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**2024-25 - PROFESSIONAL-TRACK FACULTY PROMOTION POLICY**

*Revised November 2023  
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## **A. Expectations**

The Dell Medical School expects all professional-track faculty to be active scholars with vital contributions in their respective areas of contribution which may include research, teaching, curricula, publications, care delivery or redesign, or in other areas of innovation and service.

Faculty will align with the Dell Medical School mission by demonstrating commitment to:

- Improving health in our community as a model for the nation;
- Evolving new models of person-centered, multidisciplinary care that reward value;
- Accelerating innovation and research to improve health;
- Educating leaders who transform health care; and
- Redesigning the academic health environment to better serve society.

## **B. Track and Title Series Designation**

Regular faculty will be designated as tenured, tenure-track, or professional-track at the time of their initial appointment, and for professional-track faculty, their appointments will be designated as either the Clinical Professor title series or the Professor title series. These designations will be documented in each faculty member's initial written letter of appointment.

## **C. Changing Tracks and Title Series**

### **1. Process**

Changes made to a track or title series are made by a formal request from the department chair, following consultation with the faculty member, for consideration by the Dell Medical School Appointment, Promotion, and Tenure Committee.

Faculty members who move from tenure-track to professional-track (and vice versa) are not eligible to change tracks a second time outside of the promotion review process.

### **2. Changing from Professional-Track to Tenure-Track**

Professional-track faculty members in the rank of assistant or associate professor may be moved to a tenure-track assistant or associate professor position, respectively, if merited, as evidenced by the fundamental philosophy, principles and expectations for faculty promotion as outlined above. This change requires approval from the dean and provost or their designees.

### **3. Changing Title Series Within the Professional-Track**

Professional-track faculty members in the rank of assistant or associate professor may be moved to the clinical assistant or clinical associate title series, respectively, if merited as evidenced by the fundamental philosophy, principles, and expectations for faculty promotion as outlined for this professional-track title series.

Professional-track faculty members in the rank of clinical assistant or clinical associate professor may be moved to the professional-track assistant or associate professor title series, if merited, as evidenced by the fundamental philosophy,

principles and expectations for faculty promotion as outlined for this professional-track title series.

#### **D. Professional-Track Faculty**

Dell Medical School's professional-track is meant to provide a pathway for educators, clinicians and research scientists to be recognized for their scholarly work, expertise, and contributions to the school and University. Dell Medical School supports and encourages its faculty in these activities, recognizing that most of its faculty will have clinical or other obligations that make progression on the tenure-track impracticable. Professional-track faculty are the backbone of the medical school's teaching, education, clinical, and community service missions who the school wishes to recognize through attainment of and progression through professional-track academic rank outside of the traditional expectations of the tenure-track process.

#### **E. Scholarship**

The Dell Medical School requires professional-track faculty to be active in scholarship as defined below. Scholarship is broadly defined as the creation and/or dissemination of new knowledge. We have adopted Boyer's model of scholarship (Boyer, E. L. (1990), *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for the Advancement of Teaching) that expands from traditional research, or the scholarship of discovery, to a broader definition that is more flexible. Boyer's four categories are:

- The scholarship of **discovery** that involves original research that advances knowledge (i.e., basic research);
- The scholarship of **integration** that seeks to interpret, analyze, and/or connect original research or creative work. It involves the synthesis of information across disciplines, across topics within a discipline, or across time (i.e., review articles, book chapters, interprofessional education, science communication, clinical integration across disciplines and professions, or development of regional or national guidelines);
- The scholarship of **application** / engagement that involves the rigor and application of disciplinary expertise (i.e., cooperative state research, education, service on regional or national committees, leadership in professional societies, invited lectures, recognition as a clinical expert); and
- The scholarship of **teaching** and learning that involves the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Requirements of these expanded models of scholarship are that they go beyond the service duties of a faculty member to those within or outside the University and that their results can be shared with, applied, and/or evaluated by peers.

##### **1. Professional-Track Assistant, Associate, Professor Title Series**

Faculty appointed to this title series are expected to play an active and sustained key role in a program of scholarship in an area of expertise, which includes traditional outputs of scholarship (e.g., peer-reviewed publications) in the designated Area of Excellence and garners a reputation beyond the University.

