

Faculty Appointment, Promotion and Tenure Award Guidelines

School of Medicine

Departmental APT Committee Guidelines

1. Committee members should be tenured faculty at the Associate Professor and/or Professor ranks
2. Consist of a minimum of three committee members
3. Department Chairs cannot serve on the departmental APT committee
4. Chair of the departmental APT committee should be elected by the committee members
5. Members of the committee should rotate off on a regular basis

Only the committee members at or above the rank of the faculty member being considered will be allowed to vote for promotion.

If the department does not have enough tenured Associate Professors and/or Professors to serve on the departmental APT committee the Chair may ask faculty outside the department to serve but these faculty members must be within the School of Medicine.

Promotion Guidelines

Criteria for promotion include contributions in the areas of research, teaching, and service. Individuals appointed in a tenure-earning track are expected to demonstrate excellence or potential for excellence in at least two of these three areas; those in a non-tenure earning track are expected to demonstrate excellence or potential for excellence in any one area.

Assistant Professor

Promotion to this rank usually requires the following:

- Two or more years experience following receipt of Doctorate
- Academic credentials and demonstration of level of specialized accomplishment appropriate to the mission of the Department and the UABSOM
- An expectation of collegiality and participation in service in the Department and/or UABSOM
- Demonstration of potential for scholarly achievement in areas of research, teaching, and/or service, as appropriate

Associate Professor

Promotion to this rank usually requires the following:

- Three or more years in the rank of Assistant Professor
- Academic credentials and demonstration of level of specialized accomplishment appropriate to the mission of the Department and the UABSOM
- Demonstration of collegiality and involvement in the Department and/or UABSOM
- Evidence of scholarly achievement in areas of research, teaching, and/or service, as appropriate, documented by peer recognition at a national level

Examples of activities that are consistent with the above guidelines follow for each of the three academic activities:

Research

1. Demonstration of initiative and independence in research activities in basic science, clinical, outcomes, or population-based research.
2. Publication of independent research findings and scholarly papers in peer-reviewed journals.
3. Obtaining grants and/or contracts for support of research.
4. Participation as a member of large research team(s), providing documented critical contribution(s).
5. Presentation of research and other scholarly findings at scientific and professional meetings.
6. Service on thesis or dissertation committees.

Teaching

1. Demonstration of mastery of content and method, documented by student and peer evaluation. All teaching activities should receive consideration.
2. Taking responsibility for the design, organization, coordination and evaluation of a course or series of lectures.
3. Developing and/or presenting effective continuing education or other professional programs, including invited presentations.
4. Providing effective supervision, guidance, and/or counseling to trainees, including graduate students, postdoctoral fellows, and/or house officers.
5. Participation in educational program planning and general curricular activities.
6. Publication of papers and/or presentations at professional meetings on topics related to education.
7. Demonstration of innovation in teaching methods and production of texts, educational software or courseware.
8. Receipt of recognition as an exemplary scientist or clinician whose mentoring and teaching activities provide an outstanding role model for students.
9. Serving as principal investigator on grants or contracts for educational projects.

Service

1. Providing exemplary patient care and/or serves in administrative or committee roles that augment the missions of the Department and/or UABSOM.
2. Providing staff responsibility for a service or specific area of patient care.
3. Serving as critical member or director of a research core laboratory.
4. Serving on committees with the department, school, university and/or affiliated institutions.
5. Engaging in mentoring junior faculty colleagues.
6. Serving on committees to develop clinical practice guidelines or to formulate healthcare policies.
7. Providing service to the professional or lay community through education, consultation or other roles.

Professor

Promotion to this rank usually requires the following:

- Distinguished performance as an associate professor, at least 3-5 years in rank.
- Academic credentials and demonstration of level of specialized accomplishment appropriate to the mission of the Department and the UABSOM.
- Demonstration of collegiality, involvement, and leadership as a citizen of the Department and/or UABSOM.
- Evidence of sustained scholarly achievement and productivity in the areas of research, teaching, and/or service, as appropriate.
- Demonstration of nationally recognized excellence in the conduct of academic duties.

Examples of activities that are consistent with the above guidelines follow for each of the three academic activities:

Research

1. Continued demonstration of initiative, independence, and sustained activity in basic science, clinical, outcomes or population research.
2. Sustained productivity as author of papers reporting independent research findings in peer-reviewed journals.
3. Record of sustained ability to obtain grants and contracts for support of research.
4. Receipt of recognition of excellence in research by professional or scientific institutions or organizations.
5. Continued critical contribution(s) to large research team(s).
6. Receipt of invitations to preside over sessions at national or international or scientific meetings.
7. Participation in external review committees, study sections, or service as editor of scientific or professional journals.

Teaching

1. Sustained and outstanding performance in the examples cited for the associate professor level.
2. Leadership through design, organization, coordination, and evaluation of a course(s).
3. Administrative responsibility at the school or departmental level for curriculum.
4. Leadership in continuing education or other professional programs; invitations as visiting professor at other institutions.
5. Supervision of staff teaching within a course, division, department, or within the school.
6. Sustained productivity in publication of papers and/or presentations at professional meetings on topics related to education.
7. Sustained innovation and leadership in production of texts, educational software, or courseware.
8. Record of sustained ability to maintain external funding to support innovative educational projects.
9. Sustained recognition as an exemplary scientist, teacher or clinician whose activities provide an outstanding role model for students.

Service

1. Continued demonstration of excellence in patient care and/or service in critical administrative, core laboratory, or committee roles that augment the missions of the Department and/or UABSOM.
2. Senior staff responsibility for a service or specific area of patient care or clinical teaching.
3. Recognition as an authority by other schools and departments within UAB and by local, state, regional and national organizations or institutions.
4. Appointment to responsible position(s) within the institution or its affiliates (e.g., chairs a committee, department, or division; membership on major Department or UABSOM committees).
5. Engages in mentoring of faculty colleagues.
6. Continued service on committees to develop clinical practice guidelines or to formulate regional or national healthcare policies.
7. Election to responsible positions on civic boards or organizations concerned with health care issues at the local, state, regional, national or international levels.

Tenure Guidelines

Any faculty member appointed to a tenure-earning position shall have a maximum of ten years to earn tenure. If tenure has not been awarded prior to one year before the end of the specified maximum tenure-earning period, the final year shall be a terminal appointment.

Tenure decisions should be made separately from appointment or promotion decisions. These decisions may be made at the same time or at separate points in time. Criteria for granting tenure include the following:

- Achievement of rank of at least Associate Professor;
- Academic credentials consistent with the missions of the department and the UABSOM;
- National reputation reflected by peer recognition, presentations at national professional meetings, and productivity in published works;
- Evidence of positive institutional citizenship, manifest as effective participation in service activities, mentoring of more junior colleagues, support of university missions and values, collegiality and leadership initiative;
- Evidence of sustained, significant scholarly achievement in at least two of three areas, including research, teaching, and service.

Scholarship

The UABSOM has a multifaceted mission that includes providing healthcare, conducting research, applying new knowledge to improve healthcare and delivery, and educating healthcare providers. This mission requires the commitment of a diverse faculty. As an affirmation provided below is articulation of Scholarship at UABUABSOM, which is derived from an expanded view of scholarship set forth in Dr Ernest L. Boyer's book *Scholarship Reconsidered* (Glassick, C.E., Huber, M.T., Maeroff, G.L., *Scholarship Assessed: Evaluation of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1997.). It is hoped that this statement will inform both the career development of faculty at UABSOM and the process of making decisions regarding appointments, promotion, and tenure.

Boyer's expanded view of scholarship includes the following:

Scholarship of Discovery

"... the scholarship of discovery... comes closest to what is meant when academics speak of "research." No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom in inquiry and to following, in a disciplined fashion, an investigation wherever it may lead... Scholarly investigation... is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended."

Scholarship of Teaching

"When defined as *scholarship*... teaching both educates and entices future scholars. As a *scholarly* enterprise, teaching begins with what the teacher knows... Teaching is also a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning... Further, good teaching means that faculty, as scholars are also learners... In the end, inspired teaching keeps the flame of scholarship alive... Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge dangerously diminished."

Scholarship of Application

"The third element, the *application* of knowledge, moves toward engagement as the scholar asks, 'How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as to institutions?'... To be considered *scholarship*, service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is serious, demanding work, requiring the rigor – and the accountability – traditionally associated with research activities."

Scholarship of Integration

"By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too... Today, interdisciplinary *and* integrative studies, long on the edges of academic life, are moving toward the center, responding both to new intellectual questions and to pressing human problems. As the boundaries of human knowledge are being dramatically reshaped, the academy surely must give increased attention to the *scholarship of integration*."

The scholarship of discovery, teaching, and application relate directly to UABSOM's major missions in research, teaching, and service. Examples of each are provided in the guidelines for appointment or promotion and tenure. The scholarship of integration related to all three areas and should be considered relative to contributions in the three primary areas.

A distinction has been made between *scholarly activity* and actual *scholarship*. For example, delivering a good lecture in a medical school class may be expected of a faculty member and is an example of a *scholarly activity*. To qualify as *scholarship*, however, one would look to the faculty member to be responsible for the development and validation of a curriculum, course, or new approach to teaching. A distinction might be made between a faculty member who provides competent clinical service and one who is viewed as a recognized authority in an area of clinical medicine.