continuously strive to improve their teaching effectiveness; and 3) promote and diversify the development of the College's instructional programs. Effectiveness and excellence in teaching affect decisions on merit compensation, tenure, and promotion.

Evaluation of teaching does not lend itself solely to quantitative measurement. Multiple sources of information and methods must be considered in the assessment of teaching. Measures/sources of information include: 1) self-evaluation; 2) peer-evaluation; 3) student feedback; and 4) student learning. The criteria for effectiveness that shall be considered in evaluating teaching performance are:

4.1.1. Teaching Qualities:

The foundation of quality teaching is mastery of the subject, including a spectrum of foundational and current literature in one's discipline. Essential components of teaching are: the use of appropriate methods of instruction; effective planning and organization; clarity of written, oral, and visual presentation; rapport with students of all abilities; effective questioning and group facilitation skills; stimulation of critical thinking and problem solving; modeling professionalism; mentoring students; using appropriate methods of evaluation; and providing adequate feedback to students. Teaching should be carried out with enthusiasm and energy.

4.1.2. Educational Innovation:

Teaching excellence includes some degree of innovative effort. Innovations in teaching must accomplish more than mere change. Rather, new methods should demonstrate measurable advantage over those previously used. Examples of innovations in teaching are: taking advantage of new technology to improve teaching effectiveness; developing new learning experiences, courses, programs, or curricula; developing unique methods to evaluate student learning, skills, or professionalism; and developing methods to evaluate individual teaching, courses, or curricula.

4.1.3. Impact Upon Students:

A positive impact of teaching on students should be the primary educational goal of each faculty member. Increased knowledge, skills, professional attitudes, and values result from effective teaching. The ultimate outcome of effective teaching is students achieving competency that leads to proficiency and finally mastery of their chosen profession.

4.1.4. Degree of Teaching Responsibility:

The degree of responsibility assigned to a faculty member and the extent to which these responsibilities contribute to the teaching programs of the College must be considered. More weight should be given to coordinating a course or having a primary responsibility managing a teaching program than solely presenting lectures in a course or serving as a laboratory or clinical instructor. It is expected that faculty members assume more responsibility for teaching as they gain academic experience. Preparation time and unscheduled contact time directly related to teaching/learning issues should be taken into consideration for the review of teaching responsibility.

4.2. Research/Scholarly Activity

Research and scholarly activity are essential to the mission of the College. Research/scholarly activity has two forms: (1) the generation of new knowledge through original research and publication of the findings, (2) the compilation, synthesis, and transmission of current knowledge, . Typically, peer review is the most rigorous standard for publications. In addition, publications will be evaluated with regard to their impact and dissemination (e.g., local vs. regional vs. national/international). To be granted tenure, a faculty member must engage in the generation of knowledge through original research and publication of the findings. The other forms of scholarly activity are of significant importance and lend to substantial support to a candidate's application for tenure. **It should be understood that a record of peer-reviewed publications and dissemination of knowledge in refereed journals or books or other formats is necessary for career advancement.** While publications prior to employment are important, the major emphasis will be on publications since employment or last promotion at the institution of record. In all instances, the quality and impact of the research/scholarly activity, as judged by authorities in the field, will be the critical measure of effectiveness and excellence.

4.2.1. The compilation, synthesis, and transmission of current knowledge is one aspect of scholarly activity that contributes to and advances scholarship. Such scholarly work may take many forms which may include: the publication of textbooks, book chapters, review articles, case reports, technical and clinical procedures, and instructional materials, videos, teaching manuals and syllabi; the development of new continuing education courses; the editorship of professional journals; integration and synthesis of translational and clinical approaches to particular medical problems; invention of new methods and techniques in education, instrumentation, and technology; and collaborative projects with other units within the University, and other institutions. Non-tenure track faculty members are encouraged to participate in scholarly activity that improves their teaching skills and contributes to the knowledge base in their specialized area.

4.2.2. Research is the generation of new knowledge. Such research may be basic, behavioral, translational, educational, and/or clinical. A reasonable and consistent level of research productivity is required; however, it is the quality and impact of the investigative activity that is of primary importance in evaluation for tenure and/or promotion. The quality and impact of research can be measured most readily through two peer review mechanisms: 1) publication in refereed journals and books and 2) the acquisition of federal or external funding consistent with the discipline. Development and sustainability of an independent research program is an important criterion. Patents are of similar importance to peer reviewed publications.

Interdisciplinary and interprofessional scholarship is important for faculty career development and is valued by the College. Increasingly, the complexity and breadth of biomedical and healthcare projects involving basic, translational, educational, and clinical research will require an interprofessional approach to research efforts. These efforts may require the creation of teams of scientists from multiple departments, colleges, institutions, governmental agencies, non-governmental foundations, and industry. The evaluation should take into account the successful accomplishments of team-based research efforts in which candidates have participated as part of their evaluation regarding promotion and tenure. Furthermore, team science projects often create grant proposals with multiple co-Principal Investigators or co-Investigators, as well as publications with multiple authors. The contributions of the candidate to these efforts must not be discounted because of the number of participants on a research team. Therefore, Promotion and Tenure Committees shall ask candidates to provide information on their specific roles on, and the importance of their contributions to, multi-investigator grant proposals and papers. Faculty members who contribute to technology commercialization may attribute the activity to either research or education.

4.3. Service

The College must effectively serve many constituencies to achieve state, national and international prominence; a variety of service roles can contribute to attainment of that goal. All faculty members, other than those with Adjunct in their title, are expected to participate in service activities as a responsibility of their institutional citizenship. Faculty effort in this area of evaluation may include institutional programs and services, professional activities, and patient care/advocacy.

4.3.1. Institutional Programs and Services:

All faculty must share in the work necessary to maintain the operation of the department, College, and University. Furthermore, faculty are expected to contribute to the growth of the institution through efforts that are aimed at improving programs and services.

Examples of activities that relate to institutional program and services include: membership on committees or other assignments within the University and College; leadership roles in curriculum reform, development, and implementation; contribution to faculty governance; participation in institutional, departmental, or program strategic planning; participation in student recruiting activities; development of or participation in diversity programs; participation in faculty recruitment; conducting faculty development programs; providing in-service seminars, continuing education, and training; participation in quality control; participation in assessment programs; and setting up educational displays in and outside of the College.

4.3.2. Professional Service Activities:

Faculty should contribute to the maintenance and growth of their profession. Continuing education is both an instructional and public service activity that the College is well positioned to provide. Finally, faculty are encouraged to serve the community-at-large in a professional capacity that enhances the stature of the College.

Examples of activities that relate to professional service activities include but are not limited to the following: membership in and contribution to professional organizations (includes offices held); organization of symposia; consultant to professional journals as

a manuscript reviewer, etc.; consultant to accrediting and other educational review boards; membership on boards and committees in the community-at-large in a professional capacity; continuing education services to help professionals in the community-at-large; presentation of continuing education programs; and invited presentations at academic and professional groups.

4.3.3. Patient Care/Advocacy:

Clinical faculty are expected to provide exemplary patient care/advocacy that is respected by patients and peers both within the College and in the professional community.

Examples of activities that relate to patient care/advocacy include but are not limited to: certification by specialty board; engagement in either in-patient or out-patient care; consultation to patients and other healthcare providers; participation in professional organizations; improvement in patient care through educating medical students, residents and fellows; innovation in patient care technologies; involvement in continuing medical education (CME) either as presenters or trainees; establishment of professional relationships with nursing or other healthcare staff.

5. INDICATORS OF FACULTY EXCELLENCE AND EFFECTIVENESS

The College recognizes that there are multiple indicators of various levels of performance, that performance, and that performance indicators will vary over time for any individual at different career stages. This document does not provide a specific formula for evaluating faculty performance. However, it is possible to describe accomplishments that are most likely to lead to career development and to favorable evaluations. The sections that below provide representative indicators of excellence and effectiveness for each of the three areas of performance.

5.1 TEACHING

5.1.1 Performance ratings to be used for annual evaluation of Teaching are:

- Unsatisfactory – the absence of significant evidence of **effectiveness** or **excellence** in teaching.
- Needs Improvement – minimal evidence of **effectiveness** in teaching. Individuals receiving this rating may have areas needing improvement in mentorship, success of trainees, or didactic/laboratory and clinical teaching.
- Satisfactory – appropriate evidence of **effectiveness** in teaching. Effectiveness can be supported by peer review, student evaluations, and accomplishments of trainees.
- Exemplary – strong evidence of both **effectiveness** and **excellence** in teaching. Faculty in this category will be outstanding classroom and/or clinical educators as evidenced by peer review, evaluations, awards for education, and trainee accomplishments. Many will contribute to novel educational methodologies and curricular development.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an **exemplary** faculty member. In addition, these faculty members would be nationally or internationally recognized as educators through their

leadership, receipt of awards, and solicited involvement in educational organizations.

Regardless of the weighting of a faculty member's teaching assignment, sufficient evidence of **effectiveness** is the minimum requirement for **satisfactory performance**. The department head should have a conversation about what would constitute sufficient (appropriate) evidence, and by implication, minimal and strong evidence in order to evaluate fairly the faculty member.

5.1.2 Indicators of **Excellence in Teaching** include, but is not limited to:

- Outstanding teaching performance as evidenced by such measures as peer-evaluation, student feedback, and student learning outcomes.
- Demonstrated evidence of teaching excellence by selection for peer reviewed University, College, or professional society outstanding teacher/instruction awards.
- Participation in development of questions for specialty board examinations.
- Contribution to new instructional program development.
- Development of new course(s) or major revisions of existing courses.
- Publication with emphasis on medical education/curriculum development in refereed journals.
- Publication of the results of education research endeavors.
- Publication of scholarly review articles, textbooks, original clinical investigations, descriptions of clinical experience, or case reports/results that emphasize education endeavors.
- Publication of widely adopted or acclaimed instructional materials (e.g., textbooks, instructional software programs, cases, readings, simulations, and the like).
- Development of innovative or acclaimed instructional materials including syllabi or software.
- Presentation at professional meetings or other institutions of higher education that serve the teaching mission of the College.
- Invitation to teach at a domestic or international institution of recognized excellence.
- Evidence of successful career paths of former graduate students and post-doctoral students.
- Receipt of awards for research or academic performance by the faculty member's student(s).
- Receiving external grant support for teaching/learning projects or education research.
- Leading a major curriculum development, assessment, or redesign effort for the introduction of innovative technology or novel teaching methodologies in the instructional setting.
- High-quality of teaching to multiple College instructional programs.
- Leadership role in educational activities of national/international professional societies.
- Chair of doctoral student committees.
- Placement of doctoral students or postdoctoral students into significant academic, scholarly, and/or professional positions.
- Other clear and demonstrable contributions to doctoral student development.

5.1.3 Indicators of **Effectiveness in Teaching** include, but is not limited to:

- Good teaching performance as evidenced by such measures as peer-evaluation, student feedback, and student learning outcomes.
- Evidence of contributing to or coordinating courses or both.
- Coordination of team-taught or integrated courses.
- Rigorous, accurate and equitable grading.
- Development of assessment tools to measure student learning outcomes.

- Service as a member of thesis/dissertation committees of graduate students.
- Mentoring and training medical students or post-graduate residents in experimental experiences and postgraduate residencies.
- Favorable evaluation by faculty mentored by the candidate.
- Direction of independent student research.
- Mentoring of junior colleagues in teaching methodologies and teaching quality.
- Significant self-development activities leading to enhanced instructional effectiveness.
- Introduction of current and emerging instructional methodologies and technologies in the curriculum.
- Introduction of innovative pedagogical methodologies that are adopted outside the College
- Development of pedagogical approaches to enhance student engagement and to optimize student learning.
- Introduction of practices to evaluate the engagement of students in a critical analysis of course material, or which evaluate their involvement in research or scholarly activity.
- Contribution to a college-wide culture of evidence-based approaches to evaluation and improvement of academic programs.
- Development of valuable evidence-based metrics for teaching effectiveness.
- Preparation and presentation of professional continuing education programs.
- Selection for student or departmental awards for outstanding teaching/instruction.
- Receiving competitive internal grant support for teaching/learning projects.
- Evidence of active teaching of graduate students and post-doctoral fellows in the laboratory setting.
- Consistent membership on doctoral student committees.

5.2 RESEARCH

5.2.1 Performance ratings to be used for annual evaluation of Research/Scholarly Activity/Creative Work are:

- Unsatisfactory – the absence of significant evidence of **effectiveness** in research/scholarly activity.
- Needs Improvement – minimal evidence of **effectiveness** in research/scholarly activity. Individuals receiving this rating will have limited evidence of research/scholarly impact as supported by funding, manuscripts, citations, prominent presentations, and book chapters.
- Satisfactory – strong evidence of **effectiveness** in research/scholarly activity. Effectiveness must be supported by high quality manuscripts, grants, presentations, citations, and other factors.
- Exemplary – strong evidence of both **effectiveness** and **excellence** in research/scholarly activity. Faculty in this category will be nationally recognized for their research/scholarly activity. Examples of this evidence might include: quality publications, funding, citations, performances, and invited presentations. Each unit might include a suggested list of other examples relevant to the respective discipline.

- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an **exemplary** faculty member. In addition, these faculty members would be nationally or internationally recognized as scholarly leaders through consistent publication in top tier journals, field-changing awards for excellence in scholarship, and election to scientific societies or academies.

5.2.2 Indicators of **Excellence in Research/Scholarly Activity** include, but is not limited to:

- Recognition from peers in the field, e.g., fellowships, research awards, publication awards, invitations to present keynote or plenary addresses at national or international meetings.
- A substantial record of peer-reviewed primary and/or corresponding senior authored publications that demonstrate evidence of originality as an investigator.
- Publications of original research in the leading peer-reviewed, discipline-related journals.
- Favorable citation index listing of research/educational publications within their respective discipline.
- Consistent, sustainable, and competitive external funding for research.
- Key participation in forming productive collaborative research arrangements with industry, community agencies, foundations, and other academic institutions.
- Significant intellectual publication in patents and royalty/licensing agreements.
- Coordination of interdisciplinary or interprofessional investigations and projects.
- Publication of critically acclaimed monographs or book(s).
- Leadership of national meetings or workshops
- Authorship of a textbook, textbook chapter, review articles, contributions of published symposia.
- Editorship or associate editorship of scholarly, refereed journals, or of special issues of a journal.
- Recognition, acceptance, adoption, and application of the scholar's integrative contributions by others, e.g., use or review of electronic media by other institutions or scholars.
- Evidence of leadership of or contributions to successful team efforts at the interface with other academic disciplines.
- Originality and significance of accomplishments in synthesis and communication of new understanding of, perspective on, and uses of information.
- Peer-reviewed publication of instructional materials, e.g., case studies, textbooks, or electronic instructional materials.
- Extramural recognition for contributions to the advancement of teaching, such as presentations at national or international conferences, invitations to serve as a consultant, service on editorial boards of prestigious journals in the chosen area of teaching scholarship, and invitations to present keynote or plenary national or international meetings concerning education.
- Significant extramural funding for research on issues of importance in teaching.
- Publication of critically acclaimed chapters, books, or comparable electronic materials about education.
- Election to membership in major national research societies.
- Dissemination of teaching materials at national workshops, with the materials cited by other programs.
- Introduction of innovative pedagogical methodologies that are adopted outside the College.
- Editorship or associate editorship of a major journal in the chosen area of teaching scholarship.
- Serving on national grant organization study sections, review panels, or site visit teams.
- Serving on national professional society program committees.
- Election to major national professional societies.

- A senior leadership role demonstrating superior competence and outstanding productivity on research projects.
- Consistent and sustainable extramural support for an established research program.
- Service on National Advisory Councils or Boards, Editorship of journals, leadership of national/international study sections, consensus panels, etc.
- Frequent citation of publications.

5.2.3 Indicators of *Effectiveness in Research/Scholarly Activity* include, but is not limited to:

- Publication of articles in professional journals appropriate to the field of endeavor. Greater significance will be attributed to primary and corresponding authored papers in peer reviewed journals, but all co-primary and co-corresponding publications will be evaluated.
- Publication of books, monographs, or manuals on paper or in electronic media that are widely disseminated, evaluated by peers, and advance the field of endeavor.
- Award of extramural support commensurate with the current primary field of research.
- Demonstration of a sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director).
- Evidence for a principal role in management and/or support of a collaborative research program (e.g., letters from program leader or members of the research program).
- Development/award of patents for discoveries in the candidate's field.
- Leadership and/or organization of peer-reviewed clinical trials as documented by program reviews or letters.
- Participation in interdisciplinary or interprofessional investigations and projects.
- Invited presentations of original scientific data at regional/state/national meetings, or at major institutions or research organizations.
- Service on editorial boards of journals.
- A national and/or international reputation as evidenced by external letters of reference.
- Publication in respected refereed journals in appropriate disciplines.
- Publication in non-refereed journals that are widely recognized.
- Publication of a respected professional book.
- Publication by research sponsor of technical reports or monographs.
- Presentation of papers at regional/state/national conferences and professional meetings of appropriate disciplines.
- Publication of chapter(s) in scholarly book(s).
- Ad hoc reviewer for major refereed journals and/or national or international organizations.
- Refereed publications in proceedings of conferences and professional meetings.
- Well-documented contribution (i.e., mentorship) to the research of others.
- Significant self-development activities, such as a faculty development leave, that lead to increased research and publication effectiveness.
- Publication with emphasis on medical education/curriculum development in refereed journals.
- Publication of technical reports, case reports, or monographs in peer-reviewed journals.
- Presentation of papers of original research or case reports at professional meetings.
- Contribution in area of expertise to the scholarship of others.
- Authorship of review articles.
- Serving as a research mentor for medical students or residents.
- Introduction of innovative pedagogical methodologies adopted by other faculty members within the College.

5.3 SERVICE

5.3.1 Performance ratings to be used for annual evaluation of **Service** are:

- Unsatisfactory – the absence of significant evidence of **effectiveness** in service.
- Needs Improvement – minimal evidence of **effectiveness** in service. Individuals receiving this rating typically have limited involvement with the respective unit and an absence of extra unit service. Criteria may depend on the rank and stage of the faculty member.
- Satisfactory – adequate evidence of **effectiveness** in service. Those in this category will have involvement in local service appropriate for their career stage and time assignment and often will have evidence of national service, again, taking into account the career stage and time assignment.
- Exemplary – strong evidence of both **effectiveness** and **excellence** in service. Faculty in this category will successfully engage in impactful local service activities such as chairing committees, partaking in significant administrative duties, and/or leading mentorship and outreach efforts. Prominent national level service in professional organizations would be typical.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an **exemplary** faculty member. These faculty members would be nationally recognized for service through their leadership, receipt of service awards, and solicited involvement in prominent professional organizations.

5.3.2 Performance ratings to be used for annual evaluation of **Patient Care** are:

- Unsatisfactory – the absence of significant evidence of effectiveness in patient care.
- Needs Improvement – minimal evidence of effectiveness in patient care. Individuals receiving this rating may have areas needing improvement in management of cases and medical records.
- Satisfactory – strong evidence of effectiveness in patient care. Effectiveness can be supported by case load, peer review, and timely management of medical records.
- Exemplary – strong evidence of both effectiveness and excellence in patient care. Faculty in this category will be leaders in patient care through such factors as leadership in professional societies, external recognition by trainees, awards, and invited presentations.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an exemplary faculty member. In addition, these faculty members would be nationally recognized as clinicians through their leadership, receipt of awards, and solicited involvement in veterinary medical societies.

5.3.3 Indicators of **Excellence in Service** include, but is not limited to:

- Officer, committee chair, or board/committee member in a national/international professional organization in one's discipline or national/international task force.

- Program chair or similar position for a national/international meeting.
- Administrative leadership role within the College or University.
- Officer in the Faculty Senate.
- Chair of a major University committee or task force.
- Demonstration of a significant time commitment to or role in committee work.
- Other demonstrated leadership in departmental, College, University, or system administrative or service roles.
- Service on study sections (or scientific peer review groups), consensus panels, etc.
- Service on a major governmental commission, task force, committee, or board.
- Attainment of significant external development support.
- Evidence of excellence in professional service to the local community and public at large.
- Serving as editor or member of editorial board of a major journal. This activity *per se* is considered service; however, being selected as editor or member of an editorial board can also be used as an indicator of the recognition of impact and quality of the scholarly activities.
- Service as a frequent ad hoc member or permanent member of a study section or scientific review panel for research organizations, institutions, professional societies, or foundations (e.g., NIH, NSF, USDA).
- Organization of regional, national, international symposia and colloquia.
- Significant and effective mentorship of junior faculty members as evidenced by selection for College, University, or professional association outstanding mentoring awards.
- Awards that recognize clinical expertise.
- Consultation as requested by other faculty members.
- Service as a consultant on patient care (e.g., third-party payment groups, courts, health organizations).
- Holding leadership roles in hospital or healthcare organizations.
- Membership or fellowship in elected professional organization that denotes high level of clinical competency.

5.3.4 Indicators of **Effectiveness in Service** include, but is not limited to:

- Committee chair of regional/state/national professional organization.
- Officer in regional or state professional organization.
- Program chair or similar position for regional or state professional organization meeting.
- Active member of the Faculty Senate.
- Service on University, College, department committees and task forces.
- Serving in administrative roles within the department.
- Contribution to external development efforts.
- Advisor to student organizations.
- Administrative roles within the department.
- Speeches and/or consulting for major practitioner groups.
- Service as consultant to business organization(s) and/or governmental agencies.
- Evidence of professional service to the local community and public at large.
- Significant self-development activities that lead to enhanced service effectiveness.
- Service as a reviewer for major refereed journals or as an ad hoc reviewer for national research organizations. This activity *per se* is considered service; however, being asked to serve as reviewer can also be used as an indicator of the recognition of impact and quality of the scholarly activities.
- Participation in: Departmental, College, or University strategic planning, search committees, College seminar programs, faculty development programs, assessment programs, symposia and colloquia, and student recruitment activities.

- Presentation of continuing education programs.
- Invited presentations at academic and professional groups.
- Development and participation in health care service to community programs.
- Certification by specialty board.
- Referral of patients from practitioners both within and outside the University.
- Expression of confidence and respect from patients and clinical staff.
- Application of current methods in patient care.
- Membership on a specialty examining board.
- Diligent efforts to make clinical and private patient care efficient and effective.
- Occasional service as an ad hoc member of a study section or scientific review panel for research organizations, institutions, professional societies, or foundations (e.g., NIH, NSF, USDA).

6. CRITERIA FOR APPOINTMENT, PROMOTION AND TENURE

6.1. Evaluation Criteria for Tenured/Tenure Track Faculty

Faculty members should be evaluated for appointment, promotion, and tenure on accomplishments in each of the three areas of faculty performance (teaching, research/scholarly activity, and service), with primary emphasis on the **quality, significance, and impact** of their research/scholarly activity and teaching. For tenured/tenure track clinician scientists with patient care or clinical duties, demonstration of effectiveness or excellence in patient care should be evaluated by peer evaluation, patient reports, referrals, etc. For promotion and/or tenure, in addition to meritorious accomplishments, a high potential for continued excellence is required. Documentation of excellence is best provided by peer review. The criteria for the College is articulated below.

6.1.1. **Assistant Professor:** The candidate is expected, at a minimum, to demonstrate **Effectiveness** in teaching and to establish an excellent pattern of research/scholarly activity and publication. Service contributions, while normally limited, should generally be focused on departmental and College academic needs. Further, it is expected that Assistant Professors will display evidence of progress toward meeting the established criteria for promotion to Associate Professor with tenure.

6.1.2. **Associate Professor:** Faculty members appointed as Assistant Professor on the tenure-track must achieve promotion to Associate Professor with tenure simultaneously within a seven-year probationary period.

6.1.2.1. In accordance with [University Rule 12.01.99.M2 \(University Statement on Academic Freedom, Responsibility, Tenure, and Promotion\)](#), the minimum requirements to be met by individuals being considered for appointment or promotion to Associate Professor with tenure, in addition to the criteria developed by the College, include:

- 1) An exemplary level of accomplishment as measured against the contributions of others in the field.
- 2) Professional and/or ethical conduct conducive to a work environment and standards of professional integrity that will advance the interests of the University.
- 3) An area of specialization germane to the programs of the University, which if currently represented on tenured faculty, the candidate will have made

reasonable attempts to collaborate with those faculty members in an innovative manner, or an area of specialization that provides desired reinforcement in an area of priority.

- 4) Evidence indicating a commitment to maintaining the level of competence in teaching and research expected of a tenured faculty member.

6.1.2.2. Imperatives for appointment at, or promotion to Associate Professor with tenure in the College of Medicine include:

- 1) **Excellence** is expected in the primary area of responsibility of research/scholarly activity or teaching and at this stage, a regional-to-national recognition in the primary area of responsibility, as well as a sustained, consistent record of increasing excellence.
- 2) At a minimum, demonstrated **Effectiveness** in the other two areas of responsibility.
- 3) In addition to meritorious accomplishments, a high potential for continued excellence is required.
- 4) Must demonstrate unequivocal promise of a continuing high level of sustained productivity and scholarly activity.
- 5) Must demonstrate extramural funding sources for an independent and sustainable research program.

6.1.2.3. The following questions should be considered as a guide for the review of appointment at or promotion to Associate Professor with tenure.