## **2. Professional-Track Clinical Assistant, Clinical Associate, Clinical Professor Title Series**

Faculty appointed to this title series are expected to demonstrate active participation in the academic mission of Dell Medical School and active engagement in scholarly activities that derive from and support clinical, teaching, and/or professional service activities. Scholarship is defined broadly and peer-reviewed publications are not required.

### **F. Areas of Excellence**

The Dell Medical School defines three Areas of Excellence for professional-track faculty that align with its mission, with promotion in these Areas based on pre-established guidelines for achievement set by the medical school. Professional-track faculty require evaluation in a designated Area of Excellence and of their additional contributions to the academic enterprise that do not fall under their designated Area of Excellence.

Evidence of clinical expertise is required of all faculty engaged in clinical care, either as the designated Area of Excellence or as a part of additional contributions to the academic enterprise. Clinical expertise is reviewed only for faculty who provide clinical services.

#### **1. Educational Leadership**

Enable the provision of exceptional training, mentoring or curricular development and provide fair and committed support for learners, in alignment with the medical school's mission to educate leaders who transform health care and redesign the academic health environment to better society.

#### **2. Clinical Expertise**

Enable the delivery and measurement of excellent health care, with a focus on quality, health equity, population and/or public health, value and/or innovation.

#### **3. Investigation and Inquiry**

Support the development of a rich multidisciplinary environment for research, bringing distinct skills or resources to advance the impact of research, in alignment with the medical school's mission to accelerate innovation and research to improve health.

### **G. Additional Contributions to the Academic Enterprise**

A record of and evidence supporting a future trajectory of excellence in terms of active, additional contributions to the academic enterprise more generally must also be clearly demonstrated and is reviewed. The additional contributions to the academic enterprise might be made at the intersection of one or more of the areas of excellence.

Activities in the area of Academic and Professional Service that faculty are engaged in that do not fall within their designated Area of Excellence must be included as a part of additional contributions to the academic enterprise.

For faculty engaged in clinical care who do not have Clinical Expertise as their designated Area of Excellence, their clinical activities must be included as a part of additional contributions to the academic enterprise. Additional contributions to the academic enterprise offered by the candidate cannot repeat use of accomplishments and performance in the Area of Excellence.

## **H. Evaluation of Additional Contributions**

### **1. Educational Leadership**

Evidence of expertise and scholarship in teaching and curricular contributions that are of high quality and significance. Teaching may involve medical students, undergraduate and graduate students, residents, fellows, colleagues, and/or learners from other disciplines, and may take a variety of formats, including didactics, precepting, seminars, and clinical supervision. Demonstration of excellence in mentoring and excellent peer-evaluations or student evaluations are expected. A record of invited lectureships, leadership in educational societies or committees, peer-reviewed publications, educational materials developed and used by other institutions, or external recognition or awards received for education, teaching, and mentorship are also considered.

### **2. Clinical Expertise**

Evidence of expertise and scholarship in a clinical discipline and contributions to clinical practice that are of high quality and significance, including contributions and/or policies that measurably improved the quality and value of patient outcomes and/or population health. A record of leadership in professional societies, membership on editorial boards, development of significant protocols, policies, or technologies, or external recognition or awards received for clinical excellence and/or population or public health is also considered.

### **3. Investigation and Inquiry**

Evidence of expertise in research and scholarly work that is of high quality and significance. Work may focus on laboratory, population-based, clinical, health services, or educational investigations, resulting in the production of scholarly work that has been published in peer-reviewed journals and the demonstration of a financially sustainable line of investigation. A record of local, regional, national, and/or international invited presentations, external recognition or awards for research, service as an editor and/or on editorial boards of scientific journals, service on regional, national, and international committees related to research including grant review panels is also considered.

### **4. Academic and Professional Service**

Academic and Professional Service is not an Area of Excellence, but activities in this area that do not fall within the candidate's Area of Excellence are reviewed as a part of additional contributions to the academic enterprise. Service may include advising, counseling and other student services; administrative committee service on an institutional, local, regional, national, and/or international level; a strong record of public service to the community, state, and nation; and other evidence of merit or recognition, such as fellowships, grants, honors, and election to office in scholarly or professional organizations.

