

## **Scoring System for Promotion**

No promotion should be made solely based on points, although the point system defines a minimum level of accomplishment that must be met by the faculty of all colleges at the health science center. For each faculty member being considered for promotion, the department Chair must provide a letter of recommendation justifying the scores that are awarded and the promotion that is under consideration. For promotion to Associate or Full Professor, each candidate shall also be evaluated by the faculty within the department at or above the rank being sought (Faculty Handbook, Section 4.4.2) and by the CPT Committee (Faculty Handbook Section 6.8.3); if a department does not have the required number (3) of faculty members (Faculty Handbook Section 4.4.2), the CPT Committee (Faculty Handbook Section 4.4.3) will perform the evaluation. Important intangible aspects that are also included in the final assessment include the individual's loyalty, enthusiasm, courtesy, cooperativeness, and dedication to the department, the college, and the University.

Having achieved the required points, all candidates are still required to meet the specific, minimum career-track requirements of the rank to which they are seeking promotion.

Each category (teaching, research/creative and other scholarly activities, patient care, and service/outreach) has a possible total of 9 points divided among three subcategories. Points for each subcategory should be awarded on a 0-3 scale (whole numbers only), where 0 reflects no contribution in a particular area, 1 reflects minimal contribution with respect to quality and quantity, and a score of 2 reflects moderate or satisfactory contributions with respect to quality and quantity. A score of 3 should be awarded only for exceptional contributions, both with respect to quality and quantity; when such score is awarded, it must be justified by statements in the Chair's letter and by the documentation provided by the candidates as part of their dossier. A similar review process should be used by the departmental and college appointment and promotion committees. A grid for assessing the points in each category can be found in a companion document.

### **Mission 1: Teaching (maximum of 9 points)**

Examples of activities that should be considered in allocating points for teaching are shown below. Each candidate should identify the three activities (subcategories) on this list that would be most appropriate for evaluating his/her accomplishments and provide an appropriate grid for committee use. The score for these activities should reflect both the effectiveness and the level of contribution in each subcategory.

- a. **Course Leadership:** course director, Clerkship coordinator, Residency training director; other formal teaching duties, e.g., student and resident teaching in a clinical or practice setting, classroom or online education, laboratory teaching; research mentor/member of thesis or research oversight committees; Student advising
- b. **Acknowledged excellence in teaching:** Student or peer evaluations; Teaching honors and awards; Awards to students mentored by faculty
- c. **Innovation in teaching:** Major course revisions, curriculum redesign, introduction of new technologies in the teaching setting

## **Mission 2: Research/Creative and Other Scholarly Activities (maximum of 9 points)**

Examples of activities that should be considered in allocating points for research/creative and other scholarly activities are shown below. The score awarded for these activities should reflect both the quantity of these activities as well as the quality of the contributions in this category.

- a. **Publications:** peer-reviewed and nonpeer-reviewed articles in professional journals, textbooks, book chapters, health care articles for the lay press, etc.

Publications in peer-reviewed, high impact journals should be given the highest scores. Evaluators should note, however, that some disciplines may regularly report their work in more narrowly focused journals and that a simple assessment of the impact factor of these journals may underestimate the significance of the publications for these disciplines.

College bylaws may specify minimum publication requirements for promotion to the various ranks depending on the type of faculty appointment held. Thus faculty members are advised to review college bylaws as they prepare their dossiers for promotion, and evaluators should review these bylaws as part of the promotion review process. For example, faculty members should be aware that the required number of publications may differ for tenured/tenure track faculty vs. non-tenure track faculty. In addition there may be differing requirements for the promotion of non-tenure track faculty who serve as clinician educators vs. those who serve as researchers. However, it is expected that there be a reasonable balance in the evaluation of numbers of publications versus their importance.

- b. **Extramural funding:** grants from federal agencies (NIH, NSF, AHRQ, DOD, HRSA, etc.), foundations and institutes (American Heart Association, Muscular Dystrophy Association, National Cancer Society, etc.), pharmaceutical companies, training grants, inter-professional grants, and other grants and contracts
- c. **Other scholarly activities:** manuscripts under review, invited lectures, patents, licensing agreements, presentations at national/international meetings, submitted abstracts, featured presentations at grand rounds, at local or regional societies, or for local special interest groups, service on editorial boards (if used here, cannot be used in "Service"); or development of new procedures, protocols, or devices that improve health and/or raise standards of care.

## **Mission 3: Patient Care (maximum of 9 points)**

Examples of activities that should be considered in allocating points for patient care are shown below.

- a. **Productivity/patient load/scheduling:** evaluation based on RVU targets and other agreed-upon patient care goals with respect to numbers of new and returning patients, numbers of procedures, numbers of clinic sessions per week, etc. Targets may differ depending on the site of care delivery and the specific discipline.
- b. **Quality of care/patient satisfaction:** as evidenced by standardized evaluations carried out by practice setting, by evaluations of peers/other health care providers, by chart reviews, etc.

- c. **Professional recertification/enhancement of knowledge base for clinical care:** acquires and maintains board certification/licensure by regular participation in professional societies and in continuing education programs in his/her field and/or by participation in special training programs

**Mission 4: University Service/Outreach (maximum of 9 points)**

Examples of activities and material that should be considered in allocating points for service/outreach are shown below:

- a. **Institutional service:** Participating on committees for the UT System, Health Science Center campus, college, or department; presenting continuing education programs for department, college or campus; organization of seminar programs; supervision of departmental or campus core research facilities (e.g., flow cytometry, confocal or electron microscopy facilities); coordinating searches for faculty members, deans, senior administrators.
- b. **Professional service:** Participation in local, state, regional, national, or international organizations or professional societies, service on editorial boards, as a reviewer for professional journals or funding agencies (note that service on editorial boards may be considered under service or research but cannot count for both)
- c. **Community service/outreach:** Presentations to civic groups or other local organizations, participation in outreach activities in area schools, organization and/or delivery of community health initiatives, providing clinical services in community settings (health care fairs)

**Point Requirements for Promotion**

After careful review and assigning of points in the appropriate categories, the expectations for promotion are shown below. A sample template and a grid for calculating the points earned can be found in the appendices below:

- a. For promotion to Assistant Professor, the candidate must accumulate a total of 3.5 points if he/she does not have a clinical practice and 4.0 points if he/she has practice responsibilities.
- b. For promotion to Associate Professor, the accumulation of a minimum of 6 points is required from new/continuing activities since appointment or last promotion.
- c. For promotion to Professor, the accumulation of a minimum of 7.5 points is required from new/continuing activities since appointment or last promotion.

**Grid for assessing performance metrics\***

Mission	Categories	Score (0-3)	% Effort	Result
<b>1. Teaching</b>	<b>a. Course Leadership:</b> Course director, Clerkship coordinator, Residency training director; other teaching duties e.g. student and resident teaching in a clinical or practice setting, classroom or online education, laboratory teaching; Research mentor/member of thesis or research oversight committee; Student advising	a. _____		
	<b>b. Acknowledged excellence in teaching:</b> Student or peer evaluations, Teaching honors and awards, Awards to students mentored by faculty	b. _____		
	<b>c. Innovation in teaching:</b> Major course revisions, Curriculum redesign, Introduction of new technologies in the teaching setting	c. _____		
	<b>Subtotal for Teaching Mission</b>	<b>Sum (9 max)</b> _____	X _____	% _____
<b>2. Research / Creative &amp; Other Scholarly Activities</b>	<b>a. Publications:</b> peer-reviewed, and non peer-reviewed articles in professional journals, textbooks, book chapters, health care articles for the lay press, etc.	a. _____		
	<b>b. Extramural funding:</b> including grants from federal agencies (NIH, NSF, AHRQ, DOD, HRSA, etc.), foundations and institutes, pharmaceutical companies; training grants; inter-professional grants; other grants and contracts, or program/teaching grants	b. _____		
	<b>c. Other scholarly activities:</b> manuscripts under review, invited lectures, patents, licensing agreements, presentations at national/international meetings, submitted abstracts, featured presentations at grand rounds, at local or regional societies, or for local special interest groups, service on editorial boards Editorial board activities (if used here cannot be used in "Service")	c. _____		
	<b>Subtotal for Research/Creative &amp; Other Scholarly Activities Mission</b>	<b>Sum (9 max)</b> _____	X _____	% _____
<b>3. Clinical Care</b>	<b>a. Productivity/patient load/scheduling:</b> evaluated based on RVU targets and other agreed-upon clinical care goals with respect to numbers of new and returning patients, numbers of procedures, numbers of clinic sessions per week, etc.	a. _____		
	<b>b. Quality of care/Patient satisfaction:</b> as evidenced by standardized evaluations carried out by practice setting, by evaluations of peers/other health care providers, by chart reviews, etc.	b. _____		
	<b>c. Professional recertification/enhancement of knowledge base for clinical care:</b> acquires and maintains board certification/licensure by regular participation in professional societies and in continuing education programs in his/her field, and/or by participation in special training programs	c. _____		
	<b>Subtotal for Clinical Care Mission</b>	<b>Sum (9 max)</b> _____	X _____	% _____
<b>4. Service / Outreach</b>	<b>a. Institutional service:</b> Participation on committees for the UT system, Health Science Center, College, and/or department; presentation of continuing education programs for department, college or campus; organization of seminar programs, coordination of searches for faculty, deans, senior administrators	a. _____		
	<b>b. Professional service:</b> Participation in local, state, regional, national, or international organizations or professional societies, service on editorial boards, as a reviewer for professional journals or funding agencies (note that service on editorial boards may be considered under service or research but cannot count for both).	b. _____		
	<b>c. Community service/outreach:</b> Presentation to civic groups or other local organizations, participation in outreach activities in area schools, organization and/or delivery of community health initiatives, providing clinical services in community settings (health care fairs)	c. _____		
	<b>Subtotal for Service/Outreach Mission</b>	<b>Sum (9 max)</b> _____	X _____	% _____
<b>TOTAL</b>				<b>= _____</b>

\* Note: Only whole numbers should be used in applying scores

1. Using the following process, calculate a subtotal for each relevant mission:
  - a. Assign a score of 0-3 in each category
  - b. Sum the scores (add a, b, c) – the maximum possible score is 9
  - c. Multiply the sum of the scores by the assigned percent effort in that mission to arrive at a subtotal
2. Calculate the Total Score by summing the subtotals of each relevant mission.

## **Sample Calculating Performance Metrics**

Each candidate must provide information as to the average percentage of effort that he/she devoted to each of his/her assigned missions. For this example, assume the following distribution:

50%	Research/Creative and Other Scholarly Activities
30%	Teaching
10%	Clinical Care
10%	Service/Outreach

Assume further that the evaluators scored the activities in these categories as follows:

9	Research/Creative and Other Scholarly Activities
7	Teaching
7	Clinical Care
6	Service/Outreach

The overall score for this person would be

$$\{\% \text{ of effort} \times \text{category score (Research)} + \% \text{ of effort} \times \text{category score (Teaching)} + \% \text{ of effort} \times \text{category score (Clinical Care)} + \% \text{ of effort} \times \text{category score (Service/Outreach)}\} = N$$

In other words:

$$(0.50 \times 9) + (0.30 \times 7) + (0.10 \times 7) + (0.10 \times 6) = 7.9$$

In this case, the score exceeds the minimum requirement for promotion to full professor (7.5 points).

Example grid demonstrating the application of the performance metrics

Mission	Categories	Score (0-3)	% Effort	Result
1. Teaching	<b>a. Course Leadership:</b> Course director, Clerkship coordinator, Residency training director; Other teaching duties, e.g., student and resident teaching in a clinical or practice setting, classroom or online education, laboratory teaching; Research mentor/member of thesis or research oversight committee; Student advising	a. 2		
	<b>b. Acknowledged excellence in teaching:</b> Student or peer evaluations, Teaching honors and awards, Awards to students mentored by faculty	b. 2		
	<b>c. Innovation in teaching:</b> Major course revisions, Curriculum redesign, Introduction of new technologies in the teaching setting	c. 3		
	<b>Subtotal for Teaching Mission</b>	<b>Sum (9 max) = 7</b>	<b>X</b>	<b>30%</b>
2. Research / Creative & Other Scholarly Activities	<b>a. Publications:</b> peer-reviewed, and non peer-reviewed articles in professional journals, textbooks, book chapters, health care articles for the lay press, etc.	a. 3		
	<b>b. Extramural funding:</b> including grants from federal agencies (NIH, NSF, AHRQ, DOD, HERSA, etc.), foundations and institutes, pharmaceutical companies; training grants; inter-professional grants; other grants and contracts, or program/teaching grants.	b. 3		
	<b>c. Other scholarly activities:</b> manuscripts under review, invited lectures, patents, licensing agreements, presentations at national/international meetings, submitted abstracts, featured presentations at grand rounds, at local or regional societies, or for local special interest groups, service on editorial boards Editorial board activities (if used here cannot be used in "Service")	c. 3		
	<b>Subtotal for Research/Creative &amp; Other Scholarly Activities Mission</b>	<b>Sum (9 max) = 9</b>	<b>X</b>	<b>50%</b>
3. Clinical Care	<b>a. Productivity/patient load/scheduling:</b> evaluated based on RVU targets and other agreed-upon clinical care goals with respect to numbers of new and returning patients, numbers of procedures, numbers of clinic sessions per week, etc.	a. 2		
	<b>b. Quality of care/Patient satisfaction:</b> as evidenced by standardized evaluations carried out by practice setting, by evaluations of peers/other health care providers, by chart reviews, etc.	b. 2		
	<b>c. Professional recertification/enhancement of knowledge base for clinical care:</b> acquires and maintains board certification/licensure by regular participation in professional societies and in continuing education programs in his/her field, and/or by participation in special training programs	c. 3		
	<b>Subtotal for Clinical Care Mission</b>	<b>Sum (9 max) = 7</b>	<b>X</b>	<b>10%</b>
4. Service / Outreach	<b>a. Institutional service:</b> Participation on committees for the UT system, Health Science Center, College, and/or department; presentation of continuing education programs for department, college or campus; organization of seminar programs, coordination of searches for faculty, deans, senior administrators	a. 2		
	<b>b. Professional service:</b> Participation in local, state, regional, national, or international organizations or professional societies, service on editorial boards, as a reviewer for professional journals or funding agencies (note that service on editorial boards may be considered under service or research but cannot count for both).	b. 2		
	<b>c. Community service/outreach:</b> Presentation to civic groups or other local organizations, participation in outreach activities in area schools, organization and/or delivery of community health initiatives, providing clinical services in community settings (health care fairs)	c. 2		
	<b>Subtotal for Service/Outreach Mission</b>	<b>Sum (9 max) = 6</b>	<b>X</b>	<b>10%</b>
<b>TOTAL</b>				<b>= 7.9</b>