



BURNETT
SCHOOL of MEDICINE

GUIDELINES FOR FACULTY APPOINTMENT, REAPPOINTMENT, AND PROMOTION

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INTRODUCTION



The mission of the Burnett School of Medicine is to inspire and train empathetic scholars as physicians who embrace patient-centric care through empathy, collaboration and life-long learning and who are prepared for the constant changes in the healthcare environment.

The Burnett School of Medicine will transform medical education, delivery of care and scholarship by creating an environment that focuses intentionally on the constellation of:

- **Character:** integrity, empathy, humanism, professionalism;
- **Content:** medical knowledge, technology, innovation, integration;
- **Context:** patient-centered models, cultural sensitivity, health care systems, finance, ambulatory settings, patient safety, chronic disease prevention and management;
- **Creativity:** innovation, inquisitive scholars;
- **Collaboration:** team-based care, patient and family partnerships, shared decision-making;
- **Communication:** empathy, compassion, active listening
- **Community:** servant leadership, public education, partnership, leadership.

The Burnett School of Medicine is committed to an environment that fosters empathy, professionalism, collaboration, innovation, and inclusion. Our goals are advanced by a community of scholars who are committed to developing the next generation of physicians, scholars, and leaders. This will require thoughtful recruitment, retention, and development of faculty members who are committed to serving as role models and scholars to inspire and train empathetic physicians who are prepared to practice medicine beyond 2025.

To ensure that our faculty are recognized for their unique and diverse contributions, the School has identified five (5) Areas of Accomplishment or categories of evaluation for faculty appointment, review, and advancement (promotion) of Burnett School of Medicine faculty:

- **Education/Educational Leadership;**
- **Investigation;**
- **Clinical Innovation and Improvement;**
- **Community Engagement;**
- **Service/Administration.**

Promotion in the Burnett School of Medicine requires unequivocal evidence of sustained contributions to the Primary Area of Accomplishment AND in at least one supporting Area of Accomplishment. Time in rank is not sufficient to warrant promotion.

INTRODUCTION



All faculty are expected to conduct themselves in a professional manner in all circumstances and interactions. The extent to which a faculty member meets this obligation should be addressed in the Department Chair's letter of recommendation and as part of the formal review processes (i.e., annual review and the triennial reappointment review).

The criteria listed herein are illustrative of commonly used measures of excellence; however, other measures will also be considered. In assessing contributions, increasing levels of accomplishment will be expected with increasing rank. In general, excellence represents work that has impact outside of the department, school, or university. Excellence in the Investigation Area of Accomplishment specifically requires scholarship that includes dissemination of work in peer-reviewed publications.

The Burnett School of Medicine Guidelines for Appointment, Reappointment, and Promotion serve as an institutional guide for the construction and evaluation of all faculty reviews including initial appointment, reappointment, and promotion. The guidelines and processes of the Burnett School of Medicine should be considered in addition to general procedures outlined in the Texas Christian University (TCU) and Burnett School of Medicine policies, faculty handbooks, and institutional bylaws.

QUALIFICATIONS FOR FACULTY APPOINTMENTS



Qualifications for faculty appointments are described in the Burnett School of Medicine Academic Personnel Policy.

FACULTY TRACK AND RANKS

All Burnett School of Medicine Faculty are appointed into the Non-Tenure Track.

Ranks:

- Assistant Professor
- Associate Professor
- Professor

The Non-Tenure Track includes members of the professoriate who may be employees of the Burnett School of Medicine or may be community-based physicians or scientists who contribute to the academic missions of the Burnett School of Medicine.

FACULTY STATUS

For the purposes of LCME and other institutional reporting, Burnett School of Medicine Faculty are classified in one of three faculty status types: Full-time Faculty; Part-Time Faculty; or Affiliate Faculty. Definitions of faculty can be found in the Burnett School of Medicine Bylaws.

Related Policies:

- [Burnett School of Medicine Academic Personnel Policy](#)
- [Burnett School of Medicine Faculty Bylaws](#)
- [Texas Christian University Faculty and Staff Handbook](#)

DEFINITION OF SCHOLARSHIP



The Burnett School of Medicine defines and recognizes the broad definition of scholarship and has set criteria for appointments, renewal, and promotion that requires all faculty document the on-going commitment to scholarship, as described by Boyer¹¹. Faculty are expected to document scholarship as part of their annual reviews, their triennial reappointment review, and in the promotion dossier.

All faculty members must demonstrate dissemination of scholarly contributions in AT LEAST ONE of the following domains of scholarship to be considered for promotion:

1. Scholarship of Teaching and Learning;
2. Scholarship of Discovery;
3. Scholarship of Application; and/or
4. Scholarship of Engagement.

- **Scholarship of Teaching and Learning** is defined broadly to include dissemination of knowledge, skills, and attitudes to trainees, faculty members, clinicians, staff, colleagues, patients, and the public within or external to the institution. Educator faculty may demonstrate excellence in the scholarship of Teaching and Learning to be considered for promotion. Education/Educational Leadership includes teaching activities; learner assessment; curriculum development; mentoring, advising, and supervising; and educational leadership and administration. Evidence of excellence in educational scholarship is provided as part of the promotion dossier through the teaching portfolio. The teaching portfolio provides a mechanism for faculty to document Scholarship of Teaching and Learning via evidence of dissemination of knowledge including, but not limited to development and implementation of instructional innovations, development of new courses or curricular design, and scholarship surrounding curricular development, outcomes assessment and evaluation, etc.
- **Scholarship of Discovery** is reflective of the commitment to discovery-based investigative research. Faculty should demonstrate the potential for or achieved excellence in the initiation, direction, and completion of discovery research projects. Scholarship of Discovery could include hypothesis-driven bench research, clinical trials, quality improvement, or the evaluation of educational efforts. Team science, collaboration, education, and global health may be areas of excellence in this domain.

[11] Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. Princeton, N.J: Carnegie Foundation for the Advancement of Teaching.

DEFINITION OF SCHOLARSHIP



- **Scholarship of Application** is reflective of the dissemination of knowledge through application to consequential problems. Application scholarship is defined broadly and is inclusive of innovation and creativity in the use of existing evidence and theories in the development of new clinical applications, such as treatment modalities, evaluation of effectiveness (quality, utilization, access, cost) of care, informing public policy, development of health promotion programs, recognition for clinical innovation, advancing healthcare delivery, and dissemination of clinical advancements (publications, clinical reviews, case studies). Scholarship of application for physician faculty includes an on-going commitment to remaining abreast of evidence-based and up-to-date care delivery and contributing to clinical care improvements, patient safety, and quality outcomes.
- **Scholarship of Engagement** is reflective of faculty commitment to generating, transmitting, and applying knowledge and results in a mutual benefit and/or social change that benefits the university, the Burnett School of Medicine and the community. The community is broadly defined and inclusive of audiences external to the Burnett School of Medicine and university. Scholarship of Engagement does not include applied research that is not collaborative; research that does not result in a benefit to the university and the community; public service and outreach (i.e., performances, exhibits, public lectures, volunteer activities, service on external boards, or expert testimony). Evidence of excellence in engagement scholarship is provided as part of the promotion dossier through the engagement/outreach portfolio. The engagement/outreach portfolio provides a mechanism for faculty to document excellence in this category based on the goals of the project, methodology; outcomes; and impact of the project on the community.

DEFINITION OF SCHOLARSHIP



EVALUATING SCHOLARSHIP

Scholarship is assessed for its academic rigor and impact using Glassick's Scholarship Assessed framework (see Figure 1)^[2]. Faculty should demonstrate that scholarship meets the following standards as part of their academic portfolio:

SUMMARY OF STANDARDS

CLEAR GOALS

Does the scholar state the basic purpose of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

ADEQUATE PREPARATION

Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

APPROPRIATE METHODS

Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?

SIGNIFICANT RESULTS

Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?

EFFECTIVE PRESENTATION

Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating the work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

REFLECTIVE CRITIQUE

Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

*These six standards can be applied to all four forms of scholarship proposed by Boyer: the scholarship of discovery, of integration, of application, and of teaching. The standards were derived from the analysis of information collected in 1994 by Carnegie scholars from granting agencies, scholarly press directors, and scholarly journal editors.

Figure 1 Adapted from Glassick (1997) Summary of Standards for Evaluating Scholarship

[2] Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate: an Ernest L. Boyer project of the Carnegie Foundation for the advancement of teaching*. San Francisco: Jossey-Bass.

DEFINITION OF DIGITAL SCHOLARSHIP



CONSIDERATIONS FOR DIGITAL SCHOLARSHIP

The Burnett School of Medicine recognizes that social media and other digital platforms (e.g., YouTube, Twitter, blogs, podcasts, etc.) are becoming more prevalent in advancing faculty expertise and scholarly knowledge. In alignment with our overall philosophy for recognizing and valuing scholarship that impacts the public good, the School has adopted the following guidelines to recognize and value digital scholarship. Digital scholarship must adhere to the adopted framework for defining and assessing scholarship using Boyer and Glassick.

DEFINITION:

The Burnett School of Medicine has defined digital scholarship to include any scholarly activity that exclusively uses digital tools to create, share, disseminate, and advance knowledge. Digital scholarship must be openly accessible, inclusive, archivable, and promote scholarly discourse and engagement.

The inclusion of digital scholarship reflects our on-going commitment to embracing Boyer's model of Scholarship, recognizing the extensive reach of digital platforms in dissemination of knowledge. Digital scholarship may be considered for the following Areas of Accomplishment and should be considered as if it was a contribution to traditional scholarship:

- Education/Educational Leadership
- Clinical Innovation and Improvement
- Investigation
- Community Engagement

There are many digital platforms that may host digital scholarship. To be considered for promotion, the digital scholarship requires measurable impact and significance along with a measure of peer-review and community engagement. The onus to describe and provide information regarding the digital platforms resides with the faculty.

For additional information and resources, please review the Burnett School of Medicine [Digital Scholarship Toolkit module](#).

DEFINITION OF DIGITAL SCHOLARSHIP



HOW TO INCLUDE DIGITAL SCHOLARSHIP IN THE PROMOTION DOSSIER

The impact and significance of digital scholarship for promotion consideration must be quantified in accordance to the norms of quality and impact. Faculty are expected to describe the quality and impact of their digital scholarship in their portfolio and provide metrics to support the inclusion of their work as scholarship. Quality metrics should be assessed using validated tools; one example is rMETRIQ.

rMETRIQ provides an assessment of content, credibility, and review (critique). Impact metrics include platform specific metrics to demonstrate reach and engagement (e.g., likes, comments, shares, etc.). This information should include faculty's role, title of digital scholarship, digital platform hosting the scholarship, and data that reflect reflective critique and engagement. Furthermore, the faculty should describe and define the peer-review component.

