

ADMINISTRATIVE MEMORANDUM

SUBJECT: Faculty Promotion Policy

Purpose

To provide University of Houston Tilman J. Fertitta Family College of Medicine faculty guidelines and surrounding the faculty promotion process, for full-time employees. This policy also provides support for intra-year formative reviews between faculty and their supervisor(s).

The promotion process is a peer-review process, internal to the College of Medicine. This process ensures that faculty activities are informed and understand the procedure and requirements for academic performance.

Policy

This policy is relevant to all faculty regardless of specialty area; and includes tenured, tenure-track, and non-tenure track individuals.

Promotion Policy

Per the University of Houston's Non-tenure track (NTT) policy, employment contracts for NTT faculty are normally one year in duration. NTT faculty are normally subject to a 6-year probationary period for those hired at the Assistant rank and a 4-year probationary period for those hired at the Associate or Professor ranks. As specified in policy, NTT faculty must be funded from recurring base dollars to be eligible for a Renewable Employment Agreement (REA). Currently, the Fertitta Family College of Medicine cannot offer Renewable Employment Agreements (REAs) for NTT faculty until such time that recurring base funding becomes available. As such, NTT faculty hired are not subject to the mandatory review for promotion in rank or awarding of a REA.

As is the case with all faculty, NTT faculty must have annual performance reviews.

Should a faculty member desire to seek a promotion, with the support of their chair and dean, a review for promotion will be scheduled and performed according to the process outlined on the Provost's website.

Faculty members seeking promotion will be expected to meet general guidelines based on the individual's responsibilities, as assigned by their Chair.

General Guidelines for Consideration

1. A minimum of three years at the Fertitta Family College of Medicine in the current rank.
2. Annual Performance Reviews consistently demonstrating an overall score of exceeds expectations for at least three years.
3. Exceeds expectations in at least two of the four professional domains: teaching, scholarly activity, service, and clinical endeavors (where applicable).

Working within the University of Houston NTT Promotion guidelines for timing and packet preparation, such requests shall be reviewed by the faculty member's Chair, the Tilman J. Fertitta Family College of Medicine Promotion and Tenure Committee, and finally by the College of Medicine's Dean. Approved requests will be submitted to the Provost's Office for review and a final decision.

Any exceptions to this policy must be approved by the Dean.

At such time that the College of Medicine does offer REAs this policy shall be revised to align with the NTT policy of the University as a whole.

Date Originated: February 15, 2022

Date Approved: March 1, 2022

Date Of Next Scheduled Review: August 1, 2027

Appendix A: Faculty and Supervisor Reporting Form¹

University of Houston College of Medicine Annual Performance Review

Behaviorally Anchored Rating Scales Overview

Behaviorally Anchored Rating Scales (**BARS**) is a performance appraisal technique for assessing the performance of an employee as part of an appraisal process. The technique breaks down the job into its key performance dimensions (tasks), identifies a range of possible behaviors that can be displayed by an employee when undertaking the task and then places these behaviors on a scale ranging from ineffective to excellent performance. The approach uses ratings to communicate different levels of proficiency requirements. However, it should be noted that the scales are designed to provide typical examples of the types of activities or behaviors performed at each rating point, not an exhaustive list of items that all must be completed. BARS should be completed for the domains relevant to the responsibilities and tasks of the faculty member.

Percentage Distribution: Please divide effort across teaching, scholarship, service and administration, and clinical as appropriate. The distribution is determined collaboratively (between faculty and supervisor), to achieve the objectives of the University, College, and Department. These percentages should add up to 100%. A percentage does not need to be listed for each domain.

Teaching %:

Scholarship %:

Service and Administration %:

Clinical % (as appropriate):

BARS for TEACHING: _____

Narrative for TEACHING:

- 0-2 Student or peer course evaluations are below expectations
Student or peer comments about the faculty member raise concerns about teaching effectiveness
For mentors: Little or no mentoring (for example: career advising, scholarship advising, co-authoring papers and presentations with students, journal club discussions, etc.)
For mentees: Infrequent meetings with mentor. Does not respond to mentoring feedback.
For course directors: Poor performance with respect to course development, implementation, evaluation, and refinement (for example: missing multiple course milestones and deadlines)
- 4-6 Student or peer course evaluations meet expectations

For mentors: Occasional mentoring (for example: career advising, scholarship advising, co-authoring papers and presentations with students, journal club discussions, etc.)
 For mentees: Periodic meetings with mentor. Responds to mentoring feedback.
 For course directors: Adequate performance with respect to course development, implementation, evaluation, and refinement (for example: meets course milestones and deadlines)

- 8-10 Student or peer course evaluations exceed expectations
 Praise of teaching to the chair
 Evidence of teaching innovation (for example: novel content, pedagogy, interaction with students, service learning, collaboration, evaluation, integration across the curriculum, etc.)
 Teaching awards
 For mentors: Significant mentoring with respect to the quality of interactions, the frequency of meetings, and/or the number of mentees (for example: career advising, scholarship advising, co-authoring papers and presentations with students, journal club discussions, etc.)
 For mentees: Frequent meetings with mentor. Responds to mentoring feedback. Actively asks for feedback. Identifies areas of weakness and seeks mentoring in those domains.
 For course directors: Superb performance with respect to course development, implementation, evaluation, and refinement (for example: exemplary course integration, robust evaluation, evidence of continuous improvement, etc.)

Note: All of these items do not need to be achieved to receive a rating of 8-10

BARS for RESEARCH / SCHOLARSHIP: _____

Narrative for RESEARCH / SCHOLARSHIP:

- 0-2 0 publications
 0 journal submissions
 0 presentations
 Minimal development of other, non-publication scholarly works (patents, manuals, or survey instruments, etc.)
 Little to no development of scholarship (for example: no meetings with potential collaborators, has not attended conferences or meetings relevant to scholarship, has not started drafts of study protocols, grants, or manuscripts)

- 4-6 1 publication
 1 journal submission
 1 presentation
 Moderate development of other, non-publication scholarly works (patents, manuals, or survey instruments, etc.)
 Moderate development of scholarship (for example: has met with a potential collaborator, has attended a conference or meeting relevant to scholarship, has a draft of a study protocol, grant, or manuscript)

- 8-10 2+ publications
 1+ first, second, or last authorship publication
 2+ journal submissions
 1+ top journal publication(s) (to be determined by Department Chairs)
 2+ presentations
 1+ grant proposal submission
 1 award for research
 Participation in grant study sections
 Significant development of other, non-publication scholarly works (patents, manuals, survey instruments, etc.)
 Extensive development of scholarship (for example: has met with multiple potential collaborators, has attended multiple conferences or meetings relevant to scholarship, has drafted multiple study protocols, grants, or manuscripts)

Note: All of these items do not need to be achieved to receive a rating of 8-10

BARS for SERVICE AND ADMINISTRATION: _____

Narrative for SERVICE AND ADMINISTRATION:

- 0-2 0 Department, College, or University committees
 Sporadic participation in area group/program meetings
 No journal reviewing
 Little or no professional service
 Little or no contribution to accreditation activities
 Fails to respond to most questions/requests from faculty, staff, and students in a timely manner
 Provides little if any leadership for the program
 Plans and organizes meetings poorly
 Poor conflict resolution skills
 Little or no long-range planning for program
 Has poor relationships with faculty and/or students (e.g. conflict)
 Has poor relationships with other department administrators
- 4-6 1 Department, College, or University committee
 1-2 journal articles reviewed
 Regular participation in area group/program, including student scholarly projects and service learning
 Adequate contribution to accreditation activities
 Usually responds to questions/requests from faculty and students a timely manner
 Provides adequate leadership for the program
 Generally well-organized in administering the program
 Plans and organizes meetings adequately

Good conflict resolution skills
Good at long-range planning
Good relationships with faculty and students
Good relationships with other department administrators

- 8-10 2+ Department, College, or University committees
Leadership role within College, University, or professional committees
Membership on a committee of a professional society
3+ journal articles reviewed
Membership on an editorial board
Regular participation in area group/program, including student scholarly projects and service learning
Leadership role in area group/program
Leadership role in professional service
Activity in local community
Significant contribution to accreditation activities
Always responds to administrative or student requests in a timely manner
Provides strong to exemplary leadership skills for the program
Excellent administrative skills—highly organized
Plans and organizes meetings very efficiently
Excellent conflict resolution skills
Excellent long-range planning
Has excellent relationships with faculty and students
Has excellent relationships with other department administrators

Note: All of these items do not need to be achieved to receive a rating of 8-10

BARS for CLINICAL SERVICE: _____

Narrative for CLINICAL SERVICE:

- 0-2 Little or no participation in quality improvement or improved safety
Little or no contribution to clinical innovation or the development of expertise
Does not respond to administrative or patients requests in a timely manner
Patient evaluations below the norm for the clinical setting
Quality measures below the norm for the clinical setting
- 4-6 Participation in quality improvement or improved safety
Contribution to clinical innovation or the development of expertise
Usually responds to administrative or patients requests in a timely manner
Patient evaluations at the norm for the clinical setting
Quality measures at the norm for the clinical setting

- 8-10 Evidence of excellence in quality improvement or improved safety
Leadership in clinical innovation or the development of expertise
Always responds to administrative or patient requests in a timely manner
Patient evaluations above the norm for the clinical setting
Quality measures above the norm for the clinical setting

Note: All of these items do not need to be achieved to receive a rating of 8-10

Faculty's self-evaluation and narrative response to the Faculty Reporting, Activity Reporting, and Goal and Objectives Forms:

Chair's overall evaluation and narrative response to the Faculty Reporting, Activity Reporting, and Goals and Objectives Forms:

Weighted Score (Use the Expected Percentage Distribution as the weights):

Teaching BARS:

Scholarship BARS:

Service and Administration BARS:

Clinical BARS:

Summed BARS:

Note: A summed BARS of 8 to 10 indicates that the faculty member "exceeds expectations." A summed BARS of 4 to 7 indicates that the faculty member "meets expectations." A summed BARS of 1 to 3 indicates that the faculty member "does not meet expectations." Supervisors will develop remediation plans for faculty that do not meet expectations.

Appendix B: Activity Reporting Form²

INSTRUCTIONS: Please submit the most current version of your CV with this form. Using the tables below, highlight any accomplishments since your last Faculty Annual Evaluation. Rows may be added to each table as needed.

EDUCATION/TEACHING

1. List the **teaching activities** in which you have been engaged during this review period. Please include workshops, panel discussions and podium presentations, etc.:

LEVEL <i>(undergraduate, graduate, continuing education, other)</i>	NAME <i>(name of course, clerkship, lab, etc.)</i>	TEACHING METHOD <i>(lecture, small group, simulations, journal club, clinical rounds/ teaching, labs, supervision of students, etc.)</i>	NUMBER OF LEARNERS

2. List the **curriculum development** activities in which you have been engaged during this review period including new curriculum materials developed, major revisions, syllabi etc.:

LEVEL <i>(undergraduate, graduate, continuing, other)</i>	CURRICULUM NAME/ TOPIC	YOUR ROLE AND DEGREE OF RESPONSIBILITY <i>(leader and instructor, advisor/ consultant)</i>	NUMBER OF LEARNERS

3. List the **assessment methods** (new or revised) in which you have been engaged during this review period:

LEVEL <i>(undergraduate, graduate, continuing, other)</i>	TYPE OF ASSESSMENT METHOD <i>(multiple choice questions, simulation, observations with feedback, grading of research papers or capstone projects)</i>	CONTEXT OF ASSESSMENT <i>(name of course, clerkship, continuing education program, etc.)</i>	YOUR ROLE <i>(development of new tool, implementation of existing tool, grading examinations, etc.)</i>	NUMBER OF LEARNERS

4. List the **advising/ mentoring activities** of students, residents, junior faculty, interest groups or other groups you have been engaged during this review period:

NAME OF MENTEE/ ADVISEE	LEVEL OF TRAINING	LENGTH OF MENTORING/ ADVISING	YOUR ROLE <i>(career advice, work-family balance, research, skills development, etc.)</i>

5. **Teaching Evaluations:** Briefly summarize evidence of effectiveness in teaching and activities associated with the design, delivery, and evaluation of instruction as well as mentoring and advising during this review period. Report highlights from any related evaluations you have received.

RESEARCH/SCHOLARSHIP

1. List grants, contracts, clinical studies that have been either submitted or funded during this review period:

AGENCY NAME	ROLE	% EFFORT	PERIOD COVERED	TOTAL FUNDS REQUESTED

2. List books, manuscripts, case studies, opinion papers, editorials, and monographs that have been either under development, submitted or accepted for peer-reviewed publication during this review period:

PUBLISHER / JOURNAL	TITLE	AUTHORS (Last name First initial)	STATUS (under development, submitted, or accepted)

3. List all other scholarly activities including oral / poster presentations, non-peer reviewed work, visiting professorships, quality improvement initiatives, patient safety initiatives, and patents or other intellectual properties during this review period:

NAME OF ACTIVITY	ROLE	STATUS (under development, submitted, or accepted)

4. List conferences attended, professional development events or study sections attended during this review period:

TITLE	ROLE

5. **Research/ Scholarship Evaluations:** Briefly summarize evidence of effectiveness in your research and scholarly activities during this review period. Report highlights from any related evaluations you have received.

CLINICAL ACTIVITIES

1. List the major areas of **direct patient care and clinical activities** you have been involved during this review period:

NAME OF ACTIVITY	% EFFORT	LOCATION

2. List the most **significant clinical contributions to the Department** including the development of new clinical programs or processes, internal or external collaborations/ partnerships during this review period:

NAME OF ACTIVITY	YOUR ROLE	LOCATION

3. **Clinical Evaluations:** Briefly summarize evidence of effectiveness in your clinical activities including quality and timely completion of patient records, recognition from patients, institutions and peers for clinical skills and professionalism during this review period. Report highlights from any related evaluations you have received.

SERVICE AND ADMINISTRATION

1. List **leadership/ administrative positions** held during this review period within the department, institution and/or affiliated clinical settings:

TITLE (<i>clinical or medical director, course/ clerkship director, department/ division chair, dean, etc.</i>)	UNIT/ LOCATION	SCOPE	YOUR ROLE

2. List **leadership/ administrative positions** held during this review period in local, regional, national organizations:

TITLE	ORGANIZATION/ AGENCY	SCOPE	YOUR ROLE

3. List **the service activities** you have been engaged during this review period within the department, institution and/or affiliated hospitals :

NAME OF ACTIVITY (committees, task forces, search committees and interview of candidates, etc.)	YOUR ROLE	LOCATION

4. List **the service activities** you have been engaged during this review period in local, regional, national organizations:

NAME OF ACTIVITY (committees, task forces, consultation to other agencies)	ORGANIZATION/ AGENCY	YOUR ROLE	LOCATION

5. List **other community service-** related to academic role during this review period:

NAME OF ACTIVITY (community talk related to professional activities, judge at science fair, etc.)	ORGANIZATION/ AGENCY	YOUR ROLE	LOCATION

6. **Leadership/ administration and service:** Briefly summarize evidence of accomplishments in leadership/ administration and service to the institution, the profession and to the community at large as related to the academic role during this review period. Report highlights from any related evaluations you have received.

Appendix C: Goals and Objectives³

List goals and accompanying objectives for the next year in priority order. Include at least one objective for each goal. Write at least one goal and related objective(s) in the following areas as appropriate: teaching, scholarship, service and administration, and clinical service. The goals and objectives should support the UH College of Medicine’s mission.

A goal is a broad statement of a desired outcome that you plan to achieve in the next 3-5 years.

Examples:

- To secure external funding to maintain a productive research program
- To establish myself as an educational scholar
- To increase the efficiency of my clinical practice

An objective is a statement of a desired outcome that you will achieve in the next year.

Objectives should be in the SMART format: Specific, Measureable, Achievable, Relevant, Time-limited

Examples:

- I will submit two applications for external funding by January 1st
- I will complete the assessment of the new curriculum and write a manuscript by December 1st
- I will enroll in LEAN training and initiate one project for quality improvement this year

Table: Goals and Objectives for the Next Academic Year

Goals	Objectives	How the goal relates to the UH COM mission	Resources needed to meet goal or objective (consider mentoring, time, and equipment)
(1) Teaching Goal:	Objective 1.1:		
(2) Scholarship Goal:	Objective 2.1:		
(3): Service and Administration Goal:	Objective 3.1:		
(4) Clinical Service Goal:	Objective 4.1:		
(5) Wellness Goal:	Objective 5.1:		

Table: Goals and Objectives for the Previous Academic Year

Goals	Objectives	Progress towards meeting goals and objectives
(1) Teaching Goal:	Objective 1.1:	
(2) Scholarship Goal:	Objective 2.1:	
(3): Service and Administration Goal:	Objective 3.1:	
(4) Clinical Service Goal:	Objective 4.1:	
(5) Wellness Goal:	Objective 5.1:	

Appendix D: Feedback about the Annual Performance Review

- 1) What was beneficial to you about the Annual Performance Review forms?**

- 2) What was beneficial to you about the Annual Performance Review process?**

- 3) How did the Annual Performance Review help you become a better faculty member?**

- 4) What would you change about the Annual Performance Review forms?**

- 5) What would you change about the Annual Performance Review process?**

- 6) Any other feedback about the forms or the process?**

Appendix E: Voluntary Faculty and Supervisor Reporting Form

Teaching/Supervising

- _____ Exceeds Expectations: *Praise from students; exemplary course evaluations; Innovative teaching methods*
- _____ Meets Expectations: *Satisfactory evaluations from students; assessments on time/complete*
- _____ Below Expectations: *Course evaluations unsatisfactory; student comments raise concerns about teaching effectiveness; assessments late/incomplete*
- _____ Not Applicable

Research/Scholarly Activity

- _____ Exceeds Expectations: *Praise from students; mentoring multiple students/trainees; presentations with students*
- _____ Meets Expectations: *Satisfactory evaluations from students; some work with trainees on scholarly activity*
- _____ Below Expectations: *Comments from student mentees raise concerns about effectiveness; missed commitments*
- _____ Not Applicable

Community and/or Administrative Service

- _____ Exceeds Expectations: *Active in community; leadership roles in professional societies; sets positive example for others on altruism; seeks out ways to contribute*
- _____ Meets Expectations: *Meets commitments for participation; membership in a professional society or relevant community group*
- _____ Below Expectations: *Does not meet commitments for participation; little or no work on required administrative committees or within the community*
- _____ Not Applicable

Faculty's self-evaluation and narrative response to the Faculty Reporting, Activity Reporting, and Goal and Objectives Forms:

Chair's overall evaluation and narrative response to the Faculty Reporting, Activity Reporting, and Goals and Objectives Forms: