

UT TYLER SCHOOL OF MEDICINE GUIDELINES FOR APPOINTMENTS AND PROMOTIONS

A. General

The UT Tyler School of Medicine (SOM) Promotion and Tenure (PT) Committee will evaluate proposed appointments at the Senior and Distinguished ranks for Lecturer and Clinical Instructor title series faculty, and Associate Professor and Professor ranks for Regular, Research, Term-Tenure and Clinical faculty. Promotions of faculty ranks will be based on the criteria set forth below. Promotions are not granted simply as a result of time in service. Appointments of faculty rank at other institutions may be considered in assessing a proposed faculty appointment within the SOM but will not be the sole determinant in achieving a specific rank.

B. The Four Domains Upon Which Faculty Appointment/Promotion are Determined

In general, appointment or promotion to faculty rank will be based on performance and demonstration of academic excellence in four possible domains (as applicable). These domains are central to the School of Medicine's mission as an academic institution. They are:

1. Research
2. Education
3. Clinical Excellence
4. Community (can include institutional and community engagement and service, administrative leadership, etc.)

The remaining sections in this document detail and itemize the specific criteria for faculty promotion and are divided into four primary sub-sections. The first sub-section provides the definition and expectations of scholarly work. The second and third outline the general requirements for promotion to Senior and Distinguished or Associate Professor and Professor ranks, respectively. The fourth provides clear and specific definitions of the four domains listed above for promotional evaluation.

C. Scholarly Work and Productivity: Rationale, Definition, and Examples

All candidates for faculty promotion, regardless of the combination of domains chosen for one's promotion, are expected to demonstrate evidence of scholarly productivity. This section details the SOM's definition of scholarly work, the SOM's rationale for why such work product is required, and some of the many examples of how a faculty member may fulfill this expectation (many more specific examples are provided throughout this document in the remaining sub-sections; however other examples of scholarly work are acceptable).

1. Scholarly activity is the work-product generated by a faculty member in each of the four possible promotional domains and is the manner by which a faculty member demonstrates excellence in Education, Research, Clinical Excellence, and Community. It is defined as the synthesis of knowledge and the accompanying dedicated effort(s) to convey this

knowledge to the local, regional, national, and/or international community. Scholarly activity does NOT necessitate production of original research or research projects. However, it does require the dissemination of synthesized ideas in a thoughtful and uniform approach both within the SOM and beyond. This expectation is rooted in the philosophy that academic medicine/healthcare is a platform for and from which a faculty member will influence the medical/healthcare community, at UT Tyler and beyond its walls.

2. Organized dissemination of synthesized ideas from one's academic pursuits (e.g. scholarly work) encompasses many different forms. Examples are presentations at meetings, peer-reviewed publications, lectureships, peer-reviewed abstracts, book chapters, white papers, position statements, online educational modules, institutional guidelines, monographs, quality improvement protocols, clinical efficiency projects and protocols, safety reviews and guidelines, educational videos, etc.
3. Additionally, in the SOM, there is an expectation that at least ONE of a candidate's scholarly work products/achievements is in the form of the written word (e.g. peer-reviewed publications, peer-reviewed abstracts, book chapters, white papers, position statements, online educational modules, institutional guidelines and/or protocols, quality improvement protocols, safety guidelines, etc...). This expectation is rooted in the philosophy that the written word is a valued part of the academic process and is a thoughtful and rigorous way to disseminate academic work product.

To be clear, it is NOT expected or anticipated or necessary that candidates for promotion need to have an extensive publication record (unless one of your domains for promotion is Research); however, it IS expected that a candidate, as part of their productivity, demonstrates some effort toward dissemination of thought, expertise, and ideas by the written word.