ACADEMIC AREAS OF ACCOMPLISHMENT



EDUCATION/EDUCATIONAL LEADERSHIP, INVESTIGATION, CLINICAL INNOVATION AND IMPROVEMENT, COMMUNITY ENGAGEMENT, AND SERVICE/ADMINISTRATION

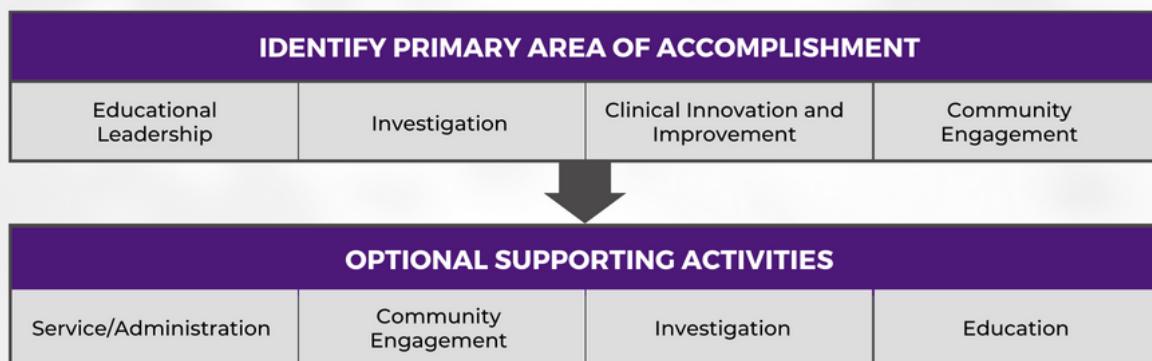
The Burnett School of Medicine is committed to developing a community of scholars who are committed to education, delivering and improving excellent patient care, translational research, and service to the community. To this end, the Burnett School of Medicine Guidelines for Faculty Appointment, Reappointment, and Promotion, are aligned with the mission and vision of the Burnett School of Medicine.

To ensure that our faculty are recognized for their unique and diverse contributions, the School has identified five (5) Areas of Accomplishment:

1. Education/Educational Leadership;
2. Clinical Innovation and Improvement;
3. Investigation;
4. Community Engagement;
5. Service/Administration.

The Layering of Contributions to the Burnett School of Medicine Areas of Academic Accomplishment:

Measuring Contributions to the Burnett School of Medicine at TCU Mission and Faculty Evaluation



Adapted from Harvard Medical School

ACADEMIC AREAS OF ACCOMPLISHMENT



The primary Area of Accomplishment forms the basis of the candidate's reputation and may inform the type and focus of the candidate's scholarship. The primary Area of Accomplishment should reflect recent activities to which the faculty member has devoted a substantial proportion of time and academic effort. The choice may also be influenced by how the candidate views their career path. The primary Area of Accomplishment should represent the candidate's major area of achievement and impact, including a consideration of the quantity as well as quality of contributions.

The determination of the primary Area of Accomplishment is made by the faculty member in consultation with the department chair (or designee) at time of initial appointment and re-visited during the annual review and during the triennial review. In most cases, an individual will maintain a consistent academic focus over time, although the activities of a faculty member may occasionally change. If a substantive change in activities occurs, the Area of Accomplishment may change as well. The candidate will be expected to meet the usual standards for the new Area of Accomplishment.

The metrics provided herein for each Area of Accomplishment are not comprehensive but are meant to serve as examples of common achievements for a given rank.

DIVERSITY, EQUITY, AND INCLUSIVE EXCELLENCE



The Burnett School of Medicine is committed to the “precept that diversity and educational excellence go hand in hand” (Burnett School of Medicine Diversity, Equity and Inclusion website). To that end, faculty contributions to diversity, equity, and inclusion (DEI) efforts are a valued part of the faculty activities.

Faculty contributions to DEI efforts should be included in the faculty member’s curriculum vitae, described in the academic portfolio and personal statements, and be considered as essential components of the faculty evaluation and promotion review processes at the Burnett School of Medicine. Faculty should provide a narrative description of the goal of the work and the impact the work has had for both the targeted community and the school. The DEI activities and contributions submitted by the faculty for promotion consideration will be reviewed for impact and significance consistent with the faculty’s requested promotion and rank. DEI activities and contributions should be listed along with the other accomplishments that fall under the faculty member’s primary and supporting Areas of Accomplishment.

EDUCATION/ EDUCATIONAL LEADERSHIP



Education/Educational Leadership is defined broadly to include dissemination of knowledge, skills, and attitudes to trainees, faculty members, clinicians, staff, colleagues, patients, and the public within or external to the institution.

Education/Educational Leadership includes teaching activities; learner assessment; curriculum development; mentoring, advising, and supervising. Teaching activities include medical student teaching, graduate and postgraduate teaching, course or clerkship teaching or leadership, and mentorship for medical students, doctoral, and post-doctoral students. Curriculum development may be considered scholarship and educational activity. Patient education may be considered both Clinical Innovation and Improvement and educational activity.

Candidates are evaluated on both the quantity and quality of their teaching activities, recognition for their roles as educators, and continuous growth and development of teaching skills.

This Area of Accomplishment is appropriate for candidates who spend a high proportion of their time on educational activities and who view education as their primary academic focus.

All Burnett School of Medicine faculty members are expected to demonstrate a commitment to teaching and Education/Educational Leadership should constitute a component of the faculty member's workload distribution. The Burnett School of Medicine policy requires an assessment of teaching as part of any recommendation for reappointment, and/or promotion.

Education/Educational Leadership contributions should be addressed in the faculty member's personal statement and the department chair's letter of recommendation.

Evidence of the candidate's contribution to teaching and impact on learners may be provided by documentation of participation in didactic courses (syllabi) and documentation of individual students trained, including both identification of mentees and service on student committees (e.g., thesis committee, qualifying examination committees). Faculty members who have identified Education/Educational Leadership as their primary Area of Accomplishment should document evidence of contributions to Education/Educational Leadership in the Teaching Portfolio.

EDUCATION/ EDUCATIONAL LEADERSHIP



Faculty seeking promotion under the Education/Educational Leadership Area of Accomplishment should demonstrate a commitment to education through administrative service on school and/or university educational or curriculum committees. Faculty should also demonstrate an on-going commitment to scholarship, which may include:

- Curriculum development;
- Publication of digital scholarship; or original educational research, reviews, or book chapters;
- Educational material in print or other media such as syllabi, curricula, web-based training modules and courses, and/or, educational methods, policy statements, and assessment tools developed.

EXAMPLES OF POTENTIAL DEI CONTRIBUTIONS TO THE BURNETT SCHOOL OF MEDICINE MISSIONS IN THE AREA OF EDUCATION/EDUCATIONAL LEADERSHIP:

- Development and evaluation of curricular materials or courses focused on diversity, inclusive excellence, equity and/or anti-racism.
- Systematic or programmatic review of existing curricular materials to embed DEI principles.
- Mentoring of learners or trainees from BIPOC and other marginalized groups.
- Developing, implementing and evaluation of K-20 pipeline programs to support enhanced pipelines of BIPOC students in health care professions.
- Development, implementation and evaluation of faculty development programming to promote DEI principles and practices in academic medicine.

ASSISTANT PROFESSOR

- Participate in educational activities at the Burnett School of Medicine; and
- Excellent teaching and assessment of student learning as indicated by student evaluations, peer-evaluation, and/or program evaluation; and
- Participating in faculty development activities to develop one's educational skills.

EDUCATION/ EDUCATIONAL LEADERSHIP



ASSOCIATE PROFESSOR

AsstProf +:

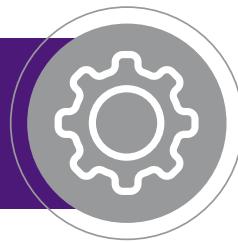
- Providing innovation and leadership in designing, coordinating, and evaluating educational activities; or
- Facilitating faculty development programs for education-related topics; or
- Designing, delivering, and evaluating innovative educational strategies such as team-based learning, immersive simulation, and team-based care; or
- Providing exceptional mentorship for junior faculty, graduate students or trainees; or
- Receiving local/regional teaching and/or mentoring awards; or
- Nominations for a local/regional teaching and/or mentoring awards; or
- Success in obtaining funding support for educational activities from entities such as foundations, federal, and/or state agencies; and
- Service on Burnett School of Medicine or university education-related committees.

PROFESSOR

AssocProf +:

- Providing innovation and leadership in designing, coordinating, and evaluating education activities; or
- Receiving national teaching and/or mentoring awards; or
- Being invited to present lectures/seminars at the state level or at other institutions of higher education in area of practice expertise;
- Serving as a journal editorial board member or editor of a journal that focuses on education; or
- Editor/author of textbook that focuses on education; or
- Being assigned to a national residency review committee or specialty board, or officer of national, state or county medical society;
- Providing leadership in assessment of student learning outcomes; or
- Providing leadership in developing and implementing innovative educational activities (e.g., flipped classrooms, small-group learning, team-based care); or
- Educational scholarship activities (e.g., peer-reviewed manuscripts, book chapters, conference presentations, symposia, digital scholarship; web-based publications, obtaining support for educational projects/scholarship from foundations and federal, state, and local agencies).

CLINICAL INNOVATION AND IMPROVEMENT



Clinical Innovation and Improvement is defined broadly to include direct patient care; development of algorithms, care process models, protocols or templates; decision support tools to improve patient care; participation in quality improvement projects or programs; and oversight of patient care.

Clinical Innovation and Improvement includes provision of high quality care, participation in quality improvement projects, incorporation of new patient care advances into practice; and ongoing commitment to maintaining and improving clinical skills. Provision of high quality clinical service (effectiveness) is an absolute requirement for promotion for faculty members with a clinical service commitment, but does not rise to the level of excellence.

Faculty seeking promotion in a Clinical Innovation and Improvement Area of Accomplishment require participation in Clinical Practice Advancement at an administrative, developmental, scholarly, or investigational level. Involvement could be evidenced by:

- Service on a clinical guidelines committee;
- Service on a professional society committee;
- Dissemination of quality improvement projects, or presentations on clinical topics;
- Contributions may include efforts to improve the quality of care or clinical education.

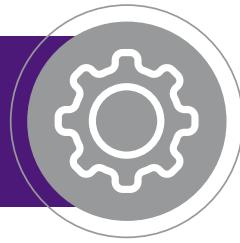
EXAMPLES OF POTENTIAL DEI CONTRIBUTIONS TO THE BURNETT SCHOOL OF MEDICINE MISSIONS IN THE AREA OF CLINICAL INNOVATION AND IMPROVEMENT:

- Providing clinical care and providing services to marginalized individuals and groups to produce demonstrable improvement in health outcomes.
- Participation in addressing health equity in patient care.
- Application of QI methodologies that result in measurable improvements in justice, equity, diversity, and inclusion for learners, faculty, staff, patients, and community.
- Review of clinical tools that identifies bias.

ASSISTANT PROFESSOR

- Strong local reputation as expert in clinical field; and
- Provision of high quality patient care; and
- Commitment to maintaining and improving clinical skills; and
- Teaching in clinical field.

CLINICAL INNOVATION AND IMPROVEMENT



ASSOCIATE PROFESSOR

AsstProf +:

- Regional reputation as expert in clinical field; and
- Invitation to speak on issues related to area of clinical expertise; or
- Active role in professional organizations related to clinical discipline; or
- Participation in quality improvement and/or patient safety projects.

PROFESSOR

AssocProf +:

- National reputation as expert in clinical field; and
- Sustained commitment to excellence in clinical care; and
- Service on committees related to clinical care delivery (i.e., development of guidelines and policies or evaluation of programs to enhance clinical outcomes); and
- Demonstrated innovation in approaches to diagnosis, treatment or prevention of disease; or
- Invitation to speak on issues related to area of clinical expertise; or
- Leadership role in professional organizations related to clinical discipline; or
- Significant influence on practice in the clinical field as a result of teaching activities; or
- Leadership of quality improvement projects.

INVESTIGATION



Investigation involves efforts by the faculty member that generate or advance creation or development of new knowledge. Investigation is broadly defined to include basic, translational and clinical research, including epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others. Investigation also includes the development of innovative methods/technologies and/or novel applications of existing methods and technologies.

The Burnett School of Medicine considers investigation activities in basic science research, clinical research and/or clinically based translational research, educational research. Quantitative research considers epidemiology, outcomes and health services research, biostatistics, as well as social science investigation including ethics, bioinformatics, among others.

Investigation includes individuals participating in large collaborative and multicenter research, industry-related research, as well as those conducting research individually or in small groups. Team science and collaboration are explicitly valued. Contributions in team science are defined by individual excellence and unique contributions in collaborative work, based on evidence provided in the self-assessment, in external evaluations, and evaluations by collaborators. Highly collaborative faculty who are capable of forging new collaborations as specific programs evolve and are supplanted merit promotion.

Multiple activities comparable to examples below will strengthen the application for promotion.

This Area of Accomplishment is appropriate for individuals who spend the majority of their time performing discovery research. The extent of classical scholarly activity (publications and grants) expected of a faculty member who spends the majority of their time in Investigation is greater than that expected from a faculty member with extensive educational and clinical obligations.

Faculty must show tangible evidence of scholarly activity, as evidenced by publication/dissemination of the results of scholarly work, thereby providing the basis for further advancement of the field. The candidate must demonstrate scholarship, which may include first or senior author publications of original research, and/or publications from large multidisciplinary studies on which the candidate was in another authorship position and to which the candidate made documented, significant intellectual contributions.

INVESTIGATION



Scholarship, dissemination, and impact could include authorship on peer-reviewed original articles; peer-reviewed workshops; dissemination of innovation through commercialization that leads to improvements in patient care or outcome; or other metrics that demonstrate durable dissemination and impact.

External funding is evidence of impact, dissemination, and a national reputation, but in and of itself is not a requirement for promotion for faculty who have identified Investigation as their primary Area of Accomplishment.

EXAMPLES OF POTENTIAL DEI CONTRIBUTIONS TO THE BURNETT SCHOOL OF MEDICINE MISSIONS IN THE AREA OF INVESTIGATION:

- Original research that documents health disparities and inequities in marginalized groups.
- External funding for research that focuses on DEI efforts.
- Scholarly publications of manuscripts that focus on DEI activities.
- Research in health education that contributes to DEI efforts.
- Dissemination and uptake of research practices that lead to improvements in DEI efforts.

ASSISTANT PROFESSOR

- Faculty members commit to the development and promise of developing as scholars; and
- Evidence of initial publication success (i.e., authoring peer-reviewed journal articles; authoring textbook chapters); and
- Local presentation of research results (i.e., seminars, grand rounds, local presentations); or
- PI or Sub-I on research grants or contracts with local/regional reputation.

ASSOCIATE PROFESSOR

AsstProf+:

- Evidence of a portfolio of high quality peer-reviewed publications; and
- Evidence of successful development of interdepartmental/inter-disciplinary collaborative research; or
- Presentations of invited or peer-reviewed research results at regional meetings; or
- Ad-hoc journal reviewer or member of review committees or member of study sections; or
- Success in obtaining extramural support from foundation, federal, and/or state agencies; or
- PI or Sub-I on research grants or contracts with regional reputation.

INVESTIGATION



PROFESSOR

AssocProf+:

- Continued success in obtaining extramural support from foundation, federal, and/or state agencies; or
- Journal editor, board member or editor; or
- Regular member of special review committees or study section; or
- Invited to organize and participation in major national/international meeting; or
- Consult at national level; or
- PI or Sub-I on research grants or contracts with national reputation.

COMMUNITY ENGAGEMENT



The Burnett School of Medicine values quality community outreach as part of faculty roles and responsibilities. Community-engaged scholarship involves the faculty member in a mutually beneficial partnership with the community and results in scholarship deriving from education, investigation, integration, and/or application. Engagement recognizes that service to internal and external communities fulfills the institutional missions, but is also fundamental to scholarship. Engagement promotes the public good and produces projects that "create knowledge and understanding that we cannot obtain anywhere else." (Ellison & Eatman, 2009). Engagement implies a partnership with the community and a two-way exchange of information, ideas, and expertise as well as a shared decision model. Faculty who participate in community engagement should disseminate knowledge and innovations to appropriate audiences and subject their work to critical review. **Community Engagement** is inclusive of activities tied to one's discipline and contributes to the definition or resolution of problems or issues in society.

Faculty seeking promotion with Community Engagement as an Area of Accomplishment should include external reviewers who are qualified scholars who can address the impact/significance of the contributions to the community. In addition, Department Chairs should provide letter(s) of support from community partners.

EXAMPLES OF POTENTIAL DEI CONTRIBUTIONS TO THE BURNETT SCHOOL OF MEDICINE MISSIONS IN THE AREA OF COMMUNITY ENGAGEMENT:

- Develop and lead a community-based project to advance DEI efforts within the community.
- Development of Policy Reports that advance DEI efforts within the community.
- Lead Service-Learning experiences, project, or programs that enhance health care and health equity in marginalized communities.

ASSISTANT PROFESSOR

- Teaching a community-based class; or
- Participate on Burnett School of Medicine Community Engagement Committees; or
- Participate in service learning experiences.

COMMUNITY ENGAGEMENT



ASSOCIATE PROFESSOR

AsstProf+:

- Participate on Burnett School of Medicine Community Engagement Committees; and
- Participate in service learning experiences; and
- Dissemination of community engaged scholarship (i.e., local presentations; professional meetings; invited presentations; peer-reviewed publication); or
- Coordinate a community based project; or
- Success in obtaining extramural support from foundation, federal, and/or state agencies.

PROFESSOR

AssocProf+:

- Continued success in obtaining extramural support from foundation, federal, and/or state agencies; or
- Development of policy reports; or
- Lead service learning experiences, project, or programs; or
- Chair Burnett School of Medicine Community Engagement Committees.

SERVICE AND ADMINISTRATION



All faculty members are expected to demonstrate good citizenship through service activities for their department, the Burnett School of Medicine, the university and/or the faculty member's respective discipline.

Service/Administration includes leadership and work within and outside the institution on committees; participation in organizational efforts to meet strategic goals; and program or department leadership. Service/Administration includes leadership and work within and outside the Burnett School of Medicine and the university as part of inclusion, sustainability, outreach, and other service efforts. Service/Administration will often overlap with the Clinical Innovation and Improvement, Investigation, and Education Areas of Accomplishment.

Evaluation of Service/Administration should include consideration of the importance of the service in meeting college or departmental goals, qualities of innovation or leadership in performing such activities, the degree of responsibility involved, duration and time required by the activity, the range and number of such activities, and the contribution to professional growth.

Evidence of contributions to service and administration varies by rank but typically includes an involvement outside the department for promotion to Associate Professor and outside the institution for promotion to Professor.

Service activities should be documented in the curriculum vitae, and possibly by internal and external letters.

EXAMPLES OF POTENTIAL DEI CONTRIBUTIONS TO THE BURNETT SCHOOL OF MEDICINE MISSIONS IN THE AREA OF SERVICE AND ADMINISTRATION:

- Service on department, university, regional, or national committees related to DEI efforts.
- Leadership of DEI initiatives at the department, institutional, or national levels that promote DEI efforts.
- Participation in academic mentoring, tutoring, and other programs designed to enhance access for BIPOC learners to academic medicine.
- Service on local, statewide, or national committees focused on advocacy related to DEI efforts.

SERVICE AND ADMINISTRATION



ASSISTANT PROFESSOR

- Sustained participation in committees in the hospital, department, school, and/or university; or
- Participating in professional association activities at the local, state, and/or national level; or
- Participating in community outreach activities representing one's discipline.

ASSOCIATE PROFESSOR

AsstProf+:

- Providing exemplary contributions to a Burnett School of Medicine department and/or program; and
- Organizing/directing symposia at local, state, or national levels; or
- Serving as a peer-reviewer for a major refereed journal.

PROFESSOR

AssocProf+:

- Receiving high-quality reviews of service as a committee member at the department, school, and/or university level; and
- Exemplary reviews of service as a chair of a Burnett School of Medicine or university committee; or
- Ad-hoc journal reviewer or ad-hoc member of a review committee or study section; or
- Chair of national society or national committee.

PROMOTION OF FACULTY



Typically, faculty should have completed six (6) years in previous rank before being put forward for promotion. However, time in rank, in and of itself does not justify promotion. A candidate should be considered for promotion after the individual has demonstrated sustained contributions in their primary Area and at least one supporting Area of Accomplishment with evidence of impact for the Burnett School of Medicine, the university, and their profession.

Faculty members, in consultation with their department chair, initiates the promotion application process following the faculty review process in the spring.

Policy, guidelines and procedures for departmental and college review and voting for faculty promotion is described in the Academic Personnel Policy.

CRITERIA FOR PROMOTION

The criteria for faculty promotion in the Burnett School of Medicine are consistent with relevant portions of the school and university Faculty Bylaws, applicable policies, and procedures. Promotion criteria are intended as guidelines to be used in conjunction with university policies.

Burnett School of Medicine faculty members may become eligible for promotion to higher rank when they demonstrate sustained contributions and demonstrated scholarship in two or more Areas of Accomplishment.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION



All faculty are integral to our educational, research, patient care, service, and community missions. All Burnett School of Medicine faculty, whether full-time, part-time, or affiliate, are members of the Burnett School of Medicine faculty. It is important to emphasize that the teaching role of many faculty members is essential to the academic mission of the Burnett School of Medicine. In many cases, these teaching activities take place at the bedside and more local “classrooms” rather than in national or international settings. Evaluation of contributions to Education for initial appointment, reappointment, or promotion reflects the value of these local classrooms, therefore national/international metrics are rarely applied to evaluation of faculty in the Burnett School of Medicine.

Except for the official appointment letters and personnel action forms that must be completed to process appointments, reappointments, and promotions, the titles of non-tenure track faculty members do not have any adjective/qualifier associated with them. Thus, these individuals are referred to as “Assistant Professor,” “Associate Professor,” or “Professor.”

Initial appointment to the faculty requires demonstration of commitment to the Burnett School of Medicine academics missions including the education of medical students. Reappointment to the faculty is based on a recommendation by the department chair based on the demonstration of outstanding contributions to one or more Areas of Accomplishment.

All individuals who are awarded faculty appointments because of their commitments to the educational mission of the Burnett School of Medicine must contribute to teaching endeavors of the UME/GME/inter- professional curricula within the Burnett School of Medicine. These activities may be performed in concert with patient care.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION



ASSISTANT PROFESSOR

Appointment to the rank of Assistant Professor shall be based on demonstrated commitment to the mission of the Burnett School of Medicine. It is expected that Assistant Professors will demonstrate the potential and commitment to develop excellence in their primary Area of Accomplishment, along with potential and commitment to contribute to the other supporting Areas of Accomplishment to be considered for promotion.

NON-TENURE TRACK ASSISTANT PROFESSOR METRICS

AREA OF ACCOMPLISHMENT	METRICS
Education/ Educational Leadership	<ul style="list-style-type: none"> Participate in teaching activities at the Burnett School of Medicine. Excellent teaching and assessment of student learning as indicated by student evaluations. Participating in faculty development activities to develop one's teaching skills.
Clinical Innovation and Improvement	<ul style="list-style-type: none"> Strong local reputation as expert in clinical field; and Provision of high quality patient care; and Commitment to maintaining and improving clinical skills; and Teaching in clinical field.
Investigation	<ul style="list-style-type: none"> Educational conference presentations, symposia, web-based publications; and/or Support for educational projects/scholarship from foundations and federal, state, and local agencies); and/or Design, deliver, and evaluate innovative teaching strategies such as team-based learning, immersive simulation, and team-based care; and/or Participation in Community Engaged Scholarship (i.e., local presentations; professional meetings; invited presentations; peer-reviewed publications).
Community Engagement	<ul style="list-style-type: none"> Teaching a community based class; and/or Participation on Burnett School of Medicine Community Engagement Committees; and/or Participation in Service Learning experiences.
Service/ Administration	<ul style="list-style-type: none"> Sustained participation in committees in the department; and/or Participation in professional association activities at the local, state, and/or national level; and/or Participation in community outreach activities representing one's discipline.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION



ASSOCIATE PROFESSOR

Faculty appointed to the rank of Associate Professor must meet the criteria for appointment at Assistant Professor and recommendation for appointment/promotion shall be based on demonstrated commitment to the mission of the Burnett School of Medicine, including:

1. Should have service as Assistant Professor at an academic medical school (or equivalent) for a minimum of six (6) years; and
2. Meet the expectations for the chosen primary and supporting Area(s) of Accomplishment (i.e., Education, Investigation, Community Engagement, Clinical Improvement and Innovation; or Service/Administration).
3. It is important to emphasize that departments may allow promotion based on excellence in any of the Areas of Accomplishment, including Education, Service/Administration, Clinical Innovation and Improvement, and/or Community Engagement.

NON-TENURE TRACK ASSOCIATE PROFESSOR METRICS

(MULTIPLE ACTIVITIES COMPARABLE TO EXAMPLES BELOW WILL STRENGTHEN THE APPLICATION FOR PROMOTION):

AREA OF ACCOMPLISHMENT	METRICS
<p>Education/ Educational Leadership</p> <p>Faculty seeking promotion under the Education Area of Accomplishment should demonstrate a commitment to education through administrative service on School and/or University educational or curriculum committees.</p>	<p>MINIMUM:</p> <ul style="list-style-type: none"> Participate in teaching activities at the Burnett School of Medicine. Excellent teaching and assessment of student learning as indicated by student evaluations. <p>ADDITIONAL METRICS:</p> <ul style="list-style-type: none"> Provision of innovation and leadership in designing, coordinating, and evaluating teaching activities, and/or Facilitation of faculty development program for education-related topics; and/or Design, delivery, and evaluation of innovative teaching strategies such as team-based learning, immersive simulation, and team-based care; and/or Service on Burnett School of Medicine or university education-related committees. Provision of exceptional mentorship for junior faculty, graduate students, or trainees in teaching; and/or Local/regional teaching and/or mentoring awards; and/or Nominations for a national teaching and/or mentoring awards; and/or Success in obtaining funding support for educational activities from entities such as foundations, federal, and/or state agencies. <p>Faculty who only contribute to the Educational Area of Accomplishment should also demonstrate an on-going commitment to educational scholarship, which may include:</p> <ul style="list-style-type: none"> Curriculum development; and/or Publication of original educational research, reviews, and chapters; and/or Educational material in print or other media such as syllabi, curricula, web-based training modules and courses, and/or, educational methods, policy statements, and assessment tools developed.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION



NON-TENURE TRACK ASSOCIATE PROFESSOR METRICS

(MULTIPLE ACTIVITIES COMPARABLE TO EXAMPLES BELOW WILL STRENGTHEN THE APPLICATION FOR PROMOTION):

AREA OF ACCOMPLISHMENT	METRICS
Clinical Innovation and Improvement	<p>MINIMUM:</p> <ul style="list-style-type: none"> Strong local reputation as expert in clinical field with a leadership role and/or a key role in activities that influence practice (i.e., approaches to diagnosis, treatment, or prevention of disease; or application of technology to clinical care; or the development of local adoption of innovative models of care delivery); and Provision of high-quality patient care; and Commitment to maintaining and improving clinical skills; and Teaching in clinical field. <p>ADDITIONAL METRICS:</p> <ul style="list-style-type: none"> Invitation to speak on issues related to area of clinical expertise; and/or Active role in professional organizations related to clinical discipline; and/or Participation in quality improvement projects. <p>Faculty seeking promotion with a Clinical Innovation and Improvement Area of Accomplishment focus require participation in Clinical Practice Advancement at an administrative, developmental, scholarly, or investigational level. Involvement could be evidenced by:</p> <ul style="list-style-type: none"> Service on a clinical guidelines committee Service on a professional society committee
Investigation	<ul style="list-style-type: none"> Scholarship activities (e.g., peer-reviewed manuscripts, book chapters, conference presentations, symposia, web-based publications); and Evidence of successful development of interdepartmental/inter-disciplinary collaborative research; and/or External funding support for educational activities from entities such as foundations, federal, and/or state agencies; and/or Dissemination of Community Engaged Scholarship (i.e., local presentations; professional meetings; invited presentations; peer-reviewed publication); and/or Presentation of invited or peer-reviewed Scholarship at regional meetings.
Community Engagement	<ul style="list-style-type: none"> Coordinate a community-based project; and/or Dissemination of Community engaged scholarship (i.e., local presentations; professional meetings; invited presentations; peer-reviewed publication); and/or Success in obtaining extramural support from foundation, federal, and/or state agencies; and/or Participate on Burnett School of Medicine Community Engagement Committees; and/or Participate in Service Learning experiences.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION



NON-TENURE TRACK ASSOCIATE PROFESSOR METRICS

(MULTIPLE ACTIVITIES COMPARABLE TO EXAMPLES BELOW WILL STRENGTHEN THE APPLICATION FOR PROMOTION):

AREA OF ACCOMPLISHMENT	METRICS
Service/ Administration	<ul style="list-style-type: none"> • Sustained participation in committees in the hospital, department, school, and/or university; and/or • Participation in professional association activities at the local, state, and/or national level; and/or • Participation in community outreach activities representing one's discipline; and/or • Provision of exemplary contributions to a Burnett School of Medicine Department and/or Program; and/or • Exemplary reviews of service as a chair of a Burnett School of Medicine or university committee; and/or • Organize/direct symposia at local, state, or national levels; and/or • Invitation to present lectures/seminars at the local level or at other institutions of higher education in area of practice.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION



PROFESSOR

Faculty appointed to the rank of Professor must meet the criteria for appointment at Associate Professor and recommendation for appointment/promotion shall be based on demonstrated commitment to the mission of the Burnett School of Medicine, including:

- Service as Associate Professor at an academic medical school (or other equivalent) for a minimum of six (6) years; and
- A cumulative record of sustained scholarly contributions, including the development of a body of work that has changed practice, understanding, process, or methods in the field.

The Professor's combined record must demonstrate overall excellence in contributions to the missions of the department, school and university.

NON-TENURE TRACK PROFESSOR METRICS

(MULTIPLE ACTIVITIES COMPARABLE TO EXAMPLES BELOW WILL STRENGTHEN THE APPLICATION FOR PROMOTION):

AREA OF ACCOMPLISHMENT	METRICS
Education/ Educational Leadership	<p>MINIMUM:</p> <ul style="list-style-type: none"> • Participation in educational activities at the Burnett School of Medicine; and • Excellent teaching and assessment of student learning as indicated by student evaluations; and • Participation in faculty development activities to develop one's teaching skills. <p>ADDITIONAL METRICS:</p> <ul style="list-style-type: none"> • Design, delivery, and evaluation of innovative teaching strategies such as team-based learning, immersive simulation, and inter-professional team training; and/or • Provision of innovation and leadership in designing, coordinating, and evaluating teaching activities; and/or • Facilitate faculty development program for education-related topics; and/or • Service on education-related committees; and/or • Provision of exceptional mentorship for junior faculty, graduate students or trainees in teaching; and/or • Local/regional teaching and/or mentoring awards; and/or • Invitation to present lectures/seminars at the state level or at other institutions of higher education in area of practice expertise; and/or • Serve as a journal editorial board member or editor of a journal that focuses on education; and/or • Editor/Author of textbook that focuses on education; and/or • Serve on a national residency review committee or specialty board, or officer of national, state or county medical society; and/or (cont.)

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION



NON-TENURE TRACK PROFESSOR METRICS

(MULTIPLE ACTIVITIES COMPARABLE TO EXAMPLES BELOW WILL STRENGTHEN THE APPLICATION FOR PROMOTION):

AREA OF ACCOMPLISHMENT	METRICS
Education/ Educational Leadership (cont.)	<ul style="list-style-type: none"> Provide leadership in assessment of student learning outcomes; and/or Provide leadership in developing and implementing innovative educational activities (e.g., flipped classrooms, small-group learning, team-based care); and/or Educational scholarship activities (e.g., peer-reviewed manuscripts, book chapters, conference presentations, symposia, web-based publications, obtaining support for educational projects/scholarship from foundations and federal, state, and local agencies).
Clinical Innovation and Improvement	<p>MINIMUM:</p> <ul style="list-style-type: none"> Strong regional reputation as expert in clinical field with a leadership role and/or a key role in activities that influence practice (i.e., approaches to diagnosis, treatment, or prevention of disease; or application of technology to clinical care; or the development of local adoption of innovative models of care delivery); and Sustained commitment to excellence in clinical care; and Teaching in the clinical field; and Commitment to maintaining and improving clinical skills. <p>ADDITIONAL METRICS:</p> <ul style="list-style-type: none"> Demonstrated innovation in approaches to diagnosis, treat mentor prevention of disease; and/or Invitation to speak on issues related to area of clinical expertise; and/or Leadership role in professional organizations related to clinical discipline; and/or Significant influence on practice in the clinical field as a result of teaching activities; and/or Leadership of quality improvement projects; and/or Service on committees related to clinical care delivery (i.e., development of guidelines and policies or evaluation of programs to enhance clinical outcomes).
Investigation	<ul style="list-style-type: none"> Evidence of a portfolio of quality scholarship in Discovery Scholarship; and Continued success in obtaining extramural support from foundation, federal, and/or state agencies; and/or Evidence of successful development of interdepartmental/inter-disciplinary collaborative research; and/or Presentations of invited or peer-reviewed research results at national meetings; and/or Journal editor, board member or editor; or Invited to organize and participation in major national/international meeting; and/or Consult at national level; and/or PI or Sub-I on grants or contracts with national reputation.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION



NON-TENURE TRACK PROFESSOR METRICS

(MULTIPLE ACTIVITIES COMPARABLE TO EXAMPLES BELOW WILL STRENGTHEN THE APPLICATION FOR PROMOTION):

AREA OF ACCOMPLISHMENT	METRICS
Community Engagement	<ul style="list-style-type: none"> • Develop and lead a community- based project; and/or • Dissemination of Community engaged scholarship (i.e., local presentations; professional meetings; invited presentations; peer-reviewed publication); and/or • Continued success in obtaining extramural support from foundation, federal, and/or state agencies; and/or • Development of Policy Reports; and/or • Lead Service Learning experiences, project, or programs; and/or • Chair Burnett School of Medicine Community Engagement Committees.
Service/ Administration	<ul style="list-style-type: none"> • Sustained participation in committees in the department, school, and/or university; and/or • Participation in professional association activities at the local, state, and/or national level; and/or • Participation in community outreach activities representing one's discipline; and/or • High-quality reviews of service as a committee chair at the department, school, and/or university level; and/or • Ad-hoc journal reviewer or ad-hoc member of a review committee or study section.



BURNETT
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FOR MORE INFORMATION ABOUT THE PROMOTION AND
APPOINTMENT PROCESS OR TO SCHEDULE A PRIVATE
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