- Has the candidate contributed successfully to the teaching, research/scholarly activity, and service missions of the department, College, and the University?
- Has the candidate achieved substantial regional-to-national recognition in research or another form of creative activity in his/her chosen field(s), or has shown significant evidence to do so in the near future?
- If applicable, has the candidate developed, in the probationary period, a research program that is sustainable in terms of extramural funding in support of research projects?
- Does the person have the highest level of competence that can be obtained for the position at hand?
- Is this an individual whose personal qualities, professional knowledge and competence, and standards of professional integrity measure up to the level desired for the department, College, and University?
- Does the individual offer an area of specialization not currently represented on the tenured faculty or provide desired reinforcement in an area of significance? Is this field of specialization germane to the programs of the department, College, and the University?

6.1.3. **Professor:**

6.1.3.1. In accordance with [University Rule 12.01.99.M2 \(University Statement on Academic Freedom, Responsibility, Tenure, and Promotion\)](#), the minimum

requirements to be met by individuals being considered for appointment or promotion to Professor, in addition to the criteria developed by the College, include:

- 1) Continuing accomplishment in teaching.
- 2) Continuing accomplishment and some measure of national or international recognition in research or another form of creative activity.
- 3) Evidence of valuable professional service.

6.1.3.2. Imperatives for appointment at, or promotion to Professor in the College of Medicine include:

- 1) Promotion to Professor connotes additional recognition for academic achievements.
- 2) This appointment signifies that the individual is established as an authority and leader in the discipline, with a national-to-international reputation.
- 3) Evidence of sustained **Excellent** performance at the expert level in the academic missions relevant to the faculty member's career.

6.1.3.3. The following questions should guide the review of appointment at or promotion to Professor.

- Has the candidate successfully developed a leadership role in research/scholarly activity, teaching and service missions of the department, College, and the University, recognized at national or international levels?
- Is the candidate recognized, by peers, as leading scholar in chosen field(s), or has shown significant evidence to do so in the near future?
- Has the candidate developed, since last promotion, a research program that is sustainable in terms of extramural funding and shown evidence of high impact productivities?

6.2. Evaluation Criteria for Academic Professional Track Faculty (Non-Tenure Track)

For appointment and promotion in the academic professional track (non-tenure track), faculty members with Clinical, Instructional, or Research titles should be evaluated in two of the three areas of faculty performance, with a primary emphasis on the quality and impact of their teaching activities for the first two tracks and emphasis in research for the last track. Faculty with Clinical or Instructional in their title will be expected to make significant contributions in the area of teaching and are required only to make significant contributions to either the area of service to the department, College, and/or University or the area of research/scholarly activity. Clinical track faculty are subject to a specific evaluation criteria as noted in the guidelines for evaluation and promotion of clinical faculty. Faculty with Research in their title will be evaluated in two of the three areas of faculty performance, with a primary emphasis on the quality and impact of their research/scholarly activities. For promotion, in addition to meritorious accomplishments, a high potential for continued excellence is expected for Academic Professional Track Faculty.

6.2.1. **Clinical or Instructional Assistant Professors:** Clinical or Instructional Assistant Professors are expected, at a minimum, to demonstrate **Effectiveness** in teaching and to establish a productive pattern of research or service contributions to the department,

College, and/or University. The appointment or granting of promotion to Clinical or Instructional Assistant Professor from Lecturer will be based on an assessment of the quality and impact of prior teaching activities and contributions to either service to the department, College, and/or University or contributions to research/scholarly activity.

6.2.2. **Clinical or Instructional Associate Professor:** The granting of promotion to Clinical or Instructional Associate Professor will be based on an assessment of two of the three areas of faculty performance, with a primary emphasis on the quality and impact of teaching activities. This would include a pattern over time of **Excellence** and impact in teaching as well as a pattern over time of **Effectiveness** in either the area of service to the University and/or national professional organizations or the area of research/scholarly activities.

6.2.3. **Clinical or Instructional Professor:** The granting of promotion to Clinical or Instructional Professor will be based on an assessment of two of the three areas of faculty performance, with a primary emphasis on the high quality and impact of teaching activities. This would include a pattern over time of **Excellence** and impact in teaching as well as a pattern over time of **Excellence** in either the area of service to the University and/or national professional organizations or the area of research/scholarly activities.

6.2.4. **Research Assistant Professor:**

6.2.4.1. In accordance with the **Guidelines for Texas A&M University Research Professor Positions**, the minimum requirements to be met by individuals being considered for appointment or promotion to Research Assistant Professor, in addition to the criteria developed by the College, include:

- 1) A Ph.D. or terminal degree in a discipline germane to the research programs of Texas A&M University.
- 2) Evidence of strong research abilities and potential for scholarship.

6.2.4.2. Imperatives for appointment at, or promotion to Research Assistant Professor in the College of Medicine include:

- 1) The candidate is expected, at a minimum, to demonstrate **Effectiveness** in research/scholarly activity. The candidate must demonstrate evidence of **Effectiveness** in mentoring graduate students or postdoctoral fellows in the laboratory or **Effectiveness** in service contributions to the department, College, and/or University.
- 2) The candidate must demonstrate potential in obtaining extramural funding and working toward becoming an independent researcher.

6.2.5. **Research Associate Professor:**

6.2.5.1. In accordance with the **Guidelines for Texas A&M University Research Professor Positions**, the minimum requirements to be met by individuals being considered for appointment or promotion to Research Associate Professor, in addition to the criteria developed by the College, include:

- 1) An exemplary level of accomplishment as measured against the contribution of others in his or her field.

- 2) Professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of the University.
- 3) An area of specialization germane to the research programs of the department, College, and University.
- 4) Evidence indicating a commitment to maintaining the level of competence in research expected of a faculty member.

6.2.5.2. Imperatives for appointment at, or promotion to Research Associate Professor in the College of Medicine include:

- 1) The candidate is expected to demonstrate **Excellence** in research/scholarly activity. The candidate must demonstrate evidence of **Effectiveness** in mentoring graduate students or postdoctoral fellows in the laboratory or **Effectiveness** in service contributions to the department, College, and/or University.
- 2) The candidate must demonstrate unequivocal promise of a continuing high level of sustained productivity and scholarly activity.
- 3) The candidate must demonstrate extramural funding sources for an independent and sustainable research program.

6.2.6. **Research Professor:**

6.2.6.1. In accordance with the **Guidelines for Texas A&M University Research Professor Positions**, the minimum requirements to be met by individuals being considered for appointment or promotion to Research Professor, in addition to the criteria developed by the College, include:

- 1) Continuing accomplishments and evidence of national and international recognition in research.
- 2) Evidence of valuable professional service.

6.2.6.2. Imperatives for appointment at, or promotion to Research Professor in the College of Medicine include:

- 1) The candidate must demonstrate established authority or leadership in the respective research discipline, with a national or international reputation.
- 2) The candidate must demonstrate evidence of sustained **Excellence** in productivity at the expert level in the candidate's respective research disciplines.
- 3) The candidate must demonstrate a sustainable research program and continued extramural funding sources.

7. ANNUAL REVIEW

Annual reviews of performance are to be conducted in accordance with Section (2.4) of [University Rule 12.01.99.M2](#) (University Statement on Academic Freedom, Responsibility, Tenure, and Promotion).

All University-employed faculty members, whether tenured, tenure-track, or non-tenure track, must have an annual written review, for which the department heads are responsible.

In terms of annual reviews for budgeted joint appointments, department heads will need to collaborate with the heads of the appropriate units to develop accurate reviews, see Section (2.4.4) of [University Rule 12.01.99.M2](#) (University Statement on Academic Freedom, Responsibility, Tenure and Promotion) which specifically addresses annual reviews for faculty who hold budgeted joint appointments.

In terms of annual reviews for faculty whose area of responsibility is administrative (e.g., vice deans, associate deans, department heads, or directors), annual reviews will be conducted by their immediate supervisor. A faculty member with an administrative appointment that has faculty responsibilities such as teaching and/or research, the immediate supervisor is required to solicit feedback from the department head regarding the faculty member's performance in those areas. Faculty with administrative appointments equal to or less than 25% effort are to be evaluated annually by their department head with input from the supervisor of the administrative appointment. A faculty member should receive only one evaluation that covers all areas of responsibility.

7.1. Purpose

- Provide evaluative feedback regarding how well the faculty member is currently performing relative to the expectations and norms for the individual's faculty position.
- Provide developmental feedback regarding areas where the faculty member's contributions may be enhanced and/or improved.
- Provide feedback regarding progress toward promotion and/or tenure as relevant.
- Create a sound and logical basis for merit compensation recommendations.

7.2. Focus

The focus of the annual review process will vary by title and rank and the stage of the individual's career at the time of the review. For tenured faculty, the annual review evaluates continued effective performance. For tenure-track faculty, the annual review serves as assessment of progress toward tenure and promotion. For academic professional track faculty (non-tenure track), the annual review evaluates performance and serves as assessment of progress towards retention and/or promotion, as applicable. See Section (2.4.2) of [University Rule 12.01.99.M2](#) (University Statement on Academic Freedom, Responsibility, Tenure and Promotion) for more information on the different areas of focus for annual review in relation to title and rank.

7.3. Time Period of Review

Annual reviews will focus on the immediately previous calendar year.

7.4. Criteria for Rating Faculty Performance

During an annual evaluation, performance in each of the areas of faculty performance (see Section 4.) will be rated by the Department Head as "Unsatisfactory", "Needs Improvement", "Satisfactory", "Exemplary", and "Most Meritorious" based on evidence of **effectiveness** and **excellence** (see Section 3.). Performance ratings for each area of faculty performance are detailed under sections 5.1.1, 5.2.1, 5.3.1, and 5.3.2 Overall performance will also be described using these terms.

7.5. Required Components

The annual review must contain the below components in accordance with Section (2.4.5) of [University Rule 12.01.99.M2](#), (University Statement on Academic Freedom, Responsibility, Tenure and Promotion).

7.5.1. Faculty member's report of previous activities.

The exact form of the faculty member's report of previous activities may vary from department to department within the College, but must include the following:

- The report should be focused on the immediately previous calendar year but should allow a faculty member to point out the status of long-term projects and set the context in which annual activities have occurred.
- The report should incorporate teaching, research/scholarly activity, and service as appropriate.
- Faculty members should state their short-term and long-term goals.

Examples of possible content for the report are listed in Section (2.4.3.3.) of [University Rule 12.01.99.M2](#), (University Statement on Academic Freedom, Responsibility, Tenure and Promotion)

7.5.2. A written document stating the department head's evaluation and expectations.

The department head will write an evaluation for the year in a memorandum or in the annual review document transmitted to the faculty member. The faculty member acknowledges receipt by signing a copy of the document and should be allowed to provide written comments for the file if they so choose. A faculty member refusing to sign the acknowledgment of the document will be noted in the file. This memorandum, and/or the annual review and any related documents, will be placed in the faculty member's departmental personnel file and Office of Faculty Affairs' faculty file. Moreover, this memorandum and/or annual review shall also include a statement on expectations for the next year in teaching, research/scholarly activity, and service. This memorandum and/or annual review should include an informed judgement by the department head of the extent to which the faculty member complies with applicable rules, policies, and procedures.

No faculty member may receive an overall satisfactory rating if they have not complied with all required System and University training programs (System Regulation 33.05.02 Required Employee Training). In cases where a faculty member has been notified of a mandatory training requirement near the time of the end of the evaluation period, they shall be given 30 days to complete the requirement. To satisfy these requirements the following acknowledgements must be added to the "ACKNOWLEDGEMENT" portion of the department head's written evaluation and the faculty member must initial:

- I acknowledge that I have completed all mandatory University training programs.

7.5.3. Meeting between the department head and the faculty member.

The department head will meet with the faculty member to discuss the written review and expectations for the coming year. In some cases, there may be the need for more frequent meetings at the request of the department head or faculty member.

7.5.4. Performance Assessment.

In assessing performance, the weights given to teaching, research/scholarly activity, and service shall be consistent with the expectations of the individual's appointment, the annual review, and with the overall contributions of the faculty member to the multiple missions of the department, College, and University.

7.6. Effects of Negative Assessment

7.6.1. Unsatisfactory Assessment

An overall unsatisfactory rating is defined as being "Unsatisfactory" in any single area of faculty performance: teaching, research/scholarly activity, service, and other assigned responsibilities (e.g., administration, patient care...), or a rating of "Needs Improvement" in any two areas of faculty performance.

An annual review resulting in an overall "Unsatisfactory" performance shall state the basis for the rating in accordance with the criteria (see Section 7.4.). Each unsatisfactory review shall be reported to the dean. The report to the dean of each "Unsatisfactory" performance evaluation for a tenured faculty member shall be accompanied by a written plan developed by the faculty member and department head, for near-term improvement. If deemed necessary, due to an unsatisfactory annual evaluation, the department head may request a "Periodic Peer Review" (see Section 9.2.) of the faculty member.

