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Criteria for Acquiring Tenure

Introduction:
The granting of tenure indicates that a faculty member has achieved a level of accomplishment that is sufficiently valuable to the missions of the School of Medicine to be accorded a uniquely privileged employment status. Faculty on the tenure track have a full range of academic activities; that is, they are active in education, research, and service.

Candidates for tenure will submit to the Faculty Appointments, Promotions and Tenure Committee (APT Committee) the following materials, which are analogous to those required for consideration of a promotion; that is:

- an updated CV,
- a portfolio,
- a list of four to six external referees who can be asked to write a letter evaluating the candidate, two of the referees must be from out of state
- a checklist page signed by the candidate and the appropriate department Chair,
- a letter of evaluation from the departmental promotions committee,
- a letter from the departmental Chair that evaluates the candidate
- a completed Form D (an IHL required document for tenure)

Below are the standards to be used by the APT Committee in deciding to recommend tenure for a faculty member. The candidate is not expected to achieve all standards, but rather should demonstrate accomplishments proportional to the candidate’s primary and secondary mission emphases (education, research, and service). These criteria are designed to encourage the candidate to list his/her achievements beneficial to the Medical School or Medical Center and to help assure that they are properly noted by the APT Committee in assessing the candidate for tenure. Every criterion in this document, listed for either basic or clinical faculty, can be used to recognize an achievement by any candidate.

The IHL Board holds the following position on tenure:
“To be considered for tenure a faculty member must be reviewed for tenure during the sixth academic year of the probationary period. Upon written agreement between the institution and the faculty member, credit up to a maximum of five (5) years toward fulfillment of the minimum probationary period may be allowed for service at an institution of higher education. Such credit toward the probationary period must be determined at the time of initial appointment to rank. Such allowance is to be granted only to an individual who possesses exceptional professional qualifications and achievements and is not to be construed as exempting said individual from any other institutional policies and procedures governing the award of tenure. Once the probationary period has been completed, a tenure track professor of any rank, if reappointed, must be awarded tenure or a terminal contract. For tenure to be awarded, the Institutional Executive Officer must make a recommendation to the Board in writing. Only faculty members of professorial rank can be awarded tenure. The award
of tenure is not vested until notice of the award is given in writing by the Institutional Executive Officer, after approval by the Board, and the written notice is actually received by the faculty member. At the time of initial employment by the Board, a faculty member or an administrative employee whose preceding employment included faculty rank at the level of assistant professor, associate professor, or professor and tenure may be granted tenure only if so recommended by the President/Chancellor and approved by the Board. There shall be appropriate tenure/grievance committees at the institutions. (BT Minutes, 3/91; 2/98; 12/2004; 3/2008)"

**Part I - Basic Science Faculty:**

Basic science faculty are expected to have accomplishments in Education (Teaching/Mentoring), Research/Scholarship, and Academic Service, Leadership or Administrative Service. Variations in the emphasis areas in education, research, and service are anticipated, even among faculty of one department. The majority of Basic Science faculty will focus strongly on research and will conduct education extensively. A minority of Basic Science faculty will focus strongly on education and will participate in some research, which could include educational research. In some circumstances, tenure may be granted to a faculty member who provides an Academic Service, Leadership, or an Administrative Service for the Medical Center or School of Medicine.

**A. Standards for Research/Scholarship:**

Research and scholarship will be evaluated relative to the percent effort in this area, as listed on the candidate’s portfolio.

1. **Grants**

   Being a PI on a major extramural grant or Co-PI with clearly defined roles on two or more extramural grants (in-house grants do not substitute) provides evidence of research/scholarly activity. Externally funded grants that have been completed can also be considered evidence of research accomplishment.

2. **Publications form the basis for evidencing scholarly research activity — manuscripts listed must be published or in press.**

   a. Peer-reviewed scientific articles (typically 1-3 per year) provide evidence of research activity - - - the candidate should have a significant number of first author or senior author papers.

   b. Books or chapters in academic books count like peer-reviewed papers

3. **Presentations at national/international meetings**

4. **Leadership role in professional societies devoted to research**

5. **Role in reviewing papers and grants for an external agency or journal**

6. **Invited lectures presented by the candidate**

7. **Awards recognizing research contributions**

8. **Other**
B. Standards for Education (Teaching/Mentoring)

From the information supplied, the APT Committee will estimate the involvement of a candidate in educational activities. The amount of involvement will be evaluated relative to the percent effort in education that a candidate reports in his/her portfolio.