4. **Examples of scholarly activity:**

- a. Authorship of scholarly publications (peer-reviewed) in the general area of education, research, clinical excellence, and community.
- b. Authorship or editorship of books and other educational materials (e.g. books, chapters, reviews, non-peered reviewed articles, editorials, etc.).
- c. Participation and active work in invited scientific or medical academic symposia, meetings, and lectures at the regional, national, or international level (course creation, symposia organization, meeting oversight and synthesis, committee service and participation, etc.).
- d. Participation and leadership on health care quality, safety, and outcomes projects and initiatives (institutional, local, regional, national, and/or international).
- e. Participation and leadership on public health and community projects and initiatives (institutional, local, regional, national, and/or international).

- f. Participation and leadership on health care information technology creation, integration, and problem solving (i.e. software, hardware, electronic medical records, etc.).
- g. Participation and leadership in health care education.
- h. Participation and leadership in health care strategy and policy affecting institutional, local, regional, national and/or international forums.
- i. Participation and leadership in health care economics and business modeling affecting institutional, local, regional, national and/or international forums.
- j. Extramural review courses taught, directed, and/or developed and the organization of regional, national and/or international conferences.
- k. Election to prestigious scientific societies via peer-review process.
- l. Election to an organizational post or office in a professional society, which requires service to the professional society.
- m. Presentations at regional, national, or international professional meetings, courses or seminars. There should be evidence of first or senior authored presentations in this area or explanation of the contributions in the multidisciplinary work. Select social media engagements can be considered.
- n. Participation in the peer-review process by membership on institutional, regional, national, or international scientific review boards (e.g. NIH study sections, DoD or NSF panels, foundation/funding agency review boards, etc.), or review of scientific manuscripts for professional journals. Membership in licensing and accrediting bodies.
- o. Membership on editorial boards of scientific or healthcare professional journals.
- p. Production of guidelines, policies, and/or procedures for institutions, government agencies, health care/research societies, etc.

D. General Criteria for Appointment or Promotion to Senior/Distinguished Lecturer or Clinical Instructor

Faculty within the Lecturer and Clinical Instructor title series are those without a terminal degree. They may be evaluated for promotion to Senior and Distinguished ranks within their title series on the criteria set forth below. These positions are not eligible for term-tenure.

The two titles are defined in policy as:

Lecturer – someone without a terminal degree who is primarily engaged in education/teaching.

Clinical Instructor – someone without a terminal degree who is primarily involved in a professional clinical experience program. *i.e. a Nurse Practitioner or Physician Assistant*

1. Senior Lecturer and Clinical Senior Instructor

In general, candidates for the rank of Senior Lecturer or Clinical Senior Instructor should satisfy / pursue the following:

- a. Have a minimum of five years teaching experience at the UT Tyler SOM or similar institution, with the title of Lecturer, Clinical Instructor, or similar.
- b. Demonstrate meritorious performance and growth in the Education and/or Clinical domain, as applicable, by scoring at least “Meets Expectations” in their overall performance evaluations for each of the last five years. Additional evidence of meritorious performance may be presented from the remaining domains to support their application for promotion.
- c. Must meet the basic standards of UT Tyler’s expectations for faculty professionalism as outlined in several sections of the [Handbook of Operating Procedures](#), including but not limited to:
 - 3.04 Promotion
 - 3.24 Annual Faculty Evaluation

2. Distinguished Lecturer and Clinical Distinguished Instructor

In general, candidates for the rank of Distinguished Lecturer or Clinical Distinguished Instructor should satisfy / pursue the following:

- a. Have a minimum of five years teaching experience at UT Tyler SOM or similar institution, with the title of Lecturer, Clinical Instructor, or similar.
- b. Demonstrate superior performance and growth in the Education and/or Clinical domain, as applicable, by scoring at least “Exceeds Expectations” in their overall performance evaluations for each of the last five consecutive years. Additional evidence of superior performance may be presented from the remaining domains to support their application for promotion.
- c. Must meet the basic standards of UT Tyler’s expectations for faculty professionalism as outlined in several sections of the [Handbook of Operating Procedures](#), including but not limited to:
 - 3.04 Promotion
 - 3.24 Annual Faculty Evaluation

E. General Criteria for Appointment or Promotion to Associate Professor or Professor

Any faculty member being nominated for a promotion to senior faculty rank of Associate Professor or Professor within the UT Tyler School of Medicine Regular, Research, Term-Tenure or Clinical faculty ranks should hold an advanced doctoral degree, including, but not limited to, a PhD, MD, DO, DDS or equivalent.

1. Associate Professor

In general, candidates for the rank of Associate Professor should satisfy / pursue the following:

- a. Hold the title of Assistant Professor at UTT SOM or similar institution for a minimum of three years prior to pursuing promotion to senior faculty rank. However, under extraordinary circumstances and for exceptional progress, a faculty member may pursue promotion to senior faculty rank prior to the three-year minimum. Criteria for promotion must be clearly and easily met for this exception to be considered.
- b. Have demonstrated meritorious performance, growth, and the promise of leadership in at least **TWO** of the following four domains: 1) education, 2) research, 3) clinical excellence, and 4) community, as applicable. Strong performance in the remaining domains not identified as the candidate's TWO main domains must be demonstrated as well, if applicable.
- c. Possess significant potential for leadership in academic activities and should, therefore, have achieved, at least, regional recognition in their chosen area(s) of expertise.
- d. Must meet the basic standards of UT Tyler's expectations for faculty professionalism as outlined in several sections of the [Handbook of Operating Procedures](#), including but not limited to:
 - 3.04 Promotion
 - 3.10 Tenure
 - 3.24 Annual Faculty Evaluation
 - 3.25 Periodic Performance Evaluation of Tenured Faculty

2. Professor

In general, candidates for the rank of Professor should satisfy /pursue the following:

- a. Hold the title of Associate Professor at UTT SOM or similar institution for a minimum of five years prior to pursuing promotion to Professor. However, under extraordinary circumstances and for exceptional progress, a faculty member may pursue promotion to Professor rank prior to the five-year minimum. Criteria must be clearly and easily met for this exception to be considered.
- b. Demonstrate superior performance, continued productivity, and proven leadership in at least **TWO** of the following four domains: 1) education, 2) research, 3) clinical excellence, and 4) community, as applicable. Strong performance in the remaining domains not identified as primary must be demonstrated as well, if applicable.
- c. Demonstrate evidence of proven academic leadership and acquired national or international recognition in their area(s) of expertise.
- d. Must meet the basic standards of UT Tyler's expectations for faculty professionalism as outlined in several sections of the [Handbook of Operating Procedures](#), including but not limited to:
 - 3.04 Promotion
 - 3.10 Tenure
 - 3.24 Annual Faculty Evaluation
 - 3.25 Periodic Performance Evaluation of Tenured Faculty

F. Specific Performance Criteria for Appointment and Promotion by Domain

The following sections describe, in detail, each of the four performance domains and the evidence required to document excellence for each domain.

1. Education

Education is one of the fundamental functions of the UT Tyler School of Medicine and one of the primary domains for a senior faculty rank. Excellence in education requires an objective, up-to-date, accurate and balanced command of the candidate's field coupled with expertise in communicating / disseminating this knowledge to students, trainees, mentees, and peers. Education applies to the biomedical, educational, public health, and/or clinical, health care quality, safety, and delivery fields. Excellence will be evaluated based on quality, quantity, innovation, creativity, and evidence of leadership in education. Scholarly work product as outlined in Section C is required, if this is your primary domain. Quantitative and qualitative documentation with details that show impact and type of derived work product is encouraged. The following are examples of significant achievement in the domain of education and should serve as a guide for the types of activities and supporting documents which demonstrate scholarly achievement (see Section C) and a candidate's excellence in education:

Teaching Activities

- Instructing medical students, residents, fellows, undergraduate students, graduate students, and postgraduate trainees in classroom, laboratory, patient care, or other learning environments. Instruction of learners of other institutions (must be professionally related and within university policies for conflict of interest and consulting).
- Evidence of a scholarly approach to teaching is evidenced by consistent use of accepted principles and standards and/or by publication and dissemination of materials describing the methods used.
- Advising, counseling, evaluating, mentoring, coaching, and recruiting students, residents, fellows and/or postdoctoral associates.
- Presenting and/or leading continuing professional education programs.
- Presenting and/or leading faculty development activities (e.g., workshops, seminars, or courses aimed at enhancing teaching skills, as well as engagement in educational research).
- Developing curricula, designing/organizing new teaching programs or courses, substantially improving established courses, or integrating teaching activities collaboratively within or between departments at the home institution or beyond.
- Developing programs and/or initiatives geared towards educating the community and stakeholders to accomplish the mission and vision of the School of Medicine.
- Developing or facilitating improvements in teaching techniques and methods of assessment and evaluation.
- Designing, developing, and/or substantially improving teaching, assessment and evaluation procedures and resources such as syllabi, manuals, online learning

modules, electronic instructional resources, equipment, preparation and evaluation of standardized patients, simulation experiences and similar instructional and assessment resources.

- Disseminating information and educating the public by participating in media interviews as a recognized expert in the field.

Clinical Perspective

- Has demonstrated evidence of clinical educational activities in the form of didactic lectures, conferences, grand rounds, journal clubs, video rounds and small group discussions.
- Demonstration of excellent clinical knowledge and skills based on medical student, resident, and/or fellow evaluations.
- Has participated in teaching clinical courses at regional or national meetings.

To assess the **quality and impact** of these teaching activities, a variety of measures/metrics should be provided. These measures/metrics include but are not limited to:

1. **Educational outcomes:** Evidence of the effectiveness of teaching (e.g. objective evidence of learner gains in knowledge, skills, competencies, assessment performance, and/or other outcome measures).
2. **Learner evaluations:** Feedback from learners on the effectiveness of teaching, clarity of instruction, engagement and quality of the course and educational material, course management, and the instructor's ability to stimulate interest and facilitate learning.
3. **Peer evaluations:** Assessments by colleagues in the same or related field, evaluating the teaching methodology, content delivery, educational materials, course management and overall contribution to the educational program. This could include Grand Rounds for clinicians.
4. **Scholarly contributions to health professions education:** Some examples include but are not limited to publications, presentations, workshops delivered on pedagogical methods, educational research findings, or curriculum development efforts.
5. **Teaching awards and recognition:** Formal recognition of teaching excellence at the institutional, regional, or national levels. Invited presentations at other institutions as well as state, national and international meetings. Service at regional, national, and international educational committees, educational and/or professional boards related to health professions education. Selection by other faculty members as a mentor for educational activities.

6. **Impact measures:** Adoption of teaching and assessment methods or materials by other courses, programs, institutions, accrediting and licensing agencies. Impact on learners' or trainees' academic and professional growth through personalized guidance, support, and career advising.

Of note, course directorship or other administrative activities not involving direct teaching or the development of educational material by the candidate may be considered in the Community domain.

2. Research

Research is another primary domain for senior faculty appointments. Research is defined as an organized scientific effort to extend knowledge with a mission-oriented investigation or experiment aimed at the discovery and interpretation of facts, the revision of accepted hypotheses or laws considering new facts, or the practical application of new or revised hypotheses or laws. This applies to the biomedical, educational, public health, and/or clinical, health care quality, safety, and delivery fields. This work product is then disseminated to the scientific/medical/healthcare/global community. For candidates that choose research as a domain for promotion, demonstrated scholarly work product such as published, peer-reviewed papers must be provided. However, several other types of scholarly work are expected as well (see Section C and below for specific example). Excellence in research is determined by:

- a. Demonstration of proven record of creative, high quality, significant work. Candidates proposed for appointment or promotion based on research must reference three or more of their key publications in their Personal Statement (Synopsis). The publications identified should be the candidate's most important research contributions and elucidate their area of expertise and chosen career path. These publications should be from the last 5-years, as these provide the best picture of the candidates' continued productivity and potential for future scientific contribution and forward momentum.
- b. Independence of research accomplishments. In cases where the candidate's bibliography contains many multi-authored articles, documentation of the independent contribution of the candidate should be provided. This documentation may be done by first, corresponding or senior authored original research articles or a delineation of the candidates' unique contributions to the research team when the author has very few first authored manuscripts. Examples of participation in multi-authored publications must include a description of participation (interdisciplinary/collaborative projects, multi-center studies; program projects, statistical contributions, data gathering, manuscript preparation, methodology planning and execution, grant writing, database maintenance, experiment execution, substantial collaborative effort, unique expertise added to the project, etc.)
- c. Extramural funding to support independent research activities. This needs to be documented in full detail in the candidate's CV (funding agency, type of grant, years, dollar amount, role on the project, etc.). Faculty, for whom research is the

primary domain for promotion, are required to provide evidence of independent funding from the NIH, DoD, NSF or other peer-reviewed agencies or foundations. In exceptional cases, substantial funding from industry might be considered.

- d. Issue of a patent and/or development of new or novel technology. This needs to be documented in detail.
- e. Evidence of mentorship of trainees (students, residents, colleagues, post-doctoral associates) and the types of projects, activities, research projects in which mentoring occurred.
- f. Evidence of lectures and presentations to educate students, colleagues, peers, etc. on one's research endeavors.

Educational and Clinical Research

- Scholarly/Academic Contributions related to pedagogical methods, educational research findings, or curriculum development efforts.
- Has participated in clinical programs that support strong research components.
- Participation as PI or Co-PI on clinical trials in their area of expertise is considered favorable.
- Participation in investigator-initiated clinical studies in their area of expertise is considered favorable.
- Demonstrates scholarly activity in the form of either case reports, clinical reviews, editorials, book chapters, clinical practice guidelines and clinical quality improvement projects.
- Service as an editor or associate editor for scientific journals in their area of expertise is considered favorable.
- Service on the editorial board of a journal/journals in their area of expertise is considered favorable.
- Serving as an ad-hoc reviewer for clinical journals in their area of expertise is considered favorable.
- Has demonstrated evidence of scholarship in the form of abstracts or posters at local, regional, national or international meetings.
- Has demonstrated evidence of scholarship in the form of participation in platform presentations at local, regional, national, or international meetings.
- Serves in a consultancy role on a scientific advisory board for industry, government, or academic institutions.

Term-Tenure

Term-tenure is a seven-year term appointment initially awarded after faculty committee review and approval by the President and The University of Texas System (UT System) Board of Regents. Renewal of a term-tenure appointment for subsequent seven-year terms requires faculty committee review and approval of the President. The term-tenure appointment is held only at the component institution and is not transferable. Tenure and compensation are separate matters. Term appointment denotes a status of continuing employment as provided by the Rules and Regulations of The UT System Board of Regents and does not guarantee any certain level of compensation.

For the award of term-tenure, candidates must meet all criteria for Associate or Professor ranks. However, recommendation for promotion does not require a recommendation for term-tenure; recommendation for promotion and term-tenure must be voted on separately.

Sustainability of research productivity in terms of scholarly publications and extramural grant support is essential. Apart from contributions to scholarship, education and service, the candidate's value and commitment to the university and its mission will also be considered. To be considered for term-tenure with the SOM these additional performance markers must be met within the research domain:

- Sustainability of research program(s)
- Research excellence
- Research leadership
- Sustainability of peer-reviewed research publications
- Increasing H-index and other citation indices
- Sustainability of extramural research grant support (federal and other)
- Leadership role on collaborative grants
- Mentorship of Junior Faculty
- Evaluation letters from leaders in the field
- National and international reputation in scholarly research.

Prohibition

- Per Regents Rule 31007, Sec. 7, a person appointed to a term-tenure faculty position in the SOM may not, during the period of such appointment, hold a tenured or term-tenure appointment on the faculty of another educational institution without the express written permission of the appropriate Executive Vice Chancellor.

Appointment Period

- If an individual is appointed to or promoted with term-tenure with an effective date other than September 1, the first year of term-tenure is calculated as follows:
 - September 1 through November 30: The first year of the seven-year term-tenure appointment begins on September 1 of the current fiscal year.
 - December 1 through August 31: The first year of the seven-year term-tenure appointment begins on September 1 of the following fiscal year.

Notice of Nonrenewal

- A faculty member serving a seven (7) year term appointment shall be given notice not later than thirty (30) days prior to the end of the sixth (6th) academic year of such appointment period that the subsequent academic year will be the terminal year of employment or that, subject to the approval of the President, at the conclusion of the subsequent academic year he/she will be reappointed to a seven-year term appointment.

The notice required by this Subsection is not applicable where termination of employment is for good cause under Rule 31008, Section 1 of the Regents' Rules and Regulations.

For full details regarding Tenure policies, see UT Tyler's [Handbook of Operating Procedures](#).

- 3.09 Probationary Period
- 3.10 Tenure
- 3.25 Periodic Performance Evaluation of Tenured Faculty

3. Clinical Excellence

Clinical excellence is another primary domain for senior faculty promotion. Faculty who are put forth for promotion under clinical excellence will be evaluated on the QUALITY and IMPACT of their clinical service and its accompanying CONTRIBUTIONS to advance health care quality, delivery, safety, and outcomes. Such clinical work must reach beyond one's daily patient care duties and expand to demonstrate a mastery and achievement in care delivery projects that foster and facilitate quality care. Quality care (as defined by the National Quality Forum) is composed of the following elements:

- Safe Care
- Timely Care
- Effective Care
- Efficient Care
- Equitable Care
- Patient Centered Care

A faculty member who is pursuing promotion in clinical excellence must partake and exemplify success and achievement in one, or ideally, more of the above components of care. Impact and contributions may have institutional, local, regional, national, or international effects. Of note, solely providing direct patient care at UT Tyler and/or one of its affiliates over a certain period of time is NOT sufficient as a basis for senior faculty promotion. Mastery and achievement in scholarly projects as a result of work in the clinical arena is strongly encouraged for promotion to Associate Professor but required for promotion to Professor, as described above and below. The following are examples of scholarly work that demonstrate clinical excellence:

Participation and leadership in quality improvement projects, committees, and/or research that (a brief sample of projects):

- Decrease infection rates
- Decrease readmission rates
- Improve family centered care
- Improve processes to increase efficiency and productivity

- Improve resource utilization
- Decrease expenditures while improving care
- Improve patient satisfaction
- Improve discharge processes
- Facilitate timely care
- Improve provider/patient communication
- Improve follow-up rates
- Improve patient compliance
- Improve clinical treatment success rates
- Diminish adverse patient care events
- Improve community engagement and outpatient management of patients and/or their families
- Safely integrate technology into healthcare via IT, Electronic Medical Records, patient monitoring systems, etc.
- Introduce, apply, or evaluate new or existing clinical devices, procedures, and/or treatments that may improve patient care and/or outcomes
- Develop and/or implement new or unique patient care models in the inpatient units and/or outpatient clinics that significantly impact quality care and/or outcomes
- Deliver clinical work in the community or globally (free clinics, charity care, international health) that impacts community engagement, care, etc.
- Facilitate and/or create organized and thoughtful approaches to interdisciplinary / multidisciplinary care among providers to improve upon and provide quality care and outcomes.
- Developing, implementing, and/or managing clinical service lines and programs.
- Supporting documents must include a detailed summary of participation in the above projects in addition to supporting letters from department chairpersons or section directors or from project-leader colleagues with whom the clinician collaborated. Quantitative and qualitative results of interventions should be provided, and the IMPACT of the interventions, projects, or care models should be clearly outlined. It is strongly encouraged and expected that clinical excellence candidates have produced at least some written scholarly work derived from their clinical excellence endeavors.

Additionally, any clinician who is seeking promotion under clinical excellence must, at a baseline, demonstrate superior clinical care skills in their chosen field as evidenced by the practice of safe, quality, and professional care. Examples to demonstrate such care are:

- Excellent Clinical Performance
- Patient Outcomes/Quality Improvement
- Provides timely, effective, compassionate, and cost-effective care based on patient comments and national benchmarks of quality being favorable and supportive.
- Unsolicited commentary from patients, including thank you letters for excellent clinical care.

- Recognition as a clinical expert in their respective area of expertise based on conversation with institutional, local, and regional referring sources.
- Evaluations from members of the clinician's multidisciplinary team including resident, nurse practitioners, nurses, colleagues, etc.
- Letters attesting to one's skills, expertise, and evidence-based practices. These can be from colleagues or former trainees, a division chief or chair.
- Commendation from division or department for excellence in clinical care.
- Clinical care awards.
- Receives regular referrals for clinical consultations from institutional, local, and regional sources (applicable for outpatient faculty only).
- Has demonstration of clinical care awards from various sources; institutional or departmental awards. Recognition by organizations such as Best Doctors, etc.
- Meeting or exceeding expected productivity metrics in the form of RVU's.
- Meeting or exceeding expected institution's quality metrics.
- Has participated in the creation of practice parameters or guidelines for disorders in their specialty with their specialty or subspecialty organizations.
- Has participated in the creation of quality and process improvement programs.
- Has participated in the creation of patient safety programs.
- Has demonstrated evidence of significant clinical educational activities such as serving as faculty on hospital services, and or supervising faculty for medical students, residents, or fellows in outpatient clinics.
- Has served on institutional, regional, or national committees related to patient care issues in the outpatient or inpatient services.

4. Community

Community can entail engagement, service, and/or leadership in the administrative and/or infrastructural workings of an institution, community, and/or regional organization that aims to further health care, health policy, biomedical education, research, etc. Leadership within the UT Tyler health care system and outside the UT Tyler system are a necessary and important part of a senior faculty member's role as mentor and influencer in the health care community. Major commitment to leadership roles must be documented clearly with responsibilities. Supporting letters from committee chairs, or colleagues on committees, professional societies, etc. are encouraged.

Faculty must demonstrate outstanding achievement and mastery in management and leadership (i.e. building a division or program within the medical center or SOM or building a program, society, or division outside of the UT Tyler system that provides direct benefit to the UT Tyler community or the regional, local, national and/or international academic community).

Examples of excellence in Community include but are not limited to the following:

- Provide leadership in planning and/or developing programs and/or policy at UT Tyler School of Medicine, and/or within UT Health East Texas.

- Provide leadership in planning and/or developing critical strategy and/or infrastructure (divisions, departments, sections, care units, etc.) essential to the growth and success of UT Tyler School of Medicine and/or within UT Health East Texas.
- Provide leadership and management in the above activities and at other medical colleges, universities, medical/professional societies, journals, governments, etc. that establish repute for senior faculty in the regional, national, and international community.
- Engage in Community Service / Community Health Care/ Global Health Care through creation of community health clinics and /or educational outreach to at risk patient populations.
- Be elected to clinical and/or health related scientific societies or offices in health care, health policy, and/or biomedical journals, organizations, and societies.
- Serve on regional or national clinical advisory boards or committees.
- Be an active member on various organizational committees, task forces, and working groups at UT Tyler School of Medicine and/or within UT Health East Texas.
- Serve as course directors and/or in other administrative responsibilities for activities within the UT Tyler School of Medicine and/or within UT Health East Texas that support the academic mission of the Institution/organizations.
- Participate in innovative programming and entrepreneurship essential to the growth and success of UT Tyler School of Medicine and/or within UT Health East Texas.
- Participate in media interviews as a recognized expert in the field to disseminate information to the public.