## **I. Managing Joint Appointments**

Faculty members with joint appointments must be simultaneously reviewed in both the primary and joint department or college/school. ~~The primary and joint departments and~~

~~schools and colleges must conduct independent reviews of the candidate based on evaluation of the same dossier.~~ Faculty may have joint appointments between departments within the Dell Medical School or joint appointments between the Dell Medical School and another college or school at the University. **Please see Addendum at the end of this document titled: Managing Dossier Preparation for Faculty with Joint Appointments**

For faculty with joint appointments with another school and/or college at the University, the timing of the review will follow the timeline of the other school or college, regardless of whether Dell Medical School or the other school/college is where the primary appointment resides. Therefore, faculty jointly appointed at another school or college at the University could be reviewed one year earlier and still be considered an on-time promotion. See Table 1 below for guidance.

Areas of Excellence and review along with expectations for promotion may be different in each school and/or college. Deans from each college or school must make independent recommendations regarding promotion of the candidate.

## **J. Timing of Review**

Faculty promotion is based on excellence in performance and scholarship. Candidate performance will be based on pre-established metrics of success set by the medical school, and scholarship is defined broadly as the creation and/or dissemination of new knowledge through discovery, integration, application, or teaching. Promotion requires a formal review of the candidate's achievements, including an assessment of the candidate's success in accomplishing their duties, the impact and the quality of the contributions, and/or specific services rendered, as demonstrated by the candidate's body of work, letters of evaluation, and the evaluations from students, residents, patients and peers, if applicable.

### **1. Readiness for Promotion**

Readiness for promotion review will be determined by the department chair. Discussions between faculty members and the department chair or their designee should occur each year during the annual evaluation process that is required for all faculty members. A faculty member is officially a candidate for promotion once external or internal reviews for promotion have been solicited. At that point, all promotion candidates have the right for their promotion case to progress through all levels of review at the University and only the candidate may withdraw a case before consideration by the president's committee. In certain circumstances, faculty can invoke the right to be considered for promotion and the department chair's endorsement of readiness for promotion is not required. Details can be found in the section below called: Invoking the Right of Consideration to be a Candidate for Promotion Review.

### **2. Procedures**

Promotion within the regular faculty structure requires a formal review of the

candidate's credentials, including an assessment of the candidate's success in accomplishing their duties, the impact and the quality of the contributions, and/or specific services rendered, and the evaluations of students, residents, patients and peers, if applicable. The department chair, or designee, will be responsible for counseling individual faculty members on career development and preparation during their evaluations and throughout the year for ongoing mentorship and promotion. The department chair, or designee, will meet annually with each faculty member to discuss accomplishments during the previous year, responsibilities, and expectations for the coming year. At this time a review of the faculty member's career goals and progress towards promotion and any evaluations on the faculty are reviewed.

Typically, the chair of the department, the division director, or the departmental executive committee initiates the request for promotion but initiation of the request for promotion may also occur by individual faculty through a direct request to the department chair. Promotion review will be achieved through a multi-step process that is initiated upon recommendation of the department chair to the Dell Medical School Faculty Appointment, Promotion, and Tenure Committee. The dean reviews and provides their assessment and recommendation to the President's Review Committee. Recommendations are made to the president for review and appropriate action.

For detailed information on roles and responsibilities of the candidate, committees, and department chair, as well as instructions for dossier assembly, please see the Dell Med General Guidelines for Promotion on the Dell Medical School Faculty and Academic Affairs website.

### **3. Invoking The Right of Consideration to be a Candidate for Promotion Review**

Except when subject to restrictions imposed by disciplinary sanctions, professional-track faculty members have the right to be considered for promotion as early as their tenth year of service in rank after completing at least two full academic years in service in the same rank at the University. Note that the count of effective years in rank does not include any year to which a personal circumstances flag has been applied.

- a. To invoke this right of consideration, the professional-track faculty candidate must advise their department chair of their request to be considered for promotion no later than February 1st of the academic year immediately before the fall of the requested review year.
- b. The case shall be reviewed for promotion at all levels, including the president.
- c. Should the professional-track faculty candidate not be promoted after invoking their right of consideration for promotion review, then
  - ii. The professional-track faculty candidate may be considered for promotion during any subsequent academic year deemed appropriate by their departmental executive committee and department chair; and
  - iii. When not subject to restrictions imposed by disciplinary sanctions, the professional-track faculty candidate may again invoke their right to be considered for promotion review in the fall semester that follows completion of a minimum of five additional full academic years of service. The first year of this five-year count starts in the first academic

year after the negative promotion decision is made in the spring of the prior academic year.

#### **4. Effective Years in Rank**

The annual review cycle for promotion dossiers begins in the fall following a schedule and policies set forth by the University. In general, promotion to associate professor requires seven effective years of service in rank at assistant professor, and promotion to professor requires seven effective years of service in rank at associate professor in order to be considered an on-time promotion.

Professional-track faculty accrue one year of service at UT Austin when at least nine months of full-time academic service have been completed during the University's academic year (September 1 – August 31). An academic year does not count as an effective year in rank if the professional-track faculty member has an approved personal circumstances flag associated with that year.

If a professional-track faculty member is reclassified from one title series to another during their career at UT Austin, then the number of effective years in rank is not reset at the time of a reclassification. Therefore, a faculty member with three effective years in rank as an Assistant Professor of Medicine and three effective years in rank as a Clinical Assistant Professor of Medicine has accumulated six effective years in rank.

#### **5. Minimum Amount of Qualifying Service at UT Austin**

All candidates for promotion must complete a minimum of two effective years in rank at UT Austin before the start of the academic year in which their promotion case is reviewed by the Dell Med APT Committee.

#### **6. Electing to Combine Service at UT Austin with Time Worked at Prior Institution(s)**

Candidates who were appointed as a professional-track (or equivalent) faculty member at the equivalent rank at one or more other institutions immediately prior to their appointment as a professional-track faculty member at UT Austin may elect to combine effective years in rank at UT Austin with no more than three full years of service at the other institution(s) to satisfy the requirements for on-time promotion. In addition, the candidate must satisfy the following:

- The minimum required effective years in rank at UT Austin.
- If the candidate has Educational Leadership as their Area of Excellence, then at least three faculty peer teaching observations across at least two different academic years at UT Austin must be included in the dossier.

The candidate must inform (by email) their department chair and the Dell Med Office of Faculty Academic Affairs that they have elected to be considered under the combined service option no later than February 1st in the year immediately preceding the review. The Dell Med Office of Faculty Academic Affairs will then send the request to the Provost's

Office.

The candidate's record of combined service will be evaluated using the same expectations as if the candidate had completed all effective years in rank at UT Austin. And promoting a faculty member must be in the best interest of the department, school, and University.

## 7. Sample Timelines for On-Time Promotion Review

Table 1. Professional-Track Faculty		
	No Joint Appointment	Joint Appointment with Another College or School at the University
Year of Dossier Prep	6 <sup>th</sup> year in rank	5 <sup>th</sup> year in rank
Year of Review	7 <sup>th</sup> year in rank	6 <sup>th</sup> year in rank
Year promotion is effective	September 1 of 8 <sup>th</sup> year in rank	September 1 of 7 <sup>th</sup> year in rank
*There is no mandatory review for professional-track faculty, so that timing of promotion review may occur later than the years indicated above. Promotion review prior to the timelines above are considered accelerated.		

## 8. Accelerated Review

Cases that are reviewed prior to the year designated for an on-time review are accelerated.

Accelerated cases must be fully explained and justified by the dean and department chair and should only be put forward for review when a compelling case can be made that the candidate's record and potential for continuing excellence is truly exceptional in their designated Area of Excellence and in their additional contributions to the academic enterprise, and that accelerated promotion is in the University's best interest.

In most cases, the University will benefit from the evidence gathered from fulfillment of the entire number of effective years in rank or of elected combined service to satisfy an on-time review prior to making a promotion decision because this information offers more consistent and reliable evidence to demonstrate a continuing trajectory of excellence in the professional context and environment of UT Austin.

## **K. Status of Continuing Appointment**

No professional-track member of the faculty should expect continuing appointment beyond the term of their current appointment. The possibility of contract renewal is based upon successful evaluation each year and the needs of the program. In contrast to the tenure-track faculty, there is no expectation that professional-track faculty must progress up the academic ranks. However, there is a strong expectation that professional-track faculty continue to contribute to the school's mission throughout their appointment. Their ongoing contributions are assessed on an annual basis within their respective departments.

## **L. Title-Specific Expectations**

Candidates must demonstrate success relative to the following expectations in order to be ready for promotion review. In all cases, academic, licensure, and board credentials congruent with the expectations of a research-intensive university, school and department and the individual's assigned responsibilities are required.

### **1. Promotions in the Professor Title Series**

#### **a. Promotion from Assistant Professor to Associate Professor:**

- Evidence of peer recognition reflected by an emerging regional or statewide reputation as a clinician, educator, and/or researcher and a major contributor to their field of expertise.
- Evidence of a track record and strong trajectory of scholarly achievement, including peer-reviewed publications, reflected in peer recognition of works from original research, clinical observations, educational programs, etc.
- Evidence of excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, or colleagues, if applicable.
- Evidence of excellent clinical skills and patient satisfaction, clinical innovations, clinical research and/or programs that are regionally distinguished, if applicable.
- Evidence of participation in programs that measurably improve patient outcomes and development of new clinical approaches and innovation in specialty, if available.

#### **b. Promotion from Associate Professor to Professor:**

- Evidence of peer recognition derived from a sustained regional or statewide reputation and emerging national reputation as a top clinician and/or educator and/or researcher in the field of expertise.
- Sustained scholarly achievement, including peer-reviewed publications, reflected in peer recognition of works from original research, clinical observations, educational programs, etc.
- Sustained evidence of excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral

research fellows, or colleagues, if applicable.

- Sustained evidence of excellent clinical skills and patient satisfaction, clinical innovations, clinical research and/or programs that are regionally and nationally distinguished, if applicable.
- Sustained evidence of participation in programs that measurably improve patient outcomes and development of new clinical approaches and innovation in specialty, if available.

## **2. Promotions in the Clinical Professor Title Series**

### **a. Promotion from Clinical Assistant Professor to Clinical Associate Professor:**

- Evidence of active, sustained participation in academic missions of Dell Medical School.
- Evidence of participation in scholarly activities that derive from and support clinical, teaching, and professional service activities. Scholarship is defined broadly and peer-reviewed publications are not required.
- Evidence of excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, or colleagues for faculty engaged in teaching.
- Evidence of excellent clinical skills and patient satisfaction, clinical innovations, clinical research and/or programs that are distinguished, if applicable.
- Evidence of participation in programs that measurably improve patient outcomes and development of new clinical approaches and innovation in specialty, if available.

### **b. Promotion from Clinical Associate Professor to Clinical Professor:**

- Evidence of active, sustained participation in academic missions of Dell Medical School.
- Evidence of sustained active engagement in scholarly activities that derive from and support clinical, teaching, and professional service activities. Scholarship is defined broadly and peer-reviewed publications are encouraged.
- Sustained evidence of excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, or colleagues for faculty engaged in teaching.
- Sustained evidence of excellent clinical skills and patient satisfaction, clinical innovations, clinical research and/or programs that distinguished, if applicable.
- Sustained evidence of participation in programs that measurably improve patient outcomes and development of new clinical approaches and innovation in specialty, if available.

Representative examples of evidence of achievement in Areas of Excellence for these ranks for both professional-track title series can be found on the webpage of the Dell Medical School Office of Faculty and Academic Affairs.

## **M. Possible Outcomes Following Considerations for Promotion**

Upon consideration for promotion the executive committee(s) or equivalent governing

committee(s), and department chair(s) of their department(s), Dell Medical School Faculty Appointment, Promotion, and Tenure Committee, and dean shall recommend:

- A. That they be promoted in rank; or
- B. That promotion be denied and they remain at the current rank.

The president of the University of Texas at Austin makes the final decision on promotions for all professional-track candidates.

## Addendum: Managing Dossier Preparation for Faculty with Joint Appointments

This section applies to faculty holding a joint appointment between departments within the Dell Medical School and faculty holding a joint appointment with another college or school at the University (regardless of whether the primary appointment is in Dell Medical School or the other school/college).

### Joint Appointment of Less Than 30%

Faculty members holding one or more joint appointments of less than 30% are reviewed only in the academic unit corresponding to the primary appointment. The department chair, dean, or faculty member may request the following from the academic unit(s) corresponding to the joint appointment(s): (a) input regarding selection of external reviewers, (b) participation by eligible faculty in writing the required budget council/executive committee statements, (c) letter from the department chair or dean evaluating the faculty member's contributions to the secondary academic unit(s), and (d) optional contributions that may be added to the supplemental materials section of the dossier.