7.6.2. Needs Improvement Assessment

If a tenured faculty member receives a "Needs Improvement" rating in any single area of faculty performance, he or she must work with his or her department head immediately to develop an improvement plan. For teaching, this plan should take one year or fewer to complete successfully. In other areas (e.g., research/scholarly activity), this plan may take up to three years to complete successfully. The rating of "Needs Improvement" can stay as "Needs Improvement" as long as pre-determined milestones in the improvement plan are being met, otherwise the rating will be changed to "Unsatisfactory". The rating of "Needs Improvement" should be changed to "Satisfactory" when pre-determined milestones are met.

7.6.3. Professional Development Review

A tenured faculty member whose work receives an overall annual rating of "Unsatisfactory" for three consecutive annual reviews or who receives an "Unsatisfactory" periodic peer review shall be subject to a professional development review, as provided for by University SAP 12.06.99.M0.01 (Post-Tenure Review).

7.7. Timeline

The annual review process is set to conclude prior to the beginning of the budgetary process, thereby enabling department heads to assess faculty performance when determining salary merit increases. The Dean of Faculties' *Guidelines for Annual & Midterm Reviews* states, "These reviews must be completed before merit raises may be recommended, and never later than **June 15** of each year."

At the College of Medicine, the following shall be submitted to the Office of Faculty Affairs by the department head **by no later than June 1st of each year**:

- Signed copies of annual reviews.
- Report to the dean through the associate dean for faculty affairs from the department head which certifies that all faculty (tenured, tenure-track, non-tenure track) have been reviewed, have received feedback, and have signed a copy of their written review. In this report the department head must specifically indicate any tenure-track faculty member who is not progressing satisfactorily toward an affirmative tenure decision. Likewise, an unsatisfactory performance evaluation for a tenured faculty member must also be reported and, the written plan for near-term improvement must accompany the report.

8. MID-TERM REVIEW

In accordance with Section (4.3.5.2.) of [University Rule 12.01.99.M2](#) (University Statement on Academic Freedom, Responsibility, Tenure, and Promotion), it is mandatory that a comprehensive mid-term review for tenure-track faculty subject to a probationary period (of five or more years), be conducted (normally at the end of the third year) to determine the progress towards tenure.

8.1. Purpose

- A mid-term review is intended to provide a formative review of tenure-track faculty members near the mid-point of their probationary period.
- This review will familiarize the faculty member with the tenure and promotion process and ensure that the faculty member understands the expectations of those entities that will ultimately be responsible for the tenure and promotion decision.
- This review will ensure the faculty member has a clear understanding of their current status and progress.
- This review should mimic the tenure and promotion review process as closely as possible, including submission of dossier items by the faculty member; however internal letters of recommendation will be solicited by the department rather than external letters of recommendation. As with the tenure and promotion process, the mid-term review will include review by the department P&T committee, department head, college P&T committee, and dean.
- This review should result in an independent evaluation of the faculty member's accomplishments and performance in teaching, research/scholarly activity, and service to date as well as provide constructive guidance for the remainder of the probationary period.
- This review will be considered as the annual faculty performance review; it is not necessary for a department head to conduct an independent annual review for a tenure-track faculty

member in the year that their mid-term review is taking place. This is the only condition for which an independent annual review for a faculty member is not necessary.

- If a tenure-track faculty member is not progressing adequately toward the requirements for tenure, action to not renew the contract of the individual will be taken.¹

8.2. Process

The mid-term review should not begin before March of the academic year *prior* to the target academic year and should be completed before December of the target year. For example, if the mid-term review is due during the 2022-2023 academic year, the mid-term review may occur anytime between March 2022 and December 2022. See below example for faculty member hired in calendar year 2019.

Hired	Probationary Period	Mid-Term Review will occur between
Calendar Year 2019	7 years	Mar – Dec 2022 <i>(due before December 2022 of AY 2022-2023)</i>

- 8.2.1. Department head informs faculty member of upcoming mid-term review and instructs them to assemble the required mid-term review dossier documents. This review should mimic the tenure review process as closely as possible, however, external review letters are not required. The mid-term review will include dossier items contributed by the candidate using the latest *COM Promotion and Tenure Dossier Submission Guidelines*.
- 8.2.2. The faculty member submits the required mid-term review dossier to the department head.
- 8.2.3. The department P&T committee reviews each case and provides a written evaluation and recommendation to the department head. Separate evaluation of each area (teaching, research/scholarly activity, and service) as well as an overall assessment must be provided. The committee must not merely list the accomplishments of the faculty member but rather they must provide an argument as to why the faculty member is or is not on track for tenure and promotion and indicate the quality, significance, and impact of the candidate's accomplishments. The committee must also discuss what the candidate can do to improve performance during the remainder of the probationary period.
- 8.2.4. The department head reviews each case and provides a written evaluation and recommendation for each case. Separate evaluation of each area (teaching, research/scholarly activity, and service) as well as an overall assessment must be provided for each case. The department head must not merely list the accomplishments of the faculty member but rather provide an argument as to why the faculty member is or is not on track for tenure and promotion and indicate the quality, significance, and impact

¹ While the College of Medicine Promotion and Tenure Committee is charged with recommending reappointment and tenure, it is not the body responsible for taking action on those recommendations. Decisions about appointment renewal and/or tenure rest with the department heads and deans.

of the candidate's accomplishments. The department head must also discuss what the candidate can do to improve performance during the remainder of the probationary period.

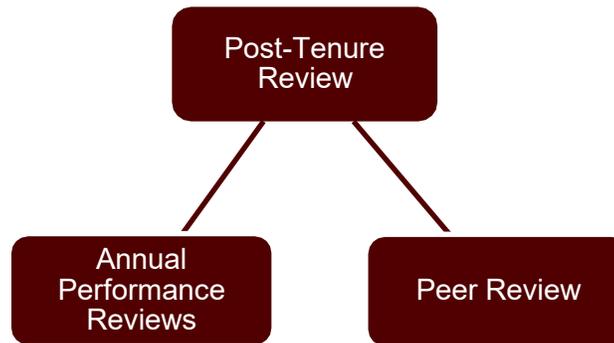
- 8.2.5 The department head submits the following items to the vice dean for faculty affairs:
- Department head's written evaluation and recommendation for each case.
 - Department P&T committee's written evaluation and recommendation for each case.
 - Faculty member's mid-term review dossier.
- 8.2.6 College P&T committee reviews each case and provides a written evaluation and recommendation on each to the dean through the vice dean for faculty affairs. Separate evaluation of each area (teaching, research/scholarly activity, and service) as well as an overall assessment must be provided. The committee must not merely list the accomplishments of the faculty member but rather they must provide an argument as to why the faculty member is or is not on track for tenure and promotion and indicate the quality, significance, and impact of the candidate's accomplishments. The committee must also discuss what the candidate can do to improve performance during the remainder of the probationary period.
- 8.2.7 Department heads having candidates for mid-term review as well as for tenure and promotion will appear before the committee to address any questions that the committee may have regarding the candidate's dossier. However, as substitute to the department head, the candidate can select/recommend a departmental P&T representative who is familiar with their achievements to highlight their dossier and answer questions. To this effect, the candidate will be provided with the opportunity to choose at the time the dossier is submitted to the committee for review and consideration. The department head or the departmental P&T representative are expected to share information to assist in clarifying or presenting the facts. However, the department head or the departmental P&T representative should not attempt to influence the thinking or voting of the committee.
- 8.2.8 The dean and/or vice dean for faculty affairs will meet with department heads to discuss all recommendations and the overall outcome of each case. Department heads prepare a final report/memo to faculty members considering input from all levels. Department heads meet with individual faculty to discuss their progress and present the faculty member with the formal written review. Faculty members will acknowledge receipt of their evaluation by signing the document. At the College level, a signed copy and any related documents will be placed in the faculty member's departmental personnel file and submitted to the Office of Faculty Affairs.

9. POST-TENURE REVIEW

In accordance with [University SAP 12.06.99.M0.01](#) (Post-Tenure Review), post-tenure review applies to tenured faculty members and is intended to promote continued academic professional development and enable a faculty member who has fallen below performance norms to pursue a peer-coordinated professional development plan and return to expected levels of productivity. Post-tenure review is comprised of:

- 1) Annual performance reviews (see Section 7.) conducted by the department head (or individual responsible for conducting the annual evaluation).

2) Review by a committee of peers (see Section 9.2.).



Tenured faculty holding the administrative title of department head, dean, or associate vice president undergo a review by faculty every four years but are not subject to post-tenure review as their appointment is administrative. For other administrative appointments such as associate department head, associate dean, or director, if their administrative appointment is full-time or almost full-time, they are not subjected to post-tenure review until they return to their faculty position. Full time or almost full-time administrative faculty who step down from their positions and return to their respective home departments will be subject to post-tenure review following a period of five years to allow time for re-adjustment to full academic duties and responsibilities.

9.1. Expectations

In accordance with [University SAP 12.06.99.M0.01](#) (Post-Tenure Review):

- The College expects tenured faculty to perform satisfactorily in academic endeavors of teaching, research/scholarly activity, service, and other assigned responsibilities (e.g., patient care, administration, etc.) throughout their career.
- Academic load requirement on these assignments may be modified but should not be reduced to zero in any area (teaching, research/scholarly activity, service). A decrease in expectation in one should be matched by a concomitant increase in load expectations in another area. However, volume of work does not equate to quality.
- Alternate work assignments (such as administration) may replace one or more areas in certain situations but only with the written approval of department head and dean. Faculty are to be reviewed based upon the assigned duties (this would include administrative assignments) of their position.

9.2. Periodic Peer Review

Texas Education Code section 51.942 requires that tenured faculty at State of Texas institutions of higher education be subject to a comprehensive performance evaluation process conducted

no more often than once every year, but no less often than once every six years, after the date the faculty member was granted tenure or received an academic promotion at the institution. The College of Medicine will conduct post-tenure review of tenured faculty in accordance with [University SAP 12.06.99.M0.01](#) (Post-Tenure Review) **not less frequently than once every five years**, after the date the faculty member was granted tenure or received an academic promotion in rank. The evaluation should be based on the professional responsibilities of the faculty member in teaching, research/scholarly activity, service, and other assigned responsibilities.

9.2.1. Purpose

- Assess whether the individual is making a contribution consistent with that expected of a tenured faculty member.
- Provide guidance for continuing and meaningful faculty development.
- Assist faculty to enhance professional skills and goals.
- Refocus academic and professional efforts, when appropriate.

9.2.4. Process

9.2.4.1. Materials to be reviewed by College Tenure and Faculty Promotion Committee:

- Faculty member's current Faculty Record.
- Statement by the faculty member that summarizes the major accomplishments/achievements of the faculty member in teaching, research/scholarly activity, service, and other assigned responsibilities he/she has been assigned over the last five years. The faculty member should include a list of goals for the next five years. Limit statement to 1-2 pages single spaced.
- Faculty member's annual reviews from the previous past five years (see Section 7.5.).
- Any other pertinent materials that the faculty member may want to submit.
- Advisory (nonbinding) report from the tenured faculty member's departmental peer group about the impact of the faculty member's research, teaching and service.

9.2.4.2. The College Tenure and Faculty Promotion Committee will review the submitted materials and prepare a written evaluation of the faculty member's activities, providing an evaluation rating in the categories of teaching, research/scholarly activity, service, and other assigned responsibilities, as well as an overall evaluation. The criteria for the individual and overall performance ratings follow the criteria established in the COM Guidelines for Faculty Evaluation.

9.2.4.3. If all of the relevant review categories are satisfactory, the faculty member will be subjected to post-tenure again in five years or following an unsatisfactory annual evaluation by the department head, whichever is earlier.

- 9.2.4.4. A finding of “Unsatisfactory” performance in any particular category shall state the basis for that finding in accordance with the criteria described in the COM Guidelines for Faculty Evaluation. An unsatisfactory Periodic Peer Review will trigger the initiation of a Professional Development Review.
- 9.2.4.5. A finding of “Needs Improvement” in any two categories shall state the basis for that finding in accordance with the criteria described in the COM Guidelines for Faculty Evaluation. Such an outcome will also trigger the initiation of a Professional Development Review.
- 9.2.4.6. A rating of “Needs Improvement” in a single category must specifically elaborate the deficiencies, in writing, to better inform the immediate development of a near term improvement plan developed in collaboration between the department head and the faculty member.
- 9.2.4.7. For tenured faculty with budgeted joint appointments, Periodic Peer Review will be conducted as per the post-tenure review guidelines of the department or program where the faculty holds the majority of the appointment (ad loc) unless the faculty member requests to be reviewed by both units. If reviewed only by the primary department the department head will share the report with the department head of the secondary department.
- 9.2.4.8. **By no later than May 31st**, the College Tenure and Faculty Promotion Committee will provide to the dean and the Dean of Faculties, the list of those faculty who underwent Periodic Peer Review, the outcome of the review, and the year when each tenured faculty last underwent a review. The College Tenure and Faculty Promotion Committee’s written evaluation and the faculty member’s post-tenure review documents will be placed in the faculty member’s departmental personnel file.

9.3. Professional Development Review

A professional development review will be initiated when a tenured faculty member receives three consecutive overall “Unsatisfactory” annual reviews (see Section 7.) or an “Unsatisfactory” Peer Review (see Section 9.2.4.4.) or upon request of the faculty member (see Section 9.6). The department head will inform the faculty member that he or she is subject to a Professional Development Review, and of the nature and procedures of the review. A faculty member can be exempted from review upon recommendation of the department head and approval of the dean when substantive mitigating circumstances (e.g., serious illness) exist. The faculty member may be aided by private legal counsel or another representative at any stage during the Professional Development Review process.

9.3.1. The purposes of the Professional Development Review are to:

- Identify and officially acknowledge substantial or chronic deficits in performance.
- Develop a specific professional development plan by which to remedy deficiencies.
- Monitor progress toward achievement of the professional development plan.

9.3.2. Process

- 9.3.2.1. The Professional Development Review will be conducted by an ad hoc review committee (hereafter referred to as the review committee), unless the faculty member requests that it be conducted by the department head. The three-member ad hoc faculty review committee will be appointed by the dean, in consultation with the department head and faculty member to be reviewed. When appropriate, the committee membership may include faculty from other departments, colleges, or universities.
- 9.3.2.2. The faculty member to be reviewed will prepare a review dossier by providing all documents, materials, and statements he or she deems relevant and necessary for the review within one month of notification of Professional Development Review. All materials submitted by the faculty member are to be included in the dossier. Although review dossiers will differ, the dossier will include at minimum current faculty record, a teaching portfolio, and a statement on current research, scholarship, or creative work.
- 9.3.2.3. The department head will add to the dossier any further materials he or she deems necessary or relevant to the review of the faculty member's academic performance. The faculty member has the right to review and respond in writing to any materials added by the department head with the written response included in the dossier. In addition, the faculty member has the right to add any materials at any time during the review process.
- 9.3.2.4. The Professional Development Review will be made in a timely fashion (normally within three months after submission of the dossier). The Professional Development Review will result in one of three possible outcomes:
- 1) No deficiencies are identified. The faculty member, department head, and dean are so informed in writing, and the outcome of the prior annual review is superseded by the ad hoc committee report.
 - 2) Some deficiencies are identified but are determined not to be substantial or chronic. The review committee specifically elaborates the deficiencies in writing and a copy is provided to the faculty member, the department head, and the dean to better inform the near-term improvement plan.
 - 3) Substantial or chronic deficiencies are identified. The review committee specifically elaborates the deficiencies in writing and a copy is provided to the faculty member, department head, and dean. The faculty member, review committee, and department head shall then work together to draw up a "Professional Development Plan" (see Section 9.4.) acceptable to the dean.

9.4. The Professional Development Plan

The Professional Development Plan shall indicate how specific deficiencies in a faculty member's performance (as measured against stated criteria in the COM Guidelines for Faculty Evaluation under the provision of this procedure) will be remedied. The plan will be developed with the collaboration among the faculty member, the review committee, the department head, and the dean, and should reflect the mutual aspirations of the faculty member, the department, and the college. The plan will be formulated with the assistance of and in consultation with the faculty

member. It is the faculty member's obligation to assist in the development of a meaningful and effective plan and to make a good faith effort to implement the plan adopted.

Although each professional development plan is tailored to individual circumstances, the plan will:

- Identify specific deficiencies to be addressed.
- Define specific goals or outcomes necessary to remedy the deficiencies.
- Outline the activities to be undertaken to achieve the necessary outcomes.
- Set timel i n e s for accomplishing the activities and achieving intermediate and ultimateoutcomes.
- Indicate the criteria for assessment in annual reviews of progress in the plan.
- Identify institutional resources to be committed in support of the plan.

9.4.1. Assessment

The faculty member and department head will meet regularly to review the faculty member's progress toward remedying deficiencies. A progress report will be forwarded to the review committee and to the dean. Further evaluation of the faculty member's performance within the regular faculty performance evaluation process (e.g., annual reviews) may draw upon the faculty member's progress in achieving the goals set out in the Professional Development Plan.

9.4.2. Completion of the Plan

9.4.2.1 When the objectives of the plan have been met or the agreed timeline exceeded, or in any case, no later than three years after the start of the Professional Development Plan, the department head shall make a final report to the faculty member and dean. The successful completion of the Professional Development Plan is the positive outcome to which all faculty and administrators involved in the process must be committed. The re-engagement of faculty talents and energies reflects a success for the entire University community.

9.4.2.2. If, after consulting with the review committee, the department head and dean agree that the faculty member has failed to meet the goals of the Professional Development Plan and that the deficiencies in the completion of the plan separately constitute good cause for dismissal under applicable tenure policies, dismissal proceedings may be initiated under applicable policies governing tenure, academic freedom, and academic responsibility.

9.5. Appeal

If at any point during the procedure the faculty member believes the provisions of this procedure are being unfairly applied, a grievance can be filed under the provisions of [University Standard Administrative Procedure 12.99.99.M0.01](#) (Faculty Grievances Procedures not Concerning Questions of Tenure, Dismissal, or Constitutional Rights).

If the faculty member wishes to contest the composition of the Professional Development Review committee due to specific conflict of interest with one or more of the proposed committee members, an appeal may be made to the Dean of Faculties and Associate Provost. After consultation with the faculty member, department head, and the dean, the decision of the Dean of Faculties and Associate Provost on the committee composition is final.

If the faculty member wishes to contest the Professional Development Review committee's finding of substantial or chronic deficiencies, the faculty member may appeal the finding to the dean, whose decision on such an appeal is final.

If the faculty member, department head, and review committee fail to agree on a Professional Development Plan acceptable to the dean, the plan will be determined through mediation directed by the Dean of Faculties and Associate Provost.

9.6. Voluntary Post-Tenure Review

A tenured faculty member desirous of a voluntary Post-Tenure Review may seek the counsel of peers, through a Periodic Peer Review (see Section 9.2.) or a Professional Development Review (see Section 9.3.), by making a request to the department head.

SECTION B: GUIDELINES FOR CLINICAL FACULTY

1. INTRODUCTION

An important part of the mission of the clinical faculty at the TAMU COM is to serve the needs of society by furthering the training of students, residents, and fellows who will both practice clinical medicine and who will advance healthcare delivery and the science that underpins it.

The practice of medicine is concerned with the diagnosis and treatment of disorders, maintenance of health, and management of chronic conditions with all of these directed at improving the well-being of the individual and the population.

The role of the clinical track faculty is primarily in the areas of clinical education (didactic and experiential), clinical practice, and service. Clinical faculty will typically work in healthcare settings. Key to training world class physicians to serve the needs of the community and the State is to have a teaching and training faculty with expertise in clinical practice; it requires individuals who will bring to the learner's evidence-based practical skills and knowledge as well as insights based on clinical experience. The College of Medicine is seeking to establish a critical mass of individuals who are dedicated to state-of-the-art clinical practice and to educating the next generation of clinicians. While these individuals may not be charged with the significant research productivity that tenure track faculty have, and thus could dedicate themselves fully to practice and teaching/training learners, some of these individuals may have significant research activity in addition to their clinical and teaching obligations. Both the teaching and patient care activities must fulfill the needs of the College and the Department first, and secondly the individual needs or desires of the specific clinical track faculty member.

2. APPOINTMENTS

Faculty in these appointments are expected to make significant contributions in the area of teaching primarily in the clinical setting and are required only to make significant contributions to either the area of research/scholarly activity or service.

2.1 Clinical Appointments

The appointment of non-University employees (affiliated faculty) to Clinical Assistant Professor of the Practice, Clinical Associate Professor of the Practice, or Clinical Professor of the Practice is limited to extraordinary instances in which the College deems the individual has contributed or will contribute to leadership roles in the educational, research, or clinical missions of the College. In general, these appointments will be leadership positions such as course or clerkship director, or other leaders who in the view of the College have worked in close collaboration with the College on key academic, research, or clinical initiatives. Examples of possible “extraordinary instances” include:

- Key leadership positions that will advance the College’s educational, research, or clinical mission.
- Key directors of training programs within the University.
- Key roles in collaborative clinical initiatives.
- Serving in leadership roles on College or University standing committees or other *ad hoc* committees.

If the appointment involves clinical care delivery, these individuals are expected to be licensed and board-certified clinicians. These appointments of non-University employees do not have eligibility for voting rights in shared governance processes on campus.

2.1.1 Clinical Instructor

Appointment at the level of **Clinical Instructor** is based on promise as a clinician and educator. Satisfactory completion of a medical or doctoral degree is typically required. In addition, completion of at least two years of residency, or its equivalent, in the relevant clinical field is required. The Clinical Instructor is expected to have regular and direct contact with medical students, residents, and/or fellows in a clinical/patient care setting. However, Clinical Instructors are not a part of the Clinical faculty track. This is a standalone title that becomes obsolete after completion of the residency program. Clinical Instructors perform under the supervision of Clinical Assistant Professor of the Practice, or a Clinical Associate Professor of the Practice or Clinical Professors of the Practice. For Clinical Instructors in the affiliated setting, the requirement is for a minimum of 25 hours/year of clinical instruction delivery. Examples of regular and direct contact include ward or clinic attending, preceptorship in clinical venues, or didactic teaching.

2.1.2 Clinical Assistant Professor

Appointment to the rank of **Clinical Assistant Professor** is based upon demonstrated excellence in clinical practice (in clinical settings), student instruction, scholarly activities, professional leadership, practice, or service. Appointment at the level of Clinical Assistant Professor requires completion of specialty residency training and demonstration of promise as both a clinician and teacher. The candidate shall be board certified, and shall have or

be eligible for Texas licensure, except for clinical faculty not employed by Texas A&M University who are serving in the military or the Veterans Affairs Administration. For other professionals, the individual should have two or more years of training or experience post degree and function as fully license independent clinician with direct patient contact. The candidate should show evidence of a high level of competence within a clinical specialty, commitment to educational mission, and demonstrate progress toward excellence in practice and instruction. Clinical assistant professors of the Practice (affiliated faculty) are expected to have a minimum of 50 hours/year of direct teaching contact with College of Medicine medical students, residents, and/or fellows.

2.1.3 Clinical Associate Professor

Promotion for clinical track faculty and appointment at the **Clinical Associate Professor** level or higher is based upon documented excellence in clinical practice, learner instruction, scholarly activities, professional leadership, practice and/or service.

2.1.4 Clinical Professor

Promotion or appointment to the rank of **Clinical Professor** level, is based on a demonstrated pattern over time of excellence and impact in clinical education as well as a pattern over time of excellence in either the area of clinical practice, service to the University and/or national professional organizations or the area of research/scholarly activities

The balance among the various categories may depend upon the individual and should be clearly specified by the Department Head upon the individual member's appointment or promotion. All faculty workloads must include clinical instruction (teaching), service, research/scholarship, or clinical practice depending upon the assignment. It is the expectation that all clinical faculty will engage in professional development activities.

Appointments of clinical faculty are one-year renewable contracts, contingent on satisfactory annual evaluations and program needs. Clinical faculty of the Practice (affiliated faculty) will be appointed for two years with a requirement of annual evaluations to be reappointed and/or eligible for promotion review. Notice of non-reappointment for clinical faculty of the Practice (affiliated faculty) will be provided as a courtesy notice with no further obligations on the part of Texas A&M University.

In addition to the annual evaluation requirement, for promotion reviews must include department faculty committee, department head, college committee, dean, provost, and final approval by the president for employed faculty. For affiliated faculty, promotion reviews must include campus faculty committee, campus associate dean (role of department head), college committee, and final approval by the dean.

2.2 Adjunct Appointments

The appointment of non-University employees (affiliated faculty) to Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor is limited to extraordinary instances in which the College deems the individual has contributed or will contribute to roles in the educational, mission of the College. That is, adjunct faculty are expected to make significant contributions in the area of clinical instruction (teaching).

Adjunct faculty who are non-University employees (affiliated faculty) will be appointed for two years with a requirement of annual evaluations to be reappointed and/or eligible for promotion review. These appointments of non-University employees do not have eligibility for voting rights in shared governance processes on campus.

2.2.1 Adjunct Assistant Professor

Appointment at the level of **Adjunct Assistant Professor** is based upon demonstrated effectiveness as a clinician and educator. Satisfactory completion of a medical or doctoral degree is typically required. The faculty member is expected to have regular and direct contact with medical students, residents, and/or fellows. For non-employed Adjunct Assistant Professors, the requirement is for a minimum of 25 hours/year. Examples of regular and direct contact include ward or clinic attending, preceptorship in clinical venues, or didactic teaching.

2.2.2 Adjunct Associate Professor

Promotion and appointment to the rank of **Adjunct Associate Professor** is based upon demonstrated excellence in clinical student instruction. In addition to the requirements for appointment as, Adjunct Assistant Professor appointment at, or promotion to, the level of Adjunct Associate Professor requires completion of specialty residency training and demonstration of promise as both a clinician and teacher. Non-employed clinical assistant professors are expected to have a minimum of 50 hours/year of direct teaching contact with College of Medicine medical students, residents, and/or fellows.

2.2.3 Adjunct Professor

Promotion and appointment at the **Adjunct Professor** level is based upon documented excellence in clinical instruction.

In addition to the annual evaluation requirement, for promotion reviews must include department faculty committee, department head, college committee, dean, provost, and final approval by the president for employed faculty. For affiliated faculty, promotion reviews must include campus faculty committee, campus associate dean (role of department head), college committee, and final approval by the dean.

3. INDICATORS OF FACULTY PERFORMANCE

Decisions on promotion, and merit compensation for Texas A&M University clinical employed faculty will be based upon the faculty member's performance in the assigned categories of performance (clinical instruction (teaching); service; research/scholarship; clinical practice; administration; others, as applicable to the unit). Decisions on reappointment and promotion of affiliated faculty will also be based on the same criteria. Indicators of faculty performance can be found in section A.3 of the College of Medicine Guidelines for Faculty Evaluation.

4. AREAS OF FACULTY PERFORMANCE

Decisions on promotion, and merit compensation for those clinical faculty employed by Texas A&M

University, will be based upon their assigned areas of clinical faculty performance: (1) clinical instruction, (2) clinical practice, (3) service, or (4) research/scholarship. Descriptions of faculty performance expectations in the areas of clinical instruction, clinical practice, service, or research/scholarship are presented in section 4 of the College Guidelines for Faculty Evaluation. Alternate work assignments (such as administration, etc.) may replace one or more areas in certain situations, but only with the written approval of the Department Head and Dean. Faculty with alternate work assignment will be reviewed based on assigned duties (including administrative assignments).

5. ANNUAL EVALUATION

Refer to section A.7 of the College of Medicine Guidelines for Faculty Evaluation for annual evaluation. In this regard, performance ratings to be used for annual evaluations for clinical instruction (teaching), research, and service are found in section A.5.1.1, section A. 5.2.1, and section A. 5.3.1 of the College Guidelines for Faculty Evaluation. As to performance ratings to be used for annual evaluations of Patient Care, these are as follow:

- Unsatisfactory – the absence of minimal evidence of effectiveness in patient care.
- Needs Improvement – minimal evidence of effectiveness in patient care. Individuals receiving this rating may have areas needing improvement in management of cases and medical records.
- Satisfactory – strong evidence of effectiveness in patient care. Effectiveness can be supported by case load, peer review, and timely management of medical records.
- Exemplary – strong evidence of both effectiveness and excellence in patient care. Faculty in this category will be leaders in patient care through such factors as leadership in professional societies, external recognition by trainees, awards, and invited presentations.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an exemplary faculty member. In addition, these faculty members would be nationally recognized as clinicians through their leadership, receipt of awards, and solicited involvement in veterinary medical societies.

6. CRITERIA FOR APPOINTMENT AND PROMOTION

Promotion in rank for clinical-track faculty is made on the basis of meritorious performance and follows the same procedures as promotion of other track faculty, including review by the department, college, provost, and president, except that the promotion review of Clinical Faculty of the Practice not employed by Texas A&M University (affiliated faculty) will be finalized at the college level with the dean having the final decision. The criteria for promotion will be based upon their assigned areas (1) clinical instruction, (2) clinical practice, (3) service, or (4) research/scholarship.

Clinical practice includes both direct patient centered activity and indirect patient centered activity (practice management/administration, lifelong learning, etc.). Clinical track faculty members are diverse in terms of areas of expertise and training and their clinical practice should relate directly to expectations articulated in their written position description.

Clinical practice as a criterion for promotion, only applies in its fullest to clinical employed faculty at Texas A&M University since it has a direct impact to the college that can be measured by the university. The criterion of clinical practice for affiliated faculty on the other hand, is measured as an indirect impact to the university and more limited to the candidate providing evidence from the affiliated clinical partner or third parties as to the advancement of the individual in patient care excellence and effectiveness as measured by the affiliated clinical partner.

Notice of non-reappointment or notice of intention not to reappoint a Texas A&M University employed clinical faculty member will be governed by section 2.2.2.3 of [University Rule 12.01.99.M2](#).

For promotion purposes, candidates must prepare a dossier, in accordance the Dean of Faculties annual published guidelines. Among other requirements that need to be submitted in the dossier, the candidate must prepare an impact statement (not to exceed three pages) on goals, philosophies, strategies, and emphases in carrying out his/her professional responsibilities in the areas of assigned responsibility (teaching, research/scholarly activity, clinical competence activity, or service). The purpose of this statement is to provide a context for review of the file at each level and for the candidate to demonstrate the impact or potential impact of his or her work, in addition to the quality and productivity overtime.

A departmental Clinical Faculty Review Committee (CFRC) will consist of a minimum of 4, although ideally more than 4, faculty members at the rank of Clinical Associate, Associate Professor, Clinical Professor, or Professor. For review for promotion to Clinical Professor, the committee will consist of Clinical Professors and Professors only. Best practices for the composition of this committee entails that the committee comprise both clinical and tenured faculty members. For departments with insufficient clinical faculty at the ranks of Clinical Associate Professor or Clinical Professor, the committee will be composed of clinical faculty members of appropriate rank from the department and tenured departmental faculty members with knowledge of the clinical faculty role or clinical faculty members of appropriate rank from other departments in the college. The Department Head in consultation with the Dean of the College selects these additional members to meet the minimum of 4.

A CFRC for the promotion of non-employed clinical faculty (both clinical faculty of the practice and adjunct) members will be formed at each regional campus. The associate unit heads for each campus will inform the department head of Medical Education of any needs for additional clinical faculty for their CFRC in case of insufficiency of members. The department head of Medical Education in consultation with the Dean selects these additional members.

Until such time in which the College of Medicine reaches a point where at least 40% of the faculty is tenured clinical faculty, the review of clinical promotion dossiers by the College Tenure and Promotion Committee (CT&PC) will consist of the following: The CT&PC will add two (2) "ad hoc" faculty members per clinical department with candidates for promotion. These ad hoc members shall have no voting rights and will perform the role of consultants for the CT&PC. The first will be a faculty member selected by the candidate and the second faculty member, will be either clinical or tenured, representing the candidate's area of expertise. This specified second member is selected by the Department Head in consultation with the departmental program faculty.

The categories below are recommendations for promotion for the respective clinical faculty rank. Individual departments will provide indicators for meritorious performance in each of these categories for the specific rank. Faculty must meet performance expectations in clinical instruction and service. Performance expectations in scholarship apply to the extent to which participation and productivity in scholarly activities are in the individual faculty member's job description.

6.1 Clinical Associate Professor

The granting of promotion to Clinical Associate Professor will be based on an assessment of all areas of faculty performance for which they are responsible, with a primary emphasis on the quality

and impact of clinical education and clinical practice. This would include a pattern over time of **Excellence** and impact in clinical education as well as a pattern over time of **Effectiveness** in either the area of clinical practice, service to the University and/or national professional organizations or the area of research/scholarly activities.

In addition, appointment at, or promotion to, the level of Clinical Associate Professor of the Practice for non-employed faculty (affiliated faculty) requires a local reputation of clinical excellence and effectiveness in the area of service. The individual is expected to have a minimum of 50 hours/year of direct teaching contact with College of Medicine medical students, residents, and or fellows.

Evidence of service/engagement/professional activities within the department, the college, the institution, and/or the profession (e.g., membership on department, college, and university committees; leadership in professional organizations, service to professional organizations, planning and delivering workshops and other learning opportunities, involvement in creative works and performances, program/curriculum reviewer, membership on journal review boards), is required for all clinical faculty.

Depending upon the assignment, evidence of scholarship (e.g., research, scholarly writings, presentations at professional conferences and workshops, grant funded activities)

6.2 Clinical Professor

In addition to the requirements for appointment as Clinical Associate Professor, appointment at, or promotion to, the level of Clinical Professor will be based on an assessment of areas of faculty performance for which the faculty member is responsible, with a primary emphasis on the high quality and impact of clinical education and clinical practice. This would include a pattern over time of **Excellence** and impact in clinical education as well as a pattern over time of **Excellence** in either the area of clinical practice, service to the University and/or national professional organizations or the area of research/scholarly activities.

In addition, appointment at, or promotion to, the level of Clinical Professor of the Practice for non-employed faculty (affiliated faculty) requires a local reputation of clinical excellence and service.

Candidates must demonstrate the impact of their work and how it contributes to the advancement of the department, college, university, and professions, where applicable. Demonstration of leadership activities is critical to promotion from Clinical Associate Professor to Clinical Professor.

The department will make available to each clinical faculty a copy of the departmental review and promotion guidelines. The guidelines will identify examples of meritorious performance under each of the areas of responsibilities.

7. INDICATORS OF FACULTY EXCELLENCE AND EFFECTIVENESS

The College recognizes that there are multiple indicators of various levels of performance. This section complements section 5 of the College of Medicine Guidelines for Faculty Evaluation on indicators for

excellence in clinical practice and is applicable only to the clinical faculty track and adjunct track (both Texas A&M University employees and affiliated faculty) Indicators for **excellence and effectiveness** for all other areas including effectiveness in clinical practice are noted in section A. 5 of the College of Medicine Guidelines for Faculty Evaluation.

7.1 Indicators of Excellence in Clinical Practice

Comparison with peers with similar practice responsibilities should form part of the evidence provided. As indicated above, clinical practice includes both direct patient centered activity and indirect patient centered activity (practice management/administration, lifelong learning, etc.). Clinical Track faculty members are diverse in terms of areas of expertise and training and their clinical practice should relate directly to expectations articulated in their written position description.

Objective evaluation of clinical practice is difficult, but essential. Evaluation by other health care providers and peer recognition may provide insight into the quality of care. Clinical skills may be assessed by using many types of surrogate measures. The evaluation processes are likely to include a combination of clinical and administrative measures.

Documentation - Potential sources of documentation of **clinical practice excellence** may include, but are not limited to:

- Best practices recognitions
- Certification and re-certification by specialty boards.
- Completion of additional academic course work which directly impacts clinical practice
- Completion of practice development programs (e.g., traineeships).
- Designation as a 'fellow' or other similar practice achievement recognition.
- Development of innovative clinical practice models that improve patient care and/or move toward value-based payments.
- Direct assessment of practice management by systems administrators, managers, and clinic directors.
- Documentation of patient care activities
- General recognition of clinical practice performance by faculty not in direct collaboration.
- Grants or contracts, received, to support clinical practice expansion or enrichment.
- In-services/presentations provided to health care workers at clinical practice site
- Opinions of referring/consulting physicians.
- Participation in clinical practice-site committees (e.g., Quality Assurance committee, Peer Review Committee)
- Patient case loads
- Practice related publications and presentations (e.g., platform or poster presentations)
- Written observations from nurses, physicians, resident physicians, or medical students documenting specific practice initiatives and outcomes

8. EXTERNAL REVIEWS

Requirements for external or internal letters for academic professional track faculty promotions have been determined by the college to be 4. As per University guidelines for 2019-2020, the composition of the set of the letters should be “about equal numbers from the candidate and department list.” Following the Dean of Faculties’ Tenure and Promotion Guidelines, the candidate may suggest a no-call list, from which no letter writers may be chosen. The candidate’s assignment and responsibilities should be the focus of the external review. For example, appropriate reviews might include a teaching evaluation (by a faculty member outside the candidate's department with expertise in this area), an evaluation by a school-based professional who has interacted with the faculty member (e.g., principal); clinical practitioners (e.g., licensed psychologists or licensed exercise physiologists); or faculty with similar responsibilities at other institutions. Care should be taken in selecting outside reviewers to ensure that they are persons whose objectivity is at arm’s length, that is, not collaborators, personal friends, former students, or former mentors unless more than the minimum of two reviews are requested. The external reviews shall be considered as one piece of information needed to make a determination for promotion. The candidate's dossier and job description will be submitted to the external reviewers. External reviewers should be asked to provide a written assessment of the candidate's all areas of responsibility and performance expectations.

SECTION B: CLINICAL GUIDELINES FOR EVALUTION AND PROMOTION OF EMPLOYED CLINICAL FACULTY

1. INDICATORS OF FACULTY PERFORMANCE FOR EMPLOYED CLINICAL FACULTY

Decisions on promotion, and merit compensation for Texas A&M University clinical employed faculty will be based upon the faculty member's performance in the assigned categories of performance (clinical instruction (teaching); service; research/scholarship; clinical practice; administration; others, as applicable to the unit).

Indicators of performance of employed clinical faculty can be found in section A.3 of the College of Medicine Guidelines for Faculty Evaluation.

2. AREAS OF PERFORMANCE FOR EMPLOYED CLINICAL FACULTY

As indicated above, decisions on promotion, and merit compensation for those clinical faculty employed by Texas A&M University, will be based upon their assigned areas of clinical faculty performance: (1) clinical instruction, (2) clinical practice, (3) service, or (4) research/scholarship. Descriptions of faculty performance expectations in the areas of clinical instruction, clinical practice, service, or research/scholarship are presented in section 4 of the College Guidelines for Faculty Evaluation.

Alternate work assignments (such as administration, etc.) may replace one or more areas in certain situations, but only with the written approval of the Department Head and Dean. Faculty with alternate work assignment will be reviewed based on assigned duties (including administrative assignments).

3. ANNUAL EVALUATION

Refer to section A.7 of the College of Medicine Guidelines for Faculty Evaluation for annual evaluation. In this regard, performance ratings to be used for annual evaluations for clinical instruction (teaching), research, and service are found in section A.5.1.1, section A. 5.2.1, and section A.5.3.1 of the College Guidelines for Faculty Evaluation. As to performance ratings to be used for annual evaluations of Patient Care, these are as follow:

- Unsatisfactory – the absence of minimal evidence of effectiveness in patient care.
- Needs Improvement – minimal evidence of effectiveness in patient care. Individuals receiving this rating may have areas needing improvement in management of cases and medical records.
- Effective – strong evidence of effectiveness in patient care. Effectiveness can be supported by case load, peer review, and timely management of medical records.
- Exemplary – strong evidence of both effectiveness and excellence in patient care. Faculty in this category will be leaders in patient care through such factors as leadership in professional societies, external recognition by trainees, awards, and invited presentations.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an exemplary faculty member. In addition, these faculty members would be nationally recognized as clinicians through their leadership, receipt of awards, and solicited involvement in medical societies.

4. CRITERIA FOR APPOINTMENT AND PROMOTION OF EMPLOYED CLINICAL FACULTY

Promotion in rank for clinical-track faculty is made on the basis of meritorious performance and follows the same procedures as promotion of other track faculty, including review by the department, college, provost, and president.

The criteria for promotion will be based upon their assigned areas (1) clinical education , (2) clinical practice, (3) service, and (4) research/scholarship. Clinical practice includes both direct patient centered activity and indirect patient centered activity (practice management/administration, lifelong learning, etc.). Clinical track faculty members are diverse in terms of areas of expertise and training and their clinical practice should relate directly to expectations articulated in their written position description.

Clinical practice as a criterion for promotion, only applies in its fullest to clinical employed faculty at Texas A&M University since it has a direct impact to the college that can be measured by the university.

Notice of non-reappointment or notice of intention not to reappoint a Texas A&M University employed clinical faculty member will be governed by section 2.2.2.3 of University Rule 12.01.99.M2. Therefore, all offer letters or reappointment letters for clinical faculty, regardless of the rank, whose primary responsibility is human patient care shall clearly specify a two (2) month notice of the intent of the University not to renew the appointment.

For promotion purposes, all candidates employed must prepare a dossier, in accordance the Dean of Faculties annual published guidelines. Among other requirements that need to be submitted in the dossier, the candidate must prepare an impact statement (not to exceed three pages) on goals, philosophies, strategies, and specifically the impact that his/her work has had in the field in the areas of assigned responsibility (clinical education, research/scholarly activity, clinical competence activity, or service).

The purpose of this impact statement is to provide a context for review of the file at each level and for the candidate to demonstrate the impact or potential impact of his or her work, in addition to the quality and productivity overtime.

A departmental Clinical Faculty Review Committee (CFRC) will consist of a minimum of 5, although ideally more than 4, faculty members at the rank of Clinical Associate, Associate Professor, Clinical Professor, or Professor. For review for promotion to Clinical Professor, the committee will consist of Clinical Professors and Professors only. Best practices for the composition of this committee entails that the committee comprise both clinical and tenured faculty members. For departments with insufficient clinical faculty at the ranks of Clinical Associate Professor or Clinical Professor, the committee will be composed of clinical faculty members of appropriate rank from the department and tenured departmental faculty members with knowledge of the clinical faculty role or clinical faculty members of appropriate rank from other departments in the college. The Department Head in consultation with the Dean of the College selects these additional members to meet the minimum of 4.

Until such time in which the College of Medicine reaches a point where at least 40% of the faculty is tenured clinical faculty, the review of clinical promotion dossiers by the College Tenure and Promotion Committee (CT&PC) will consist of the following: The CT&PC will add two (2) "ad hoc" faculty members per clinical department with candidates for promotion. These ad hoc members shall have no voting rights and will perform the role of consultants for the CT&PC. The first will be a faculty member selected by the candidate and the second faculty member, will be either clinical or tenured, representing the candidate's area of expertise. This specified second member is selected by the Department Head in consultation with the departmental program faculty. The categories below are recommendations for promotion for the respective clinical faculty rank. Individual departments will provide indicators for meritorious performance in each of these categories for the specific rank. Faculty must meet performance expectations in clinical education, clinical practice, service, and research/scholarship to the extent to which participation and productivity in research/scholarly activities are in the individual faculty member's job description.

4.1 Clinical Associate Professor

The granting of promotion to Clinical Associate Professor will be based on an assessment of all areas of faculty performance for which they are responsible, with a primary emphasis on the quality and impact of clinical education and clinical practice. This would include a pattern over time of excellence and impact in clinical education as well as a pattern over time of effectiveness in the area of clinical practice, service to the University, national professional organizations, or the area of research/scholarly activities.

4.2 Clinical Professor

In addition to the requirements for appointment as Clinical Associate Professor, appointment at, or promotion to, the level of Clinical Professor will be based on an assessment of areas of faculty performance for which the faculty member is responsible, with a primary emphasis on the high quality and impact of clinical education and clinical practice. This would include a pattern over time of excellence and impact in clinical education as well as a pattern over time of excellence and impact in the area of clinical practice, service to the University, national professional organizations, or the area of research/scholarly activities.

The department will make available to each clinical faculty a copy of the departmental review and promotion guidelines. The guidelines will identify examples of meritorious performance under each of the areas of responsibilities.

5. INDICATORS OF FACULTY EXCELLENCE AND EFFECTIVENESS

The College recognizes that there are multiple indicators of various levels of performance. This section complements section 5 of the College of Medicine Guidelines for Faculty Evaluation on indicators for excellence in clinical practice and is applicable only to the employed Texas A&M University clinical faculty track. Indicators for excellence and effectiveness for all other areas including effectiveness in clinical practice as applicable to employed faculty are noted in section A. 5 of the College of Medicine Guidelines for Faculty Evaluation.

5.1 Indicators of Excellence in Clinical Practice

Comparison with peers with similar practice responsibilities should form part of the evidence provided. As indicated above, clinical practice includes both direct patient centered activity and indirect patient centered activity (practice management/administration, lifelong learning, etc.). Clinical Track faculty members are diverse in terms of areas of expertise and training and their clinical practice should relate directly to expectations articulated in their written position description. Objective evaluation of clinical practice is difficult, but essential. Evaluation by other health care providers and peer recognition may provide insight into the quality of care. Clinical skills may be assessed by using many types of surrogate measures. The evaluation processes are likely to include a combination of clinical and administrative measures. Documentation - Potential sources of documentation of clinical practice excellence may include but are not limited to:

- Best practices recognitions
- Certification and re-certification by specialty boards.
- Completion of additional academic course work which directly impacts clinical practice
- Completion of practice development programs (e.g., traineeships).
- Designation as a 'fellow' or other similar practice achievement recognition.
- Development of innovative clinical practice models that improve patient care and/or move toward value-based payments.

- Direct assessment of practice management by systems administrators, managers, and clinic directors.
- Documentation of patient care activities
- General recognition of clinical practice performance by faculty not in direct collaboration.
- Grants or contracts, received, to support clinical practice expansion or enrichment.
- In-services/presentations provided to health care workers at clinical practice site
- Opinions of referring/consulting physicians.
- Participation in clinical practice-site committees (e.g., Quality Assurance committee, Peer Review Committee)
- Patient caseloads
- Practice related publications and presentations (e.g., platform or poster presentations)
- Written observations from nurses, physicians, resident physicians, or medical students documenting specific practice initiatives and outcomes

6. EXTERNAL REVIEWS

Requirements for external review letters for promotion of clinical track faculty have been determined by the college to be 5.

As per University guidelines as annually published by the office of the Dean of Faculties, the composition of the set of the letters should be “about equal numbers from the candidate and department list.” Following the Dean of Faculties’ Promotion and Tenure Guidelines, the candidate may suggest a do not contact list, from which no letter writers may be chosen. The candidate’s assignment and responsibilities should be the focus of the external review. For example, appropriate reviews might include a teaching evaluation (by a faculty member outside the candidate's department with expertise in this area), an evaluation by a school-based professional who has interacted with the faculty member (e.g., principal); clinical practitioners (e.g., licensed psychologists or licensed exercise physiologists); or faculty with similar responsibilities at other institutions. Care should be taken in selecting outside reviewers to ensure that they are persons whose objectivity is at arm’s length, that is, not collaborators, personal friends, former students, or former mentors unless more than the minimum of two reviews are requested. The external reviews shall be considered as one piece of information needed to make a determination for promotion. The candidate's dossier and job description will be submitted to the external reviewers. External reviewers should be asked to provide a written assessment of the candidate's all areas of responsibility and performance expectations.

SECTION C: CLINICAL GUIDELINES FOR EVALUATION AND PROMOTION OF NON-EMPLOYED AFFILIATED CLINICAL FACULTY

1. INTRODUCTION

An important part of the mission of the clinical faculty at the TAMU COM is to serve the needs of society by furthering the training of students, residents, and fellows who will both practice clinical medicine and who will advance healthcare delivery and the science that underpins it.

The practice of medicine is concerned with the diagnosis and treatment of disorders, maintenance of health, and management of chronic conditions with all of these directed at improving the well-being of the individual and the population.

The role of the affiliated clinical track faculty is primarily in the areas of clinical education (didactic and experiential), , and service. Affiliated clinical faculty will typically work in healthcare settings. Key to training world class physicians to serve the needs of the community and the State is to have a teaching and training faculty with expertise in clinical practice; it requires individuals who will bring to the learners’ evidence-based practical skills and knowledge as well as insights based on clinical experience.

The College of Medicine is seeking to establish a critical mass of individuals who are dedicated to state-of-the-art clinical practice and to educating the next generation of clinicians.

2. CLINICAL FACULTY APPOINTMENTS OF NON-UNIVERSITY EMPLOYEES

The clinical appointments for non-university employees (affiliated faculty) are divided in two distinct tracks: (1) Clinical, and (2) Adjunct Clinical.

Depending on the type of track, faculty in these appointments are expected to make significant contributions in the areas of teaching primarily in the clinical setting (clinical education) and service to the College of Medicine

The appointment and reappointment of affiliated faculty to the tracks of clinical and adjunct are subject to the following terms and conditions:

- (a) The appointment to an affiliated faculty title is a courtesy appointment and is not remunerated
- (b) Faculty affiliated appointments are non-tenure track
- (c) The appointment does not create or is intended to create an employer employee relationship
- (d) Texas A&M University College of Medicine is not responsible for the salary and/or benefits of the affiliated faculty member
- (e) The appointment as an affiliated faculty member does not provide any faculty rights at Texas A&M University
- (f) The affiliated faculty member must be evaluated every year, be in good standing as to the licensing and clinical privileges, have completed all required trainings, and the minimum 3 hours of faculty professional development
- (g) The faculty track and rank must be portrayed by the affiliated faculty member as given in the appointment letter. Improper portrayal of the affiliated faculty title will be grounds for termination of the appointment and removal of the affiliated faculty title thereof
- (h) Public statements made by the affiliated faculty member must be in their own personal capacity and not on behalf of or representing Texas A&M University
- (i) Faculty affiliated appointments expire at the end of two years unless otherwise reappointed prior to expiration of the existing appointment
- (j) Upon expiration, termination, or non-renewal of the appointment, the physician has no right to continue using the affiliated faculty title previously held
- (k) Notice of non-reappointment for clinical faculty (affiliated faculty) will be provided as a courtesy notice with no further obligations on the part of Texas A&M University
- (l) Affiliate faculty appointments may be removed at any time by the Dean of the College of Medicine
- (m) Appointments of affiliated faculty are subject to Texas A&M University rules, standard administrative procedures, and guidelines regarding matters of prohibited conduct, evaluations, and promotion

2.1 Clinical Faculty Appointments

The appointment of affiliated faculty to the ranks of Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor, is reserved for those faculty with a defined and approved TAMU-COM academic role with no less than 5% (100 hours per year) and no more than 49% (980 hours per year) of their FTE assigned as academic. In general, these appointments will be for promising clinician-educators that directly impact medical education and/or who, in the view of the College, work in close collaboration with the College on key academic or clinical initiatives, including those who serve in important key leadership roles in the educational and service missions of the College. Examples of these roles may include but are not limited to:

Clinical Education:

- Clinical supervision/teaching of medical students/residents/fellows

- Preceptorship in clinical venues
- Didactic teaching (including planning and delivery), small group facilitation, etc.
- Formal faculty mentor for medical students/residents/fellows/pipeline program participants
- Faculty mentor to medical students/residents/fellows for scholarly activity (abstracts, poster, presentation, published research)
- Teaching, evaluating, assessing learners in an educational session/lab
- Creation of medical education content/curriculum for use in educational course
- Creation/refinement of evaluation/assessment material
- Dissemination of research or scholarly activity (abstract, poster presentation, published research)

Service:

- Administrative leadership role in academic-healthcare system mission of the College of Medicine
- Serving and leading educational-academic organizations, committees, and task forces in which they represent the College of Medicine
- Serving as a leader in UGME/GME programs for the College of Medicine
- Faculty/director for educational course of the College of Medicine
- Core faculty training program for the College of Medicine
- Leadership role in local, regional, state, and national academic or medical organization/society representing the College of Medicine
- Formal career advising to medical students/residents/fellows on behalf of the College of Medicine
- Invited speaker/presenter at local/regional/state/national grand rounds, academic meetings, medical societies, or professional organizations representing the College of Medicine
- Dissemination of scholarly activity (abstract, poster presentation,)

At the time of the annual evaluation, clinical appointments of affiliated faculty are expected to meet at least the minimum teaching requirement per year to maintain the appointment at their track and rank. Note, however, that for promotion the individual will need to meet the indicators of faculty excellence and effectiveness for the particular rank as indicated in these guidelines.

These appointments of clinical affiliated faculty do not carry eligibility for voting rights in shared governance processes on Texas A&M main campus.

2.1.1 Clinical Instructor

Appointment at the level of **Clinical Instructor** is based on promise as a clinician and educator and intended to be granted to residents or fellows participating in the education of medical students beyond normal duties expected of all residents and fellows during post-graduate training. Satisfactory completion of a medical or doctoral degree is typically required. In addition, completion of at least two years of residency, or its equivalent, in the relevant clinical field is required. The Clinical Instructor is expected to have regular and direct contact with medical students, residents, and/or fellows in a clinical/patient care setting. However, Clinical Instructors are not a part of the Clinical faculty track. This is a standalone title that becomes obsolete after completion of the residency program. Clinical Instructors perform under the supervision of Clinical Assistant Professor, or a Clinical Associate Professor, or Clinical Professor. For Clinical Instructors in the affiliated setting, the requirement is for a minimum of 25 hours/year of clinical instruction delivery. Examples of regular and direct contact include ward or clinic supervision, preceptorship in clinical venues, or didactic teaching.

2.1.2 Clinical Assistant Professor

Appointment to the rank of **Clinical Assistant Professor** is based upon demonstrated effectiveness in clinical education (in clinical settings) and student instruction.

Appointment at the level of Clinical Assistant Professor requires completion of specialty residency training and demonstration of promise as both a clinician and teacher. The candidate shall be board certified, and shall have or be eligible for Texas licensure, except for clinical faculty not employed by Texas A&M University who are serving in the military or the Veterans Affairs Administration.

The candidate should show evidence of a high level of competence within a clinical specialty, commitment to the educational mission, and demonstrate progress toward excellence in practice and instruction. Clinical assistant professors are expected to have a minimum of 100 hours/year of direct teaching contact with College of Medicine medical students, residents, and/or fellows as indicated in section 2.1 above

2.1.3 Clinical Associate Professor

Promotion to **Clinical Associate Professor** and appointment at the Clinical Associate Professor level is based upon documented excellence and impact in clinical student instruction, and effectiveness in service to the University. The individual is expected to have a minimum of 125 hours/year of combined direct teaching contact with College of Medicine medical students, residents, and or fellows and service/engagement/professional activities as described above in section 2.1 above.

2.1.4 Clinical Professor

Promotion or appointment to the rank of **Clinical Professor** level, is based on a demonstrated pattern over time of excellence and impact in clinical education as well as a pattern over time of excellence and impact in service to the University. Candidates must demonstrate the impact of their work and how it contributes to the advancement of the department, college, university, and professions, where applicable. Demonstration of leadership activities is critical to promotion from Clinical Associate Professor to Clinical Professor as described above in section 2.1 above.

All faculty workloads must include clinical instruction (teaching) and key leadership in service to the College of Medicine. It is the expectation that all clinical faculty will engage in professional development activities. Appointments of clinical faculty are two-year renewable appointments, contingent on satisfactory annual evaluations.

Notice of non-reappointment for clinical faculty (affiliated faculty) will be provided as a courtesy notice with no further obligations on the part of Texas A&M University.

2.2 Adjunct Clinical Appointments

The appointment of non-University employees (affiliated faculty) to Adjunct Clinical Assistant Professor, Adjunct Clinical Associate Professor, or Adjunct Clinical Professor is limited to instances in which the College deems the individual has contributed or will contribute to roles in the educational mission of the College. That is, adjunct faculty are expected to make contributions solely in the area of clinical instruction (teaching).

Adjunct faculty who are non-University employees (affiliated faculty) will be appointed for two years with a requirement of annual evaluations to be reappointed and/or eligible for promotion review.

These appointments of non-University employees do not have eligibility for voting rights in shared governance processes on campus.

2.2.1 Adjunct Clinical Assistant Professor

Appointment at the level of **Adjunct Clinical Assistant Professor** requires completion of specialty residency training and demonstration of promise as both a clinician and teacher. For non-employed Adjunct Clinical Assistant Professors, the requirement is for a minimum of 25 hours/year. Examples of regular and direct contact include, but are not limited to, clinical supervision/teaching, preceptorship in clinical venues, didactic teaching (including planning and delivery), small group facilitation, laboratory instruction, etc.

2.2.2 Adjunct Clinical Associate Professor

Promotion and appointment to the rank of **Adjunct Clinical Associate Professor** is based upon demonstrated excellence in clinical student instruction. Adjunct associate professors are expected to have a minimum of 50 hours/year of direct teaching contact with College of Medicine medical students, residents, and/or fellows.

2.2.3 Adjunct Clinical Professor

Promotion and appointment at the **Adjunct Clinical Professor** level are based upon demonstrated pattern over time of excellence and impact in clinical instruction.

In addition to the annual evaluation requirement, promotions dossier reviews for affiliated adjunct clinical faculty must route through the campus faculty committee, department of Medical Education, college committee, and final approval by the dean.

Appointments of adjunct faculty are two-year renewable appointments, contingent on satisfactory annual evaluations.

3. PROMOTION OF NON-EMPLOYED CLINICAL FACULTY

Promotion of clinical appointments for non-university employees (affiliated faculty) are divided in two separate processes: (1) Promotion for Clinical track, and (2) Promotion for Adjunct track.

3.1 Process for Promotion of Clinical track

The process for promotion to clinical associate professor or clinical professor follows the guidelines and timetables set by the University. Therefore, all dossiers for promotion of clinical faculty need to strictly adhere to the annually published guidelines of the Dean of Faculties on promotion for university faculty and meet the necessary requirements for promotion of employed clinical faculty at Texas A&M University.

Dossiers for promotion need to be submitted by the deadlines established by the College of Medicine office of Faculty Affairs by the associate dean of each campus to the department of Medical Education at the College of Medicine for review and further handling. Upon review by the department of Medical Education promotion committee, the dossiers that have been successfully recommended for promotion will be submitted to the College of Medicine promotion committee. The college promotion committee will review the dossiers and recommend those that have successfully passed the review for promotion to the Dean of the College of Medicine. The Dean of the College of Medicine will review the dossiers recommended by the college committee and will forward those that the Dean approves for promotion to the Dean of Faculties for further handling of the promotion review at the university level.

If the Dean does not recommend a candidate for promotion, the Dean shall notify the candidate and the department head of Medical Education.

3.2 Process for Promotion of Adjunct Clinical track

The process for promotion to adjunct clinical associate professor or adjunct clinical professor follow the guidelines and timetables set by the College of Medicine office of Faculty Affairs.

Dossiers for promotion need to be submitted by the deadlines established by the College of Medicine office of Faculty Affairs by the associate dean of each campus to the department of Medical Education at the College of Medicine for review and further handling. Upon review by the department of Medical Education promotion committee, the dossiers that have been successfully recommended for promotion will be submitted to the College of Medicine promotion committee. The college promotion committee will review the dossiers and recommend those that have successfully passed the review for promotion to the Dean of the College of Medicine. The Dean of the College of Medicine will review the dossiers recommended by the college committee. The Dean of the College of Medicine is the final reviewer and approver of the promotion of adjunct clinical faculty.

If the Dean does not recommend a candidate for promotion, the Dean shall notify the candidate and the department head of Medical Education.

3.3 Indicators and Areas of Faculty Performance

Decisions of promotion of affiliated faculty will be based upon the faculty member's performance in the assigned categories of performance; clinical track (1) clinical education and (2) service, and for the adjunct track (1) clinical education.

Decisions on reappointment of affiliated faculty will also be based on the same criteria.

Indicators of faculty performance applicable also to affiliated faculty can be found in section A.3 of the College of Medicine Guidelines for Faculty Evaluation.

3.4 Criteria for Promotion

The criteria for promotion of affiliated faculty will be based upon their assigned areas of (1) clinical instruction and/or (2) service, depending on the track.

Clinical practice as a criterion for promotion, only applies in its fullest to clinical employed faculty at Texas A&M University since it has a direct impact to the college that can be measured by the university.

Candidates for promotion on the clinical track will need to submit with the promotion dossier, an impact statement (not to exceed three pages) on goals, philosophies, strategies, and emphases in carrying out his/her professional responsibilities in the areas of assigned responsibility (teaching and service). The purpose of this statement is to provide a context for review of the file at each level and for the candidate to demonstrate the impact or potential impact of his or her work, in addition to the quality and productivity over time.

Indicators of faculty performance for effectiveness and excellence in teaching and service and used for evaluation and promotion of affiliated faculty in both tracks can be found in sections 5.1 and 5.3 of the College of Medicine Guidelines for Faculty Evaluation, Promotion, Tenure, and Post-Tenure Review.

Indicators of performance of employed clinical faculty can be found in section A.3 of the College of Medicine Guidelines for Faculty Evaluation.

4. ANNUAL EVALUATION

Refer to section A.7 of the College of Medicine Guidelines for Faculty Evaluation for annual evaluation. In this regard, performance ratings to be used for annual evaluations for clinical instruction (teaching), and service are found in section A.5.1.1, and section A.5.3.1 of the College Guidelines for Faculty Evaluation.

5. EXTERNAL REVIEWS

Requirements for external review letters for promotion of affiliated clinical track have been determined by the college to be 5. This requirement, however, does not apply to the “affiliated adjunct clinical track”. Affiliated tracks (clinical and adjunct clinical) include those individuals that are employed as clinicians by a health system who is affiliated to the College of Medicine via an affiliation agreement.

As per University guidelines as annually published by the office of the Dean of Faculties, the composition of the set of the letters should be “about equal numbers from the candidate and department list.” Following the Dean of Faculties Promotion and Tenure Guidelines, the candidate may suggest a no-call list, from which no letter writers may be chosen. The candidate’s assignment and responsibilities should be the focus of the external review. For example, appropriate reviews might include a teaching evaluation (by a faculty member outside the candidate's department with expertise in this area), clinical practitioners (e.g., licensed psychologists or licensed exercise physiologists); or faculty with similar responsibilities at other institutions. Care should be taken in selecting outside reviewers to ensure that they are persons whose objectivity is at arm’s length, that is, not collaborators, personal friends, former students, or former mentors unless more than the minimum of five reviews are requested. The external reviews shall be considered as one piece of information needed to make a determination for promotion. The candidate's dossier and job description will be submitted to the external reviewers. External reviewers should be asked to provide a written assessment of the candidate's all areas of responsibility and performance expectations.