

## REGULAR FACULTY APPOINTMENT POLICY

*Revised November 2023*

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Regular Faculty are defined as tenured, tenure-track, or professional-track faculty.

### **Policy**

The Dell Medical School expects all regular 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. The terms and conditions of employment of all faculty members shall be embodied in a written letter of appointment. A separate policy document outlines the requirements for affiliate faculty.

Regular faculty must 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.

Initial appointment as regular faculty member will be based on, amongst other things, the candidate's prior professional accomplishments, as identified and described by rank.

### **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.

### **Rank**

Regular faculty rank will be conferred based on the evaluation of pre-established guidelines for achievement set by the medical school. In all cases, faculty must meet core expectations of:

- Academic credentials congruent with the expectations of a research-intensive university, school, and department are required.
- Completed terminal degree.
- Must be Board Eligible or have their Board Certification or its equivalent, if pertinent.

Professorial titles will be followed by "of Department Name".

**Assistant Professor of (department)**

**Associate Professor of (department)**

**Professor of (department)**

For title and rank-specific expectations, please see the Dell Medical School Promotion and Tenure Policy for Professional-Track and/or Tenured and Tenure-Track faculty.

## **Scholarship**

The Dell Medical School requires 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 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.

## **Professional-Track Faculty**

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. Representative examples of evidence of achievement in Areas of Excellence for professional-track faculty can be found on the webpage for the Dell Medical School Office of Faculty Academic Affairs.

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. 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.

### **2. 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.

### **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.

### **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. Service may include advising, counseling and other student services; administrative committee service on a 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.

### **Tenured and Tenure-Track Faculty**

The Dell Medical School defines four Areas of Review that align with its mission, with promotion in these Areas based on pre-established guidelines for achievement set by the medical school. Tenured and tenure-track faculty require evaluation in their designated Area of Excellence and a strong record of accomplishments in all remaining areas of review.

Academic and Professional Service is an Area of Review, but may not be designated as an Area of Excellence. Clinical Expertise is reviewed only for faculty who provide clinical services.

Representative examples of evidence of achievement in Areas of Excellence for tenured and tenure-track faculty can be found on the webpage for the Dell Medical School Office of Faculty Academic Affairs.

1. **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.
2. **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.
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.
4. **Academic and Professional Service:** Advance health care through administrative, community, academic, and professional service, in alignment with the medical school's educational, clinical, and research missions.

### **Faculty Professional Development and Service Requirements**

Regular faculty members must engage in faculty professional development-related activities and provide substantive service to the Dell Medical School. Examples of faculty professional development

may include, but are not limited to, developing and completing online modules, organizing and/or attending department-specific conferences, developing and/or participating in educational development offerings. Examples of service to the school include participating in department or university-wide committees, being actively involved in clinical case management and/or participating in or providing support to admissions-related issues. The required faculty development and the extent of service rendered on behalf of the university by an individual faculty member shall be determined by the department chair and the regular faculty member seeking or holding an appointment. The role and required level of faculty development and service shall be specified in writing by the department chair.

#### **Performance Evaluation, Remediation and Renewal**

The contribution and performance of regular faculty will be evaluated annually. The annual evaluation is conducted to provide guidance for continuing and meaningful faculty development; to assist faculty in enhancing their professional skills and achieving their professional goals; to refocus academic and professional efforts, when appropriate; and to assure that faculty members are meeting their responsibilities to the University.

Renewal of professional-track appointments will be based on annual evaluations. Professional-track faculty will receive formal letters of renewal upon successful annual evaluations at least 30 days prior to the beginning of the academic year. A faculty appointment that is not renewed in accordance with University policy is deemed terminated without the need for notice or other action by the University, per the letter of appointment. No professional-track or tenure-track member of the faculty should expect a continued appointment beyond the period of their current appointment in accordance with [Regents Rule 31002](#).

#### **Adherence to University Policy**

All employees are subject to the relevant provisions of the Rules and Regulations of the Board of Regents, the Handbook of Operating Procedures of The University of Texas at Austin, and the UT Austin [Compliance and Ethics Guide](#).