

College of Osteopathic Medicine

Guidelines for Promotion and Tenure of Tenure-track/Tenured Faculty

The standards for promotion and tenure in the College of Osteopathic Medicine (COM) at Sam Houston State University (SHSU) reflect a commitment to support faculty as teacher-scholars throughout their careers in an environment of academic excellence. For promotion and/or tenure to be awarded, the candidate must have demonstrated a commitment to academic excellence as a teacher-scholar. This policy establishes standards for promotion and/or tenure applicable to tenure-track and tenured faculty within the COM. It elaborates on SHSU Academic Policy Statements governing faculty evaluation, specifically APS 900417 (Promotion and Tenure) and APS 820317 (Annual Evaluation–FES) for tenure-track faculty as well as the rules and regulations of The Texas State University System (TSUS).

The objective of this document is to establish a framework of standards for faculty performance. Upon approval by the Dean and the Provost, it will take effect in 2026 as a guiding policy for the DPTAC. The policy will be reviewed annually, and any recommended revisions will be submitted to the Dean and Provost for consideration and implementation in the subsequent academic year.

The document presents specific categories and standards of performance for all aspects of faculty evaluation, including the following seven (7) categories. To review the most recently approved versions of these policies, Faculty should refer to SHSU's Academic Affairs Policies & Procedures webpage: <https://www.shsu.edu/dept/academic-affairs/policies.html>

1. Faculty Evaluation System (APS 820317 for tenure track faculty).
2. Annual evaluation of probationary tenure-track faculty by the Department Promotion and Tenure Advisory Committee (DPTAC); APS 900417.
3. A third-year extensive review of probationary tenure-track faculty by the DPTAC (APS 900417 for tenure-track faculty).
4. Dossier for promotion and/or tenure to the rank of Associate Professor (APS 900417 for tenure-track faculty).
5. Dossier for tenure at the rank of Associate Professor (APS 900417 for tenure-track faculty)
6. Dossier for promotion and/or tenure to the rank of Professor (APS 900417 for tenure-track Faculty).
7. Dossier for promotion to the rank of Professor (APS 900417 for tenure-track).

The remainder of this document provides an overview of the expectations that can be applied broadly across the categories of faculty evaluation consistent with applicable policy.

The tenure unit is the College of Osteopathic Medicine and by nature includes probationary, temporary, and tenured faculty who specialize in a wide range of academic disciplines. As such, the COM recognizes the necessity of supporting flexible and inclusive guidelines for all aspects of faculty evaluation.

The COM promotes an environment conducive to academic excellence in teaching, scholarly and creative activity, service, and patient care (if applicable) as major categories of performance: (per APS 900417 & APS 820317). Therefore, *meeting all required elements is the expectation for faculty to be considered for tenure and/or promotion*. Broad categories of performance include:

1. Teaching. In addition to session and laboratory instruction delivery in all modalities, the teaching category includes course directorship, andragogy-related activities such as curriculum development, academic advising, student mentorship, and other related endeavors that broadly constitute student learning support and/or program support. The impact of teaching will be decided according to the academic rank specified under each rank category (e.g., assistant, associate, or professor), the academic track (e.g., tenure), and the specific Departmental goals.

2. Scholarly and Creative Activity. This category includes a range of outputs appropriate to research and scholarly development. Acceptable accomplishments are varied and may include the generation and dissemination of novel research (e.g., peer-reviewed publications), collaborative research (e.g., with community, faculty, students); acquisition of financial support (e.g., grant funding); acquisition of intellectual property (e.g., granted patents rights); invited presentations, and other forms of research as appropriate to the individual rank, track, and specific Departmental goals.

3. Service. The service category includes committee work, and other activities that serve the Department, College, University, profession, and community, and that are related to faculty appointment(s).

4. Patient Care. The patient care category includes work in SHSU clinics or SHSU-sponsored clinical activities that serve the profession and community as related to Faculty appointment(s).