1. Scholarship in education as reflected by publications in peer-reviewed journals, books, or chapters in books or by acquiring external funding for educational projects
2. Development of new educational materials including new curricula, programs or courses.
3. A role in reviewing manuscripts, grants, or programs in education for an external agency or journal and by acquiring educational grants.
4. Contact hours in lecturing to medical or dental students
5. Contact hours in lecturing to graduate students or medical residents
6. Contact hours in lecturing to undergraduate students in a health professional school (e.g., nursing or allied health)
7. Hours spent in teaching small groups and/or laboratory work to professional students
8. Hours spent in mentoring graduate students and postdoctoral fellows in research - - - also, specify the number of students for whom you are or have been the major professor.
9. Hours spent mentoring the research of students in other health programs (e.g., medical, dental or undergraduate students) - - - specify number and program in which the student is enrolled.
10. Hours spent in seminars/journal clubs and committees evaluating student presentations; specify the contact hours, course, program, and number of students.
11. State the hours spent in the administration of courses; specify the contact hours, courses, program, and number of students.
12. Describe teaching packages, other instructional tools, or curriculum design that you have developed.
13. Awards for teaching
14. Other

(Chair is to submit an evaluation of the candidate’s effectiveness as an educator.)

C. Standards for Academic Service, Leadership, or Administrative Service (other than education/research)

The effort that a candidate reports for his/her role in administrative work will be compared to the following standards.

1. Medical Center Committees - - - list the committees on which you have served and describe your role in terms of projects/sub-committees, frequency of meetings, and your responsibility for action items.
2. School Committees - - - list the committees on which you have served and describe your role in terms of projects/sub-committees, frequency of meetings, and your responsibility for action items.

3. Departmental Committees - - - list the committees on which you have served and describe your role in terms of projects/sub-committees, frequency of meetings, and your responsibility for action items.

4. Programs or special projects - - - this could include representation of the Medical Center, Medical School, or department at off-campus functions. Describe your role and time requirements.

5. Leadership roles in the Medical Center, Medical School, and/or department. Describe the function and estimate time requirements.

6. Other

(Chair is to submit an evaluation of the candidate’s contributions to service.)

Part II - Clinical Science Faculty

The tenure track clinician must provide health care service plus make scholarly contributions to the Medical School and/or Medical Center. The activities must be proportional to his/her percent effort in education, research, and service. A minority of clinical faculty may focus on research and participate some in educational activities and/or service.

A. Standards for Education (Teaching/Mentoring)

1. Training of post-doctoral health care providers (list contact hours per week, number of trainees, and nature of interactions).

2. Training of undergraduate health care providers (list contact hours per week, number of trainees, and nature of interactions).

3. Formal lecturing for medical graduate trainees or undergraduate health care providers (list contact hours, number of trainees, and teaching program).

4. Training of research post-doctoral fellows

5. Educational packages, curricula changes, or teaching tools developed

6. Administration of courses or educational programs; list program, course, number of students, and contact hours

7. Off-campus training or educational presentations

8. A role in reviewing manuscripts, grants, or programs in education for an external agency or journal.

9. Scholarship in education as reflected by publications in peer-reviewed journals, books, or chapters in books or by acquiring external funding for educational projects.

10. Awards for teaching

11. Other
(Chair is to submit an evaluation of the candidate’s effectiveness as an educator.)

B. Standards for Research/Scholarship
1. List grants obtained as PI (include title, agency, dates, and funds awarded)
2. List grants obtained as co-investigator (include title, agency, dates, funds awarded, and your role in the project)
3. Participation in clinical trials or other industrial studies
4. Publications form the basis for evidencing scholarly research activity — manuscripts listed must be published or in press.
   a. Peer-reviewed scientific articles (typically 1-3 per year) provide evidence of research activity — the candidate should have a significant number of first author or senior author papers.
   b. Books or chapters in academic books count like peer-reviewed papers
5. Publications in non-peer reviewed journals
6. Publication of other scholarly works
7. Development of clinical practice guidelines, health care policies, or standards of care
8. List of invited presentations
9. Other