Each time the evaluation criteria are updated, faculty shall choose, at the time of their annual probationary evaluation, whether to remain on the standards that previously applied or switch to the updated standards. Faculty must notify their DPTAC in writing or by e-mail at least two weeks prior to the date of their annual probationary evaluation, and the selection shall be final from the date of the election moving forward. If no selection is made, the standards of evaluation shall default to the updated standards. Faculty may only be evaluated on standards that were current during some portion of the probationary period. (see APS 900417 section 5.03)

Standards for each of the categories are outlined below. The standards are a guide for faculty to identify overall expectations and are not the sole criteria used by the committee or the institution to recommend Promotion/and Tenure. Each category considers full-time allocation (FTE) to individual Faculty and the academic diversity offered by each member.

General Considerations:

Promotion (and/or tenure): Assistant Professor to Associate Professor or Associate Professor to Professor.

Assistant Professors will be promoted to the rank of Associate Professor concurrent with the granting of tenure (for faculty in tenure track only). Assistant Professors may not be awarded tenure without also being awarded promotion to Associate Professors.

The expectations for Promotion and/or Tenure for the ranks of Associate Professor to Professor or tenure for hired faculty at the rank of Professor (if in a tenure-track) are detailed by category: Teaching, Scholarly and creative activity (scholarly work), Service, and Patient Care (if applicable).

Teaching, scholarly and creative activity, service, and patient care activities in the previous five years before applying for promotion (and tenure, if in such track) will be considered by SHSU-COM and the DPTAC as part of the evaluation process.

Criteria for Granting Tenure for Associate Professor or Professor Hired Without Tenure in Tenure Track.

The granting of tenure for an Associate Professor or a Professor requires demonstration by the faculty of sustained excellence in the domains of teaching, scholarly and creative activity, and service in a tenure-granting institution during the last five (5) years before or after the hiring at SHSU.

At the discretion of SHSU, prior service in a tenure-track/tenured position in a tenure-granting institution can be awarded up to three (3) years counting towards fulfilling the required probationary period for tenure and promotion. Prior service credit shall be applied to the beginning of the probationary period (years 1-3). Any such agreement appears in the offer letter and initial contract of the faculty member at the discretion of the Dean and Provost.

On occasions, an outstanding faculty may be considered for tenure before the stipulated and standard five 5-years of performance at SHSU-COM. Early consideration for promotion (and/ or tenure) requires the approval of the chair/director and Dean before the second Monday of October in the academic year in which promotion is to be considered.

Special permission for early application for promotion and/or tenure by the chair/director and/or Dean does not imply a subsequent favorable recommendation.

Probationary Period.

Personal circumstances may justify the suspension of the tenure clock for up to two years. It is the responsibility of the faculty member to provide proper documentation to demonstrate sufficiently why the request should be granted.

The Department chair shall provide a recommendation concerning the request for a suspension of the tenure clock to the dean within ten (10) working days from receipt of the request.

The dean shall provide a recommendation concerning the request for a suspension of the tenure clock to the provost within ten (10) working days from receipt of the Department chair's recommendation.

The decision on the request for a suspension of the tenure clock shall be made by the provost within ten (10) working days from the date of receipt of the dean's recommendation.

Stipulations about expectations for faculty performance during the halting of the tenure clock will be decided in agreement with the faculty's academic chair.

Teaching Standards Criteria

The evaluation of teaching is a holistic process, drawing from both quantitative and qualitative evidence that demonstrates a sustained pattern of performance, innovation, and reflection. The contribution to teaching considered for promotion and tenure should be commensurate with the faculty member's academic rank, chosen evaluation pathway, and assigned FTE, in accordance with SHSU policy (APS 820317). Evidence of contribution to the establishment of an academic culture of excellence is part of the teaching assessment (professional competency) and will be considered as adherence to Departmental, College, and University policies and decisions; furthering the Department and COM goals; mentoring junior faculty; working within the existing administrative structures of the Department, College, and University; promoting harmony and the general welfare of the Department, College, and University; and support and assistance of other faculty members.

The content and expectations for Teaching are described below:

Teaching narrative:

- Teaching Philosophy
 - Correlate your passion with your unique perspective on teaching
- Demonstrate how the teaching philosophy manifests in teaching
 - Specific examples of teaching practices
- Elaborate on a teaching continuous quality improvement (CQI) plan for self-evaluation, quantification, and growth
 - Aggregate the previous years' performance evaluations from the students, Chair, educational affairs, and course directors to base the proposed CQI plan
- Report evidence of the implementation of the teaching CQI plan from the previous year
- Quantify the annual contribution and justify meeting the expectations of the chosen evaluation pathway.
 - Number of sessions delivered by instruction type
 - Number of sessions delivered in your primary discipline
 - Number of sessions delivered outside of your primary discipline
 - New sessions and/or courses developed
 - Courses directed.
- Report on student, chair, and course director evaluations, including numerical scores and synopsis of constructive comments during the probationary period
- Evidence of commitment to best teaching effectiveness:
 - Participation in course development or revisions, for example:
 - Demonstrate contributions to blueprinting and mapping
 - Review, improve (higher-order Bloom's and/or Fink's taxonomy), add new objectives to the core curriculum
 - Inclusion of innovative use of technologies or teaching strategies
 - Participation in workshops or other professional development intended to enhance teaching
 - Andragogical publications and/or presentations that demonstrate and provide evidence of teaching effectiveness
 - Impact of Student Mentoring
 - Performance in your discipline
 - Change in overall performance
 - Leadership roles obtained

Expectations by Rank:

All ranks demonstrate:

- Effectiveness in planning and development of teaching materials and activities
- Effectiveness in the delivery of teaching materials and activities
- Effectiveness in evaluating student learning outcomes
- Professional development and collaboration related to teaching activities and skills
- Adhering to University/College/Department policies, and procedures regarding teaching activities

All faculty members, in consultation with the Department Chair, may select an evaluation pathway, as outlined in SHSU policy (APS 820317; Table 1). The assignment is expected to result in a documentable workload in accordance with the COM FES Handbook and COM workload policy. These assignments will align with university and departmental goals in teaching, scholarly and creative activity, service, and patient care (if applicable), while also considering the faculty member's interests and expertise. Final assignments are subject to approval by the Dean.

Table 1. Allowed weightage for teaching efforts based on evaluation pathways

| Pathways/Criteria | Research-Intensive | Teaching-Intensive | Balanced | Patient care-Intensive |
|-------------------|---|--------------------|----------|------------------------|
| % Weightage | 30% | 60% | 35% | 40% |
| Criteria | Documentable workload in teaching activity as per COM FES Handbook and COM workload policy (Examples: Number of teaching sessions, Course director, etc.) | | | |

Expectations of an Assistant Professor seeking promotion to an Associate Professor

The standard for an Assistant Professor is to be competent in all the duties of the teaching domain. To be promoted to the level of Associate Professor, the faculty must demonstrate competence in creating new sessions, directing courses, and implementing individual and innovative teaching styles and will have fulfilled most of the following:

- Developing teaching materials that are appropriate and relevant to the subject matter and learning objectives of the class or clinical teaching sessions
- Delivering the number of didactic sessions and educational activities consistent with FTE expectations
- Committing and contributing to course and/or program assessments during planning and course execution
- Maintaining reasonable availability (office hours) for student conferences and counseling
- Demonstrate areas of improvement based on reviews or evaluations of teaching from students, supervisors, educational affairs, and peer reviewers that align with the curriculum
- Developing and implementing a teaching improvement plan from year to year
- Engaging in professional development aimed at improving teaching effectiveness
- Successfully directing a course based on the COM's Course Director Guidelines or directing an educational program associated with the COM
- Developing new session(s)

- Coaching or mentoring students for academic success

Expectations of an Associate Professor seeking promotion to Full Professor

Faculty at the rank of Associate Professor are expected to demonstrate advanced competence in the domain of teaching. It is expected that an Associate Professor seeking promotion to Professor will have fulfilled most of the following:

- Successfully directing a course based on the COM's Course Director Guidelines or directing an educational program associated with the COM
- Developing and implementing novel teaching strategies to deliver teaching materials, and methods or plans for assessment of teaching and learning
- Developing additional course experiences for students such as class or course material reviews, Q&A sessions, tutorials, or study groups
- Developing new session(s)
- Demonstrate areas of improvement from reviews or evaluations of teaching from students, supervisors, educational affairs, and peer reviewers that align with the curriculum
- Coaching or mentoring students for academic success
- Recognition by students or peers for excellence in teaching

Expectations of a Full Professor seeking tenure

Faculty hired at the rank of Professor applying for Tenure must meet the expectations of Full Professor. In addition to the criteria for Assistant and Associate Professor listed above, the Full Professor is expected to conduct the following:

- Leadership in course/program development and assessment in and outside of the College
- Leadership in curriculum development, review, and revision
- Leadership in professional development aimed at improving the teaching effectiveness of others
- Expert teaching as evidenced by student or peer evaluations
- Exemplary mentorship to peer faculty, students, or trainees

Accordingly, Student, Chair, Educational Affairs, and Course Director evaluation scores/ratings are expected to show growth or maintenance as appropriate over time. While global ratings from these evaluation instruments provide a good overview of teaching effectiveness, the DPTAC members, Department chair, and Dean should consider other data included in the evaluation system. In addition, information about session characteristics (collaborative/team taught), number of independent sessions delivered, and contributions to course content should be considered when reviewing evaluation results.

While student evaluations are a valuable source of information, scores should be interpreted in the context of other materials documenting andragogical achievement. The Department chair, through an annual evaluation of the candidate during the remediation period, will address additional evidence of teaching effectiveness.

Scholarly and Creative Activity Standards Criteria

Faculty in the College of Osteopathic Medicine (COM) holding tenure-track appointments are expected to engage in scholarly and creative activities that generate new knowledge. The impact of these activities, as considered for promotion and tenure, should be collaborative, innovative, and aligned with the faculty member's academic rank, track (e.g., tenure), chosen evaluation pathway, and assigned FTE.

The content and expectations for scholarly and creative activities are described below:

Scholarly and Creative Activity Narrative:

- Define the philosophical foundations that are core to scholarly and creative activities
 - Describe areas of interest
 - Methodology
 - Theory development, empirical work, innovation, basic science, clinical practice, medical education, or policy, synthesis of prior data, or generation of de novo ideas
- Describe how scholarly and creative activity philosophy has been manifested in the performance
 - Publications
 - Posters, professional meeting presentations
 - Manuscripts
 - Book Chapters
 - Grants
 - Invited presentations
 - Intellectual Property
- Articulated focus of inquiry and scope of a scholarly and creative activity program. Details of the program (commensurate with the academic rank and the faculty track: tenure-track/tenured)
- Includes examples of the impact in the field (senior investigator) or the forecast and steps taken to fill current gaps in the field (junior investigator)
 - Quantify the Impact of scholarly and creative activity
 - Number of Publications
 - Number of grants submitted
 - Number of grants awarded
 - Number of publications submitted
 - Impact indicators
 - Advancement of Knowledge
 - Clinical Implementation
 - Community Benefit
 - Legislation and Policy
 - Economic Benefit
 - Reviewer (grant, manuscript, conference)
 - Programming Committee

- Evidence of Impact:
 - Intellectual contribution to the field of study
 - Contribution is dependent on rank:
 - **Assistant**: Identifying an area of expertise
 - **Associate**: Consolidating a scholarly and creative activity niche
 - **Professor**: Recognition as an expert in a field of study
 - Inclusion of innovative techniques
 - Faculty mentoring
 - How successful mentees are in:
 - acquiring grants
 - number of peer-reviewed publications
 - Peer recognition
 - Student mentoring and scholarly and creative activity outcomes
 - Number of student publications and presentations

Expectations by Rank:

All ranks demonstrate:

- Engagement in collaborative scholarly and creative activity
- Student mentoring (e.g., submitted publications or grant applications)
- Publish original scholarly and creative works, including literature reviews (such as systematic reviews with or without meta-analysis), quality improvement projects, original monographs, authored or edited books, or book chapters, with authorship affiliated with SHSU College of Osteopathic Medicine.
- Present original scholarly and creative activity to state, regional, or national events

All faculty members, in consultation with the Department Chair, may select an evaluation pathway, as outlined in SHSU policy (APS 820317; Table 2). The assignment is expected to result in a documentable workload in accordance with the COM FES Handbook and COM workload policy. These assignments will align with university and departmental goals in teaching, scholarly and creative activity, service, and patient care (if applicable), while also considering the faculty member’s interests and expertise. Final assignments are subject to approval by the Dean.

Table 2. Allowed weightage for scholarly and creative activity efforts based on evaluation pathway

| Pathways/Criteria | Research-Intensive | Teaching-Intensive | Balanced | Patient care-Intensive |
|--------------------------|--|---------------------------|-----------------|-------------------------------|
| % Weightage | 60% | 20% | 35% | 20% |
| | Documentable workload in scholarly and creative activity as per COM FES Handbook and COM workload policy (Examples: Scholarly and creative activity project, student mentoring, etc.). Accordingly, the expectations in publications and grant submissions are listed below. | | | |

Expectations of an Assistant Professor seeking promotion to an Associate Professor:

An Assistant Professor is expected to establish scholarly and creative activities within their area of expertise

and disseminate findings (e.g., case reports, publications or presentations). Publications should be in indexed, peer-reviewed journals and/or those of professional societies. An Assistant Professor seeking promotion to an Associate Professor is expected to meet the following criteria:

- A record of active publication in the five years prior to applying for promotion and/or tenure, with author affiliation clearly listed as SHSU-COM, is required. Publications without institutional affiliation will not be considered. Faculty hired with tenure credits may receive exemptions from this requirement upon review and recommendation by the DPTAC.
- The recommendation is five (5) publishable units over five years for faculty in research-intensive evaluation pathway, three (3) publishable units for balanced evaluation pathway, two (2) publishable units for teaching-intensive evaluation pathway, and two (2) publishable units for patient care-intensive evaluation pathway (summarized in Table 3). The designation of publishable units is determined by the journal's quartile ranking at the time of publication. The criteria for publishable units' designation are outlined below.
- The recommendation is that the faculty be the first or last author (senior/corresponding) on at least two (2) of the five (5) required publishable units for research-intensive evaluation pathway, and on at least one (1) of the three (3) required publishable units for balanced evaluation pathway (Table 3).
- Faculty are recommended to demonstrate the submission of scholarly and creative activity proposals for extramural funding as PI/Co-PI within the five years prior to applying for promotion and/or tenure. This includes an expectation of at least two submissions for faculty on the research-intensive evaluation pathway and one submission for those on the balanced evaluation pathway (Table 3).

Table 3. Recommendations for publishable units and grant submissions for faculty in different evaluation pathways

| Pathways/Criteria | Research-Intensive | Teaching-Intensive | Balanced | Patient care-Intensive |
|---|---------------------------|---------------------------|-----------------|-------------------------------|
| Publishable units | 5 | 2 | 3 | 2 |
| First/Corresponding authorship in publishable units | 2 | 0 | 1 | 0 |
| Submission of scholarly and creative activity proposals for external grants | 2 | 0 | 1 | 0 |

- Faculty who wishes to have a publication counted as more than the designated publishable units must provide a written justification in their narrative to the DPTAC for consideration. The DPTAC's decision on the classification of publishable units will be final.
- Opinion pieces, commentaries, or non-peer-reviewed publications (e.g., newspaper, blog) will not count as publications but will be seen as promoting the COM.
- Consistent mentoring of student-driven scholarly and creative activity is expected.
- Faculty must demonstrate consistent scholarly and creative activities.

Publishable Unit:

Manuscripts published in a peer-reviewed, indexed journal will earn publishable units based on the journal's quartile ranking, as outlined below:

| | |
|-------------------------|-----|
| Third & Fourth quartile | 1.0 |
| Second quartile | 1.5 |
| First quartile | 2.0 |

Quartiles are established using the “Journal of Citation Reports” ([Journal Citation Reports - Home](#)) which uses the Web of Science article and citation data (impact factor and related metrics) to categorize journals by category. This tool provides a ranking of journals by number of citations as the journal content applies to a field of study. If an article is published in a journal that is not supported by the Web of Science, then SciMago Journal rank can be used. If additional assistance is needed to describe the impact of a publication, the faculty member can consult with the Librarian.

Expectations of an Associate Professor seeking promotion to Professor:

Faculty at the rank of Associate Professor are expected to demonstrate advanced competence with areas of excellence in the domain of scholarly and creative activity. It is expected that an Associate Professor seeking promotion to Professor will have completed most if not all of the following:

- A record of active publication in the five years prior to applying for promotion and/or tenure, with author affiliation clearly listed as SHSU-COM, is required. Publications without institutional affiliation will not be considered. Faculty hired with tenure credits may receive exemptions from this requirement upon review and recommendation by the DPTAC.
- The recommendation is five (5) publishable units over five years for faculty in research-intensive evaluation pathway, three (3) publishable units for balanced evaluation pathway, two (2) publishable units for teaching evaluation pathway, and two (2) publishable units for patient care-intensive evaluation pathway (summarized in Table 3). The designation of publishable units is determined by the journal's quartile ranking at the time of publication. The criteria for publishable units' designation are outlined below.
- The recommendation is that the faculty be the first or last author (senior/corresponding) on at least two (2) of the five (5) required publishable units for research-intensive evaluation pathway, and on at least one (1) of the three (3) required publishable units for balanced evaluation pathway (Table 3).
- Faculty are recommended to demonstrate the submission of scholarly and creative activity proposals for extramural funding as PI/Co-PI within the five years prior to applying for promotion and/or tenure. This includes an expectation of at least two submissions for faculty on the research-intensive evaluation pathway and one submission for those on the balanced evaluation pathway (Table 3).
- Progress toward sustainable (financially sustainable) scholarly activities (grant support)
- Record of original scholarly and creative activity published in peer-reviewed indexed journals
- Collaboration with students on submitted publications or grant applications
- Participation in Faculty development including the development of activities for others
- A recognized expert in the faculty's field of study (presentations and an invitation to the faculty's scientific field meetings or peer invitations to present work at other institutions.

- Peer mentorship with demonstratable outcomes
 - Grants/publications of mentored faculty/students

Associate Professor and Professor are expected to demonstrate impact alongside meeting the publication requirements mentioned above (e.g., number of publications and the faculty listed as a first or corresponding author accordingly). Impact is assessed holistically rather than solely quantitatively. Faculty will collaborate with the librarian to evaluate the cumulative impact of their work using the Becker Medical Library Model for Research Impact Assessment. This model accounts for the Advancement of Knowledge, Clinical Implementation, Community Benefit, Legislation and Policy, and Economic Benefit in determining overall impact.

Expectations of a Full Professor seeking tenure:

Faculty hired at the rank of Professor applying for tenure must meet the expectations of Full Professor Post-tenure review. In addition to the criteria for Assistant and Associate Professor listed above, the Full Professor is expected to conduct the following:

- Leadership in scholarly and creative activity program development in and outside of the College
- Extramural funding
- Leadership in professional organizations (Study section/grant reviewer, leader in a scientific organization)
- Exemplary mentorship to peer faculty, students, or trainees
- Continued record of scholarly and creative activity

If a faculty member receives a score for scholarly and creative activity/research that is one standard deviation below the college average, as evaluated by the Chair, the candidate should address this in their narrative. The explanation should include any challenges encountered, actions taken to address the issue, and any extenuating circumstances that may have contributed to the lower-than-expected score. Conversely, if the score is above the college average, the candidate should identify and reflect on the strengths, effective strategies, and training experiences that contributed to this success and should be retained moving forward.

Engaging in high-quality, productive scholarly and creative activity/research requires time, focus, and sustained effort. If a faculty member demonstrates limited contributions in this area over consecutive years, relative to the expectations for their rank, the faculty member and their Chair will collaborate to develop a revised plan. This plan must be approved by the Dean and the Provost and should outline specific training opportunities and targeted outcomes designed to enhance research productivity in scholarly and creative activities.

Service Standards Criteria

The COM Faculty is expected to consistently engage in service furthering the missions of Departments, COM, and SHSU, their profession, and the community the COM serves. Service may be, but is not limited to administrative and committee service, unpaid service beyond SHSU to the profession locally, regionally, nationally, and internationally, including academic or professionally related public service. Evidence of contribution to the establishment of an academic culture of excellence is part of the service assessment (professional competency) and will be considered as adherence to Departmental, College, and University policies and decisions; furthering the Department goals; mentoring junior faculty; working within the existing administrative structures of the Department, College, and University; dutiful fulfillment of committee responsibilities; promoting harmony and the general welfare of the Department, College, and University; and support and assistance of other faculty members.

The content and expectations for the Service are described below:

Service Narrative:

- Define the philosophical foundations that are core to the service interests
- Describe how service philosophy has manifested in:
 - Participation in selected COM, SHSU, local, regional, national, and international committees/organizations
 - Clinical activity in support of COM, SHSU, or community health
- Includes examples of impact
 - Quantify the Impact of committees
 - Number of organizations
 - Time dedicated to community
 - Students
 - Causes
 - Leadership roles
 - Evidence of Impact: Impact on
 - The mission of SHSU/COM/Department/Faculty
 - Students
 - Community
 - Profession

Expectations by Rank:

All ranks demonstrate:

- Maintain an appropriate professional demeanor during service activities and in locations where service activities are provided or prepared
- Adhere to University/College/Department policies and procedures during service activities
- Participate in approved COM events

All faculty members, in consultation with the Department Chair, may select an evaluation pathway, as outlined in SHSU policy (APS 820317; Table 4). The assignment is expected to result in a documentable workload in accordance with the COM FES Handbook and COM workload policy. These assignments will align with university and departmental goals in teaching, scholarly and creative activity, service, and patient care (if applicable), while also considering the faculty member's interests and expertise. Final assignments are subject to approval by the Dean.

Table 4. Allowed weightage for service efforts based on evaluation pathway

| Pathways/Criteria | Research-Intensive | Teaching-Intensive | Balanced | Patient care-Intensive |
|--------------------------|--|---------------------------|-----------------|-------------------------------|
| % Weightage | 10% | 20% | 30% | 20% |
| | Documentable workload in service activity as per COM FES Handbook and COM workload policy (Examples: Committee memberships, advising etc.) | | | |

Expectations of an Assistant Professor seeking promotion to Associate Professor:

Assistant Professors are expected to establish a defined area of service. Service should address the needs of the College of Osteopathic Medicine (COM) while also supporting the faculty member's professional and personal development. Expectations include, but are not limited to, active participation in service at the Department/Division, COM, SHSU, and within local, regional, national, and international organizations.

- Faculty are expected to actively participate in committees as outlined in the FES applicable to their track and FTE
- Completing training and participating in prospective medical student interviews (standard to be set and discussed each year at the faculty annual evaluation)
- Participating as a member of a committee
- Participating as a member of a subcommittee or workgroup
- Participating in student or faculty research grant review
- Participating in medical student recruiting activities
- Performing faculty advisor duties -Participating in professional and other activities to enhance professional and personal growth

Expectations of an Associate Professor seeking promotion to Full Professor:

Faculty at the rank of Associate Professor is expected to demonstrate advanced competence with areas of excellence in the domain of service. It is expected that an Associate Professor seeking promotion to Professor will have completed most if not all of the following:

- Serve as an officer on a committee at the level of department/college/university
- Serve on a national level committee for a professional organization
- Develop materials or policies used in committee work
- Develop materials used in medical student recruiting
- Perform COM Learning Community sponsor duties

- Perform COM student organization Faculty advisor duties
- Complete a leadership training course
- Initiating programs to enhance the COM, SHSU or its mission, or additional associated organizations

Expectations of a Full Professor seeking tenure:

Faculty hired at the rank of Professor applying for Tenure must meet the expectations of Full Professor Post Tenure Review. In addition to the criteria for Assistant and Associate Professor listed above, the Full Professor is expected to conduct most if not all of the following:

- Engage in leadership of a high impact on committees, subcommittees, or workgroups
- Develop a program to address needs at the COM
- Engage in leadership of a COM service program
- Develop or direct programs to enhance the COM or its mission
- Service as elected or appointed officer of a professional society or association
- Provide presentations to professional organizations at the national or international level
- Chair a session at a scientific conference
- Serve as reviewer for manuscript or research grant at national or international level

Patient Care Standards Criteria

The COM employs practicing physicians who may be expected to perform patient care as part of their faculty appointment. Patient care may include clinical activity at SHSU Physicians clinic or other affiliated COM clinical sites. Faculty who practices at SHSU Physicians contribute to the reputation of SHSU COM by providing excellent patient care and professional interaction with various healthcare teams and organizations. Clinical activities benefit the community, the college, the University and the profession of Osteopathic Medicine.

The content and expectations for Patient Care are described below:

Patient Care narrative:

- Describe patient care philosophy and how that philosophy impacts:
 - Clinical activity in support of COM, SHSU, or community health

- Include examples of impact including, but not limited to:
 - Meeting standard clinician service activities at SHSU clinics
 - Completion of charts within 7 days from encounter
 - Maintaining 75% of assigned clinic time according to FTE
 - Prompt response to medication refill requests and patient cases, as applicable
 - Peer review documentation supporting excellent patient care, as available
 - Patient satisfaction average score of 3 out of 5 or higher especially desirable
 - Satisfactory patient workload, suggested by below:
 - For primary care physicians, an average of 6-7 patients per half day over one year period
 - For specialty physicians, an average of 3 patients per half day over one year period
 - For behavioral health clinicians, an average of 3 patients per half day over one year period

- Include examples of activities to improve clinical practice, including but not limited to:
 - Completion of quality improvement project(s)
 - Creation of policy statements, triage documents, or other items to improve patient care
 - Participation in committees or task forces in community to address health policy

- Clinical Practice Related Honors, with national honors especially desirable.
- Continued education certificates in clinical practice, as applicable.

Expectations by Rank:

All clinical faculty (tenure-track or tenured) who have selected the patient care–intensive pathway are expected to allocate 20% of their effort to patient care activities. They are also required to maintain licensure and board certification in their specialty and to demonstrate effectiveness in fulfilling patient care duties at SHSU clinics.

Expectations of Assistant professor seeking promotion to Associate professor

- Meet COM clinical productivity and clinical teaching goals developed for each Faculty Member
- Meet COM patient satisfaction goals set for each Faculty member

- Participation in clinical service activities at SHSU or in the community (volunteering at free clinics, health fairs, etc.)

Expectations of an Associate professor seeking promotion to Full professor

- Serving as an officer or board member of an appropriate professional organization (TOMA, AOA, AMA, AAFP, etc.)
- Excelling patient satisfaction and clinical productivity scores
- Supervising medical trainees or clinical staff members
- Influencing clinic or local health practice policies

The current document will be reviewed on an annual basis. The Faculty Evaluation Committee will collect feedback from the faculty before May of the corresponding calendar year. Approved committee recommendations will be submitted during early June to the dean for consideration and upon approval by the provost become effective immediately serving as the guideline for Promotion and Tenure Standards for the subsequent calendar year.

Approved by COM FESC Committee: 09-10.2025

Approved by COM Academic Leadership Council: 9-22-2025

Approved by Com Dean: 9-25-25 *Thomas J. Mohr D.O.*

Approved by SHSU Provost: