

UNIVERSITY OF NORTH TEXAS
HEALTH SCIENCE CENTER
at FORT WORTH

FY 2024
Annual Certification
pursuant to
Texas Education Code § 51.942

Policies and Procedures
related to
Faculty Tenure

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06.1000 Tenure

06.1001 Concept and Purpose of Tenure. Upon the recommendation of the President, the Board may confer academic tenure, or continuing appointment. “Tenure” means the entitlement of a faculty member to continue in the faculty member’s academic position unless dismissed by the institution for good cause as set forth in the policies and procedures of the institution. Academic tenure recognizes the professional and accomplished status of the faculty member.

Tenure is designed to accomplish the following purposes:

1. assure the faculty of freedom of teaching, research, opinion, and full participation as citizens in the academic community;
2. assist the Institutions by encouraging sound standards for the selection of faculty; and
3. result in the retention, encouragement, and promotion of the most able and promising faculty.

06.1002 Award of Faculty Tenure. As specified in Regents Rule 03.802.5, only the Board may confer faculty tenure. The President shall forward all recommendations for tenure to the Board through the Chancellor.

06.1003 Policies. Each Institution shall recommend to the Board for review, approval, and adoption policies and procedures for the granting of faculty tenure.

06.1004 Reporting Requirement. Each Institution shall file a copy of its faculty tenure policies and procedures and any amendments thereto with the Texas Higher Education Coordinating Board on or before September 1 of each year.

Adopted: February 7, 2008
Effective: February 7, 2008
Revised: September 1, 2023

06.1100 Evaluation of Tenured and Non-Tenured Faculty

06.1101 Annual Evaluation. Each Institution shall recommend to the Board for review, approval, and adoption a policy providing for annual performance evaluations of all tenured and non-tenured faculty.

06.1102 Post Tenure Review Policy. Each Institution, with the advice and comment of faculty, shall recommend to the Board for review, approval, and adoption policies and procedures for providing for a comprehensive performance evaluation process for all tenured faculty at the Institution. The Institution may design its policy to fit its particular educational mission, traditions, resources, and circumstances relevant to its character, role, and scope, in addition to other relevant factors. The policy shall include, at minimum, the following provisions providing that:

1. comprehensive performance evaluations of tenured faculty will occur not more often than once every year, and no less often than once every six years after the date the faculty member was granted tenure or received an academic promotion at the institution;
2. comprehensive performance evaluations will be based on professional responsibilities in teaching, research, service, patient care, and administration, and include peer review of the faculty member;
3. the comprehensive performance evaluation process will be directed toward the professional development of the faculty member;
4. the comprehensive performance evaluation process will incorporate commonly recognized academic due process rights, including notice of the manner and scope of the comprehensive performance evaluation, opportunity to provide documentation during the performance evaluation process, and, before any disciplinary action is taken on the basis of a comprehensive performance evaluation, notice

of specific charges and an opportunity for a hearing on those charges is provided;

5. the revocation of tenure or other appropriate disciplinary action may be taken if, during the comprehensive performance evaluation, there is a determination of incompetency, neglect of duty, or other good cause;
6. for any faculty member who receives an unsatisfactory rating in any area of a comprehensive performance evaluation, the process provides for a short-term development plan with performance benchmarks for returning to satisfactory performance; and
7. failure to successfully complete a post tenure comprehensive performance review short-term development plan constitutes adequate cause for dismissal in accordance with Regents Rule 06.1206.

06.1103 Reasons for Dismissal. The Board shall provide specific reasons in writing for any decision to dismiss a tenured faculty member on the basis of a post tenure review.

06.1104 Waiver. The Institutions shall not waive the post tenure review process for any faculty member granted tenure.

06.1105 Reporting Requirement. Each Institution shall file a copy of its post tenure review policies and procedures and any amendments thereto with the Texas Higher Education Coordinating Board on or before September 1 of each year.

Adopted: February 7, 2008
Effective: February 7, 2008
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06.1200 Dismissal and Revocation of Tenure

06.1201 Dismissal of Tenured Faculty. The employment of a tenured faculty member may be terminated only in accordance with this Rule and only for adequate cause, financial exigency, or discontinuance of academic programs.

06.1202 Procedures for Dismissal of Tenured Faculty for Adequate Cause. Except as provided by the procedures for summary dismissal set forth in this Rule, each Institution shall recommend to the Board for review, approval, and adoption procedures for dismissal of a tenured faculty member for adequate cause. Such procedures shall provide the faculty member with appropriate due process including, at a minimum, the following provisions:

1. reasonable and timely notice of the reason for possible dismissal;
2. an opportunity to meet with and respond to an administrator prior to initiation of formal action to dismissal;
3. an informal, advisory inquiry into the reasons for the dismissal before initiation of formal proceedings;
4. a statement informing the faculty member of the reason for initiation of formal dismissal proceedings and of his or her procedural rights under Institution policy;
5. an opportunity for a formal hearing; and
6. a requirement that the Board make the final determination involving the dismissal of a tenured faculty member.

06.1203 Board Review. A recommendation to dismiss a tenured faculty member for adequate cause shall be forwarded by the President to the Board through the Chancellor. A tenured faculty member shall not be dismissed for adequate cause

except by a majority vote of the total membership of the Board. The Board shall provide specific reasons in writing for any decision to dismiss a tenured faculty member for adequate cause.

06.1204 Dismissal of Non-Tenured Faculty. An Institution may dismiss the employment of a non-tenured faculty member by non-renewal of his or her appointment, for adequate cause, financial exigency, or discontinuance of academic programs during the course of his or her appointment.

06.1205 Procedures for Dismissal of Non-Tenured Faculty for Adequate Cause. Each Institution shall adopt procedures for dismissal of non-tenured faculty for adequate cause. Such procedures shall include, at minimum, reasonable and timely notice of the reason for dismissal and an opportunity to respond.

06.1206 Adequate Cause. Each Institution shall recommend to the Board for review, approval, and adoption policies and procedures for dismissal of a tenured faculty member for adequate cause.

1. Adequate cause for dismissal of a tenured faculty member may include, but shall not be limited to, a determination that the faculty member has:
 - (a) exhibited professional incompetence;
 - (b) continually or repeatedly failed to perform duties or meet responsibilities of the faculty member's position;
 - (c) failed to successfully complete a post-tenure review professional development program;
 - (d) engaged in conduct involving moral turpitude that adversely affects the Institution or the faculty member's performance of duties or meeting of responsibilities;
 - (e) violated laws or System or Institution policies or regulations substantially related to the performance of the faculty member's duties;

- (f) been convicted of a crime affecting the fitness of the faculty member to engage in teaching, research, service, outreach, or administration or failed to disclose or misrepresented criminal history background information;
- (g) engaged in unprofessional conduct that adversely affects the Institution or System or the faculty member's performance of duties or meeting of responsibilities; or
- (h) falsified the faculty member's academic credentials.

06.1207 Suspension During Adequate Cause Proceedings. A tenured or non-tenured faculty member may be suspended pending proceedings to dismiss for adequate cause if the faculty member presents a threat of immediate harm to the Institution.

06.1208 Procedures for Summary Dismissal of Tenured Faculty Based on Serious Misconduct. A tenured faculty member may be summarily dismissed – and lose tenure – upon a finding of serious misconduct.

1. Summary dismissal – and loss of tenure – must be based upon a finding of serious misconduct substantiated by an investigation conducted by the System or Institution, or a federal, state, or local agency with applicable jurisdiction over the subject matter. Serious misconduct includes a finding of any of the following:
 - (a) intentional or knowing falsification of a faculty member's academic credentials;
 - (b) egregious scientific or research misconduct;
 - (c) conviction of a crime substantially affecting the fitness of the faculty member to engage in teaching, research, creative activity, service, outreach, or administration;

- (d) sexual misconduct that violates federal Title IX or state sexual misconduct laws or policies; or
 - (e) violence or threat of violence in the workplace
2. Before a faculty member may be summarily dismissed – and lose tenure – the faculty member must be provided with appropriate due process, that includes:
- (a) written notice of the allegation(s) against the faculty member together with an explanation of the evidence supporting possible dismissal, and copies of non-confidential or non-privileged investigative reports (with appropriate redactions) that are available to the Institution at the time of written notice;
 - (b) an opportunity for the faculty member to respond to the allegations in a hearing with the Institution’s Provost;
 - (c) consideration of the faculty member’s response, if any, by the Institution’s Provost;
 - (d) a written determination by the Provost stating whether the Institution will proceed with the summary dismissal that clearly states:
 - (i) that the faculty member is not subject to summary dismissal; or
 - (ii) that the faculty member is subject to summary dismissal, the effective date of the dismissal, and information regarding the faculty member’s opportunity for a post-dismissal appeal.
 - (e) prompt delivery to the faculty member of the Provost’s written determination; and
 - (f) the opportunity to appeal the determination of summary dismissal, as follows:

- (i) if the faculty member desires to appeal, the appeal, including reasons for the appeal, must be submitted in writing to the Institution's President no later than ten (10) business days following delivery of the written determination; and
 - (ii) if an appeal is filed, unless extenuating circumstances otherwise prevent it, the President will render a final determination no later than fifteen (15) business days following receipt of the faculty member's appeal – the President's decision shall be final; or
 - (iii) if no appeal is filed, the President shall summarily dismiss the faculty member as of the effective date specified in the written determination.
- (g) For purposes of this Rule, notice shall be deemed delivered to and received by the faculty member the day an email is sent to the faculty member's Institutionally assigned email address.

06.1209 Suspension During Summary Dismissal Proceedings. A faculty member subject to a summary dismissal procedure may be suspended with or without pay during the dismissal process. If suspension without pay has not already been imposed, notice of summary dismissal shall result in immediate suspension without pay.

06.1210 Procedures for Dismissal of Tenured or Non-Tenured Faculty for Financial Exigency. Each institution shall adopt procedures for dismissal of tenured or non-tenured faculty for financial exigency. Such procedures shall include, at minimum, the following provisions:

1. reasonable and timely notice of the intent to dismiss a faculty appointment because of financial exigency;

2. an opportunity for a formal hearing before a faculty committee;
3. an opportunity for tenured faculty to be appointed to an open position in another department at the institution in which the faculty member is qualified to teach; and
4. an opportunity of re-employment for faculty members who are dismissed based on financial exigency if the position is restored within a period of three years from the dismissal date.

06.1211 Dismissal of Tenured Faculty for Financial Exigency. A tenured faculty member may be dismissed due to financial exigency only upon recommendation by the President and approval by the Board.

06.1212 Procedures for Dismissal of a Tenured or Non-Tenured Faculty for Discontinuance of Academic Programs. Each institution shall adopt procedures for dismissal of tenured or non-tenured faculty for discontinuance of academic programs. Such procedures shall include, at minimum, the following provisions:

1. reasonable and timely notice of the intent to dismiss a faculty appointment because of discontinuance of academic programs;
2. an opportunity for a formal hearing before a faculty committee; and
3. an opportunity for tenured faculty to be appointed to an open position in another department at the institution in which the faculty member is qualified to teach.

06.1213 Dismissal of Tenured Faculty for Discontinuance of Academic Programs. A tenured faculty member may be dismissed due to discontinuance of academic programs only upon recommendation by the President and approval by the Board.

06.1214 Reporting Requirement. Each Institution shall file a copy of its dismissal and revocation of tenure policies and procedures and any amendments thereto with the Texas

Higher Education Coordinating Board on or before
September 1 of each year.

Adopted: February 7, 2008
Effective: February 7, 2008
Revised: August 18, 2011; September 1, 2023; November 6, 2023

- 06.1300 Financial Exigency and Discontinuance of Academic Programs.
- 06.1301 Definition. A financial exigency is an actual or imminent financial crisis, as determined by the Board, that threatens the survival of the Institution as a whole and that cannot be alleviated by measures other than terminating tenured or tenure-track faculty.
- 06.1302 Declaration of Financial Exigency. The decision to declare a financial exigency may be made only by an affirmative vote of the Board. Prior to voting, the Board will consider the recommendation of the Institution’s administration submitted in a timely manner and through the Institution’s established procedure. The declaration of a financial exigency will be for a specified period of time not to exceed two years, unless extended by the Board.
- 06.1303 Plan for Retrenchment. Before an Institution takes action pursuant to a declaration of financial exigency, it shall submit a plan for retrenchment to the Board for consideration. The Board may modify the plan prior to its approval.
- 06.1304 Termination of Tenured Faculty. An Institution’s recommendation to terminate a tenured faculty member due to financial exigency must be presented to the Board for approval.
- 06.1305 Rescission of Declaration. The Board may, by majority vote, rescind its declaration of financial exigency at any time. Such rescission, however, does not operate to automatically withdraw or otherwise invalidate any notice of dismissal issued to an individual during the period of declared financial exigency.
- 06.1306 Financial Exigency Policy. Each Institution shall adopt a policy consistent with this Regents Rule that outlines Institution policy and procedures applicable prior to and during a financial exigency. The policy shall include the procedure for the Institution’s administration and faculty to make recommendations to the Board regarding a declaration of financial exigency and provide for notice and

a hearing before a faculty committee for any faculty member whose termination is recommended due to financial exigency.

06.1307 Discontinuance of Academic Programs. Subject to the policies and rules of the Board and under the direction of the Chancellor, the President of an institution has general authority and responsibility for determining when to discontinue or abandon an academic program and when to eliminate occupied academic positions. A decision to discontinue an academic program may occur with or without a financial exigency and will be based primarily on educational considerations.

06.1308 Educational considerations. Educational considerations that could result in the discontinuance of an academic program may include, but are not limited to:

1. a substantial decrease in program enrollment or the number of degrees awarded;
2. the need to shift substantial resources to other programs; or
3. a substantial modification or redirection of school or department's mission.

06.1309 Policy. Each Institution shall adopt a policy consistent with this Regents Rule that outlines Institution policy and procedures applicable to discontinuance of academic programs and the elimination of occupied academic positions. The policy shall include the procedures for the Institution's faculty to make recommendations to the President regarding a discontinuance of academic programs and for assisting students enrolled in discontinued academic programs. It shall also provide for notice and a hearing before a faculty committee for any faculty member whose termination is recommended due to elimination of occupied academic positions.

06.1310 Termination of Tenured Faculty. An Institution's recommendation to terminate a tenured faculty member due to discontinuance of academic programs must be presented to the Board for approval.

Adopted: August 18, 2011
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Revised:



HSC Faculty Promotion & Tenure Policies, Procedures & Guidelines

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 <p>Policies of the University of North Texas Health Science Center at Fort Worth</p>	<p>Chapter 6 Academic and Faculty Affairs</p>
<p>6.103 Evaluation of Tenured Faculty</p>	

Policy Statement and Purpose.

The University of North Texas Health Science Center (UNTHSC) is committed to the consistent and comprehensive review of tenured faculty members in the areas of teaching, research, patient care, and service. The performance evaluation of tenured faculty is intended to promote continued academic professional development and peer- coordinated professional improvement to meet or exceed performance norms.

Application of Policy.

Tenured faculty

Definitions.

1. **Tenured Faculty.** “Tenured Faculty” refers to faculty who have been conferred tenure by the UNT System Board of Regents. “Tenured Faculty” does not include faculty with administrative duties of 0.5 full-time equivalent (FTE) or above.
2. **Deficient Performance.** Deficient performance means performance that has fallen below the acceptable “outstanding” and “quality” standards of performance within assigned areas of teaching, research, patient care, and service over a period of time.
3. **Tenure.** “Tenure” means the entitlement of a faculty member to continue in the faculty member’s academic position unless dismissed by the institution for good cause as set forth in the policies and procedures of the institution.

Policy and Responsibilities.

1. **General Guidelines**

- a. Tenured faculty are expected to perform proficiently in teaching; research; patient care; administration and/or service throughout their career.
- b. Modifications to work assignments may be expected as a career changes. A decrease in expectation in one category should be matched by a concomitant increase in load expectations in another category. However, volume of work does not equate to quality performance.
- c. A tenured faculty member will be provided notice of the timing and scope of the evaluation, and the opportunity to provide documentation during the evaluation

process. Additionally, before a faculty member may be subject to termination based on a deficient evaluation, a written notice of deficiencies will be provided and an opportunity for appeal.

- d. A faculty member may be subject to revocation of tenure or other appropriate disciplinary action if incompetency, neglect of duty, or other good cause is determined to be present.

2. Annual Evaluations

- a. The Office of Faculty Affairs will annually set the cycle and process for performance evaluations. Each department or college will have established criteria for evaluating tenured faculty performance in an annual review. These criteria are published and made available on the Faculty Affairs website.
- b. Rating categories for annual evaluations will be utilized to provide feedback to faculty. The rating categories for faculty performance will be outstanding, quality, or deficient in accordance with college standards.
- c. Faculty performance that is outstanding in two of the general areas of teaching, research, and service (including patient care), and quality rating in a third area will be noted as proficient in the evaluation. The evaluation will state the basis for the rating in accordance with the criteria. Faculty evaluations that are deemed deficient in one or more areas will be reported to the dean.
- d. Annual evaluations rated as deficient in one or more areas will require either a “Periodic Peer Review” or “Professional Improvement Review” at the discretion of the dean.

Responsible Party: Dean, Department Chair, and tenured faculty member.

3. Periodic Peer Review (aka Post Tenure Review)

UNT System Regent Rule 06.1100 requires that tenured faculty receive a comprehensive performance evaluation (aka post tenure review) conducted no more often than once a year, but no less often than once every six years, after the date the faculty member was granted tenure or received an academic promotion at the institution.

- a. The purpose of the Periodic Peer Review is to:
 - i. Assess whether the individual is making a contribution consistent with that expected of a tenured faculty member;
 - ii. Provide guidance for continuing and meaningful faculty development;

- iii. Assist faculty to enhance professional skills and goals; and
 - iv. Refocus academic and professional efforts, when appropriate.
- b. At the discretion of the Dean, a periodic peer review may be required following a deficient annual evaluation. The faculty member in conjunction with the department chair, will be requested to submit materials to the chairperson of the appropriate Promotion and Tenure Committee.
- c. The periodic peer review shall include, at minimum the following provisions:
- i. Six months prior to September 1, Faculty Affairs determines who will need Periodic Peer Review starting September 1 and will alert the appropriate dean. The Dean will then notify the appropriate faculty member with a Periodic Peer Review Memo copying the P&T Committee Chair, the department chair and Faculty Affairs. A periodic review for tenured faculty receiving a deficient annual performance rating may occur off cycle from the routinely scheduled reviews.
 - ii. Review packets will be prepared by the faculty member to be reviewed and delivered to the appropriate department chair. Refer to the Office of Faculty Affairs' Periodic Peer Review Packet Checklist for guidance in organizing the review packet.
<https://www.unthsc.edu/academic-affairs/faculty-affairs/post-tenure-review/>
 - iii. The department chair will review the packet and either forward to the department P&T Committee or, if there is not a department P&T Committee, to Faculty Affairs for review. The department P&T committee reviews the material and presents the recommendation, both orally and in writing, to the department chair.
 - iv. The faculty member will receive written notice within 15 business days of the recommendation by the Chair of the P&T Committee. The Office of Faculty Affairs will be copied on the correspondence sent to the faculty member.
 - v. The Chair of the appropriate school/college P&T committee will present the committee's recommendation, orally and in writing, to the Dean.
 - vi. The appropriate dean will forward their written evaluation to the faculty member, the department chair, school/college P&T committee and the Office of Faculty Affairs within 15 business days of receiving the P&T committee recommendation.
 - vii. If a deficiency is identified through the Periodic Peer review process, the faculty member will be offered a Professional Improvement Plan
 - viii. Failure to successfully complete a performance improvement plan constitutes adequate cause for dismissal in accordance with Regents Rule 06.1206.
- d. The college promotion and tenure committee will meet to review all documentation and make a recommendation to the Dean including a rating on faculty member's performance. The promotion and tenure committee will provide a rating of performance in teaching, research, administration and service and state the basis of that finding in accordance with the criteria described in the college guidelines. A rating of "deficient" in one or more categories of performance will require the development of a Performance Improvement Plan.
- e. For tenured faculty with budgeted appointments in more than one department, Periodic Peer Review will be conducted as per the post-tenure review guidelines of the department where the faculty holds the majority of the appointment unless the faculty members request to be reviewed by both departments. If reviewed only by the primary department, the department chair will share the report with the department chair of the secondary department.

Responsible Party: Dean, Department Chair, and tenured faculty member

4. Professional Improvement Review

- a. At the discretion of the Dean, a professional improvement review may be required following a deficient annual evaluation.
- b. The Dean will inform the department chair of the decision within five (5) working days. The department chair will immediately inform the faculty member that they are subject to a Professional Improvement Review, and of the nature and procedures of the review.
- c. A faculty member can be exempted from review upon recommendation of the department chair and approval of the dean when substantive mitigating, circumstances (e.g. serious illness) exist.
- d. The purposes of Professional Improvement Review are to identify and officially acknowledge substantial or chronic deficits in performance; develop a specific professional improvement plan (PIP) by which to remedy deficiencies; and monitor progress toward achievement of the PIP.
- e. The review will be conducted by an ad hoc review committee (hereafter referred to as the review committee), unless the faculty member requests that it be conducted by the department chair. The three-member ad hoc faculty review committee will be appointed by the dean, in consultation with the department chair and faculty member to be reviewed. When appropriate, the committee membership may include faculty from other departments, colleges, or universities.
- f. If the faculty member wishes to contest the composition of the Professional Improvement Review committee due to specific conflict of interest with one or more of the proposed committee members, an appeal may be made to the Provost. After consultation with the faculty member, department chair, and the dean, the decision of the Provost on the committee composition is final.
- g. The faculty member to be reviewed will be given the opportunity to submit additional materials they deem relevant and necessary for the review within fifteen (15) working days of notification. All materials submitted by the faculty member are to be included in the dossier. Although review dossiers will differ, the dossier will include at minimum the most recent annual evaluation, current curriculum vitae, and a statement of teaching and research.
- h. The department chair may add to the dossier any further materials they deem necessary or relevant to the review of the faculty member's academic performance. The faculty member has the right to review and respond in writing to any materials added by the department chair and the written response will be included in the dossier. In addition, the faculty member has the right to add any materials at any time during the review process.
- i. The Professional Improvement Review will be made in a timely fashion (normally within 30 working days after submission of the dossier). The Professional Improvement Review will result in one of two possible outcomes:
 - i. No deficiencies are identified. The faculty member, department chair, and dean are so informed in writing, and the outcome of the prior annual review is superseded by the ad hoc committee report.
 - ii. When deficiencies are confirmed, the review committee will elaborate in writing and provide a copy to the faculty member, department chair, and dean. In the case that deficiencies are confirmed and accepted by the dean, the faculty member, review committee, and department chair shall then work together to create a PIP for submission to the dean for approval.

5. The Professional Improvement Plan (PIP)

- a. The Professional Improvement Plan shall set forth how specific deficiencies in a faculty member's performance (as measured against stated collegiate criteria) will be remedied. A refusal by a faculty member to participate in good faith with the completion of the PIP will constitute good cause for dismissal and dismissal proceedings may be initiated under applicable policies governing revocation of tenure.
- b. Although each PIP is tailored to individual circumstances, the plan will:
 - i. Identify specific deficiencies to be addressed;
 - ii. Define specific goals or outcomes necessary to remedy the deficiencies;
 - iii. Outline the activities to be undertaken to achieve the necessary outcomes;
 - iv. Set time lines for accomplishing the activities and achieving intermediate and ultimate outcomes;
 - v. Identify institutional resources to be committed in support of the plan.
- c. The faculty member and department chair will meet to set a schedule to review progress and include those dates in the PIP. The associated timeline for successful completion of a PIP will be customized to the situation, and normally range between 6 months to 12 months in length.
- d. The department chair will forward a progress report to the dean at intervals defined within the PIP.

6. Completion of the PIP

- a. The department chair shall make a final report to the faculty member and dean regarding whether the objectives of the PIP have been met, or the agreed timeline exceeded, or in any case, no later than twelve (12) months after the start of the PIP. The successful completion of the PIP is the positive outcome to which all faculty and administrators involved in the process must be committed.
- b. The dean will determine whether the faculty member has failed to satisfactorily meet the goals of the PIP and that good cause for dismissal under applicable tenure policies exist. The dean will recommend to the Provost that revocation of tenure and termination be initiated. The Provost will review and provide a recommendation to the President. The President will make a final decision and provide notice to the faculty member along with a recommendation to the Board of Regents.

Responsible Party: Provost, Dean, Department Chair, and tenured faculty member

7. Appeal

- a. If a faculty member chooses to challenge the Dean's determination regarding successful completion of the PIP, an appeal may be submitted to the Faculty Grievance and Appeal Committee. A faculty member subject to termination based on an overall funding of deficient performance on a PIP will be given the opportunity for referral of the matter to a nonbinding alternative dispute resolution as described in Chapter 154 of the Texas Civil Practice &

Remedies Code. If both parties agree, another type of alternative dispute resolution method may be elected.

Responsible Party: Provost, Dean, Department Chair, and tenured faculty members

Reference.

Applicable Laws, Rules and Regulations:

Texas Education Code 51.948, Restrictions on Contracts with Administrators Texas Education Code, 51.942, Performance Evaluation of Tenured Faculty

Related Policies and Procedures:

UNT Regents Rule 06.1101, Evaluation of Tenured Faculty

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Policy Owner: Provost and Executive Vice President

Subject Matter Specialist: Provost and Executive Vice President



Policies of the University of North Texas Health Science Center at Fort Worth

**Chapter 6
Academic and Faculty Affairs**

6.105 Faculty Discipline and Termination

Policy Statement and Purpose.

The University of North Texas Health Science Center (HSC) faculty policies are in alignment with our code of culture that sets expected behaviors based on values. A faculty member’s failure to meet responsibilities impacts the university’s ability to carry out its mission. Faculty members who are unable to effectively perform their duties in teaching, research, and service may need corrective actions. This policy outlines the standards and procedures related to faculty discipline and termination.

Application of Policy.

All UNTHSC faculty

Definitions.

1. Adequate Cause. “Adequate Cause” (also referred to as Good Cause) for discipline and/or termination of faculty members includes, but will not be limited to, the following:
 - a. Professional incompetence (some examples include but are not limited to lack of knowledge or ability to impart knowledge; physical mistreatment of students; serious lack of cooperation required to effectively teach; inability to conduct research);
 - b. Continuing or repeated failure to perform duties or meet the responsibilities of the faculty member’s position;
 - c. Failure to successfully complete a faculty professional improvement plan as described in the Evaluation of Tenured Faculty policy;
 - d. Violation of UNT system board of regent rules, university policies, state or federal laws substantially related to performance of faculty duties;
 - e. Conviction of a crime substantially related to the duties and responsibilities associated with teaching, research, outreach and administration, and service or failure to disclose or misrepresentation of criminal history background information;
 - f. Unprofessional conduct adversely affecting the faculty member’s performance of duties or the meeting of responsibilities to the UNT system, university, or to students or associates of the university;
 - g. Falsification of academic credentials;
 - h. Action(s) that impair or prevent other members of the university community from fulfilling their responsibilities or that create a clear and present danger to members of the university community;

- i. Moral turpitude adversely affecting the performance of duties or the meeting of responsibilities to the academic institution, or to student or associates
- 2. Progressive Discipline. “Progressive Discipline” means the process of imposing corrective actions in a gradual manner based on the nature, seriousness and impact of the behavior to the University.
- 3. Sanctions. “Sanctions” mean corrective and/or rehabilitative actions imposed on a faculty member for disciplinary purposes. Sanctions may range from mild to severe and from informal to formal. However, the imposition of any sanction must be regarded as a serious disciplinary step and even a first offense may warrant the most extreme penalty, including loss of tenure and termination.

Policy and Responsibilities.

- 1. General Guidelines.
 - a. The University encourages a supportive problem-solving approach to workplace problems, and the University recognizes that conduct by faculty members may require disciplinary action, short of dismissal.
 - b. Administrative procedures shall be used in a manner that is consistent with the protection of academic freedom. The faculty member has the right to present evidence on his or her behalf and may seek advice and assistance.
- 2. Discipline
 - a. Upon notice of misconduct by a faculty member, a department chair may seek advice from the Provost’s office, Human Resources, the Office of General Counsel, or other appropriate university officials. The department chair is responsible for investigating the allegation or requesting an investigation by another department, if applicable.
 - b. The department chair will be responsible for reviewing allegations of misconduct or inappropriate behavior that may warrant corrective action and determine whether an investigation should be conducted. If the department chair has a conflict of interest, the chair will forward the case to the Dean.
 - c. Within ten (10) working days of receipt of the allegation of misconduct, the appropriate official will determine whether the allegation has merit.
 - d. The following administrative procedures apply:
 - i. The department chair notifies the faculty member in writing of the allegation and states the nature and details of the alleged misconduct and a proposed corrective action along with details of the faculty members procedural rights under this policy. The chair will, if possible, deliver the written notification of alleged misconduct to the faculty

member by scheduling a personal conference.

- ii. The department chair notifies the dean of the allegation and states the nature and details of the alleged misconduct and a proposed corrective action.
- iii. The faculty member has the right to respond both orally and in writing to the allegations and any evidence provided. A response must be submitted to the department chair within five (5) working days of notification.
- iv. The department chair will review the faculty member's response, if any, and determine if additional investigation is necessary. The faculty member will be provided any additional information gathered and given an opportunity to respond. The faculty member's response, if any, must be presented to the department chair within five (5) working days of being notified of the new or additional information.
- v. After review of the entire matter, the department chair may reconsider the proposed corrective action and provide a written recommendation to the Dean, with a copy to the faculty member. This should normally occur within ten (10) working days after receiving the faculty member's response, if any.
- vi. Upon receipt of the department chair's recommendation, the Dean may consult with the Provost Office, Human Resources, Office of General Counsel, or other appropriate departments. After review of the record, the Dean will make a recommendation of the proposed corrective action to the Provost.
- vii. After review of the entire matter, the Provost will notify the faculty member, the Dean, and the department chair of the corrective action, if any, to be imposed and the timing of such corrective action. If the recommended corrective action is dismissal not based on serious misconduct, the notice will state that the Board will make the final determination on revocation of tenure.
- viii. The faculty member has ten (10) working days to notify the Provost in writing of any intent to appeal the proposed corrective action to the Faculty Grievance and Appeal Committee.
- ix. If a faculty member chooses to appeal the decision, no corrective action shall become effective until the appeal process is complete.

Responsible Party: Provost, Dean, Department chair, and faculty member

3. Sanctions/Corrective Actions.

- a. In cases of misconduct, a range of corrective actions may be imposed on a faculty member. Depending on the severity of the alleged misconduct, the President or the President's designee may immediately place a faculty member on leave pending an investigation when an employee's or university community's safety or security is a concern; or when necessary to remove the person from the workplace so a thorough investigation can be conducted. Leave pending an investigation may also be imposed when a faculty member cannot perform services due to debarment by a government authority or suspension, limitation, revocation, or cancellation of a professional license. The leave pending investigation shall commence immediately upon providing the faculty member with a written notice of the reasons.
- b. Corrective actions may include, but are not limited to, the list below. These actions do not appear in order of importance and may be imposed in combination. The type of offense or misconduct will determine specific corrective actions:
 1. Oral or written reprimand;
 2. Loss of merit or other raises for a period not to exceed one year;
 3. Reduction in salary for a period of one year. The reduction may take place immediately;
 4. Reduction in rank with loss of salary. This sanction does not abrogate tenure;
 5. Suspension with or without pay;
 6. Revocation of tenure and termination. Termination and revocation of tenure can only be approved by the UNT System Board of Regents.

4. Appeal

- a. A faculty member may appeal the corrective action to the Faculty Grievance and Appeal Committee according to the procedures set forth in this policy and the Faculty Grievance and Appeal Policy.

Reference.

Applicable Laws, Rules and Regulations:

Regents Rule 06.200
Regents Rule 06.1200

Related Policies and Procedures:

HSC Policy 6.106 Faculty Grievance and Appeal Policy

Reviewed by Office of the General Counsel: April 17, 2019

Approved: May 28, 2019


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Policy Owner: Provost and Executive Vice President

Subject Matter Specialist: Provost and Executive Vice President

 <p>Policies of the University of North Texas Health Science Center at Fort Worth</p>	<p>Chapter 6 Academic and Faculty Affairs</p>
<p>6.107 Faculty Tenure and Promotion</p>	

Policy Statement and Purpose.

The purpose of tenure and promotion is to retain, encourage, and promote the best and most promising faculty members who are recognized by their peers for academic excellence. The award of tenure and/or promotion is designed to ensure faculty have the freedom to teach, conduct and publish scholarly activity, express opinions and fully participate in the academic community.

Application of Policy.

All UNTHSC faculty

Definitions.

1. Full-time Faculty. “Full-time Faculty” means faculty who devote their primary professional efforts (≥ 0.75 FTE) to the affairs of UNTHSC.
2. Initial Appointment. “Initial Appointment” means an appointment granted to an individual who has not previously held a faculty appointment at UNTHSC.
3. Non-Tenure Track Faculty. “Non-Tenure Track Faculty” means faculty appointed to positions that are not eligible for tenure. These faculty may be appointed to the rank of instructor, assistant professor, associate professor and professor.
4. Part-time Faculty. “Part-time Faculty” means faculty who devote less than 0.75 FTE of their professional efforts to the affairs of UNTHSC.
5. Probationary Period. “Probationary Period” means the period of service that precedes the awarding of tenure.
6. Promotion. “Promotion” means an elevation in rank.
7. Tenure. “Tenure” means the entitlement of a faculty member to continue in the faculty member’s academic position unless dismissed by the institution for good cause as set forth in the policies and procedures of the institution.

Policy and Responsibilities.

1. Annual Evaluations.
 - a. The Office of Faculty Affairs will annually set the cycle and process for performance evaluations. Each department or college will have established criteria for evaluating faculty performance in an annual review. These criteria are published and made available on the Faculty Affairs website.
 - b. Rating categories for annual evaluations will be utilized to provide feedback to faculty. The rating categories for faculty performance will be outstanding, quality, or deficient

in accordance with college standards.

- c. Faculty performance that is outstanding in two of the general areas of teaching, research, and service (including patient care), and quality rating in a third area will be noted as proficient in the evaluation. The evaluation will state the basis for the rating in accordance with the criteria. Faculty evaluations that are deemed deficient in one or more areas will be reported to the dean.
- d. Annual evaluations rated as deficient in one or more areas will require either a “Periodic Peer Review” or “Professional Improvement Review” at the discretion of the dean.
- e. For faculty with an initial appointment at the college/school level, the appropriate Dean, with the approval of the Provost, may develop ad hoc procedures for annual evaluations, and promotion and tenure reviews.

Responsible Party: Dean, Department Chair, and faculty member.

2. Evaluation for Promotion.

- a. General Areas - Faculty may be promoted based on performance in the following areas:
 - i. teaching;
 - ii. research and/or other scholarly activities; and
 - iii. service (clinical service, academic service/administration, and/or public or professional service).
- b. Evaluation Standards - College/Schools will develop specific evaluation standards, approved by the Provost, that are applicable to a faculty member based on academic rank. Faculty who are rated as outstanding performance in two categories and quality performance in a third category merit a promotion.

Responsible Party: School/College Promotion and Tenure Committee, Faculty, Dean, Provost

3. Probationary Period.

Faculty with a tenure track appointment will be given written notice of the probationary period upon hire. The minimum probationary period for tenure track faculty shall be no less than one year. The maximum probationary period for tenure track faculty in any academic rank or combination of academic ranks shall be as follows:

- a. Initial Appointment - Assistant Professor. The probationary period for an Assistant Professor shall not exceed nine (9) years, with the decision on tenure being made during the last probationary year.
- b. Initial Appointment - Associate Professor or Professor. The probationary period for an Associate Professor or Professor shall be a minimum of one (1) year before applying for tenure, but not to exceed six (6) years.
- c. Faculty members who are not awarded tenure at the end of the maximum probationary period will not be entitled to tenure by virtue of being employed at UNTHSC past their probationary period.
- d. Leave of Absence. A faculty member granted a leave of absence in accordance with UNTHSC policy which will have his/her probationary period extended accordingly.

4. Evaluation for Tenure.

- a. Award of Tenure. Faculty will be considered for award of tenure based on established criteria.
- b. Eligible Rank. Faculty with the rank of associate professor or professor are eligible for tenure. Non-tenure track faculty are not eligible for tenure. All transfers between tracks must be approved by the department chair, the appropriate Dean, and the Provost. Transfer between non-tenure track and the tenure track may occur only once in each direction.

5. Tenure Application Process.

- a. An individual faculty member, in consultation with their department chair, may initiate the tenure application process. This may occur any time during the probationary period.
- b. The tenure packet for the faculty member should include all the documents listed in the Promotion and/or Tenure Packet Checklist found on the Office of Faculty Affairs website at <https://www.unthsc.edu/office-of-faculty-affairs/annual-faculty-promotion-and-tenure/>.
- c. The tenure application review process will follow the schedule and procedures established by the Office of Faculty Affairs, as approved by the Provost.
- d. The department chair, school/college promotion and tenure committee, and dean will provide recommendations to the Provost.
- e. The Provost shall review the tenure packet and make their recommendation to the President. The President through the Chancellor will make a recommendation to the Board of Regents.
- f. The faculty member shall receive written notice within fifteen (15) working days of the decision at each step of the review process.
- g. If the faculty member disagrees with the decision, they have the opportunity to appeal the decision in accordance to the Faculty Grievance Policy.
- h. The tenure application process is confidential to the extent permitted by law.

Responsible Party: Faculty member, Promotion and Tenure Committee, Department Chair, Dean, Provost, President, Chancellor.

6. Promotion Application Process.

- a. An individual faculty member, in consultation with their department chair, may initiate the promotion application process. This may occur any time during the probationary period.
- b. The promotion application process will follow the schedule and procedures established by the Office of Faculty Affairs, as approved by the Provost.
- c. The department chair, school/college promotion and tenure committee, and dean will provide recommendations to the Provost.
- d. The Provost shall review the promotion packet and make their recommendation to the

President.

- e. The faculty member shall receive written notice within fifteen (15) working days of the decision at each step of the review process.
- f. If the faculty member disagrees with the decision, they have the opportunity to appeal the decision in accordance to the Faculty Grievance Policy.
- g. The promotion application process is confidential to the extent permitted by law.

7. Tenure Application Process- New Hire with tenure

- a. Persons whose initial appointment to UNTHSC at the rank of associate professor or professor may be eligible for tenure as approved by the UNT System Board of Regents.
 - b. The tenure packet for the candidate should include the following documents for review and consideration:
 - i. Full academic CV of the candidate;
 - c. Three external letters of reference collected during the search process;
 - d. Letter of support from the department chair of the department requesting the hire. This letter should provide a recommendation on whether the candidate's teaching, research, and service credentials satisfy the standards established by the appropriate school/college for tenure.
 - e. Letter of support from the appropriate search committee chair recommending tenure. This letter should provide a recommendation on whether the candidate satisfies the standards established by the appropriate school/college for tenure.
 - f. Letter of support from the appropriate promotion and tenure committee chair recommending tenure. This letter should provide a recommendation on whether the candidate satisfies the standards established by the appropriate school/college for tenure.
8. The Dean will review the tenure packet and provide recommendations to the Provost.
9. The Provost will review the tenure packet and make a recommendation to the President. The President through the Chancellor will make a recommendation to the UNT System Board of Regents

Responsible Party: Faculty member, Promotion and Tenure Committee, Department Chair, Dean, Provost, President.

Reference.

Applicable Laws, Rules and Regulations:
Board of Regents Rules 6.1000 Tenure

Related Policies and Procedures:

HSC Policy 6.106 Faculty Grievance and Appeal

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Policy Owner: Provost and Executive Vice President

Subject Matter Specialist: Provost and Executive Vice President

View remaining campus policies and procedures in the appendix.

**University of North Texas
Health Science Center**

Texas College of Osteopathic Medicine

**Promotion and Tenure Process and
Guidelines**

Approved by TCOM Executive Committee on March 25, 2022

DocuSigned by:
Dr. Frank Filippetto
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3/31/2022

Frank Filippetto, DO, CPPS, FACOFP
Dean

Date

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Charles Taylor, PharmD
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5/11/2022

Charles Taylor, PharmD
Provost

Date

DocuSigned by:
Charles Taylor, PharmD

University of North Texas Health Science Center

Texas College of Osteopathic Medicine

Faculty Promotion, Tenure, and Periodic Peer Review

The procedures of the Texas College of Osteopathic Medicine (TCOM) presented herein should be considered in addition to general policies (Policies 6.107 and 6.103) and related procedures outlined by the University of North Texas Health Science Center (UNTHSC). Policies and procedures may be found at <https://www.unthsc.edu/administrative/institutional-compliance-office/unthsc-health-science-center-policies/>. The rubrics for evaluation of faculty teaching, research, and service may be found at <https://unthsc.policytech.com/dotNet/documents/?docid=511&public=true>. The responsibility of UNTHSC is to develop a faculty of the highest quality by recognizing and encouraging academic achievement.

Physician clinicians must have completed an American Osteopathic Association (AOA) or Accreditation Council for Graduate Medical Education (ACGME) accredited postdoctoral training program to be eligible for appointment at the level of assistant professor. Additionally, to qualify for faculty appointment, physician clinicians must have attained certification by the AOA or American Board of Medical Specialties (ABMS) within six (6) years of being considered eligible for such certification. Physician board certification is required for appointment at the level of associate professor or higher. Non-physician clinicians must be certified or demonstrably working toward certification to be eligible for appointment at the level of assistant professor. Non-physician clinicians must be certified to be eligible for appointment at the level of associate professor or higher.

The Dean, at the recommendation of the department chair, will determine the academic rank to offer a faculty member upon hire. Upon hire, a faculty member may be granted tenure when recommended by the President and will be effective the date of UNT System Board of Regents approval. This will typically occur within the first year of employment based on timing of Board of Regents meetings.

General Criteria

Categories of evaluation for promotion and tenure (P&T) and periodic peer review (previously known as post-tenure review) of TCOM faculty include three areas: teaching, scholarly activities (including research), and service. A faculty member considered for P&T and periodic peer review must show continuing professional growth in the relevant areas under evaluation. The latter may include only two or three areas, depending on the candidate's historical percentage of effort in each area. For promotion and periodic peer review, activities within the three categories of teaching, scholarly activities, and service must have been carried out during the candidate's term at the present rank or since the last periodic peer review, respectively. For tenure, all activities throughout the candidate's career will be considered. **The representative criteria listed in Articles IX, X, and XI are illustrative of commonly used and accepted measures of quality and outstanding performance; however, other activities and accomplishments of the candidate not listed therein will also be considered by the TCOM Promotion & Tenure Committee. Thus, promotion and tenure decisions will not be based on a simple count of the number of achievements in Articles IX, X, and XI. Rather, they will be determined by both the quantity and quality of activities and accomplishments demonstrated by the candidate.** In assessing quality and outstanding performance, increasing levels of activity and accomplishment will be expected with increasing rank and for tenure-track

faculty relative to non-tenure track faculty. Measures most applicable to clinicians are designated by an asterisk (*).

I. PROMOTION

A. INITIATION OF PROMOTION

The faculty member who wishes to apply for academic advancement initiates the promotion application process with a written request to the department chair and by submitting their application portfolio in conformance with deadlines established annually by UNTHSC.

B. EVALUATION PROCESS

The candidate must provide a minimum of three external letters of recommendation from outside UNTHSC. These may include letters from adjunct faculty members who are not employed as full-time faculty at UNTHSC. Additionally, at least two internal letters of recommendation are required (within UNTHSC, but outside of the candidate's home department or institute/center). The candidate may provide additional letters of recommendation from any other persons they wish to include in the evaluation process. Letters of recommendation should provide an objective review of the academic and professional accomplishments of the candidate. Internal and external letters of recommendation are expected to be from persons with the ability to provide an unbiased assessment of the candidate's teaching, scholarship, and service.

The department chair will solicit at least two additional external review letters from outside UNTHSC and at least one additional internal review letter from within UNTHSC, but outside of the candidate's department and/or institute/center, to address the suitability of the candidate for promotion prior to making a recommendation to the TCOM P&T Committee, and the selection of these reviewers should be made without undue bias. Such letters will not be seen by the candidate. Each of these external and internal review letters should assess if the candidate satisfactorily meets the relevant TCOM criteria described herein, including those in Articles IX, X, and XI below.

The department chair is charged with notifying the faculty member in writing of their recommendation within 15 days of the decision. The TCOM P&T Committee then considers all documentation and the recommendation of the department chair in reaching its recommendation regarding promotion. The department chair also addresses the TCOM P&T Committee and may provide additional relevant information as requested during its review. The TCOM P&T Committee then forwards its recommendation and all documentation to the TCOM Dean. The TCOM Dean will acquire any necessary additional confidential review letters, review all available documentation, and then forward their recommendation and all documentation to the UNTHSC Provost.

The chair of the TCOM P&T Committee and the Dean notify the candidate(s) in writing of their recommendation(s). The Provost reviews the documentation and makes their recommendation to the UNTHSC President. If promotion is not recommended, the department chair, the TCOM P&T Committee, the TCOM Dean, the Provost, and the President shall not specify reasons to the faculty member for their decision other than the category(ies) of deficiency (teaching, scholarly activities, service). If the decision of the TCOM Dean, Provost, and/or President is negative, the decision will be stated by letter to the faculty member. If the faculty member disagrees with a promotion decision, they have the opportunity to appeal the decision through the Faculty Grievance and Appeal Committee. The entire promotion process must be completed

within the time frame specified to allow the Faculty Grievance and Appeal Committee sufficient time to act on appeals before the President's promotion recommendations are brought before the Board of Regents.

C. CRITERIA FOR PROMOTION

Promotion criteria are intended as guidelines to be used in conjunction with UNTHSC policy. A candidate should be considered for promotion after the individual has made contributions to both the institution and their profession. Performance within each of the three categories of teaching, scholarly activities, and service shall be ranked as "Deficient," "Quality," or "Outstanding." Performance that does not meet the criteria for either "Quality" or "Outstanding" listed in Articles IX, X, and XI herein shall be considered "Deficient." Promotion to assistant professor, associate professor, or professor requires outstanding performance in at least two of these categories and quality performance in the third category. Lists of common examples of quality and outstanding performance measures are provided in Articles IX, X, and XI below, according to relevant rank and tenure-track status.

Review of a candidate's application shall also take into account the historical percentage of effort in each of the three categories of teaching, scholarly activities, and service during the applicable review period (i.e., since the previous promotion within TCOM or since the initial faculty appointment within TCOM in cases when the candidate has not been promoted). A ranking of "Outstanding" in the category wherein a candidate has devoted the greatest historical percentage of effort shall be required for a recommendation of promotion to be made. If a candidate's historical percentage of effort is zero within one of the three categories, a ranking of "Deficient" shall not be assigned within that category. In such cases, performance in the relevant category shall either be omitted, or ranked as "Quality" or "Outstanding" if the candidate submits evidentiary outcomes that support such rankings. However, for a recommendation of promotion to be made if a candidate's historical percentage of effort is zero in a given category, a ranking of "Outstanding" shall be required in both other categories.

II. TENURE

A. TENURE TRACK

The maximum period of probationary status for faculty members on the tenure track shall not be more than nine (9) years of full-time academic service for those at the level of assistant professor and not more than six (6) years of full-time academic service for those at the levels of associate professor or professor. Faculty members who are not recommended for tenure by the President shall not be entitled to tenure solely by virtue of being employed at UNTHSC past their probationary period. On recommendation of the department chair and approval by the TCOM Dean, Provost, and the President, the probationary period for a faculty member appointed at the rank of assistant professor or higher may be decreased by the same amount of time that he/she has served at another institution at the rank of assistant professor or higher. Any such agreements should be specified in writing at the time of the faculty member's initial appointment. However, each new faculty member shall serve a minimum probationary term of no less than one year before application for tenure, unless the President, in special circumstances, recommends immediate tenure.

Beginning with the initial appointment to the rank of assistant professor, the probationary period shall not exceed nine (9) years. A decision on tenure will be made by the last probationary year. If tenure is not granted to the faculty member, their next academic year (September 1 to August

31) shall be their terminal year on the tenure track. A faculty member may apply for tenure before the last probationary year. If denied, then the faculty member may remain on tenure track and reapply during the last probationary year.

Beginning with the initial appointment to the rank of associate professor or professor, the probationary period shall be a minimum of one (1) year before application for tenure, but not to exceed six (6) years; i.e., the decision on tenure will be made by the last probationary year. If tenure is not granted to the faculty member, their next year will be their terminal academic year (September 1 to August 31) on the tenure track. A faculty member may apply for tenure before the last probationary year. If denied, then the faculty member may remain on tenure track and reapply during the last probationary year.

Appointment periods for tenure purposes are calculated from September 1 of the calendar year in which the appointment is effective. A faculty member's probationary period shall be the length of time defined by the initial appointment to UNTHSC on the tenure track. A faculty member granted a leave of absence will have their probationary period extended accordingly.

B. MID-PROBATIONARY REVIEW

Mid-probationary reviews by the department chair are required for all faculty members on tenure-track. The reviews must occur after three (3) years and six (6) years for faculty members having a maximum probationary status period on tenure track of nine (9) years, and after three (3) years for faculty members having a maximum probationary status period on tenure track of not more than six (6) years. Mid-probationary reviews are not required for faculty members on an expedited timetable who elect to seek tenure before their maximum probationary status period on tenure track expires. The review is an opportunity for the department to provide feedback and guidance to a faculty member concerning progress on the tenure track, including specific evaluation as to how well the candidate is meeting the department's expectations. The mid-probationary review is in addition to the annual faculty review and is intended to supplement the annual faculty reviews of the faculty member performed by the department chair for promotion and tenure purposes. Therefore, the department chair must discuss and use the appropriate tenure-track criteria for quality and outstanding performance indicators relating to teaching (Article IX), scholarly activity (Article X), and service (Article XI) as the primary bases for mid-probationary reviews of faculty members. The department chair must certify to the TCOM P&T Committee that the mid-probationary review of a faculty member has been properly completed at the three (3)-year interval and, if indicated, at the six (6)-year interval. At the time of a faculty member's review for tenure by the TCOM P&T Committee, complete copies of all annual faculty reviews and mid-probationary review(s) completed by the department chair must be included for consideration in the tenure application packet.

C. EVALUATION PROCESS

The candidate must provide a minimum of three external letters of recommendation from outside UNTHSC. These may include letters from adjunct faculty members who are not employed as full-time faculty at UNTHSC. Additionally, at least two internal letters of recommendation are required (within UNTHSC, but outside of the candidate's department). The candidate may provide additional letters of recommendation from any other persons they wish to include in the evaluation process. Letters of recommendation should provide an objective review of the academic and professional accomplishments of the candidate. Internal and external letters of recommendation are expected to be from persons with the ability to provide an unbiased assessment of the candidate's teaching, scholarship, and service.

The department chair will solicit at least two additional external review letters from outside UNTHSC and at least one additional internal review letter from within UNTHSC, but outside of

the candidate's department and/or institute, to address the suitability of the candidate for tenure prior to making a recommendation to the TCOM P&T Committee, and the selection of these reviewers should be made without undue bias. Such letters will not be seen by the candidate. Each of these external and internal review letters should assess if the candidate satisfactorily meets the relevant TCOM criteria described herein, including those in Articles IX, X, and XI below.

The department chair is charged with notifying the faculty member in writing of their recommendation within 15 days of the decision. The TCOM P&T Committee then considers all documentation and the recommendation of the department chair in reaching its recommendation regarding tenure. The department chair also addresses the TCOM P&T Committee and may provide additional relevant information as requested during its review. The TCOM P&T Committee then forwards its recommendation and all documentation to the TCOM Dean. The TCOM Dean will acquire any necessary additional confidential review letters, review all available documentation, and then forward their recommendation and all documentation to the UNTHSC Provost.

The chair of the TCOM P&T Committee and the Dean notify the candidate(s) in writing of their recommendation(s). The Provost reviews the documentation and makes their recommendation to the UNTHSC President. If tenure is not recommended, the department chair, the TCOM P&T Committee, the TCOM Dean, the Provost, and the President shall not specify reasons to the faculty member for their decision other than the category(ies) of deficiency (teaching, scholarly activities, service). If the decision of the TCOM Dean, Provost and/or President is negative, the decision will be stated by letter to the faculty member. If the faculty member disagrees with a tenure decision, he/she has the opportunity to appeal the decision through the Faculty Grievance and Appeal Committee. The entire tenure procedure must be completed within the time frame specified to allow the Faculty Grievance and Appeal Committee sufficient time to act on appeals before the President's tenure recommendations are brought before the Board of Regents.

Persons whose initial appointment to UNTHSC is at the rank of associate professor or professor may be eligible for appointment with tenure according to the process below.

A tenure packet for the candidate will be needed and should include the following documents for review and consideration.

- Full academic CV of the candidate;
- Three external letters of reference;
- Letter of support from the department chair of the department requesting the hire. This letter should provide a recommendation on whether the candidate's teaching, research, and service credentials satisfy the standards established by the appropriate school/college for tenure.
- Letter of support from the appropriate search committee chair recommending tenure. This letter should provide a recommendation on whether the candidate satisfies the standards established by the appropriate school/college for tenure.
- Letter of support from the appropriate promotion and tenure committee chair recommending tenure. This letter should provide a recommendation on whether the candidate satisfies the standards established by the appropriate school/college for tenure.

D. CRITERIA FOR TENURE

Tenure criteria are intended as guidelines to be used in conjunction with UNTHSC policy. A candidate should be considered for tenure after the individual has made contributions to both the institution and their profession. The award of tenure indicates a record of sustained productivity and a commitment by the faculty member to continue to contribute to the success of UNTHSC. To achieve tenure, faculty are expected to demonstrate sustained productivity in teaching, scholarly activities, and service. The expected level of activity in each of the three areas is reflected by their individual work assignments during their time on tenure track. Faculty members are expected to demonstrate commitment to their program, school, and/or university. The award of tenure indicates a high probability of continued success in teaching, scholarly activities, and service. In turn, the institution commits continuous employment to the faculty member under which termination may occur only for good cause. There are two levels of performance generally required in making recommendations on tenure: "Quality" and "Outstanding." Tenure for associate professors and professors requires outstanding performance in at least two of these categories and quality performance in the third category. Tenure shall not be granted for candidates with a rating of "Deficient" in any of the three areas. Lists of common examples of quality and outstanding performance measures for tenure-track faculty are provided in Articles IX, X, and XI below, according to relevant rank.

Review of a candidate's application shall also take into account the historical percentage of effort in each of the three categories of teaching, scholarly activities, and service during the applicable review period (i.e., since appointment to the tenure track within TCOM). A ranking of "Outstanding" in the category wherein a candidate has devoted the greatest historical percentage of effort shall be required for a recommendation of tenure to be made. If a candidate's historical percentage of effort is zero within one of the three categories, a ranking of "Deficient" shall not be assigned within that category. In such cases, performance in the relevant category shall either be omitted, or ranked as "Quality" or "Outstanding" if the candidate submits evidentiary outcomes that support such rankings. However, for a recommendation of tenure to be made if a candidate's historical percentage of effort is zero in a given category, a ranking of "Outstanding" shall be required in both other categories.

III. PERIODIC PEER REVIEW

A. PERIODIC PEER REVIEW (PREVIOUSLY KNOWN AS POST-TENURE REVIEW)

Tenured faculty members are required to undergo periodic peer review 5 years from the original, effective tenure date (September 1 of the relevant year) and every 5 years thereafter. At the discretion of the Dean, a periodic peer review may be required following a deficient annual evaluation. Notification letters will be sent by the TCOM Dean to faculty members eligible for review at least six (6) months prior to the actual periodic peer review. A periodic peer review for tenured faculty receiving a deficient annual performance rating may occur off cycle from the routinely scheduled reviews.

B. EVALUATION PROCESS

The periodic peer review assesses teaching, scholarly activities, and service, including patient care for faculty with clinical responsibilities. Faculty members are expected to continue meeting the relevant criteria for quality and outstanding performance for their current rank and clinician/non-clinician status. The faculty member may provide review letters from any persons they wish to include in the evaluation process. The faculty member must submit their portfolio to

the department chair who then makes the initial recommendation regarding the periodic peer review.

The department chair will solicit at least two external review letters from outside UNTHSC and at least one internal review letter from within UNTHSC, but outside of the candidate's department and/or institute, to address the faculty member's performance in continuing to meet the relevant criteria for rank/tenure prior to making a recommendation to the TCOM P&T Committee, and the selection of these reviewers should be made without undue bias. Such letters will not be seen by the candidate. Each of these external and internal review letters should assess if the candidate satisfactorily meets the relevant TCOM criteria described herein, including those in Articles IX, X, and XI below.

The department chair will then forward the faculty member portfolio and their recommendation to the TCOM P&T Committee for additional review. A faculty member may choose to present their portfolio and any additional information to the TCOM P&T Committee during its deliberations on the periodic peer review. The TCOM P&T Committee will then make a determination of "deficient," "quality," or "outstanding," for performance in each area of teaching, scholarly activities, and service based on the faculty member's periodic peer review portfolio and any personal statements, and then convey its decision to the faculty member, department chair, and TCOM Dean. Review of a candidate's application shall also take into account the historical percentage of effort in each of the three categories of teaching, scholarly activities, and service during the applicable review period (i.e., since the previous successful post-tenure review within TCOM or since the awarding of tenure in cases when the candidate has not previously undergone post-tenure review). If a candidate's historical percentage of effort is zero within one of the three categories, a ranking of "Deficient" shall not be assigned within that category. In such cases, performance in the relevant category shall either be omitted, or ranked as "Quality" or "Outstanding" if the candidate submits evidentiary outcomes that support such rankings. The TCOM Dean may acquire additional confidential review letters, review all available documentation, and then forward their recommendation to the faculty member and department chair.

According to UNTHSC Policy 6.103 (Evaluation of Tenured Faculty), a Professional Improvement Plan must be developed for faculty members receiving a "deficient" rating in one or more categories of performance. Additionally, a Professional Improvement Plan will be developed for tenured faculty members who have not demonstrated Outstanding performance in 2 of the 3 areas with one being in the area of historically highest effort. The Professional Improvement Plan shall set forth how specific deficiencies in a faculty member's performance (as measured against stated collegiate criteria) will be remedied. A refusal by a faculty member to participate in good faith with the completion of the plan will constitute good cause for dismissal and dismissal proceedings may be initiated under applicable policies governing revocation of tenure. The faculty member and department chair will meet to set a schedule to review progress and include those dates in the plan. The associated timeline for successful completion of the plan will be customized to the situation, and normally range between 6 months to 12 months in length. The department chair will initially determine if the faculty member has satisfactorily met the goals of the plan, and then report directly to the TCOM Dean. Failure to satisfactorily meet the goals of the plan will result in a recommendation by the TCOM Dean to the Provost that revocation of tenure and termination be initiated. The Provost will review and provide a recommendation to the President. The President will make a final decision and provide notice to the faculty member along with a recommendation to the Board of Regents. If performance in the plan is determined to be satisfactory, the next periodic peer review will be 5 years from completion of the satisfactory review. If the faculty member disagrees with a periodic

peer review decision, they have the opportunity to appeal the decision through the Faculty Grievance and Appeal Committee.

IV. REGENTS PROFESSOR OR EMERITUS PROFESSOR DESIGNATIONS

A. REGENTS PROFESSOR

The purpose of the Regents Professor Award is to provide recognition and salary support for full time faculty at the rank of professor who have performed outstanding teaching, research and service to the profession, and who have achieved a high level of national and international recognition. To be eligible, an individual must be: a full-time, tenured professor; have a distinguished record of teaching, research, and service to UNTHSC and to the profession, and a high level of national and international recognition; and demonstrate evidence of the potential for continued distinguished performance. A candidate's nomination should be based upon evidence of excellence of performance over their entire academic career, particularly upon evidence of sustained, excellent performance since promotion to the rank of professor. Candidates must submit, or have submitted on their behalf, at least four letters of recommendation from full professors at UNTHSC and two letters of recommendation from scholars outside UNTHSC attesting to their national and international reputation.

Nominations for the designation of Regents Professor shall be made by the department chair to the TCOM P&T Committee, which will conduct its review of the Regents Professor candidate utilizing the promotion and tenure criteria for full professors described herein and submit its recommendation to the TCOM Dean. The TCOM Dean will then review the Regents Professor candidate's packet and forward their recommendation to the Provost. Pending their review and support to continue the nomination, the Provost will forward their recommendation to the President for recommendation to the UNT System Board of Regents for approval. Only the Board of Regents may award the designation of Regents Professor.

The TCOM P&T Committee shall conduct reviews of the continued eligibility of currently active Regents Professors in the sixth year following the Regents Professor's appointment or reappointment designation. The reviews shall examine the extent to which the Regents Professor continues to demonstrate a distinguished record of teaching, research, and to give evidence of the potential for continuation of distinguished service. Procedures for the conduct of the reviews shall include the P&T guidelines described herein. Following their review, the TCOM P&T Committee will make a recommendation to the TCOM Dean who will forward their recommendation to the Provost, who will then decide if a Regents Professor should or should not continue to enjoy the designation.

B. EMERITUS PROFESSOR

This award may be made after a faculty member retires from full-time employment but continues to contribute to UNTHSC. To be eligible, an individual must: be retired from full-time, faculty employment as an associate professor, or professor; have held such faculty appointment for an extended period, typically at least ten years; and have a distinguished record of contributing to the mission of UNTHSC.

A candidate's nomination should be based upon evidence of excellence of performance over their entire academic career. Nominations shall be made by the department chair to the TCOM P&T Committee. The TCOM P&T Committee will conduct its review of the Emeritus candidate and submit their recommendation to the TCOM Dean. The TCOM Dean will then review the

Emeritus candidate's packet and forward their recommendation to the Provost. Pending their review and support to continue the nomination, the Provost will forward their recommendation to the President for recommendation to the UNT System Board of Regents for approval. Only the Board of Regents may award the designation of Emeritus.

V. APPOINTMENT OF ADJUNCT (NON-REGULAR) AND VISITING FACULTY

In general, adjunct (non-regular) and visiting faculty members appointed to a specific rank should meet the criteria for promotion of regular TCOM faculty members to the relevant rank. The process for appointing faculty in such positions will be initiated by the department chair and approved by the Dean.

VI. PROMOTION OF ADJUNCT FACULTY

Adjunct Faculty seeking promotion shall follow the following procedures.

- Requests for Adjunct Faculty Promotion shall be submitted at the time of appointment renewal and adjunct faculty evaluation. Special requests for out-of-cycle promotion may be considered with the approval of the Dean.
- Adjunct Faculty will provide a packet to the department Chair with the following documents, 3 months prior to appointment expiration:
 - A letter from the faculty member to the Chair requesting promotion. The letter should include an explanation of how they meet the criteria for promotion to the requested rank. Criteria for teaching, scholarly activity, and service for each rank shall be those found within the TCOM P&T guidelines for non-tenure rank (Articles IX, X, and XI below). Faculty shall demonstrate outstanding performance in 2 of the 3 areas (teaching, scholarly activity, service) with one of the outstanding areas being in that area of greatest expectation as an adjunct faculty (typically teaching). Faculty can submit any additional evidentiary material in support of promotion.
 - An updated CV.
 - Two letters of recommendation. Letters of recommendation should support achievement of the rank-specific criteria represented in Articles IX, X, and XI below.
 - No external reviews are required.
- Department Chair shall review the packet and submit their written recommendation to the Dean detailing how the adjunct faculty meets/does not meet the criteria for the promotion. Packets should be received by the Dean no later than 1 month before appointment expiration.

- The Dean shall review the packet and Chair's recommendation and render a decision. The Chair shall be notified of the decision and shall inform the faculty in writing at the time of adjunct faculty reappointment.

VII. TRANSFER BETWEEN TENURE AND NON-TENURE TRACKS

A faculty member has the opportunity to request a transfer from non-tenure track to tenure track or from tenure-track to non-tenure track. Transfer of status from non-tenure track to tenure track or, vice versa, should be considered carefully. Faculty should consult their department chair or institute/center director, and other mentors, and the request should align with their professional goals. To transfer status, the faculty member must submit a request in writing to their department chair. The request should include the reason(s) for the change. After consultation and approval by the department chair, the request must be reviewed and approved by the TCOM Dean and Provost. The effective date for the change in status will be the beginning of the next fiscal year (September 1). Transfer between non-tenure track and the tenure track may occur only once in each direction. Additional guidance on transfer between tracks may be accessed in the UNTHSC Policy 6.103.

VIII. PROMOTION, TENURE, AND PERIODIC PEER REVIEW TIMELINES

A. PROMOTION AND TENURE

A common timeline and process is implemented for annual review of applications for promotion and/or tenure per UNTHSC Faculty Affairs. The faculty member may elect to apply for both promotion and tenure simultaneously, in which case the same portfolio and review letters may address both promotion and tenure issues. In such cases, the decisions on promotion and tenure are not coupled (i.e., the decision on each issue is considered independently of the other). Thus, the following four outcomes are possible when simultaneously applying for promotion and tenure: promotion and tenure granted; promotion, without tenure; tenure, without promotion; neither promotion nor tenure granted. Faculty members may elect to apply for promotion and tenure during different academic years.

B. PERIODIC PEER REVIEW

A separate timeline and process is implemented for annual periodic peer review.

IX. REPRESENTATIVE CRITERIA FOR TEACHING

Assistant Professor – Non-Tenure Track

Quality Performance

- Effective teaching and assessment of student learning as indicated by student or peer evaluations
- Participating in activities to develop one's teaching skills
- Participating in teaching activities related to clinical practice*

Outstanding Performance

- Outstanding student or peer course evaluations
- Receiving local teaching awards

Assistant Professor – Tenure Track**Quality Performance**

- Effective teaching and assessment of student learning as indicated by student or peer evaluations
- Participating in activities to develop one's teaching skills
- Participating in teaching activities related to clinical practice*
- Contributing to the diversity of the student population through recruitment and retention efforts

Outstanding Performance

- Outstanding student or peer course evaluations
- Receiving local teaching awards
- Participating in UNTHSC programs related to teaching (e.g., Quality Enhancement Plan, Interprofessional Education)

Associate Professor – Non-Tenure Track**Quality Performance**

- Designing, delivering, and evaluating new curricular materials (e.g., courses, educational software)
- Effectively coordinating teaching by other faculty members
- Demonstrating excellent student or peer evaluation of teaching in classroom or laboratory
- Mentoring junior faculty or graduate students in teaching
- Participating in UNTHSC programs related to teaching (e.g., Quality Enhancement Plan, Interprofessional Education)

Outstanding Performance

- Providing innovation and leadership in designing, coordinating, and evaluating teaching activities as a course director
- Recognized excellence in developing and directing continuing professional education courses
- Outstanding student or peer course evaluations
- Receiving local teaching awards
- Being nominated for a state or national teaching award
- Providing exceptional mentorship for junior faculty, postdoctoral fellows, or graduate students in teaching
- Designing, delivering, and evaluating innovative teaching strategies such as team based learning, immersive simulation, and interprofessional team training.
- Demonstrating excellence in teaching activities related to clinical practice*

Associate Professor – Tenure Track**Quality Performance**

- Designing, delivering, and evaluating new curricular materials (e.g., courses, educational software)

- Effectively coordinating teaching by other faculty members
- Demonstrating excellent student or peer evaluation of teaching in classroom or laboratory
- Mentoring junior faculty or graduate students in teaching
- Designing, implementing, and evaluating innovative teaching programs that benefit students in multiple programs
- Evidence of effective instruction in all teaching activities
- Being invited to present education-based seminars or guest lectures

Outstanding Performance

- Providing innovation and leadership in designing, coordinating, and evaluating teaching activities as a course director
- Recognized excellence in developing and directing continuing professional education courses
- Outstanding student or peer course evaluations
- Receiving state teaching awards
- Being nominated for a national teaching award
- Providing exceptional mentorship for junior faculty, postdoctoral fellows, or graduate students in teaching
- Designing, delivering, and evaluating innovative teaching strategies such as team-based learning, immersive simulation, and interprofessional team training
- Demonstrating excellence in teaching activities related to clinical practice*
- Publishing, in peer reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching
- Providing leadership in curricular development and review, revisions, and follow up assessments
- Authoring book chapters adopted for teaching at UNTHSC or at other institutions
- Being recognized by students or peers for excellence in teaching in clinical, research, or didactic training of students, residents, or fellows or continuing medical education attendees, or mentoring of graduate students
- Obtaining support for educational projects/scholarship from foundations and federal, state, and local agencies

Professor – Non-Tenure Track

Quality Performance

- Preparing new/innovative curricular materials (e.g., courses, educational software)
- Receiving positive reviews of course director activities from supervisors, peers, or students
- Demonstrating expert teaching in classroom or laboratory as evidenced by student or peer evaluations
- Successfully guiding masters, doctoral, or postdoctoral students
- Providing leadership in curricular development and review, revisions, and follow up assessments

Outstanding Performance

- Providing leadership in curriculum development or revision
- Submitting applications for and obtaining training grants
- Designing, implementing, and evaluating innovative teaching strategies
- Providing leadership in assessment of student learning outcomes
- Providing leadership in developing and implementing interprofessional educational activities

- Receiving awards for teaching
- Developing and directing successful continuing professional education courses
- Sustained excellence of teaching activities related to clinical practice with outstanding evaluation from students and trainees*
- Publishing, in peer reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching
- Authoring book chapters adopted for teaching at UNTHSC or at other institutions

Professor – Tenure Track

Quality Performance

- Preparing new/innovative curricular materials (e.g., courses, educational software)
- Receiving positive reviews of course director activities from supervisors, peers, or students
- Demonstrating expert teaching in classroom or laboratory as evidenced by student or peer evaluations
- Successfully guiding masters, doctoral, or postdoctoral students
- Publishing, in peer reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching

Outstanding Performance

- Providing leadership in curriculum development or revision
- Submitting applications for and obtaining training grants
- Designing, implementing, and evaluating innovative teaching strategies
- Providing leadership in assessment of student learning outcomes
- Providing leadership in developing and implementing interprofessional educational activities
- Receiving awards for teaching
- Developing and directing successful continuing professional education courses
- Sustained excellence of teaching activities related to clinical practice with outstanding evaluation from students and trainees*
- Authoring textbooks adopted for teaching at UNTHSC or at other institutions
- Being invited to present education-based seminars or guest lectures
- Being recognized by students or peers for excellence in teaching in clinical, research, or didactic training of students, residents, or fellows or continuing medical education attendees, or mentoring of graduate students
- Obtaining support for educational projects/scholarship from foundations and federal, state, and local agencies
- Supervising training programs with a state or national audience
- Serving as a journal editorial board member or editor of a journal that focuses on education

X. REPRESENTATIVE CRITERIA FOR SCHOLARLY ACTIVITIES

Assistant Professor – Non-Tenure Track

Quality performance

- Authoring peer-reviewed journal articles
- Authoring textbook chapters

- Presenting posters or abstracts at local, state, or national conferences
- Presenting lectures at local, state, or national conferences
- Participating as a sub-investigator in pharmaceutical or device trials*

Outstanding performance

- Having intramural grant funding as a principal investigator or co-investigator
- Having extramural grant funding as a principal investigator or co-investigator
- Participating in an extramural contract to perform research services
- Acquiring a patent
- Participating in successful biomedical product commercialization

Assistant Professor – Tenure Track

Quality performance

- Authoring peer-reviewed journal articles
- Authoring textbook chapters
- Presenting posters or abstracts at local, state, or national conferences
- Presenting lectures at local, state, or national conferences
- Participating as a sub-investigator in pharmaceutical or device trials*
- Participating in quality improvement initiatives
- Participating in patient safety initiatives

Outstanding performance

- Having an intramural grant as a principal investigator or co-investigator
- Having an extramural grant as a principal investigator or co-investigator
- Having an extramural contract to perform research services as a principal investigator or co-investigator
- Having a patent
- Participating in successful biomedical product commercialization
- Receiving a local research award

Associate Professor – Non-Tenure Track

Quality performance

- Authoring peer-reviewed journal articles
- Authoring textbook chapters
- Presenting posters or abstracts at state or national conferences
- Presenting lectures at state or national conferences
- Participating as a principal investigator in pharmaceutical or device trials*
- Participating in quality improvement initiatives
- Participating in patient safety initiatives
- Having an intramural grant as a co-investigator
- Having an extramural grant as a co-investigator
- Having an extramural contract to perform research services as a principal investigator or co-investigator
- Receiving a local research award

Outstanding performance

- Having an intramural grant as a principal investigator
- Having an extramural grant as a principal investigator or co-investigator at the funding level of National Institutes of Health (NIH) R03, or higher (OP-1)
- Having as a principal investigator a grant award comparable to OP-1 above from other agencies or foundations
- Having a patent
- Participating in successful biomedical product commercialization
- Receiving a local, state, or national research award

Associate Professor – Tenure Track**Quality performance**

- Authoring peer-reviewed journal articles
- Authoring textbook chapters
- Presenting posters or abstracts at national conferences
- Presenting lectures at national conferences
- Participating as a principal investigator in pharmaceutical or device trials*
- Having an intramural grant as a principal investigator

Outstanding performance

- Having a multi-year extramural grant as a principal investigator or co-investigator at the funding level of NIH R21, K23, or higher (OP-2)
- Having as a principal investigator or co-investigator a grant award comparable to OP-2 above from other extramural agencies or foundations
- Having as a principal investigator or co-investigator an extramural contract comparable to OP-2 above to perform research services
- Having a patent
- Participating in successful biomedical product commercialization
- Receiving a local, state, or national research award
- Membership in an NIH study section, special emphasis panel, or comparable review group

Professor – Non-Tenure Track**Quality performance**

- Authoring peer-reviewed journal articles
- Authoring textbook chapters
- Presenting posters or abstracts at national conferences
- Presenting lectures at national conferences
- Participating as a principal investigator in pharmaceutical or device trials*
- Having an intramural grant as a principal investigator

Outstanding performance

- Having an extramural grant as a principal investigator at the funding level of NIH R21, or higher (OP-3)
- Having as a principal investigator a grant award comparable to OP-3 above from other agencies or foundations
- Having as a principal investigator an extramural contract comparable to OP-3 above to perform research services
- Having a patent

- Participating in successful biomedical product commercialization
- Writing or editing a commonly used textbook
- Receiving a local, state, or national research award
- Publishing and giving presentations related to clinical practice*

Professor – Tenure Track

Quality performance

- Authoring peer-reviewed journal articles
- Authoring textbook chapters
- Writing or editing a commonly used textbook
- Presenting posters or abstracts at national or international conferences
- Presenting lectures at national or international conferences
- Participating as a principal investigator in pharmaceutical or device trials*
- Having an intramural grant as a principal investigator
- Membership in an NIH study section, special emphasis panel, or comparable review group

Outstanding performance

- Having a multi-year extramural grant award as a principal investigator at the funding level of NIH R01, or higher (OP-4)
- Having as a principal investigator a grant award comparable to OP-4 above from other agencies or foundations
- Having as a principal investigator an extramural contract comparable to OP-4 above to perform research services
- Having a patent
- Participating in successful biomedical product commercialization
- Membership in an NIH national advisory council or comparable advisory group
- Receiving a national or international research award
- Publishing and giving presentations related to clinical practice*

XI. REPRESENTATIVE CRITERIA FOR SERVICE

Assistant Professor – Non-Tenure Track

Quality Performance

- Participating in committees in the department, school, or university
- Participating in professional association activities at the local level
- Serving as an item writer for national board or health professional certifying examinations

Outstanding Performance

- Participating in professional association activities at the state or national level
- Participating in community outreach activities representing one's discipline

Assistant Professor – Tenure Track

Quality Performance

- Participating in committees in the department or institute/center, school, or university
- Participating in professional association activities at the local level

- Serving as an item writer for national board or health professional certifying examinations

Outstanding Performance

- Participating in professional association activities at the state or national level
- Participating in community outreach activities representing one's discipline

Associate Professor – Non-Tenure Track

Quality Performance

- Serving as a committee member at the department or institute/center, school, or university level (e.g., contributed development of new institutional program)
- Participating in outreach activities for UNTHSC in local communities
- Being recognized as an ad-hoc journal reviewer or ad-hoc member of a review committee or study section
- Receiving high-quality reviews of clinical practice from patients and peers*
- Completing academic coursework or related training that directly impacts clinical practice (e.g., leads to improvements in services offered to patients or in clinical outcomes) *

Outstanding Performance

- Providing exemplary (outstanding) contributions to a TCOM or UNTHSC department or institute/center
 - Residency program*/course director
 - Clinical division director*
- Serving as a chair of a TCOM or UNTHSC committee
- Demonstrating leadership in outreach activities for UNTHSC
- Organizing/directing symposia at local, state, or national levels
- Being invited to present lectures/seminars at the state level or at other institutions of higher education in area of practice expertise
- Serving as a chair/vice chair of a TCOM or UNTHSC department (e.g., National Board scores, in-training scores, shelf tests > 50th percentile)
- Serving as a chair or committee member for national board or health professional certifying examinations
- Receiving outstanding reviews of clinical practice from patients and peers*
- Receiving mentoring awards or recognition*
- Achieving certification in a new specialty or in additional areas (e.g., patient safety, quality improvement, population health) *
- Offering a unique clinical service in North Texas

Associate Professor – Tenure Track

Quality Performance

- Serving as a committee member at the department or institute/center, school, or university level (e.g., contributed development of new institutional programs)
- Receiving high-quality reviews of clinical practice from supervisors, peers, or patients*
- Participating in outreach activities for UNTHSC in local communities
- Being recognized as an ad-hoc journal reviewer or ad-hoc member of a review committee or study section
- Receiving high-quality reviews of clinical practice from patients and peers*
- Completing academic coursework or related training that directly impacts clinical practice (e.g., leads to improvements in services offered to patients or in clinical outcomes) *

Outstanding Performance

- Providing exemplary (outstanding) contributions to a TCOM or UNTHSC department or institute/center
 - Residency program*/course director
 - Clinical division director*
- Serving as a chair of a TCOM or UNTHSC committee
- Serving as a leader/participant of a professional organization committee or subcommittee at the local, state, or national level
- Providing exceptional clinical or professional community service at a local, state, or national level (i.e., designing and implementing innovative approaches to patient care, programs to enhance patient-centered care, or programs to enhance patient safety, receiving letters of recognition and awards from professional or community leaders)
- Demonstrating leadership in outreach activities for UNTHSC
- Organizing/directing symposia at local, state, or national levels
- Serving as a peer reviewer for a major refereed journal
- Being invited to present lectures/seminars at the state level or at other institutions of higher education in area of practice expertise
- Serving as a chair/vice chair of a TCOM or UNTHSC department (e.g., National Board scores, in-training scores, shelf tests > 50th percentile)
- Serving as a chair or committee member for national board or health professional certifying examinations
- Receiving outstanding reviews of clinical practice from patients and peers*
- Receiving mentoring awards or recognition*
- Achieving certification in a new specialty or in additional areas (e.g., patient safety, quality improvement, population health) *
- Offering a unique clinical service in North Texas

Professor – Non-Tenure Track

Quality Performance

- Serving as a committee member at the department or institute/center, school, or university level
- Serving in outreach activities for UNTHSC in local communities
- Serving as a member on a committee or subcommittee at the local, state, or national level in a professional organization
- Being recognized as an ad-hoc journal reviewer or ad-hoc member of a review committee or study section
- Providing leadership in practice in clinic settings or the local community
- Receiving high-quality reviews of clinical practice from patients, peers, and supervisors*
- Meeting clinical quality targets (e.g., MIPs, value-based measures, etc.) *
- Completing academic coursework or related training that directly impacts clinical practice (e.g., leads to improvements in services offered to patients or in clinical outcomes) *
- Developing innovative clinical practice models that improve patient care*
- Participating in clinical practice site committees (e.g., Quality Assurance, Peer Review, Pharmaceutical Review, Patient Safety) *

Outstanding Performance

- Providing exemplary (outstanding) service as a chair/vice chair/dean/associate dean of a TCOM or UNTHSC department, institute/center, or academic division
- Serving as an officer or member of a committee or subcommittee at a national/international level in a professional organization

- Being assigned to a national residency review committee or specialty board, or officer of national, state, or county medical society
- Demonstrating leadership in outreach activities for UNTHSC
- Serving as an officer in the Faculty Senate
- Excellent performance as chair of school or UNTHSC committees
- Serving on a national governmental commission, task force, or advisory board
- Organizing symposia on national or international levels
- Serving as an editorial board member for major refereed journals
- Receiving outstanding reviews of clinical practice from patients, peers, and supervisors*
- Exceeding clinical quality targets (e.g., MIPS, value-based measures, etc.) *
- Exceeding NPS (Patient Satisfaction Survey data) benchmark set by the clinical practice*
- Receiving mentoring awards or recognition*
- Achieving certification in a new specialty or in additional areas (e.g., patient safety, quality improvement, population health) *
- Leading clinical projects involving quality improvement*
- Receiving recognition for demonstrating best clinical practices*
- Being designated as a Fellow or Master by a specialty society*
- Receiving outstanding reviews on 360 clinical peer evaluations*
- Participating in specialized patient care recognized as a destination site*

Professor – Tenure Track

Quality Performance

- Serving as a committee member at the department or institute/center, school, or university level
- Serving in outreach activities for UNTHSC in local communities
- Serving as a member on a committee or subcommittee at the local, state, or national level in a professional organization
- Being recognized as an ad-hoc journal reviewer or ad-hoc member of a review committee or study section
- Providing leadership in practice in clinic settings or the local community
- Excellent performance as chair of school or UNTHSC committees
- Receiving high-quality reviews of clinical practice from patients, peers, and supervisors*
- Meeting clinical quality targets (e.g., MIPS, value-based measures, etc.) *
- Completing academic coursework or related training that directly impacts clinical practice (e.g., leads to improvements in services offered to patients or in clinical outcomes) *
- Developing innovative clinical practice models that improve patient care*
- Participating in clinical practice site committees (e.g., Quality Assurance, Peer Review, Pharmaceutical Review, Patient Safety) *

Outstanding Performance

- Providing exemplary (outstanding) service as a chair/vice chair/dean/associate dean of a TCOM or UNTHSC department, institute/center, or academic division
- Serving as an officer or member of a committee or subcommittee at a national/international level in a professional organization
- Being assigned to a national residency review committee or specialty board, or officer of national, state or county medical society
- Demonstrating leadership in outreach activities for UNTHSC
- Serving as an officer in the Faculty Senate
- Serving on a national governmental commission, task force, or advisory board

- Organizing symposia on national or international levels
- Serving as an editorial board member for major refereed journals
- Receiving outstanding reviews of clinical practice from patients, peers, and supervisors*
- Exceeding clinical quality targets (e.g., MIPS, value-based measures, etc.)*
- Exceeding NPS (Patient Satisfaction Survey data) benchmark set by the clinical practice*
- Receiving mentoring awards or recognition*
- Achieving certification in a new specialty or in additional areas (e.g., patient safety, quality improvement, population health) *
- Leading clinical projects involving quality improvement*
- Receiving recognition for demonstrating best clinical practices*
- Being designated as a Fellow or Master by a specialty society*
- Receiving outstanding reviews on 360 clinical peer evaluations*
- Participating in specialized patient care recognized as a destination site*

XII. COMPOSITION OF THE TCOM PROMOTION & TENURE COMMITTEE

The TCOM Promotion & Tenure Committee shall consist of seven (7) members. The Chair of the committee and four additional members are appointed by the TCOM Dean and may qualify for unspecified terms of service as determined by the TCOM Dean. The two remaining committee members are “at large” representatives elected by the TCOM faculty to serve for two (2) year terms. Such “at large” representatives are elected in successive years to serve staggered terms. “At large” representatives may be re-elected without limit.

The Chair of the TCOM Promotion & Tenure Committee shall have discretion to appoint ad-hoc reviewers from other Schools or Colleges within UNTHSC as a contingency in situations whenever a full complement of regular or ad-hoc members is unavailable from within TCOM to vote on faculty promotion or post-tenure review. The selection of such non-TCOM ad-hoc reviewers shall be from full-time, tenured faculty members, and shall be limited to constitute no more than a minority of the full complement of voting members.

The Committee shall periodically review these procedures and make recommendations for revision to the TCOM Executive Committee for approval. The Dean shall forward approved procedures to the Provost for review and approval. Once approved, these procedures shall be posted on the HSC Faculty Affairs website and TCOM website.

University of North Texas Health Science Center


Graduate School of Biomedical Sciences (GSBS)

Guidelines for Faculty Promotion, Tenure, and Periodic Peer Review

Adopted by the GSBS Faculty

Approved: 12/05/2019

Amended:



J. Michael Mathis, Ph.D.
Dean

12/05/2019

Date



Charles Taylor, Pharm.D.
Executive Vice President & Provost

12/13/19

Date

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I. PROCEDURES AND PROCESS FOR PROMOTION AND TENURE

A. General Procedures

The procedures of the Graduate School of Biomedical Sciences (GSBS) presented herein should be considered in addition to general procedures outlined in the University of North Texas Health Science Center (UNTHSC) Faculty Bylaws and Policies, and the annual updates provided by the Provost. Evaluation of faculty members is detailed in UNTHSC policies 6.003 (Faculty Tenure and Promotion Policy) and 6.004 (Evaluation of Tenured Faculty).

Categories of evaluation for promotion and tenure (P&T) and periodic peer review of GSBS faculty include three areas: teaching, scholarly activities (including research), and service. A faculty member considered for P&T and periodic peer review must show continuing professional growth in all areas. For promotion and periodic peer review, activities within the three categories of teaching, research/scholarly activities, and service must have been carried out during the candidate's term at the present rank or since the last periodic peer review, respectively.

For tenure, all activities throughout the candidate's career will be considered. The criteria listed in Appendix A herein are illustrative of commonly used measures of quality and outstanding performance; however, other measures may also be considered. In assessing the ratings of quality and outstanding performance, increasing levels of accomplishment will be expected with increasing rank.

B. General Process

- The names of all candidates for promotion and/or tenure or periodic peer review must be submitted to the Chair of the appropriate Department P&T Committee.
- Department Chair seeks independent external evaluations of the candidate packets.
- The candidates' complete packets are presented to the Department P&T Committee for review.
- The Department P&T Committee reviews material and presents recommendations (both orally and in writing) to the Department Chair.
- The Department Chair notifies each candidate of the recommendation of the Department P&T Committee and the Department Chair.
- The candidate should receive written notice within fifteen working days of the decision.
- The GSBS P&T Committee meets to review the candidate application(s) for promotion and/or tenure.
- The GSBS P&T Committee presents their recommendation, both orally and in writing to the appropriate Dean.
- The candidate should receive written notice within fifteen working days of the decision.
- The Dean evaluates the applications and makes recommendations in writing to the President through the Provost.
- The candidate should receive written notice within fifteen working days of the decision.
- All materials are submitted to the Provost for evaluation and recommendation to the President.

- The Provost and President notify each candidate of their recommendation.

II. COMPOSITION OF THE PROMOTION & TENURE (P&T) COMMITTEES

A. The Department P&T Committees

The composition of the Department P&T Committees will be governed by the Bylaws of GSBS.

B. The GSBS P&T Committee

The composition of the GSBS P&T Committee will be governed by the Bylaws of GSBS.

C. Conflict of Interest

A conflict of interest will require recusal from all P&T and periodic peer review processes related to that candidate. The GSBS faculty will be governed by the policies of UNTHSC and the UNT Board of Regents on conflicts of interest.

III. RESPONSIBILITIES

A. The Candidate's Responsibilities

1. Submit a complete, accurate, and timely application dossier entirely consistent with UNTHSC Bylaws, Policies, and Procedures to the Office of Faculty Affairs.
2. Use the CV format and content provided by the Office of Faculty Affairs for creating an application dossier.
3. Maintain all documentation relative to teaching, research/scholarly activities, service, and administrative responsibilities referenced in the dossier.
4. Provide the Department Chair and Department P&T Committee with a list of potential external reviewers.

B. Department P&T Committee Members' Responsibilities

(Note: the committee members consist of all full-time GSBS faculty within the Department [or additional *ad hoc* members appointed by the Department Chair as described in the GSBS Bylaws] who are at or above the rank to which the candidate seeks review of promotion or all full-time tenured faculty who are at or above the rank to which the candidate seeks review of tenure or periodic peer review.)

1. Maintain confidentiality regarding all proceedings.
2. Thoroughly and objectively review the candidate's application dossier in advance of the Department P&T Committee meeting at which the candidate's case will be discussed.
3. Attend all Department P&T Committee meetings except when circumstances beyond one's control prevent attendance and participate in the discussion of every candidate.
4. Evaluate candidate performance in each general area of teaching, research/scholarly activities, and service, by using rating categories noted as "outstanding," "quality," or "deficient" according to UNTHSC policies.
5. If present for the discussion, vote on the dossiers by secret ballot, which will be collected by an assigned recording secretary and tallied. The vote is final.

C. Department P&T Committee Chair's Responsibilities

1. Convene all meetings and act as presiding officer.
2. Summarize the candidate's dossier at the meeting of the committee members.

3. Prepare a recommendation letter summarizing the committee's evaluation to be included with the dossier.
4. Provide the Department Chair with an oral summary of the recommendation.

D. Department Chair's Responsibilities

1. Solicit all internal and external evaluations to be included in the candidate's application dossier. As part of the process for selecting qualified external reviews, the names of potential evaluators from outside UNTHSC will be solicited from the candidate and the Department P&T Committee. The Department Chair may also identify separate potential reviewers. Letters to potential reviewers should include a brief description of the candidate's department and its mission and include relevant criteria for promotion and/or tenure. When requesting evaluations, the Department Chair should use the template letter described in Appendix C.
2. Make a final selection of potential evaluators, and provide a list to the Dean of all individuals who will be contacted for external letters of review. Every letter of evaluation received from reviewers must be included in the dossier. Candidates will not be shown or have access to external letters as part of the P&T or periodic peer review process.
3. Provide initial guidance and general instructions to the Department P&T Committee at the beginning of the P&T or periodic peer review process.
4. Provide any additional relevant information as requested by the GSBS P&T Committee during its review.
5. Provide an independent written evaluation and recommendation for each candidate, following receipt of the Department P&T Committee's completed evaluation and recommendations. This letter will be sent to Faculty Affairs for deposition into the dossier with a copy provided to the Department P&T Committee Chair.
6. Inform each candidate in writing of the evaluation and recommendations by the Department P&T Committee of the decision and provide the candidate with the opportunity to submit a rebuttal letter to the GSBS P&T Committee according to UNTHSC policies.

E. External Reviewers' Responsibilities

1. At least three (3) evaluations of teaching, research/scholarly activities, and professional reputation from reviewers external to UNTHSC are required for all P&T procedures. In addition, at least one (1) evaluation from a UNTHSC faculty member in GSBS but external to the candidate's department or from another UNTHSC school/college is required. Any committee member who provides an external review letter must recuse themselves from the candidate's review.
2. Each review letter external to UNTHSC must be obtained from different institutions.
3. External evaluators should have achieved national/international recognition in their field and be at the same or higher academic rank than the candidate or be recognized with equivalent standing in a government/private sector position.
4. External evaluators must also be scholars who are not current or former thesis/dissertation advisors, former students, relatives, current collaborators, former or current mentors, or close personal friends of the candidate.
5. Evaluators outside UNTHSC must have demonstrated expertise or knowledge in the area of the candidate's research/scholarly activity or teaching.

F. GSBS P&T Committee Members' Responsibilities

1. Meet to review the list of candidates who have submitted complete dossiers by the deadline, identify conflicts that have not been stated, and elect a GSBS P&T Committee Chair. During this meeting, the committee will review the current procedures and rubrics to be used for the reviews.
2. After members are permitted access to the dossiers by Faculty Affairs, they will thoroughly read all packets, prepare notes in consultation with the guidelines and rubrics, and present dossiers assigned to them as a primary or secondary reviewer.
3. Meet to consider all documentation in the final dossier along with the evaluations and recommendations of the Department P&T Committee and the Department Chair when reaching its final recommendation.
4. Thoroughly and objectively review the candidate's application dossier in advance of the GSBS P&T Committee meeting at which the candidate's case will be discussed.
5. Attend all GSBS P&T Committee meetings except when circumstances beyond one's control prevent attendance and participate in the discussion of every candidate.
6. Evaluate candidate performance in each general area of teaching, research/scholarly activities, and service, by using rating categories noted as "outstanding," "quality," or "deficient" according to UNTHSC policies.
7. If present for the discussion, vote on the dossiers by secret ballot, which will be collected by an assigned recording secretary and tallied. The vote is final.

G. GSBS P&T Committee Chair's Responsibilities

1. Once elected at the first fall meeting of the GSBS P&T Committee, work with Faculty Affairs to confirm that all parts of the candidate's dossiers are included in the available material before distribution to reviewers.
2. Schedule and preside over the meetings of the GSBS P&T Committee, with a recording secretary appointed by Chair present at all meetings.
3. After committee conflicts are identified, appoint *ad hoc* reviewers to ensure a minimum voting number of three (3). Assign another committee member to preside on the discussion of any candidates from the Chair's home department.
4. Assign primary and secondary reviewers for each dossier to open the discussion of the candidate at the next meeting. These reviewers are at or above the rank of the candidate.
5. Prepare a final recommendation letter to be included with the dossier and solicit feedback from the GSBS P&T Committee Members.
6. Provide the GSBS Dean with a summary of the discussion and recommendations in writing and orally, with a copy of the letter sent to the Office of Faculty Affairs.
7. Inform the candidate of the committee's decision in a brief letter that is copied to the Department Chair and Office of Faculty Affairs.

H. GSBS Dean's Responsibilities

1. Provide initial guidance and general instructions to the GSBS P&T Committee at the beginning of the P&T or periodic peer review process.
2. Review the final dossier and recommendation from the GSBS P&T Committee and make an independent recommendation.
3. If the Dean believes additional external evaluations of the candidate's final dossier is warranted, the Dean may seek additional independent reviews of the candidate

and will notify the candidate of the request for additional independent reviews according to UNTHSC policies.

4. Once an independent evaluation has been made, forward a recommendation letter and all documentation to the Provost. The Dean's letter to the Provost will be copied to the GSBS P&T Committee Chair, Department Chair, and Office of Faculty Affairs. The Provost will review the documentation and make a final recommendation to the President following guidelines in the UNTHSC policies and procedures.

IV. PROMOTION

A. Initiation of Promotion

The faculty member who wishes to apply for academic advancement initiates the promotion application process with a written request to the Department Chair and by submitting an application dossier in conformance with deadlines established annually by UNTHSC Office of Faculty Affairs.

B. Evaluation Process

The Department Chair is charged with notifying the faculty member in writing of the recommendation letter and that of the Department P&T Committee according to UNTHSC policies. The GSBS P&T Committee then considers all documentation and the recommendations of the Department Chair and Department P&T Committee in reaching its recommendation regarding promotion. The GSBS P&T Committee then forwards its recommendation and all documentation to the GSBS Dean. The GSBS Dean will acquire any necessary additional confidential review letters, review all available documentation, and then forward a final recommendation and all documentation to the Provost.

The Chair of the GSBS P&T Committee and the Dean will notify the candidate in writing of the recommendation(s); the Provost reviews the documentation and makes a recommendation to the President following guidelines in the UNTHSC policies. If a promotion is not recommended, the Department Chair, the GSBS P&T Committee, the GSBS Dean, the Provost, and the President will not specify reasons to the faculty member for the decision other than the categories of deficiency (teaching, scholarly activities, service). If the decision of the GSBS Dean, Provost, and/or President is negative, the decision will be stated by letter to the faculty member and copied to the Chair of the GSBS P&T Committee. If the faculty member disagrees with the promotion decision, the individual has the opportunity to appeal the decision through the process outlined in UNTHSC policy 6.006 (Faculty Grievance and Appeal).

C. Criteria for Promotion

The criteria for faculty promotion in GSBS are consistent with relevant portions of the Faculty Bylaws and applicable policies and procedures of UNTHSC. Promotion criteria are intended as guidelines to be used in conjunction with UNTHSC policy. A candidate should be considered for promotion after the individual has made contributions to both the institution and the biomedical profession. Promotion from Associate Professor to Full Professor requires the attainment or maintenance of a national and international reputation. Performance within each of the three categories of teaching, scholarly activities, and service will be ranked as "deficient," "quality," or "outstanding." Performance that does not meet the criteria for either "quality" or "outstanding" listed in

Appendix A herein will be considered “deficient.”

Faculty who are rated as outstanding performance in two categories and quality performance in a third category merit a promotion; faculty members must show evidence of outstanding achievement in their major area of assigned workload responsibility. Lists of common examples of quality and outstanding performance measures are provided in Appendix A below, according to relevant rank and tenure-track status.

V. TENURE

A. Tenure Track

The timelines for the probationary period and decision for the tenure of faculty members initially appointed on the tenure track at the level of Assistant Professor or the level of Associate Professor or Professor will comply with UNTHSC Policy 6.002 Faculty Appointment, Reappointment and Probationary Period. Beginning with the initial appointment to the rank of Assistant Professor, the probationary period will not exceed nine (9) years. A decision on tenure must be made at least one year before the last probationary year. If tenure is not granted to the faculty member by the end of their eighth probationary year, the next academic year (September 1 to August 31) will be a terminal year of appointment. Appointment periods for tenure purposes are calculated from September 1 of the calendar year in which the appointment is effective. A faculty member’s probationary period will be the length of time defined by the initial appointment to UNTHSC on the tenure track. A tenure track faculty member, under certain circumstances, may be granted an extension to the probationary period according to UNTHSC Policy 6.002.

B. Mid-Probationary Review

Mid-probationary reviews by the Department Chair and Department P&T Committees are required for all faculty members on tenure-track. The reviews must occur after three (3) years and six (6) years for faculty members having a maximum probationary status period on tenure track of nine (9) years, and after three (3) years for faculty members having a maximum probationary status period on tenure track of not more than six (6) years. Faculty members with initial probationary periods of less than three (3) years are exempt from mid-probationary reviews.

The review is an opportunity for the Department Chair and Department P&T Committee to provide feedback and guidance to a faculty member concerning progress on the tenure track, including specific evaluation as to how well the candidate is meeting the Department’s expectations. The mid-probationary review is in addition to the annual faculty review and is intended to supplement the annual faculty review of the faculty member performed by the department chair for promotion and tenure purposes. Therefore, the Department Chair must discuss and use the appropriate tenure-track criteria for quality and outstanding performance indicators relating to teaching, research/scholarly activities, and service as the primary basis for mid-probationary reviews of faculty members.

The Department Chair must ensure that the mid-probationary review of a faculty member has been appropriately completed at the three (3)-year interval and, if indicated, at the six (6)-year interval. A faculty member granted an extension of the probationary period following UNTHSC policy 6.002 (Faculty Appointment, Reappointment, and

Probationary Period) may have the mid-probationary review period(s) extended accordingly. At the time of a faculty member's review for tenure by the GSBS P&T Committee, complete copies of all annual faculty reviews and mid-probationary review(s) completed must be included by the Department Chair for consideration in the tenure dossier.

Faculty members may choose to apply for early consideration of promotion and/or tenure by the Department Chair and the Department P&T Committee, after each of their mid-probationary reviews. If denied, then the faculty member may remain on the tenure track and reapply again after the next mid-probationary review or during the year before the last probationary year.

VI. PERIODIC PEER REVIEW

A. Periodic Peer Review Process

Tenured faculty members are required to undergo periodic peer review according to the Texas Education Code section 51.942 and by the guidelines established in the UNTHSC Faculty Bylaws and Policies. Notification letters will be sent by the Department Chair to faculty members scheduled for review at least six (6) months before the actual periodic peer review.

B. Evaluation Process

All periodic peer review processes will be initiated following UNTHSC policies and procedures. The periodic peer review assesses whether the individual is contributing in congruence with that expected of a tenured faculty member; provides guidance for continuing and meaningful faculty development; assists faculty to enhance professional skills and goals; and refocuses academic and professional efforts, when appropriate. The faculty member is expected to continue meeting the relevant criteria for quality and outstanding performance for the current rank.

The Department Chair will notify the faculty member to be reviewed, following the timeline established by the Office of Faculty Affairs. Faculty member packets must be completed by faculty to be reviewed and delivered to the appropriate Department Chair by the Office of Faculty Affairs. The dossiers of Department Chairs and GSBS faculty with significant administrative responsibilities (such as Associate/Assistant Deans) will be forwarded directly to the GSBS P&T Committee for review, rather than through Department P&T Committees. The Department P&T Committees will review the material and presents their recommendations, both orally and in writing, to the Department Chairs. The Department Chairs submit faculty member dossiers to the Chair of the GSBS P&T Committee (through the Office of Faculty Affairs) along with the recommendations of the Department P&T Committee and Department Chair. A faculty member may choose to present any additional information to the GSBS P&T Committee during its deliberations on periodic peer review. The GSBS P&T Committee will review the material and present the recommendations, both orally and in writing, to the Dean. The Department and GSBS P&T Committees will make a determination of "deficient," "quality," or "outstanding," for performance in each area of teaching, scholarly activities, and service based on the faculty member's periodic peer review dossier and any personal statements, and provide the basis of that finding in accordance with the criteria described in the Appendix. The GSBS Dean will make an independent evaluation of the dossier and may request additional external evaluation letters. The Dean will review all available documentation,

and then forward a final recommendation to the faculty member, the Department Chair, and the Provost. Grievances related to periodic peer review will be governed by UNTHSC policy 6.006 (Faculty Grievance and Appeal).

VII. REGENTS PROFESSOR OR EMERITUS PROFESSOR DESIGNATIONS

A. Regents Professor

The faculty will be governed by the policies of the UNT Board of Regents and UNTHSC Policy 6.102.

B. Emeritus Professor

The faculty will be governed by the policies of the UNT Board of Regents and UNTHSC Policy 6.102.

VIII. APPOINTMENT OF ADJUNCT FACULTY

In general, adjunct faculty members appointed or promoted to a specific rank should meet the criteria for the promotion of regular GSBS faculty members to the relevant rank. The process for appointing faculty in such positions will be initiated by a written recommendation from the Department Chair, followed by a review by the Department P&T Committee for final recommendation to the Dean.

IX. TRANSFER BETWEEN TENURE AND NON-TENURE TRACKS

A faculty member has the opportunity to request a transfer from non-tenure track to tenure track or from tenure-track to non-tenure track. Transfer of status from non-tenure track to tenure track or, vice versa, should be considered carefully by faculty members. Faculty should consult with the Department Chair, Institute/Center Director, and other mentors; the request should align with their professional career goals. To transfer status, the faculty member must submit a request in writing to the Department Chair. The request should include the reason(s) for the change. After consultation and approval by the Department Chair, the request must be reviewed and approved by the GSBS Dean and Provost. The effective date for the change in status will be the beginning of the next academic year (September 1 to August 31). Transfer between non-tenure track and the tenure track will occur only once in each direction. Additional guidance on faculty transfer between tracks may be accessed in UNTHSC Policy 6.003

X. RESEARCH TRACK FACULTY

Research track faculty members hold positions through which they contribute primarily to the research mission of GSBS and UNTHSC and hold faculty rank at Research Assistant Professor or Research Associate Professor. Research track faculty are not eligible for tenure. Research-track faculty will be expected to devote most of their time to performing externally supported research and are reappointed based on their effectiveness in fulfilling the research mission and/or ability to obtain and sustain extramural salary support. Research track faculty are initially appointed through the same recruitment processes used to appoint non-tenure track and tenure-track faculty. Research track faculty members may apply for and transfer to open non-tenure track and tenure-track positions based on consideration of their qualifications in the context of workload requirements for research, teaching, and service.

XI. PROMOTION, TENURE, AND PERIODIC PEER REVIEW TIMELINES

A. Promotion and Tenure

A standard timeline and process are implemented for applications of promotion and/or

tenure according to institutional policies. The faculty member may elect to apply for both promotion and tenure simultaneously, in which case the same dossier and review letters may address both promotion and tenure. In such cases, the decisions on promotion and tenure are not coupled (*i.e.*, the decision on each request is considered independently of the other). Nonetheless, tenure is only awarded to faculty members who have also been awarded the rank of Associate or Full Professor; faculty members at the rank of Assistant Professor may not be granted tenure. Faculty members may elect to apply for promotion and tenure during different academic years.

B. Periodic Peer Review

Separate timeline and processes are implemented for periodic peer review as described by UNTHSC policies and procedures.

C. New Hires

All faculty recruitments and appointments must be made following UNTHSC hiring practices and policies. Individuals initially appointed to a specific academic rank should meet the GSBS guidelines for promotion to that rank. The Department Chair will initiate the process for appointing faculty in such positions.

Tenure track faculty appointments have designated probationary periods as described in the UNTHSC Policy 6.002, which are determined by their rank. Individuals seeking an appointment to a specific academic rank with tenure will require a review of the candidate's qualifications by the GSBS P&T Committee and letters of recommendation to the Dean from the Department Chair, the Chair of the search committee, and the Chair of the GSBS P&T Committee in accordance with UNTHSC Policy 6.003. After consultation with the Dean and Provost, the President will then nominate and recommend an appointment with tenure to the Chancellor based on the candidate's qualifications. Tenure for a faculty member becomes effective only after the UNT Board of Regents has approved the Chancellor's recommendation for tenure.

D. Faculty Grievance and Appeal

Grievances related to non-reappointment, denial of promotion or tenure, and termination will be governed by UNTHSC policy 6.006 (Faculty Grievance and Appeal).

APPENDIX A GENERAL CRITERIA FOR PROMOTION AND TENURE

The criteria below provide some examples of activities that can be used to document quality and outstanding performance in teaching, research/scholarly activities, and service, but are not intended to be comprehensive. Multiple activities comparable to the list of examples show below will strengthen the application for promotion to each rank. The criteria for levels of performance are cumulative, *i.e.*, achieving Outstanding Performance includes fulfilling the criteria for Quality Performance. The proportion of effort assigned to each area of performance (*i.e.*, workload) will be considered in the evaluation of promotion and/or tenure. Faculty who are rated as outstanding performance in two categories and quality performance in a third category merit a promotion. Faculty members must show evidence of outstanding achievement in their major area of assigned workload responsibility. No single criterion should be considered decisive.

I. GENERAL CRITERIA

A. Assistant Professor

- a minimum of two years of post-graduate experience
- demonstration of early success in research publications
- participation in teaching activity in graduate and/classroom education
- demonstration of academic credentials congruent with the school and department.

B. Associate Professor

- a minimum of three years in the rank of assistant professor or equivalent
- developing peer recognition that is reflected by an emerging national reputation
- evidence of scholarly achievement reflected in peer recognition of work from original research, educational programs, *etc.*
- success in obtaining extramural peer-reviewed grants or contracts; and/or investigator-initiated basic/applied/education research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- mentoring. for example, junior faculty, residents, students, and other trainees

C. Professor

- distinguished performance and maturity as an associate professor, generally 3-5 years at this rank
- an established reputation that is derived from national or international peer recognition
- sustained productivity in at least two of the three academic activities: teaching, research, and service
- sustained track-record in obtaining extramural peer-reviewed grants or contracts and/or investigator-initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- mentoring. for example, junior faculty, residents, students, and other trainees

D. Tenure

- meets the criteria commensurate with the rank to be considered for tenure
- exceptional degree of professional competence and scholarly achievement
- sustained track-record in obtaining extramural peer-reviewed grants or contracts and/or investigator-initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- overall performance of the faculty member that makes the individual a desirable and continuing member of the team
- desirable personal qualities such as integrity, reliability, collegiality, and teamwork

- outstanding accomplishments in research, teaching, and service
- a mentoring track record
- recognized as outstanding by one's peers, both within and outside UNTHSC
- sustained, outstanding level of performance in two of three academic activities
- emerging excellence should be recognized at the local, state, national, and international level
- a unique value of the individual to the institution

II. CRITERIA FOR TENURE

The criteria for tenure in GSBS are consistent with relevant portions of the UNTHSC Faculty Bylaws, applicable policies, and procedures of UNTHSC. Tenure criteria are intended as guidelines to be used in conjunction with UNTHSC policy. A candidate should be considered for tenure after the individual has made contributions to both UNTHSC and the biomedical profession. The award of tenure indicates a record of sustained productivity, evidence of commitment by the faculty member to professionalism and UNTHSC values, and potential for future productivity.

While the process of promotion within the ranks at UNTHSC is more directly proportional to the academic achievements of the individual, the process of tenure is viewed as a long-term investment in the faculty member commensurate with sustained performance in the future along with prospects of positive teamwork, collaborations, and perceptions of a collegial and valuable member of the UNTHSC team. To achieve tenure, faculty are expected to demonstrate:

- a sustained record of productivity in teaching, scholarly activities, and service. For each candidate, the expected level of activity is reflected by the individual's work assignments during the time on the tenure track.
- commitment to UNTHSC values and the biomedical profession in the mission of the department, school, and UNTHSC.
- evidence of potential for outstanding performance and future career growth as a faculty member. Each candidate should demonstrate a unique contribution to the department, school, and UNTHSC.

There are two levels of performance generally required in making recommendations on tenure: "quality" and "outstanding." Faculty who are rated as outstanding performance in two categories and quality performance in a third category merit tenure. Faculty members must show evidence of outstanding achievement in their major area of assigned workload responsibility. Tenure will not be granted for candidates with a rating of "deficient" in any of the three areas.

III. CRITERIA FOR PROMOTION IN TEACHING (may include but not be limited to)

Examples of Activities Demonstrating Teaching. Recognition of outstanding performance as a teacher by both peers and students can be a powerful factor in the evaluation process. Because department missions are variable and unique, each department has its procedures to evaluate faculty teaching performance in an objective, fair, and rigorous manner. In all cases, however, it is strongly recommended that peer evaluation comprise a significant part of this process. Further, each department should utilize a standardized methodology to assess the quality and quantity of the teaching activities of the faculty member. Multiple activities comparable to the examples shown below, will strengthen the application for promotion at each rank. The criteria for the levels are cumulative (*i.e.*, achieving Outstanding includes fulfilling the criteria for Quality).

A. Associate Professor – Non-tenure Track

1. **Quality Performance** (Whenever possible, these activities should be recognized, using peer and/or student evaluations, locally as being competent.)

- Is nominated for a local teaching award
- Demonstrates quality student and/or peer evaluation of teaching in the classroom or laboratory
- Delivers new curriculum material (courses, syllabus, educational software, podcast, *etc.*)
- Develops curricular material and participates in the teaching of school-specific courses
- Develops postgraduate, continuing education, or training course/workshop that serves a local audience
- Facilitates small group sessions for health science center students, including but not limited to journal club, work in progress, *etc.*
- Instructs in laboratory sessions for health science students
- Participates in postgraduate or continuing education courses which serve a local audience
- Participates in teaching or supervision of graduate students and/or postdoctoral fellows
- Presents teaching rounds
- Provides lectures to students, or peers in health professions training programs
- Provides coordination of teaching by other faculty members
- Provides supervision of graduate students in teaching
- Serves as a member of thesis or dissertation advisory committees
- Is invited to present education-based seminars at the local level

2. **Outstanding Performance** (As appropriate, these activities should be recognized, using peer and/or student evaluations, locally or regionally as being proficient.)

- Is nominated for a University-wide, regional, or national teaching award
- Receives a local teaching award
- Designs/delivers, and evaluates innovative teaching strategies such as team-based learning, problem-based learning, and interprofessional team training in professional student training, or other teaching strategies applicable to graduate student training.

- Designs/delivers new curriculum materials (new courses/cores, syllabus materials, educational software, podcast, *etc.*)
- Develops and participates in the teaching of major portions of a graduate or professional course
- Develops/directs a postgraduate or continuing education course which serves a regional or national audience
- Is recognized as outstanding in developing and directing postgraduate, continuing education, and training courses/workshops that serve a state or national audience
- Serves as the primary advisor for graduate students pursuing the M.S. or Ph.D. degree, and/or postdoctoral fellow
- Supervises or coordinates the teaching by other faculty, fellows, or graduate students (*e.g.*, Course or Core Director)
- Obtains support for educational projects/scholarship from foundations and local, state, or federal agencies as investigator or collaborator
- Participates as investigator or collaborator on extramural training grants
- Is invited to organize and participate at a regional or national educational meeting
- Is invited to present local or regional education-based seminars and/or guest lectures at other institutions of higher education
- Participates in meeting activities at the regional or national level to develop innovative teaching skills
- Provides outstanding mentorship for junior faculty, visiting scholars, postdoctoral fellows, and or graduate students in teaching as demonstrated by mentee accomplishments in research, teaching, and service
- Authors educational materials adopted for teaching at UNTHSC and/or other institutions
- Contributes to a peer-reviewed print or electronic textbook used regionally or nationally
- Publishes in peer-reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching

B. Associate Professor – Tenure Track

1. Quality Performance (Whenever possible, these activities should be recognized, using peer and/or student evaluations, locally as being competent.)

- Is nominated for a local teaching award
- Demonstrates quality student and/or peer evaluation of teaching in the classroom or laboratory
- Delivers new curriculum material (courses, syllabus, educational software, podcast, *etc.*)
- Develops curricular material and participates in the teaching of school-specific courses
- Develops postgraduate, continuing education, or training course/workshop that serves a local audience
- Facilitates small group sessions for health science center students, including but not limited to journal club, work in progress, *etc.*
- Instructs in laboratory sessions for health science students
- Participates in postgraduate or continuing education courses which serve a local audience

- Participates in teaching or supervision of graduate students and/or postdoctoral fellows
- Presents teaching rounds
- Provides lectures to students, or peers in health professions training programs
- Provides coordination of teaching by other faculty members
- Provides supervision of graduate students in teaching
- Serves as a member of thesis or dissertation advisory committees
- Is invited to present education-based seminars at the local level

2. Outstanding Performance (As appropriate, these activities should be recognized, using peer and/or student evaluations, locally or regionally as being proficient.)

- Is nominated for a University-wide, regional, or national teaching award
- Receives a local teaching award
- Designs/delivers, and evaluates innovative teaching strategies such as team-based learning, problem-based learning, and interprofessional team training in professional student training, or other teaching strategies applicable to graduate student training.
- Designs/delivers new curriculum materials (new courses/cores, syllabus materials, educational software, podcast, *etc.*)
- Develops and participates in the teaching of major portions of a graduate or professional course
- Develops/directs a postgraduate or continuing education course which serves a regional or national audience
- Is recognized as outstanding in developing and directing postgraduate, continuing education, and training courses/workshops that serve a state or national audience
- Serves as the primary advisor for graduate students pursuing the M.S. or Ph.D. degree, and/or postdoctoral fellow
- Supervises or coordinates the teaching by other faculty, fellows, or graduate students (*e.g.*, Course or Core Director)
- Obtains support for educational projects/scholarship from foundations and local, state, or federal agencies as investigator or collaborator
- Participates as investigator or collaborator on extramural training grants
- Is invited to organize and participate at a regional or national educational meeting
- Is invited to present local or regional education-based seminars and/or guest lectures at other institutions of higher education
- Participates in meeting activities at the regional or national level to develop innovative teaching skills
- Provides outstanding mentorship for junior faculty, visiting scholars, postdoctoral fellows, and or graduate students in teaching as demonstrated by mentee accomplishments in research, teaching, and service
- Authors educational materials adopted for teaching at UNTHSC and/or other institutions
- Publishes in peer-reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching
- Contributes to a peer-reviewed print or electronic textbook used regionally or nationally

C. Research Associate Professor

1. **Quality Performance** (Whenever possible, these activities should be recognized, using peer and/or student evaluations, locally as being competent.)
 - Participates in the supervision and research training of UNTHSC graduate students and postdoctoral fellows
2. **Outstanding Performance** (Whenever possible, these activities should be recognized, using peer and/or student evaluations, locally as being proficient.)
 - Facilitates small group sessions as director for GSBS students, including but not limited to journal club, work in progress, *etc.*
 - Directs in postgraduate or continuing education courses that serve a local or regional audience
 - Presents teaching rounds
 - Provides outstanding didactic teaching for specific GSBS graduate courses
 - Provides outstanding instruction in laboratory sessions for graduate students
 - Provides outstanding lectures to students in health professions programs

D. Professor – Non-tenure Track

1. **Quality Performance** (Whenever possible, these activities should be recognized, using peer and/or student evaluations, locally as being competent.)
 - Is nominated for a university-wide, regional, or national teaching award
 - Receives a local teaching award
 - Assists in the designs/delivery of new curriculum materials (new courses/cores, syllabus materials, educational software, podcast, *etc.*)
 - Demonstrates quality teaching in the classroom and/or laboratory as evidenced by student or peer evaluations
 - Participates in the teaching of a graduate or professional course
 - Directs a postgraduate or continuing education course which serves a local or regional audience
 - Receives quality reviews of course director activities from supervisors, peers, and students
 - Serves on thesis or dissertation advisory committees
 - Coordinates the teaching by other faculty, fellows, or graduate students
 - Participates as investigator or collaborator on extramural training grants
 - Obtains support for educational projects/scholarship from foundations and local, state, or federal agencies as investigator or collaborator
 - Is invited to organize and participate at a regional or national educational meeting
 - Is invited to present at local or regional education-based seminars and/or guest lectures at other institutions of higher education
 - Publishes as a middle author in peer-reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching
 - Writes print or electronic educational material used locally
2. **Outstanding Performance** (Whenever possible, these activities should be recognized, using peer and/or student evaluations, locally as being proficient.)
 - Receives a university-wide, regional, or national teaching award

- Demonstrates sustained excellence of teaching activities in the classroom and/or laboratory with outstanding evaluations from students and trainees
- Designs, implements, and evaluates innovative teaching strategies
- Develops a course, curricular component, educational software, or evaluation materials, which are used regionally or nationally (i.e., board exams, *etc.*)
- Is course director for an active course with large student enrollment and/or laboratory component
- Is recognized by students or peers for outstanding performance in teaching in didactic, research, and/or clinical training of students, residents, and/or fellows or continuing education attendees, and/or mentoring of graduate students through evaluations
- Provides leadership in curriculum development and/or revision
- Provides leadership in developing and implementing interprofessional education courses
- Provides leadership in the assessment of student learning outcomes
- Serves as the major professor (chair) or co-chair on thesis or dissertation advisory committees
- Sustains excellence of teaching activities in the classroom and/or laboratory with outstanding evaluations from students and trainees
- Obtains support for educational projects/scholarship from foundations and local, state, or federal agencies as an investigator
- Participates on extramural training grants
- Is invited to organize and participate with a major role (*e.g.*, organizing committee member, session chair, *etc.*) at a regional or national educational meeting
- Is invited to present national or international education-based seminars and/or guest lectures at other institutions of higher education
- Provides outstanding mentorship for junior faculty, visiting scholars, postdoctoral fellows, and or graduate students in teaching as demonstrated by mentee accomplishments in research, teaching, and service
- Consults at national levels (*e.g.*, Education Advisory Board)
- Supervises a training program which has a regional or national audience
- Authors educational materials adopted for teaching at UNTHSC and/or other institutions
- Is an editor/author of a textbook adopted for teaching at other institutions
- Publishes as first or senior author in peer-reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching
- Writes a chapter for a peer-reviewed print or electronic textbook used regionally or nationally

E. Professor – Tenure Track

Quality Performance (Whenever possible, these activities should be recognized, using peer and/or student evaluations, locally as being competent.)

- Is nominated for a university-wide, regional, or national teaching award
- Receives a local teaching award
- Assists in the designs/delivery of new curriculum materials (new courses/cores, syllabus materials, educational software, podcast, *etc.*)
- Demonstrates quality teaching in the classroom and/or laboratory as evidenced by student or peer evaluations

- Participates in the teaching of a graduate or professional course
- Directs a postgraduate or continuing education course which serves a local or regional audience
- Receives quality reviews of course director activities from supervisors, peers, and students
- Serves on thesis or dissertation advisory committees
- Coordinates the teaching by other faculty, fellows, or graduate students
- Obtains support for educational projects/scholarship from foundations and local, state, or federal agencies as investigator or collaborator
- Participates as investigator or collaborator on extramural training grants
- Is invited to organize and participate at a regional or national educational meeting
- Is invited to present at local or regional education-based seminars and/or guest lectures at other institutions of higher education
- Publishes as a middle author in peer-reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching
- Writes print or electronic educational material used locally

2. Outstanding Performance (Whenever possible, these activities should be recognized, using peer and/or student evaluations, locally as being proficient.)

-
- Receives a university-wide, regional, or national teaching award
 - Demonstrates sustained excellence of teaching activities in the classroom and/or laboratory with outstanding evaluations from students and trainees
 - Designs, implements, and evaluates innovative teaching strategies
 - Develops a course, curricular component, educational software, or evaluation materials, which are used regionally or nationally (i.e., board exams, *etc.*)
 - Is course director for an active course with large student enrollment and/or laboratory component
 - Is recognized by students or peers for outstanding performance in teaching in didactic, research, and/or clinical training of students, residents, and/or fellows or continuing education attendees, and/or mentoring of graduate students through evaluations
 - Provides leadership in curriculum development and/or revision
 - Provides leadership in developing and implementing interprofessional education courses
 - Provides leadership in the assessment of student learning outcomes
 - Serves as the major professor (chair) or co-chair on thesis or dissertation advisory committees
 - Sustains excellence of teaching activities in the classroom and/or laboratory with outstanding evaluations from students and trainees
 - Participates on extramural training grants
 - Obtains support for educational projects/scholarship from foundations and local, state, or federal agencies as an investigator
 - Is invited to organize and participate with a major role (*e.g.*, organizing committee member, session chair, *etc.*) at a regional or national educational meeting
 - Is invited to present national or international education-based seminars and/or guest lectures at other institutions of higher education

- Provides outstanding mentorship for junior faculty, visiting scholars, postdoctoral fellows, and or graduate students in teaching as demonstrated by mentee accomplishments in research, teaching, and service
- Consults at national levels (*e.g.*, Education Advisory Board)
- Supervises a training program which has a regional or national audience
- Authors educational materials adopted for teaching at UNTHSC and/or other institutions
- Is an editor/author of a textbook adopted for teaching at other institutions
- Publishes as first or senior author in peer-reviewed venues, studies of teaching methodologies that contribute to the advancement of teaching
- Writes a chapter for a peer-reviewed print or electronic textbook used regionally or nationally

IV. CRITERIA FOR PROMOTION IN RESEARCH/SCHOLARLY ACTIVITIES (may include but not be limited to)

Examples of Activities Demonstrating Research/Scholarly Activities. For promotion to the level of Associate Professor or above, demonstration of continued scholarly productivity illustrating the candidate's significant impact in his or her professional community is expected. Publication criteria must be fulfilled for each rank. Publications may be original scholarly articles in a peer-reviewed journal, review articles, case reports, or book chapters. Multiple activities comparable to the examples shown below, will strengthen the application for promotion at each rank. The criteria for the levels are cumulative (*i.e.*, achieving Outstanding includes fulfilling criteria for Quality).

A. Associate Professor – Non-tenure Track

1. Quality Performance

- Receives a local or regional research award
- Provides local presentation of research results (seminars, grand rounds, local scientific programs, *etc.*)
- Shows evidence of initial publication success
- Publishes peer-reviewed journal articles or textbook chapters as middle author
- Acquires intramural grant funding as an investigator
- Shows evidence of application as an investigator for research grants or contracts locally, regionally, or nationally
- Is actively involved in clinical or basic science investigation
- Participates in pharmaceutical or device trials
- Presents research lectures at local or regional meetings/conferences
- Submits disclosure of inventions, file patents

2. Outstanding Performance

- Receives a state or national research award or recognition
- Acquires an extramural grant as an investigator at the funding level of three years or higher
- Acquires an extramural funding contract as an investigator comparable to an NIH grant from other extramural agencies or foundations
- Demonstrates success in obtaining investigator-initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Demonstrates success in obtaining extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Provides presentation of invited or peer-reviewed research results at national or international professional meetings
- Is invited to present a research-based seminar regionally or nationally
- Is invited to present a research-based seminar regionally or nationally
- Presents posters or abstracts at national meetings/conferences as first or senior author
- Demonstrates evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study

- Demonstrates evidence of successful development of interdepartmental and/or interdisciplinary collaborative research programs
- Have patents prosecuted or inventions licensed
- Participates in pharmaceutical or device trials

B. Associate Professor – Tenure Track

1. Quality Performance

- Receives a local or regional research award
- Provides local presentation of research results (seminars, grand rounds, local scientific programs, *etc.*)
- Shows evidence of initial publication success
- Publishes peer-reviewed journal articles or textbook chapters as middle author
- Acquires intramural or extramural grant funding as an investigator
- Shows evidence of application as an investigator for research grants or contracts locally, regionally, or nationally
- Is actively involved in clinical or basic science investigation
- Participates in pharmaceutical or device trials
- Presents research lectures at local or regional meetings/conferences
- Submits disclosure of inventions, file patents

2. Outstanding Performance

- Receives a state or national research award or recognition
- Acquires an extramural grant as an investigator at the funding level of three years or higher
- Acquires an extramural funding contract as an investigator comparable to an NIH grant from other extramural agencies or foundations
- Demonstrates success in obtaining investigator-initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Demonstrates success in obtaining extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Provides presentation of invited or peer-reviewed research results at national or international professional meetings
- Is invited to present a research-based seminar regionally or nationally
- Is invited to present a research-based seminar regionally or nationally
- Presents posters or abstracts at national meetings/conferences as first or senior author
- Demonstrates evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study
- Demonstrates evidence of successful development of interdepartmental and/or interdisciplinary collaborative research programs
- Have patents prosecuted or inventions licensed
- Participates in pharmaceutical or device trials

C. Research Associate Professor

1. Quality Performance

- Receives a local or regional research award

- Provides local presentation of research results (seminars, grand rounds, local scientific programs, *etc.*)
- Shows evidence of initial publication success
- Publishes peer-reviewed journal articles or textbook chapters as middle author
- Acquires intramural or extramural grant funding as an investigator
- Shows evidence of application as an investigator for research grants or contracts locally, regionally, or nationally
- Is actively involved in clinical or basic science investigation
- Participates in pharmaceutical or device trials
- Presents research lectures at local or regional meetings/conferences
- Submits disclosure of inventions, file patents

2. Outstanding Performance

- Receives a state or national research award or recognition
- Acquires an extramural grant as an investigator at the funding level of three years or higher
- Acquires an extramural funding contract as an investigator comparable to an NIH grant from other extramural agencies or foundations
- Demonstrates success in obtaining investigator-initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Demonstrates success in obtaining extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Provides presentation of invited or peer-reviewed research results at national or international professional meetings
- Is invited to present a research-based seminar regionally or nationally
- Is invited to present a research-based seminar regionally or nationally
- Presents posters or abstracts at national meetings/conferences as first or senior author
- Demonstrates evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study
- Demonstrates evidence of successful development of interdepartmental and/or interdisciplinary collaborative research programs
- Have patents prosecuted or inventions licensed
- Participates in pharmaceutical or device trials

D. Professor – Non-tenure Track

1. Quality Performance

- Receives a local or regional research award or recognition
- Acquires an NIH grant as an investigator at the funding level of three years or higher
- Acquires an extramural funding contract as an investigator comparable to an NIH grant from other extramural agencies or foundations
- Attracts substantial gift, endowments, or alternative revenue sources to the institution

- Demonstrates success in obtaining investigator-initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Demonstrates success in obtaining extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Provides presentation of invited or peer-reviewed research results at national or international professional meetings
- Is invited to present a research-based seminar regionally or nationally
- Is invited to present a research-based seminar regionally or nationally
- Presents posters or abstracts at national meetings/conferences as first or senior author
- Demonstrates evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study
- Demonstrates evidence of successful development of interdepartmental and/or interdisciplinary collaborative research programs
- Have patents prosecuted or inventions licensed
- Participates in pharmaceutical or device trials

2. Outstanding Performance

- Receives a state or national research award or recognition
- Acquires a multi-year extramural grant as an investigator at the funding level of NIH
- Acquires as an investigator a grant or contract comparable to the above criteria from other extramural agencies or foundations
- Attracts substantial gift, endowments, or alternative revenue sources to the institution
- Demonstrates continued success in obtaining an extramural peer-reviewed grant
- Demonstrates continued success in investigator-initiated basic or applied research through contracts with pharmaceutical, instrumental or other commercial enterprises
- Demonstrated success in extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Is invited to organize and participate with a major role (*e.g.*, organizing committee member, session chair, *etc.*) at a national educational meeting
- Is invited to present national or international seminars and/or guest lectures at other institutions
- Demonstrates evidence of a significant portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study
- Acquires a patent with the potential to generate University resources or an invention that has a major impact on state-of-the-art
- Consults at the national level (*e.g.*, Board of Scientific Advisors)
- Directs the scholarly activities of other faculty, post-doctoral appointees, residents, clinicians, *etc.*

- Participates in biomedical product and/or bioskills laboratory commercialization

E. Professor – Tenure Track

1. Quality Performance

- Receives a local or regional research award or recognition
- Acquires an NIH grant as an investigator at the funding level of three years or higher
- Acquires an extramural funding contract as an investigator comparable to an NIH grant from other extramural agencies or foundations
- Demonstrates success in obtaining investigator-initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Demonstrates success in obtaining extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Provides presentation of invited or peer-reviewed research results at national or international professional meetings
- Is invited to present a research-based seminar regionally or nationally
- Is invited to present a research-based seminar regionally or nationally
- Presents posters or abstracts at national meetings/conferences as first or senior author
- Demonstrates evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study
- Demonstrates evidence of successful development of interdepartmental and/or interdisciplinary collaborative research programs
- Have patents prosecuted or inventions licensed
- Participates in pharmaceutical or device trials

2. Outstanding Performance

- Receives a state or national research award or recognition
- Acquires a multi-year extramural grant as an investigator at the funding level of NIH
- Acquires as an investigator a grant or contract comparable to the above criteria from other extramural agencies or foundations
- Attracts substantial gift, endowments, or alternative revenue sources to the institution
- Demonstrates continued success in obtaining an extramural peer-reviewed grant
- Demonstrates continued success in investigator-initiated basic or applied research through contracts with pharmaceutical, instrumental or other commercial enterprises
- Demonstrated success in extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Is invited to organize and participate with a major role (*e.g.*, organizing committee member, session chair, *etc.*) at a national educational meeting

- Is invited to present national or international seminars and/or guest lectures at other institutions
- Demonstrates evidence of a significant portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study
- Acquires a patent with the potential to generate University resources or an invention that has a major impact on state-of-the-art
- Consults at the national level (*e.g.*, Board of Scientific Advisors)
- Directs the scholarly activities of other faculty, post-doctoral appointees, residents, clinicians, *etc.*
- Participates in biomedical product and/or bioskills laboratory commercialization

V. CRITERIA FOR PROMOTION IN SERVICE (may include but not be limited to)

Examples of Activities Demonstrating Service. Service includes, but is not necessarily limited to, activities in GSBS and other affiliated units at UNTHSC. Multiple activities comparable to the examples shown below, will strengthen the application for promotion at each rank. The criteria for the levels are cumulative (*i.e.*, achieving Outstanding includes fulfilling criteria for Quality).

A. Associate Professor – Non-tenure Track

1. Quality Performance

- Oversees activities in local education, research, or clinical training workshops
- Participates in outreach activities for UNTHSC in local communities
- Participates in workshops/courses for activities in bioskills laboratory
- Serves as a committee member at the department level
- Serves as an *ad hoc* journal reviewer or abstract reviewer for a local or regional conference/meeting
- Serves as an *ad hoc* member of a review committee on a local or regional grant review

2. Outstanding Performance

- Consults at the state or national level regarding service-related activities
- Demonstrates skills in managing service activities or programs
- Oversees, directs, and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Provides significant effort in outreach programs (recruitment of prospective students, summer outreach programs, training courses/workshops, *etc.*)
- Receives recognition of service as a committee member at the department or institute/center, school, and/or university level
- Receives recognition of participation in outreach activities for UNTHSC in local communities
- Receives recognition of participation in workshops/courses for activities in bioskills laboratory
- Serves as a Graduate Advisor in a graduate discipline
- Serves as an organizer or *ad hoc* journal reviewer or abstract reviewer for a conference/meeting
- Serves as a regular or *ad hoc* member on an NIH or NSF study section, special emphasis panel, or comparable review group
- Serves on a professional society committee
- Serves on GSBS or institutional committees

B. Associate Professor – Tenure Track

1. Quality Performance

- Oversees activities in local education, research, or clinical training workshops
- Participates in outreach activities for UNTHSC in local communities
- Participates in workshops/courses for activities in bioskills laboratory
- Serves as a committee member at the department level

- Serves as an *ad hoc* journal reviewer or abstract reviewer for a local or regional conference/meeting
- Serves as an *ad hoc* member of a review committee on a local or regional grant review

2. **Outstanding Performance**

- Chairs a professional society committee
- Chairs a department search committee or another major department/institute committee
- Consults at the state or national level regarding service-related activities
- Demonstrates skills in managing service activities or programs
- Oversees, directs, and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Provides significant effort in outreach programs (recruitment of prospective students, summer outreach programs, training courses/workshops, *etc.*)
- Receives recognition of service as a committee member at the department or institute/center, school, and/or university level
- Receives recognition of participation in outreach activities for UNTHSC in local communities
- Receives recognition of participation in workshops/courses for activities in bioskills laboratory
- Serves as a Graduate Advisor in a graduate discipline
- Serves as an organizer or *ad hoc* journal reviewer or abstract reviewer for a conference/meeting
- Serves as a regular or *ad hoc* member on an NIH or NSF study section, special emphasis panel, or comparable review group
- Serves on a professional society committee
- Serves on GSBS or institutional committees

C. **Research Associate Professor**

3. **Quality Performance**

- Oversees activities in local education, research, or clinical training workshops
- Participates in outreach activities for UNTHSC in local communities
- Participates in workshops/courses for activities in bioskills laboratory
- Serves as a committee member at the department level
- Serves as an *ad hoc* journal reviewer or abstract reviewer for a local or regional conference/meeting
- Serves as an *ad hoc* member of a review committee on a local or regional grant review

4. **Outstanding Performance**

- Chairs a professional society committee
- Chairs a department search committee or another major department/institute committee
- Consults at the state or national level regarding service-related activities
- Demonstrates skills in managing service activities or programs

- Oversees, directs, and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Provides significant effort in outreach programs (recruitment of prospective students, summer outreach programs, training courses/workshops, *etc.*)
- Receives recognition of service as a committee member at the department or institute/center, school, and/or university level
- Receives recognition of participation in outreach activities for UNTHSC in local communities
- Receives recognition of participation in workshops/courses for activities in bioskills laboratory
- Serves as an organizer or *ad hoc* journal reviewer or abstract reviewer for a conference/meeting
- Serves as a regular or *ad hoc* member on an NIH or NSF study section, special emphasis panel, or comparable review group
- Serves on a professional society committee
- Serves on GSBS or institutional committees

D. Professor – Non-tenure Track

1. Quality Performance

- Demonstrates skills in managing research/teaching activities or programs
- Oversees, directs, and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Performs service as a committee member at the department, institute/center, school, and/or institute level
- Provides faculty development or mentoring to junior faculty members (grant preparation, career development, *etc.*)
- Provides outreach activities for UNTHSC for local communities
- Provides service in a national/international professional society
- Serves on department search committees
- Serves on school or institutional committees

2. Outstanding Performance

- Attracts substantial gifts or endowments to the institution
- Chairs a department faculty search committee or other major department/institute committees
- Chairs medical subspecialty or professional society committee
- Consults at the national level (*e.g.*, Board of Scientific Advisors)
- Consults nationally regarding service-related activities
- Directs the scholarly activities of other faculty, post-doctoral appointees, residents, clinicians, *etc.*
- Is elected on major institutional committees or boards
- Is elected to serve as an officer on a national society
- Is recognized as a journal editorial board member or editor
- Is a regular member of a grant review committee or study section
- Is invited to organize and participate in a major national or international scientific meeting

- Oversees, directs, and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Provides faculty development or mentoring to junior faculty members (help prepare grants, comment on manuscripts and mentor towards career development)
- Provides significant effort in outreach programs (*e.g.*, recruitment of prospective students, summer outreach programs and camps, additional training/tools courses, *etc.*)
- Receives recognition for faculty development or mentoring to junior faculty members (grant preparation, career development, *etc.*)
- Serves as a major committee member/chair in a national/international professional society
- Serves as an administrative appointee (*i.e.*, vice or associate chairperson of a department)
- Serves as *ad hoc* or permanent member on an NIH or NSF study section, special emphasis panel, or comparable review group
- Serves as a regular or *ad hoc* member on a national research or review committee
- Serves as officer or major committee member/chair in regional or national professional society
- Serves as the Graduate Advisor in a discipline
- Serves on a professional society or board executive committee

E. Professor – Tenure Track

3. Quality Performance

- Demonstrates skills in managing research/teaching activities or programs
- Oversees, directs, and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Performs service as a committee member at the department, institute/center, school, and/or institute level
- Provides faculty development or mentoring to junior faculty members (grant preparation, career development, *etc.*)
- Provides outreach activities for UNTHSC for local communities
- Provides service in a national/international professional society
- Serves on department search committees
- Serves on school or institutional committees

4. Outstanding Performance

- Attracts substantial gifts or endowments to the institution
- Chairs a department faculty search committee or other major department/institute committees
- Chairs medical subspecialty or professional society committee
- Consults at the national level (*e.g.*, Board of Scientific Advisors)
- Consults nationally regarding service-related activities
- Directs the scholarly activities of other faculty, post-doctoral appointees, residents, clinicians, *etc.*

- Is elected on major institutional committees or boards
- Is elected to serve as an officer on a national society
- Is recognized as a journal editorial board member or editor
- Is a regular member of a grant review committee or study section
- Is invited to organize and participate in a major national or international scientific meeting
- Oversees, directs, and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Provides faculty development or mentoring to junior faculty members (help prepare grants, comment on manuscripts and mentor towards career development)
- Provides significant effort in outreach programs (*e.g.*, recruitment of prospective students, summer outreach programs and camps, additional training/tools courses, *etc.*)
- Receives recognition for faculty development or mentoring to junior faculty members (grant preparation, career development, *etc.*)
- Serves as a major committee member/chair in a national/international professional society
- Serves as an administrative appointee (*i.e.*, vice or associate chairperson of a department)
- Serves as *ad hoc* or permanent member on an NIH or NSF study section, special emphasis panel, or comparable review group
- Serves as a regular or *ad hoc* member on a national research or review committee
- Serves as officer or major committee member/chair in regional or national professional society
- Serves as the Graduate Advisor in a discipline
- Serves on a professional society or board executive committee

APPENDIX B
PROMOTION AND/OR TENURE PACKET CHECKLIST/CONTENTS

The Annual Promotion and Tenure Packet Checklist may be obtained at:

<https://www.unthsc.edu/academic-affairs/faculty-affairs/annual-faculty-promotion-and-tenure/>

APPENDIX C SAMPLE LETTER TO EXTERNAL EVALUATOR

Dear Dr. [---],

The Department of [---] in the Graduate School of Biomedical Sciences (GSBS) at the University of North Texas Health Science Center (UNTHSC) is considering the **[promotion/advancement]** of [---] to the academic rank of [---]. As the Chair of [---], I am writing to you as a recommended leader in your discipline to provide an honest and thoughtful evaluation of Dr. [---]'s contribution to [his/her] professional field in terms of teaching, research/scholarly activities and service. In particular, we seek your professional judgment concerning the quality of the candidate's activities and professional and scholarly contributions to their discipline. For your review, a CV and [---] of Dr. [---] are enclosed. **[Further description or explanation of enclosures, as necessary. The letter or the enclosures should make clear the degree of the candidate's teaching and service responsibilities.]** We specifically ask that you provide the following information:

1. Describe if you have had any professional relationship with the candidate. In particular have you ever served as a mentor, supervisor, or colleague/collaborator to Dr. [---]?
2. We seek to form an objective assessment of the candidate's research/scholarly activities. We wish to apply national standards, and we would be grateful if your letter addresses the matter in those terms. To that end, please consider responding to each of the following questions.
 - What is your judgment of the quality and significance of the scholarly production of the candidate and their impact on their field relative to others at this level?
 - Does the candidate's record suggest promise for future growth as a scholar? Compare the candidate's achievements with those of other persons when they were at the same career stage, who have received the corresponding **[promotion/advancement]**, in cases with which you are familiar.
3. Assess the candidate's abilities as a teacher, if you are in a position to form an opinion.
4. Assess the candidate's service to the profession, if you are in a position to form an opinion.
5. What is your assessment of the candidate for **[promotion/advancement]** using the guidelines and criteria for appointment and promotion at UNTHSC? To assist you in this process we have provided the GSBS P&T Guidelines; the guidelines and criteria for appointment and promotion at UNTHSC are posted on the Faculty Affairs website at: <https://www.unthsc.edu/academic-affairs/faculty-affairs/criteria-for-faculty-promotion-tenure-and-post-tenure-review/>
6. Provide any additional insights or advice that you believe should be considered as we make our decision.
7. Finally, can you please summarize your background as it relates to making the above evaluations?

[Promotion to Associate Professor / Promotion to Associate Professor with tenure / Advancement to tenure / Promotion to Professor] is a most important consideration and your contribution and those of other external reviewers is therefore of the greatest value in our overall evaluation. I would appreciate it if you could respond to me by [---]. You may email a scanned letter and then mail the hard copy along with your current CV. If you are unable to complete this review by the above date, please let me know.

Sincerely yours,



University of North Texas Health Science Center at Fort Worth

School of Public Health (SPH)

Promotion and Tenure Guidelines
Adopted by the SPH Faculty

Approved: August 3, 2023

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Shafik Dharamsi, PhD
Dean

8/11/2023

Date

DocuSigned by:
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Executive Vice President & Provost

8/14/2023

Date

THE UNIVERSITY of NORTH TEXAS
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**University of North Texas Health Science Center
School of Public Health
Promotion and Tenure Process and Guidance**

The goals and objectives of the University of North Texas Health Science Center (HSC) can be achieved only through recruitment, development, and retention of outstanding faculty members. Promotion in rank and the granting of tenure are important benchmarks in the academic career of a faculty member, and in the continuing development of the School of Public Health (SPH) and the University.

The SPH Promotion and Tenure Process and Guidance (henceforth referred to as the Guidance) were developed to assist faculty members in applying for promotion, tenure, completing periodic peer reviews, and to help guide the School's Promotion and Tenure (P&T) Committee in making its recommendations. This guidance is consistent with the Faculty Bylaws of the HSC and the Policies and Procedures of the HSC, including 6.104 Faculty Appointment, Reappointment and Probationary Period (see also P6.002); 6.107 Faculty Tenure and Promotion Policy (see also P6.003); 6.103 Evaluation of Tenured Faculty Policy (see also P6.004), and are intended to elaborate and expand on the HSC criteria. The Guidance applies to all tenure track, promotion track (i.e., non-tenure track), and tenured faculty, as well as adjunct faculty. The Guidance does not alter or supersede prior contracts and/or agreements, or the HSC Faculty Bylaws or Policies and Procedures.

All updated HSC Policies and Procedures, as well as SPH Policies and Procedures, can be found in PolicyTech, the institutional policy repository. Because these policies and procedures are updated regularly, please access them online from the University intranet: <https://www.unthsc.edu/administrative/institutionalcompliance-office/unt-health-science-center-policies/>. In the application of University performance expectations, the P&T Committee should reference University-level rubrics for teaching, research, and service (see P6.003, Faculty Tenure and Promotion, Appendices A to D).

In addition, the University's Office of Faculty Affairs publishes annually updated timelines for Promotion and Tenure and for Periodic Peer Review, as well as content checklists. Check the Office of Faculty Affairs website for current information.
<https://www.unthsc.edu/office-of-faculty-affairs/annual-faculty-promotion-and-tenure/>

The Philosophy Supporting Scholarship in the SPH

Underlying the guidelines described herein is the notion of *scholarship*. In its most basic definition, scholarship is the possession of an elevated level of knowledge, expertise, and experience in a field and its application. Boyer (1990, 1996) defined five overlapping Pillars of Scholarship: engagement, discovery, application, integration, and teaching. The SPH relies on the Boyer model of scholarship as the philosophical foundation for the faculty guidelines described in this document.

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What makes an activity “scholarship”?

The following list of characteristics of scholarship is adapted from Recognizing Faculty Work, by Robert Diamond and Bronwyn Adam (1993):

- The activity requires a high level of knowledge, expertise, and experience in a field and the application of knowledge toward improving the quality and conditions of life in society.
- The activity breaks new ground or is innovative.
- The activity can be replicated and elaborated.
- The work and its results can be documented.
- The work and its results can be peer reviewed and disseminated.
- The activity has significance or impact beyond the contribution to academia.

Synergistic Impact

While evaluation criteria are divided among teaching, research/scholarship, and service; it is recognized that synergies occur in the areas where these constructs overlap; with the ultimate synergistic effects occurring at the intersection of all three. SPH faculty are encouraged to identify areas of synergy and undertake intentional efforts to maximize the impact potential of their scholarly work.

It is recognized that the School of Public Health is a multi-disciplinary School, thus, the types of accomplishments required to meet SPH criteria for tenure and promotion may vary amongst disciplines and must be considered in tenure and promotion evaluations.

Promotion versus Tenure Considerations

Promotion focuses on past academic and public health practice achievements, and their alignment with the Guidance of the School and University. The awarding of tenure focuses on the likelihood for continued growth and sustainment of such activities into the future. Prospects of continued teamwork, collaboration, and recognition of the faculty member as a collegial and valuable member of the University and surrounding community are also considered for the awarding of tenure. For tenure-track faculty, the awarding of tenure indicates a high probability of continued success in externally funded research/scholarship, teaching excellence, and professional service. For tenure consideration, the tenure-track faculty member’s total scholarly efforts in research/scholarship, teaching, and service should reflect a trajectory consistent with promotion to Professor in due course.

Promotion and Tenure Committee

Overall Expectations

To function as an advisory committee to the Dean, including to review and evaluate all assigned

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applications for promotion and tenure and make recommendations to the Dean.

- To foster the development and implementation of the Guidance for promotion and tenure as allowed within SPH and by HSC Faculty Bylaws.
- To maintain the confidentiality of all personnel records and matters under its jurisdiction.

Composition

The Committee that evaluates and provides recommendations on promotion, tenure, and periodic peer review shall be composed of a minimum of seven members appointed by the Dean from Associate and Professor faculty within the SPH. The Dean and Department Chairs cannot serve on this committee. The members should be representative of all tracks and departmental affiliations. The committee may include persons in positions of leadership (associate/assistant deans/program directors), but the majority must be comprised of faculty in non-leadership positions. Each P&T Committee member will have one vote. The Dean will appoint a tenured Full Professor with tenure and promotion committee experience as the presiding P&T Committee Chair.

Only members of this Committee have full access to all promotion and/or tenure or periodic peer review portfolio materials and have voting privileges. However, all full-time faculty members of the School may request a copy of a candidate's Interfolio Faculty Profile. The Committee may also request input from other faculty members who are familiar with the candidate. After discussion, the Committee will meet in closed session for final deliberation and voting as required. All discussions at P&T meetings shall be confidential.

Votes for promotion require a quorum of Committee members at the rank or higher of the Candidate under review. Votes for tenure require a quorum of tenured Committee members at the rank or higher of the candidate under review. A quorum will consist of at least five eligible voting Committee members. If there is not a quorum of qualified voters on the School's regular faculty, HSC faculty outside the School may be called on to participate. Reviews will be guided by the SPH Faculty Workload Guidelines, the SPH P&T Process and Guidance, Department Chair's annual faculty expectations memoranda, End of Year Performance Reports, and HSC Faculty Bylaws or Policies and Procedures for Appointment, Promotion, Tenure, and Periodic Peer Review deliberations (6.104 Faculty Appointment, Reappointment and Probationary Period (see also P6.002); 6.107 Faculty Tenure and Promotion Policy (see also P6.003); and 6.103 Evaluation of Tenured Faculty Policy.

Each Committee member is required to disclose a conflict of interest prior to a discussion or vote and refraining from voting.¹ The P&T Committee Chair will arrange to temporarily replace

¹ Conflicts of interest can arise if a Committee member has a personal relationship (e.g., spouse) with a candidate, or is aware of any prejudice that seems likely to impair judgment, or if the P&T member believes recusal is necessary to preserve the real or perceived integrity of the Committee's process.

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the Committee member by a vote from all remaining P&T Committee members if needed to assure a quorum.

Responsibilities of the Committee

The P&T Committee is responsible for reviews and recommendations of all tenure and promotion track (i.e., non-tenure track faculty) faculty, and tenured faculty, as well as adjunct faculty, including:

- Recommendations for promotion (6.107 Faculty Tenure and Promotion and P6.003).
- Recommendations for tenure (6.107 Faculty Tenure and Promotion and P6.003).
- Periodic Peer Review (see 6.103 Evaluation of Tenured Faculty Policy (see also P6.004).
- Periodic Peer Review or Professional Improvement Review as requested by the Dean per 6.103 Evaluation of Tenured Faculty Policy (see also P6.004).
- Recommendations for tenure-track faculty and promotion-track (i.e., non-tenure track faculty) faculty initial appointments, rank, tenure status, and/or years toward tenure, as written in HSC Faculty Bylaws or Policies and Procedures.
- Initial appointment and rank for adjunct faculty members are determined by the Department Chair and the Dean in alignment with appropriate SPH guidelines for teaching at rank. The SPH P&T Committee will make recommendations for promotion for these adjunct faculty when requested by the Department Chair or the Dean.

When conducting reviews or making recommendations, the P&T Committee will consider P&T criteria based on allocation of faculty effort and whether the metrics are in concordance with the faculty member's assigned responsibilities. It is the Candidate's responsibility to provide evidence in support of their application, which can be objectively substantiated, to demonstrate their career progression and impact on the field of academic public health and/or public health practice. The P&T committee is authorized to make requests of candidates to obtain evidence or documentation to assist them in their deliberations.

The P&T Process and Guidance will be periodically reviewed as needed, or every three years at minimum. Recommended changes will be brought to the SPH faculty for review and approval via formal and anonymous voting. To be considered approved, a minimum of 80% of the faculty members must express their approval for the recommended revisions. This threshold has been set to foster consensus among the faculty and to ensure that any significant changes garner substantial backing.

Promotion to Associate Professor, Promotion to Professor, Conferral of Tenure, and Periodic Peer Review

Promotion focuses on past academic and public health practice achievements. Tenure focuses on the likelihood for continued growth and sustainment of such activities into the future, as well as prospects of continued teamwork, collaboration, and recognition of the faculty member

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as a collegial and valuable member of the University and surrounding community. Promotion and tenure are distinct decisions. Tenure track and promotion track (i.e., non-tenure track faculty) are encouraged to apply for promotion “when ready,” as determined by specific metrics for teaching, research/scholarship, and service identified in this document. Promotion decisions are based on past performance in the assigned areas of responsibility identified in the faculty member’s annual Faculty Expectations Memos. All faculty members will be evaluated in teaching, research/scholarship, and service. All faculty must be judged to be Outstanding in at least two areas and Quality (proficient) in the third category to receive promotion and/or tenure.

In considering applications for tenure from eligible faculty members, the P&T Committee will consider the future professional trajectory of the Candidate. In evaluating applications for tenure, consideration must be given to the Candidate’s potential for sustained scholarship in all of its forms. Candidates deserving of tenure will be recognized by their peers as possessing an unwavering commitment to student development and success. Successful candidates shall also be judged to be capable of making important contributions to science throughout their career. Tenure will be granted only to those faculty stewards who embrace service to the University, community, and their profession as a fundamental obligation of the professoriate. In most but not all cases, faculty are expected to engage relevant communities and prepare students for practice in community and academic settings. In addition, the granting of tenure will be limited to those who demonstrate their character through excellent actions (see P6.003, Faculty Tenure and Promotion Review, Appendix D, Type – Values and Professionalism).

Periodic Peer Review focuses on productivity in the recent past. The purpose of this review is to provide performance feedback, and when necessary, assist that tenured faculty member with restoring their performance to the required level. A rating of “deficient” in one or more categories of performance will require the development of a Performance Improvement Plan. Periodic Peer Review also allows for corrective actions to be taken in cases where a tenured faculty member is considered to be performing below the standard expected for their rank (see 6.107, 6.103, and P6.004 for details).

Faculty Considerations in Applying for Promotion and Tenure

Promotion and tenure decisions are distinct considerations in the School. In many cases, faculty at the Assistant Professor rank may decide to apply for promotion with, or without, tenure after five years of successful service at HSC. Faculty at the Associate Professor rank without tenure may decide to apply for tenure after three years of successful service at HSC. Regardless, the most basic question for the Candidate to consider is: “Am I ready to be reviewed?” In all cases, faculty should consult with their Department Chair before deciding to apply for promotion and/or tenure. Faculty should expect that favorable promotion and tenure decisions will depend heavily on earning “Outstanding” ratings in their End of Year Performance Reports.

There is no penalty for applying early for tenure and receiving an adverse decision.

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Furthermore, if denied tenure, these outcomes will not prejudice subsequent P&T Committee decisions. For tenure track faculty without tenure, the probationary period for an initial appointment at the Assistant, Associate, and Full Professor rank is nine, six, and six years, respectively, from the date of a tenure track appointment (see 6.104 Faculty Appointment, Reappointment and Probationary Period; see also P6.002). All tenure track Assistant, Associate, and Full Professors entering their last year of the probationary period must be evaluated for tenure, unless an extension of the probationary period is granted (see 6.104 Faculty Appointment, Reappointment and Probationary Period; see also P6.002).

Interfolio Faculty Information System

The HSC faculty tenure and promotion review process is managed by the Interfolio Faculty Information System. When faculty decide to seek promotion and/or tenure, it is their responsibility to update their Faculty Profile and to upload all of their supporting materials in the Interfolio system. The Dean's Office is responsible for providing faculty members with guidance for uploading materials into Interfolio that are needed for evaluating specific criteria found in the SPH Promotion and Tenure Process and Guidance. Faculty members who fail to upload appropriate materials into Interfolio by the appropriate deadline may be evaluated by the P&T Committee as Deficient in one or more performance areas.

Timeline for Faculty Promotion and Tenure Review

Promotion and tenure guidelines and dates follow HSC Faculty Tenure and Promotion Policy (6.107), Procedure (P6.003), and Promotion and/or Tenure Packet Checklist/Contents. If a faculty member wishes to be reviewed for promotion or tenure, the individual must meet HSC deadlines. The Office of Faculty Affairs posts annually updated timelines for Promotion and Tenure and for Periodic Peer Review as well as Promotion and/or Tenure Packet Checklists/Content. Check the Office of Faculty Affairs website for current information.

External and Internal Reviewers

Promotion, tenure, and period peer review applications will include external reviews. A minimum of five names will be provided by the Candidate to the Department Chair. To be promoted to the rank of Associate Professor, external reviewers will hold the rank of Associate Professor or Professor at peer or aspirational universities. If being promoted to the rank of Professor, external reviewers will hold the rank of Professor at peer or aspirational universities. External reviewers will have no direct involvement in the Candidate's work (i.e., have not been involved as a mentor, co-author, or co-investigator). Promotion, tenure, and period peer review applications will include internal reviews. The Candidate will submit to the Department Chair two names of faculty members outside the SPH, but within the HSC who can comment on the Candidate's qualifications and institutional contributions.

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Tenure/Tenure Track Research Guidance: Assistant to Associate Professor

Research Performance

For promotion to the rank of Associate Professor (Tenure-Track), a record of success that demonstrates excellence and a growing local, regional, and national reputation in research/scholarly work is required. It is recognized that the quantity and quality of scholarly work, publications, dissemination outlets, and levels and sources of external funding may vary based on numerous factors such as research and practice domain, workload responsibilities, discipline, and other factors.

- Faculty members must demonstrate growth and impact of their research/scholarly work, its dissemination, and implementation as appropriate. The quantity and quality of a candidate's scholarly contributions, as well as a continuing record of external funding commensurate with the type and area of research, are important factors considered in decisions for promotion from Assistant Professor to Associate Professor.
- The HSC SPH is committed to systematically closing the gap between what we *know* and what we *do*. Engaged, applied, participatory, translational and implementation work and community-partnered scholarship to facilitate the uptake and initiation of evidence-based practice and research into regular use by practitioners, policymakers, educators, community organizations and/or academics are highly valued as appropriate. Additionally, academic-community partnerships that foster the co-development or adaptation of interventions or policies that advance health and/or address health equity and address existing gaps in evidence-based practices are also highly valued as appropriate. Faculty members are highly encouraged to demonstrate their past, current, and future efforts toward these effects as appropriate.
- A substantive role in the planning, implementation, analyses, and/or writing of the scholarly output is essential. Scholarly output includes peer-reviewed journal articles and refereed books and book chapters written in academic and/or trade presses. Peer-reviewed publications should be able to be retrieved through sources such as, but not limited to, Web of Science, Scopus, PubMed, MEDLINE, PsycINFO, and similarly reputable databases. In addition to peer-reviewed publications, scholarly activities that contribute to the advancement of quality and conditions of life in society will also be considered as part of the candidate's research portfolio (e.g., development of new programs or applications; contributions to policy, systems, or program development; research training curricula; implementation guidelines; and authorship of books or policy papers that become standard in the field or lead to a paradigm shift). Scholarly work should demonstrate high impact, significant advancement of knowledge, programs, practice, or policy, and be strongly supportive for promotion from Assistant Professor to Associate Professor. Presentations at academic and professional conferences at the local and national levels are expected.
- Recognition of scholarly stature can also be documented, for example, by membership on grant review panels, study sections, data safety and monitoring boards, research advisory groups, community boards, editorial boards, and paper reviews for journals.

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Additionally, community request and demand for consultancies and contractual projects demonstrates the capacity of the faculty to provide relevant professional research contributions for local development. *Note that these research and scholarly activities are synergistic with service and thus can also be considered service activities.*

- SPH's commitment to community engagement and publicly engaged scholarship aligns with the values of public scholarship and embraces the unique relationships and contributions between faculty and community. Public scholarship is an intellectually and methodologically rigorous endeavor that is responsive to public audiences and non-academic peer review. It is scholarly work that advances one or more academic disciplines by emphasizing production, integration and implementation of knowledge with community stakeholders. SPH recognizes public scholars and embraces their unique relationships and contributions to the community. Public scholarship is conducted in partnership with identified communities to address their needs and concerns. As such, public scholarship tends to be highly collaborative, is outcomes focused, and results in a range of scholarly products that benefit and are valued by the community. In addition to standard peer-reviewed papers, scholarly outcomes may include exhibits, curricular products, community projects, policy briefs, practice related products, educational websites, and the like. The nature of public scholarship is diverse, and the evidence used to support it may differ from traditional forms of research. Non-traditional dissemination outlets and alternative metrics will be acknowledged as acceptable forms of documentation. Peer review of public scholarship must consider the faculty members' investment in such activities as building community relationships, engaging in reciprocal learning and identification of problems that need to be studied, developing and implementing collaborative methods, and writing grants to support collaboration. Peer review must also evaluate the types and the appropriateness of the outcomes produced based on the faculty member's goals, methods, and public/community partners. Given the importance of collaboration in this work, external evaluators must have knowledge of the processes involved in public scholarship activities and should have knowledge of the project content, rather than only experience based on the evaluating faculty member's own discipline, body of work, and perspectives of scholarship. Other research/scholarship activities not captured in the above examples will also be considered based on specific information provided by the faculty member and must demonstrate high impact, significant advancement of knowledge, programs, practice, and policy.

In addition to public health research and public scholarship, the **scholarship of teaching** is highly valued for all faculty and demonstrates investment in advancing the education and training of future health professionals as evidenced by (but not limited to):

- Scholarship of teaching and learning (SoTL), such as peer-reviewed publications,

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presentations, internal and external grants related to teaching (may be applicable to research domain)

- Citations of SoTL
- Received teaching and mentoring awards and honors from department, school, university, professional associations related to mentee research activities
- Web articles, blogs, webinars, databases, or other dissemination activities on teaching
- Editor reviewed teaching presentations and publications
- Invitations to participate in teaching presentations, publications, workshops, and seminars
- Use and/or reviews of your textbooks or teaching materials
- Dissemination of teaching materials or methods with outside users (e.g., community)
- Evidence of course and curriculum development
- Contributions to professional organizations related to teaching or curriculum development

Criteria for Outstanding Research Performance:

For faculty members to achieve Outstanding Performance in research/scholarly work for consideration of promotion from Assistant Professor to the rank of Associate Professor (Tenure-Track) it is essential that they provide evidence of independent scholarship and/or team-based research, the uptake of their research/scholarly work into use by scholars, practitioners, policymakers, educators, community organizations and/or academics, and a national reputation. A steady record of having received external funding support for research/scholarly activities is expected. Candidates should also provide evidence of dissemination of scholarly research standards and expertise to mentees, including masters and doctoral students.

Criteria for Quality Research Performance:

For faculty members to achieve Quality Performance in research for consideration of promotion from Assistant Professor to the rank of Associate Professor (Tenure-Track) it is essential that they provide at least *emerging* evidence of independent scholarship and/or team-based research, *well-documented plans for the uptake of* their research/scholarly work into regular use by scholars, practitioners, policymakers, educators, community organizations and/or academics, and provide evidence of an *emerging* national reputation. An *emerging* record of seeking and having received external funding support for research/scholarly activities is expected. Candidates should also provide *emerging* evidence of dissemination of scholarly research standards and expertise to mentees, including masters and doctoral students.

TENURE/TENURE TRACK FACULTY GUIDANCE

Tenure/Tenure Track Research Guidance: Associate Professor to Professor

Research Performance

For promotion to the rank of Professor (Tenure-Track) a substantial and sustained record of success in externally funded research/scholarly activity is required. For faculty members who primarily undertake more traditional forms of scholarly activity as independent or team-based scholars, the quantity and quality of peer-reviewed publications and external funding to support their research enterprise are key factors considered in decisions for promotion from Associate Professor to Professor.

- For faculty who undertake publicly engaged scholarship, in addition to standard peer-reviewed papers, a body of diverse scholarly “products” will be considered, including but not limited to exhibits, curricular products, community projects, policy briefs, practice related products, educational websites, and the like. It is recognized that the typical number of scholarly products or research publications may vary by academic discipline and the nature of scholarly focus. A substantive role in the planning, implementation, analyses, or writing of the scholarly output is essential. Peer-reviewed publications should be able to be retrieved through sources such as, but not limited to, Web of Science, Scopus, PubMed, MEDLINE, PsycINFO, and similarly reputable databases. Other scholarly activities will also be considered as part of the candidate’s research portfolio (e.g., publicly engaged scholarship, development of important new computer programs or applications; contributions to policy, system, or program development; research training curricula; implementation guidelines; and authorship of books or policy papers that become standard in the field or lead to a paradigm shift; cf reference to *Public Scholarship* above). In instances where a candidate’s portfolio contains fewer outputs, they should be of high impact and demonstrated importance to the candidate’s academic field and the public/community served. A substantial number of presentations at professional conferences at the local and national levels is expected.
- Recognition of scholarly stature can also be documented, for example, by membership on grant review panels, study sections, data safety and monitoring boards, research advisory groups, community boards, editorial boards, and manuscript reviews for journals. Note that these research activities are synergistic with service and thus can also be considered service activities. Other research/scholarship activities not included in the above will also be considered based on specific information provided by the faculty member.

Criteria for Outstanding Research Performance:

For faculty members to achieve Outstanding Performance in research for consideration of promotion to the rank of Professor (Tenure-Track) it is essential that they provide substantial

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and sustained evidence of independent and/or team investigative work, and a national reputation. A sustained record of having received external funding support for research activities is expected. Candidates should provide significant evidence of dissemination of scholarly work and expertise to mentees, including masters and doctoral students. Candidates should also provide evidence of transmission of scholarly research standards and expertise to early career faculty.

Publicly engaged scholarship, implementation science and community-partnered scholarship, and other impactful work that facilitates the uptake of evidence-based practice and research into regular use by practitioners, policymakers, educators, community organizations or academics should become an increasingly prominent part of the faculty member's portfolio as an independent scholar and/or as part of a research team(s). Also highly valued is participatory work with community partners that works to fill gaps in evidence-based policy and practice through co-created intervention/policy design and development.

Criteria for Quality Research Performance:

For faculty members to achieve Quality Performance in research for consideration of promotion to the rank of Professor (Tenure-Track) it is essential that they provide sustained evidence of independent and/or team investigative work and a national reputation. A record of having received external funding support for research activities is expected. Candidates should provide evidence of transmission of scholarly research standards and expertise to mentees, including masters and doctoral students.

The gradual realization of well-established and documented plans for the uptake of research/scholarly work into regular use by practitioners, policymakers, educators, community organizations or academics should *emerge* as part of the faculty members portfolio as an independent scholar and/or as part of a research team.

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Tenure-Track Teaching Guidance: Assistant to Associate Professor *and* Associate Professor to Professor

Teaching in higher education involves multiple facets, including pedagogy, mentorship, and scholarship of teaching. Pedagogy reflects the method and practice for how one teaches, that is, the use of a variety of appropriate and evidence-informed teaching methods to foster learning. Pedagogy includes learning outcomes, i.e., the results/impact of teaching and learning activities toward the development of foundational competencies. Mentorship reflects a learning relationship to assist trainees in developing competencies needed for success as a public health practitioner, health administrator, policymaker, and/or scholar. The scholarship of teaching includes systematic investigation into teaching practices and student/trainee learning (<https://cei.umn.edu/teaching-resources/guide-scholarship-teaching-and-learning>)

Practice-based teaching is “a transdisciplinary, collaborative process that engages the student in experiential learning. It includes strategies that enable students to critically reflect and synthesize learning to enhance professional competence.” (see *Demonstrating Excellence In Practice-Based Teaching For Public Health, 2004, ASPPH*). Practice-based teaching includes a shared enterprise between academia and practice, community involvement in teaching, and the performance of scholarly service as part of learning. Practice-based teaching in public health and health administration develops students who can meet the broad, diverse, and multidisciplinary needs of the public health and health administration workforce in various agencies and organizations that serve the community. Practice-based teaching activities and approaches encourage students to apply academic concepts and theories to current public health and health management related issues in real-world settings (inside and outside the classroom) to support meaningful and relevant learning. Skills and competencies promote student excellence in the “art of problem framing, the art of implementation, and the art of interdisciplinary adaptation and improvisation.” (see *Demonstrating Excellence in Practice-Based Teaching for Public Health, 2004, ASPPH*). Faculty members ought to employ practice-based teaching when appropriate, such as assigning applied projects for student assessments, designing experiential learning and/or field visits, and inviting public health practitioners within and outside of HSC to provide guest lectures.

Criteria for Outstanding Teaching Performance:

Outstanding Performance in teaching will be assessed by a variety of factors including the faculty member’s continued commitment to quality teaching as detailed below. This includes use of innovative, evidence-informed teaching methodologies and, pedagogical approaches (e.g., service-learning, active learning techniques, and/or practice-based learning). Further, outstanding teaching can be assessed by curricular rigor as identified through methods such as peer-review of teaching, and through curricular innovation, as well as developing new courses, revising existing courses, designing novel or signature assignments or completing training certificates in particular teaching practices and subsequently integrating that training in the classroom. Outstanding performance in teaching also indicates a dedication to teaching as part of scholarly practice through a willingness to reflect on past teaching successes and failures and

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identify and implement strategies for improvement to enhance learning outcomes. Student evaluations of instruction should be considered corroborating or indirect sources of evidence and not be the primary basis for asserting outstanding teaching performance.

Faculty performance can be assessed in a variety of ways. The items cited below are examples only. It is not expected that faculty members will accomplish all items cited. Evidence of outstanding teaching may include:

Pedagogy:

- Stimulating and building skills in critical thinking, interaction, innovation in teaching methods, and effectiveness of teaching in their courses. This is documented through demonstrating use of high impact educational practices and related learning outcomes. *See examples at the end of this section.*
- Responsiveness to student feedback including, but not limited to, feedback provided in student evaluations.
- High quality peer reviews of teaching, including certifying online courses through Quality Matters (if applicable), review of teaching materials, and formative observations of teaching.
- Working to improve teaching through workshops & certifications and other continuing pedagogical trainings with demonstrated evidence of integration of that training into the classroom.
- Continued evidence of course and curriculum development and revisions.
- Organizing seminars and/or professional development sessions.
- Invited lectures in other courses.
- Using varied and multiple assessment methods.
- Providing performance feedback to students early and throughout the semester.
- Applying measures equitably to assess the performance of all students (e.g., rubrics).
- Evidence of exhibiting responsiveness to student learning needs.
- Evidence of student learning, which can include course-related student artifacts – papers, exams, lab manuals, reflection journals, performance on tests before and after instruction (including feedback).
- Student end of course ratings in tabular form (used to show responsiveness to students not as a sole evaluation of teaching).
- Mid-course student evaluations, including representative themes from classroom assessments. This step will often include a description of an instructional improvement cycle: you see a problem, reflect on it (through the literature, talk with colleagues, etc.), try something, and assess how it worked.
- Unsolicited feedback from current and former students (letters, notes, emails) and/or letters from employers of former students.
- Evidence of student achievement, such as awards, graduate school admission, career progression including job placement of former students.
- Teaching awards, honors, and recognitions.
- Developing and/or delivering workforce development training sessions/programs.

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- Providing pedagogical support/training/observation/feedback to peers.
- Implementing practice-based educational practices, as discussed above.

Examples of High Impact Education Practices in the classroom include:

- In-class presentations
- Problem, situation-based learning or case studies
- Project Based Learning (PBL)
- Team activities (TBL)
- Simulation exercises
- External field activities or service learning (a systematic approach to applied learning involving repeated cycles of student service and reflection)
- Strategic/consulting projects
- Reflective learning

Mentorship:

- Evidence of advising and mentoring doctoral, graduate, and undergraduate students, such as, professional development activities, dissemination of products, community partnerships, and student achievements.
- Substantial contribution to doctoral student training which can be demonstrated in several ways:
 - This includes serving as the Chair or member of doctoral committees, teaching courses in the doctoral program, contributing to doctoral seminars and workshops, mentoring doctoral students to publish papers, as well as other professional activities for doctoral students.
- Demonstrated mentoring of post-doctoral fellows and early career faculty, as appropriate (expected at Associate to Full Professor ranks).
- Directing undergraduate and graduate student projects and internships.
- Service on teaching-related committees or serving as a faculty advisor to a student club or organization.
- Evidence of scholarship of teaching (refer to scholarship section for more detail).

Criteria for Quality Teaching Performance:

Quality (proficient) Performance in teaching will be determined by several factors, including evidence from sources such as course syllabi or other material, peer-review results, participation in the quality of instruction program, and other sources. Student evaluations of instruction will be considered corroborating or indirect sources of evidence and as such should not be the primary evidence. Overall, quality teaching includes items listed above for Outstanding, and includes a well-established and documented plan for high-impact education practices, but is noted that the evidence is *emerging* and will not be as substantial with documented outcomes related to pedagogy, mentorship, or scholarship. Evidence of teaching may come from multiple sources, including faculty's descriptions of informal efforts to gather student feedback and engage in continuous improvement, student evaluations, peer review, sample activities/rubrics/assignment descriptions, and alumni feedback.

TENURE/TENURE TRACK FACULTY GUIDANCE

Tenure-Track Service Guidance: Assistant to Associate Professor *and* Associate Professor to Professor

Faculty members are expected to provide service to the university, their profession or discipline, and the public/community. Service to the university is critical to the carrying out of the university's mission. Examples of such service include, but are not limited to, membership or leadership of unit committees or task forces; advising student organizations; involvement in faculty governance; coordination of programs, committees, and technical support; and recruitment.

Service to the profession is also expected, especially as faculty members develop their careers. Professional service includes activities such as serving on committees for a professional organization; planning a conference or event; contributing to the production of a professional journal; and reviewing manuscripts, grants, programs, or textbooks.

Particularly important to a school of public health is extramural service to the community. CEPH defines extramural service below:

Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research. As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the school or program's professional knowledge and skills. Faculty engage in service by consulting with public or private organizations on issues relevant to public health; providing testimony or technical support to administrative, legislative, and judicial bodies; serving as board members and officers of professional associations; reviewing grant applications; and serving as members of community-based organizations, community advisory boards or other groups. While these activities may generate revenue, the value of faculty service is not measured in financial terms. Faculty maintain ongoing practice links with public health agencies, especially at state and local levels." (CEPH, 2021, p42)

Service to the community is a form of citizenship; it should not be confused with the Scholarship of Application, which develops new solutions to problems (as opposed to the application of existing discipline-related knowledge), benefits a single or small group of organizations (as opposed to having broad application), is not disseminated to disciplines (as opposed to publication in journals or on websites), and is not externally evaluated (as opposed to the peer review of artifacts).

For **outstanding service**, faculty accomplishments should include some combination of university, SPH, professional, and community service. The items cited below are examples only. It is not expected that faculty members will accomplish all items cited. Evidence of outstanding service may include:

TENURE/TENURE TRACK FACULTY GUIDANCE

Committee/special project leadership (academic unit, school, university, system)

- Public health-related community involvement
- Working in or with professional organizations
- Relating public health expertise to the community
- Development of cooperative ventures between the university and community
- Participating in NIH or NSF study section or equivalent grant review process
- Editorship of an indexed international or national peer-reviewed journal of respected scientific quality
- Elected to a leadership position in a respected international or national research society
- Other service to national or international research organizations
- Service on local advisory boards or review groups, or other community service provided as an SPH representative

For **quality service**, faculty accomplishments should include *emerging* efforts to contribute to university, SPH, professional, and community service. The items cited below are examples only. It is not expected that faculty members will accomplish all items cited. Evidence of quality service may include:

- Advising or supporting student organizations
- Committee/special project participation (academic unit, college, university, system)
- Public health-related community involvement
- Working in or with professional organizations
- Relating public health expertise to the community;
- Participating in cooperative ventures between the university and community.
- Participation in professional society meetings and committees
- Reviewer for refereed journals

PROMOTION TRACK FACULTY GUIDANCE

PROMOTION TRACK FACULTY (i.e., NON-TENURE TRACK FACULTY)

Professors of Practice are promotion-track faculty who engage in practice-based teaching, scholarship, and service. Professors of Practice may hold non-tenure track appointments at the Assistant Professor, Associate Professor, or Professor levels. Professors of Practice bring substantive practice and/or pedagogical experience in public health and/or closely related disciplines that align with the knowledge base, skills, and/or competencies associated with CEPH accredited public health degree programs. Exemplary Professors of Practice seek and implement teaching, research, and service initiatives that hold maximal benefit to multiple stakeholder groups, including but not limited to service learning projects benefiting students and communities; equitable participatory research studies driven by the needs and questions of community partners; community-based assessment, evaluation, and implementation science studies; workforce development, capacity building, task force, and strategic planning initiatives that include student co-learning components.

The quality, quantity, and continuity of a faculty member's work will be evaluated under three main promotion evaluation criteria (teaching, scholarship, and service; see below). These criteria may be weighted differently according to the faculty's career trajectory and work responsibilities, but consistent with promotion at HSC; faculty must be evaluated as outstanding in at least two of three areas.

Boyer (1990, 1996) defined five separate, but overlapping, Pillars of Scholarship. These five forms of scholarship include: engagement, discovery, application, integration, and teaching. The SPH relies on the Boyer model of scholarship as the philosophical foundation for the faculty guidelines described in this document.

For promotion track faculty, scholarly contributions may revolve heavily around the scholarship of application and/or the scholarship of teaching. The **scholarship of application** represents a dynamic process where knowledge is gained or reinforced through application of professional expertise in the process of partnering on the creation and implementation of solutions for a healthier community and/or through contracts and consultancy work. It is distinct from citizenship or traditional academic service, such as participating on committees or reviewing manuscripts, which is also worthy but is not scholarship.

In the **scholarship of teaching**, faculty seek to build pedagogical knowledge on teaching strategies, techniques, curriculum development, and transformational learning. It involves systematic inquiry, dissemination, and peer or related stakeholder review.

PROMOTION TRACK FACULTY GUIDANCE

Promotion Track Teaching Guidance: Assistant to Associate Professor *and* Associate Professor to Professor

Teaching in higher education involves multiple facets, including pedagogy, mentorship, and scholarship of teaching. Pedagogy reflects the method and practice for how one teaches, that is, the use of a variety of appropriate and up-to-date teaching methods to foster learning. Pedagogy includes learning outcomes, or the results/impact of the teaching on students. Mentorship reflects a learning relationship to assist trainees in developing competencies needed for success in public health. The scholarship of teaching includes systematic investigation into teaching practices and student/trainee learning (<https://cei.umn.edu/teaching-resources/guide-scholarship-teaching-and-learning>)

Practice-based teaching is “a transdisciplinary, collaborative process that engages the student in experiential learning. It includes strategies that enable students to critically reflect and synthesize learning to enhance professional competence.” (Demonstrating Excellence in Practice-Based Teaching For Public Health, 2004, ASPPH). Practice-based teaching is distinguished from traditional, public health teaching in the following ways: shared enterprise between academia and practice, community involvement in teaching, and the performance of scholarly service as part of learning. Practice-based teaching in public health develops students who can meet the broad, diverse, and multidisciplinary needs of the public health workforce in agencies and organizations that serve the community. Practice-based teaching activities and approaches encourage students to apply academic concepts and theories to current public health issues in real-world settings (inside and outside the classroom) to support meaningful and relevant learning. Skills and competencies promote student excellence in the “art of problem framing, the art of implementation, and the art of interdisciplinary adaptation and improvisation.” (Demonstrating Excellence in Practice-Based Teaching for Public Health, 2004, ASPPH).

Criteria for Outstanding Teaching Performance:

Outstanding Performance in teaching will be assessed by a variety of factors including the faculty member’s continued commitment to quality teaching as detailed below. Outstanding teaching performance is defined as consistent evidence while quality teaching performance is defined as emerging evidence. This includes use of innovative teaching, pedagogical methodologies and approaches (e.g., service-learning, active learning techniques). Further, outstanding teaching can be assessed by curricular rigor as identified through methods such as peer-review of teaching, and through curricular innovation, such as designing novel or signature assignments or completing training certificates in particular teaching practices and subsequently integrating that training in the classroom. Outstanding performance in teaching also indicates a dedication to teaching as part of scholarly practice through a willingness to reflect on past teaching successes and failures and identify and implement strategies for improvement to enhance learning outcomes. Student evaluations of instruction should be considered corroborating or indirect sources of evidence and not be the primary basis for asserting outstanding teaching performance.

PROMOTION TRACK FACULTY GUIDANCE

Faculty performance can be assessed in a variety of ways. The items cited below are examples only. It is not expected that faculty members will accomplish all items cited. Evidence of outstanding teaching may include:

Pedagogy:

- Stimulating critical thinking, interaction, innovation in teaching methods, and effectiveness of teaching in their courses. This is documented through demonstrating use of high impact educational practices and related learning outcomes. See examples at the end of this section.
- Responsiveness to student feedback including but not limited to feedback provided in student evaluations.
- High quality peer reviews of teaching, including certifying online courses through Quality Matters (if applicable), review of teaching materials, and formative observations of teaching.
- Working to improve teaching through workshops & certifications and other continuing pedagogical trainings with demonstrated evidence of integration of that training into the classroom.
- Continued evidence of course and curriculum development and revisions.
- Organizing seminars and/or professional development sessions.
- Invited lectures in other courses.
- Using varied and multiple assessment methods.
- Providing performance feedback to students early and throughout the semester.
- Applying measures equitably to assess the performance of all students (e.g., rubrics).
- Evidence of exhibiting responsiveness to student learning needs.
- Evidence of student learning, which can include course-related student artifacts – papers, exams, lab manuals, reflection journals, performance on tests before and after instruction (including feedback).
- Student end of course ratings in tabular form (used to show responsiveness to students not as a sole evaluation of teaching).
- Mid-course student evaluations, including representative themes from classroom assessments. This step will often include a description of an instructional improvement cycle: you see a problem, reflect on it (through the literature, talk with colleagues, etc.), try something, and assess how it worked.
- Unsolicited feedback from current and former students (letters, notes, emails) and/or letters from employers of former students.
- Evidence of student achievement, such as awards, graduate school admission, career progression including job placement of former students.
- Teaching awards, honors, and recognitions.
- Developing and/or delivering workforce development training sessions/programs.
- Providing pedagogical support/training/observation/feedback to peers.

PROMOTION TRACK FACULTY GUIDANCE

Examples of High Impact Education Practices in the classroom include:

- In-class presentations
- Problem, situation-based learning or case studies
- Project-based learning
- Team-based learning activities
- Simulation exercises
- External field activities or service learning (a systematic approach to applied learning involving repeated cycles of student service and reflection)
- Strategic/consulting projects
- Reflective learning.

Mentorship:

- Evidence of advising and mentoring doctoral, graduate, and undergraduate students, such as, professional development activities, dissemination of products, community partnerships, and student achievements.
- Substantial contribution to doctoral student training which can be demonstrated in several ways:
 - This includes serving as a member of doctoral committees, teaching courses in the doctoral program, contributing to doctoral seminars and workshops, mentoring doctoral students to publish papers, as well as other professionalization activities for doctoral students.
- Demonstrated mentoring of post-doctoral fellows and early career faculty, as appropriate (expected at Associate to Full Professor ranks).
- Directing undergraduate and graduate student projects and internships.
- Service on teaching-related committees or serving as a faculty advisor to a student club or organization.
- Evidence of scholarship of teaching (refer to scholarship section for more detail).

Criteria for Quality Teaching Performance:

Faculty performance can be assessed in a variety of ways. The items cited below are examples only. It is not expected that faculty members will accomplish all items cited. Quality (proficient) Performance in teaching as an Associate Professor or Full Professor will be determined by several factors, including evidence from sources such as course syllabi or other material, peer-review results, participation in the quality of instruction program, and other sources. Student evaluations of instruction will be considered corroborating or indirect sources of evidence and as such should not be the primary evidence. Overall, quality teaching includes items listed above for Outstanding, but is noted that the evidence is *emerging* and will not be as substantial with documented outcomes related to pedagogy, mentorship, or scholarship.

Evidence of teaching may come from multiple sources, including faculty's descriptions of informal efforts to gather student feedback and engage in continuous improvement, student evaluations, peer review, sample activities/rubrics/assignment descriptions, and alumni feedback.

PROMOTION TRACK FACULTY GUIDANCE

Promotion Track Scholarly Guidance: Assistant to Associate Professor

Practice-based research and scholarly activity is “systematic inquiry into the systems, methods, policies, and programmatic applications of public health practice” (Demonstrating Excellence in Practice-Based Research for Public Health, 2006, ASPPH). The body of scholarly work for a Professor of Practice will likely include a wide array of dissemination methods, including peer reviewed journal articles, technical reports and manuscripts (e.g., program evaluation, community assessment, strategic plans, etc.), academic and practice-based conferences, and other targeted media (e.g., podcasts, blog posts, editorials, etc.).

To demonstrate impact and relevance, the construct of peer review will be extended to include a description of stakeholder review and impact. This may be described by the faculty member, with possible supporting documentation by stakeholders. Faculty members may wish to describe the process of obtaining stakeholder review for technical reports and manuscripts, the method of dissemination, and examples of data-driven decisions that were influenced by the scholarly products.

Scholarly products for a Professor of Practice may include, but not limited to:

- Scholarship of teaching and learning (SoTL), such as peer-reviewed publications, presentations, internal and external grants related to teaching (may be applicable to research domain)
- Citations of SoTL
- Received teaching awards and honors from department, college, university, professional associations
- Web articles, blogs, webinars, databases, or other dissemination activities on teaching
- Editor reviewed teaching presentations and publications
- Invitations to participate in teaching presentations, publications, workshops, and seminars
- Use and/or reviews of your textbooks or teaching materials
- Dissemination of teaching materials or methods with outside users (e.g., community)
- Evidence of course and curriculum development
- Contributions to professional organizations related to teaching or curriculum development
- Peer reviewed journal articles on public health practice
- Technical reports (program evaluation, community assessment, strategic plan, and others)
- Books and book chapters
- Media coverage as a subject matter expert
- Academic and practice-based conference presentations
- Training materials (micro-credentials, on-line modules, webinars, materials approved for continuing education credits, and instructional manuals)
- Awarded grants/contracts that fund public health practice scholarly activities or that

PROMOTION TRACK FACULTY GUIDANCE

support the work of public health practice partners

- Development and/or co-creation of community programs and initiatives

Criteria for Outstanding Scholarly Performance:

- Scholarly products for a professor of practice would show include evidence of impact on organizational, community, professional, or larger systems of care.
- Evidence of demand for knowledge and expertise by the practice or related community (e.g., consultation, contractual work, repetitive or national scope media requests).

Criteria for Quality Scholarly Performance:

- *Emerging* evidence of impact on organizational, community, professional, or larger systems of care.
- *Emerging* evidence of demand for knowledge and expertise by the practice or related community (e.g., consultation, contractual work, repetitive or national scope media requests).

PROMOTION TRACK FACULTY GUIDANCE

Promotion Track Scholarly Guidance: Associate Professor to Professor

The promotion to Professor in the School of Public Health is based on achievement. The candidate should have distinguished performance as an Associate Professor and established a national or international reputation or exemplary public health practice impact. The candidate must be a highly productive member of the Department, school, and university who is contributing to the growth of the next generation of scholars and practitioners via teaching, advising, mentoring, and collaborating with students and early career scholars. Evaluation for promotion shall be based on the assigned proportional effort in teaching, scholarly activities, and service and should be specific to the expertise and field.

Possible activities to be considered for Scholarship are listed below. This list is not exhaustive. It is not expected that candidates will have accomplished all of the listed activities. For candidates providing additional activity not listed, adequate documentation must be provided to explain the activity.

Criteria for Outstanding Scholarly Performance:

- Receive regional, state, national, or international recognition for practice-based scholarship or impact.
- Present scholarly works at national/international professional meetings.
- Generate a sustained record of scholarly productivity, including a diversity of practice-based scholarly products.
- Sustained receipt of external funding to support public health projects and activities.

Criteria for Quality Scholarly Performance:

- Evidence of *emerging* regional, state, national, or international recognition for practice-based scholarship or impact.
- *Emerging* evidence of presenting scholarly works at national/international professional meetings.
- Generate an *emerging* record of scholarly productivity, including a diversity of practice-based scholarly products.
- *Emerging* receipt of external funding to support public health projects and activities.

PROMOTION TRACK FACULTY GUIDANCE

Promotion Track Service Guidance: Assistant to Associate Professor and Associate Professor to Professor

Practice-based service is defined as “the application of scientific or professional knowledge, derived from one’s field of scholarship and applied as consultant, expert, or technical advisor for the benefit of policy makers, public officials, agencies, organizations, professionals and the society at large to improve the health of populations” (Demonstrating Excellence In The Scholarship Of Practice-Based Service For Public Health, 2009, ASPPH). Service generally falls into three categories: service to the university, service to the profession, and service to the community. Internal service to the institution is valued, particularly service that supports the achievement of the institution’s and SPH’s vision, mission, and values. Service to the profession is also valued and may include serving as a grant reviewer, manuscript reviewer, and being active in organizations that serve the profession such as the Texas Public Health Association, American Public Health Association, among others. The Council on Education for Public Health emphasizes that community service must benefit “the greater society, over and beyond what is accomplished through teaching and research.” Therefore, service is encouraged to be practice-based, addressing community health issues.

Possible activities to be considered for Service are listed below. This list is not exhaustive. It is not expected that candidates will have accomplished all of the listed activities. For candidates providing additional activity not listed, adequate documentation must be provided to explain the activity.

Criteria for Outstanding Service Performance:

- Participating on or leading advisory boards, task forces, advisory committees, or community coalitions with evidence of strong contribution to the mandate of the organization.
- Participating on or leading the review, scoring, and/or recommendation of funding proposals/grant applications with evidence of strong contribution to the mandate of the organization.
- Consultation (contractual and/or pro bono) on organizational practices/decisions.
- Evidence of contribution to advancing health equity and reducing health disparities in the region.
- Leadership roles in a public health or related professional organization (e.g., Texas Public Health Association) with evidence of impact on advancing the mandate of the organization.
- Organizing service events that raise awareness of public health.
- Leadership in HSC and SPH activities that exemplify the values and work towards achieving the goals of the institution and school.

Criteria for Quality Service Performance:

- Participation in advisory boards, task forces, advisory committees, or community coalitions.

PROMOTION TRACK FACULTY GUIDANCE

- Providing professional public health services to organizations such as evaluation, assessment, strategic planning; as well as at events or programs (e.g., screening or vaccine promotion at events).
- Contributing to advancing equity, diversity, and inclusive excellence at HSC and in the surrounding region
- Participation and volunteering with a public health or related professional organization (e.g., Texas Public Health Association).
- Participating in service events that raise awareness of public health.
- Participation in HSC and SPH activities that exemplify the values and work towards achieving the goals of the institution and school.

University of North Texas Health Science Center

School of Health Professions

Faculty Promotion and Tenure Procedure and Criteria

Approved by the SHP Faculty from 06/13/2022 to 06/24/2022

DocuSigned by:
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8/29/2022

J. Glenn Forister, PhD, PA-C
Dean, School of Health Professions

Date

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9/2/2022

Charles Taylor, Pharm D
Executive Vice President & Provost

Date

Approved: 06/08/2022, 08/29/2022

The procedure and criteria of the School of Health Profession (SHP) that follow should be considered an addendum to the University of North Texas Health Science Center (UNTHSC) [Faculty Tenure and Promotion Policy](#). The responsibility of the UNTHSC is to develop a faculty of the highest quality by recognizing and encouraging academic achievement. Evaluation of faculty members is detailed in the UNTHSC [Faculty Tenure and Promotion Policy](#). Evaluation for Promotion and Tenure of the SHP faculty focuses on three areas: teaching, research/scholarly activities, and professional/clinical service. Contribution to only one of these three areas will not qualify an individual for promotion. A faculty member applying for Promotion & Tenure must show continuing professional growth in all areas.

GENERAL INFORMATION

For applications for promotion, tenure, mid-tenure and periodic peer review, letters of review are required. Please refer to Article V regarding the specific details of these letters.

ARTICLE I – PROMOTION

Promotion of academic rank is a means by which the UNTHSC encourages, recognizes, and rewards faculty members for excellence in the performance of their duties.

1. INITIATION OF THE PROMOTION APPLICATION

- A. Faculty members who wish to apply for academic advancement initiate the promotion application process with a written request to their Department Chair and by submitting their candidate promotion application materials (hereafter “**Portfolio**”) before the deadlines set for each.
- B. The promotion application process will follow the schedule and procedures established by the Office of Faculty Affairs. Promotion application timelines are detailed on the [Office of Faculty Affairs website](#).

2. PROMOTION APPLICATION PROCESS

- A. The candidate’s application Portfolio will be submitted by the candidate to the department chair in accordance with the timeline indicated by the Office of Faculty Affairs.
- B. The Department Chair will perform the initial **Portfolio** review.
- C. The department chair will review and consider the submitted documentation and make a Recommendation.

- D. The department chair will then forward her/his Recommendation and any preceding Recommendations with the Portfolio which will be presented to the SHP Dean. On the weight of the previous Recommendations, the SHP Dean will forward the Portfolio and all previous Recommendations to the SHP Promotion & Tenure Committee (SHP P & T Committee).
- E. The SHP P & T Committee will consider all documentation in the Portfolio along with the preceding Recommendations and make a Recommendation regarding promotion. The SHP P & T committee will then forward the Portfolio and all preceding Recommendations (including their own) to the SHP Dean.
- F. The SHP Dean will then review the Portfolio and Recommendations and make a Recommendation. The SHP Dean's Recommendation will be forwarded with the Portfolio to the UNTHSC Provost.
- G. The faculty member shall receive written notice within fifteen (15) working days of the decision at each step of the review process. These notifications will also occur in accordance with the timeline prescribed by the Office of Faculty Affairs.

3. CRITERIA FOR PROMOTION

The SHP promotion criteria are intended as guidelines to be used in conjunction with UNTHSC Faculty Tenure and Promotion Policy and criteria published by the accrediting body and/or national education agency related to the faculty member's profession.

For applications for promotion, letters of review are required. Please refer to Article V regarding the specific details of these letters.

A. General Consideration

- 1). A candidate should be considered for promotion after the individual has made contributions to both the institution and their profession as demonstrated by the materials in the Portfolio.
- 2). A terminal degree in the candidate's chosen profession must be attained for promotion beyond the rank of Assistant Professor.
- 3). For consideration of promotion (tenure and non-tenure), three main areas of activity must be included in the Portfolio: teaching, research/scholarly activities, and service.
- 4). Note that the Service area includes clinical service, academic service/administration, and/or public or professional service.

- 5). Candidates must also show a history of continuing professional growth in all three areas.
 - a. For non-tenure promotion consideration, the Portfolio may only contain activities in each of the three areas that occurred within the evaluation period of the candidate's current rank.
 - b. For tenure promotion consideration, activities must be included spanning all ranks the candidate has held.
- 6). The level of performance for each activity included in the Portfolio reporting time frame will determine the faculty member's qualification for promotion.
- 7). Review of the candidate's application will take into consideration the percentage of effort in each of the three areas. Expectations should be commensurable to the percent effort in each area.

B. Levels of Performance

- 1). The levels of performance evaluating each of the three areas of activity include two levels of performance: Outstanding and Quality.
- 2). An exception may be made excusing a single area of activity from evaluation if the candidate has consistently had one of the following:
 - a. 5% or less time allocation set to that area in each of the years the candidate has held their current rank.
 - b. An average of 5% or less time allocation over all the years the candidate has held their current rank.
- 3). If an area of activity is excused, the performance level for the remaining two areas must be at an Outstanding level.
- 4). The candidate must have demonstrated outstanding performance in two areas and at least quality performance in one area. One of the two areas of outstanding performance must include the area with the highest percent effort in workload allocation.
- 5). Lists of examples of outstanding and quality performance are provided as examples in the appendices of this document.

- 6). These lists are examples only and are not to be considered a “checklist” or “menu” for promotion consideration. Please reference appendix 6 in this document for further details on required materials for the portfolio.
- 7). In no case will undocumented expectations of performance (e.g. undocumented customs, historical precedents, uncommunicated performance needs) be used to make promotion recommendations.
- 8). Specific requirements for individual performance should appear in performance evaluation documents and similar reviews between the candidate and their chair.
- 9). The review of the candidate’s **Portfolio** will be based on and commensurate to the faculty member workload effort in each of the three areas.

C. Rank Specific Promotion Consideration Requirements

1). Assistant Professor

- a. In most cases, candidates for the rank of Assistant Professor will have a minimum of 3 years of professional experience.
- b. A terminal degree in the applicant’s professional field or a related field is not required for promotion to Assistant Professor.
- c. Examples of activities/items for promotion to the level of Assistant Professor meeting Quality and Outstanding performance levels are shown in Appendix 1.
 - i. Please note that the items shown in Appendix 1 are examples, not an exhaustive list.
 - ii. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee Chair well in advance of the deadline for promotion package submission.

2). Associate Professor

- a. The faculty member has served as a full-time Assistant Professor for at least five years.

- b. At least one year of the faculty member's experience should be at the Assistant Professor level with the UNTHSC.
- c. A terminal degree in the candidate's chosen profession must be attained for promotion to Associate Professor.
- d. Examples of activities/items for promotion to the level of Associate Professor meeting Quality and Outstanding performance levels are shown in Appendix 2.
 - i. Please note that the items shown in Appendix 2 are examples, not an exhaustive list.
 - ii. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee Chair well in advance of the deadline for promotion package submission.

3). Professor

- a. In most cases, the candidate would have served as an Associate Professor for at least five years. One year should be at the UNTHSC.
- b. Be nationally recognized by his/her peers within the discipline.
- c. A terminal academic degree in the candidate's chosen profession must be attained for promotion to the rank of Professor.
- d. Examples of activities/items for promotion to the level of Professor meeting Quality and Outstanding performance levels are shown in Appendix 3.
 - i. Please note that the items shown in Appendix 3 are examples, not an exhaustive list.
 - ii. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee Chair well in advance of the deadline for promotion package submission.

ARTICLE II – TENURE

The award of tenure indicates a record of sustained productivity, a commitment by the faculty member to continue contributing to the success of UNTHSC and indicated a high probability of continued success in research/scholarship, teaching and professional/clinical service.

To achieve tenure, faculty are expected to demonstrate commitment to the mission, vision and values of the UNTHSC, sustained productivity and outstanding performance in research/scholarship, teaching and professional/clinical service now and demonstrate future commitment to these areas of performance.

Faculty must also demonstrate behavior that is professional, cooperative and respectful in a manner consistent with UNTHSC values and thereby function as a collegial and productive citizen of UNTHSC.

The expected level of activity in each of the three areas, teaching, research/scholarship and service, is reflected by their individual work assignments during their time on tenure track.

As noted in the UNTHSC Faculty Tenure and Promotion Policy, faculty must demonstrate Outstanding performance in two of the three areas (teaching, research/scholarship and service), and at least Quality performance in the third area.

One of the two areas rated outstanding must be the area with the highest percent effort in workload allocation.

The review of the candidate's application to promotion and expectations will be based on and commensurate to the faculty member workload effort in each of the three areas.

I. TENURE TRACK PROBATIONARY PERIOD

- A. The minimum probationary period for faculty members on the tenure shall be no less than one year before application for tenure.
- B. The maximum probationary period for faculty members on the tenure track shall not be more than nine years of full-time academic service. Faculty members who are not recommended for tenure by the President shall not be entitled to tenure solely by virtue of being employed at the UNTHSC beyond their probationary period.

C. On recommendation of the chair and approval by the SHP Dean, Provost, and the President, the probationary period for a faculty member appointed at the rank of assistant professor or higher may be decreased by the same amount of time that they have served at another institution at the rank of assistant professor or higher. Any such agreements must be specified in writing at the time of the faculty member's initial appointment. The SHP shall adhere to the following probationary periods as described in the [UNTHSC Faculty Tenure and Promotion Policy](#).

D. Definition of Probationary period

1). Assistant Professor

- a. Beginning with the initial appointment to the rank of assistant professor, the probationary period shall not exceed nine (9) years. A decision on tenure will be made during the last probationary year. If tenure is not granted to the faculty member, his/her next academic year (September 1 to August 31) shall be his/her terminal year on the tenure track. A faculty member may apply for tenure before the last probationary year. If denied, then the faculty member may remain on tenure track and reapply during the last probationary year.

2). Associate Professor and Professor

- a. Beginning with the initial appointment to the rank of associate professor or professor, the probationary period shall be a minimum of one (1) year before application for tenure may be made, but not to exceed six (6) years; i.e., the decision on tenure will be made during the last probationary year.
- b. A faculty member may apply for tenure before the last probationary year.
 - i. If tenure is not granted to the faculty member during their last probationary year, the following academic year (September 1 to August 31) will be their terminal academic year on the tenure track.
 - ii. If tenure is denied, the faculty member may remain on tenure track and reapply during the last probationary year.

E. Tenure Appointment Periods

- 1). Appointment periods for tenure purposes are calculated from September 1 of the calendar year in which the appointment is effective.
- 2). A faculty member's probationary period shall be the length of time defined by the rank of initial appointment to the UNTHSC on the tenure track.
- 3). A faculty member granted a leave of absence will have their probationary period extended accordingly. If the faculty member disagrees with the report of the SHP P & T committee or the SHP dean's recommendation, they have the opportunity to appeal the decision through the Faculty Grievance and Appeal Committee.

2. MID-PROBATIONARY REVIEW

A. General Information

- 1). The purpose of the mid-tenure is to provide the faculty candidate with feedback and guidance on progress toward tenure and provide the opportunity for planning work during the remainder of the probationary period.
- 2). The mid-tenure review is an important mechanism for providing tenure-track faculty with an assessment of progress during the early stages of the faculty academic career and including specific evaluation as to how well the candidate is meeting the department and school's expectations.
- 3). The mid-tenure review provides the faculty with feedback regarding the faculty progress toward tenure and any needs to improve in selected areas of performance.
- 4). A positive mid-tenure review may be indication that the faculty member is progressing toward the tenure expectation but not guarantee a positive review at tenure decision.
- 5). Where progress is significantly lacking and apparently unlikely, nonrenewal may result.

B. Mid-Probationary Review Requirements

- 1). Mid-probationary reviews are required for all faculty members on tenure-track.

- 2). Mid-probationary reviews are not required for faculty members on an expedited timetable who will apply to tenure within the first year of their appointment at UNTHSC and as indicated in the faculty appointment letter.
- 3). The minimum probationary period for tenure track faculty are outlined in the Tenure Track Probationary Period section of this document.
- 4). All mid-tenure reviews shall address the faculty's progress toward tenure in teaching, scholarship, services, and other areas as appropriate (e.g., administration) occurring during the preceding tenure-earning years of employment.
- 5). The review will critically assess the candidate's strengths and weaknesses and the overall performance and contributions considering documented mid-point expectations.
- 6). The candidate is responsible for submitting materials required for review in a Portfolio.
- 7). The Portfolio will include any materials required by the UNTHSC and SHP for promotion and tenure. In addition, the Portfolio will include (but is not limited to):
 - a. a current (as of the submission date of the Portfolio) curriculum vitae.
 - b. annual evaluations from each year the candidate has been evaluated while employed by UNTHSC.
 - c. a summary of activities, accomplishments, and important actions in each of the areas of scholarship, teaching, services, and other areas as appropriate.
 - d. evidence of research and scholar activities and accomplishments.
 - e. examples of teaching activities, teaching effectiveness, and products of research/ scholarship/ creative activity.
 - f. evidence of service commitments and related accomplishments.
 - g. other relevant documents focused on demonstrating the candidate's suitability for tenure.

C. Mid-Probationary Review Process

- 1). An extensive mid-tenure review will be conducted, typically at the approximate mid-point of the projected tenure earning period.
- 2). In cases where credit towards tenure has been granted with the initial appointment as indicated in the faculty letter of appointment and/or contract, then the mid-tenure review will be conducted at least one year prior to the year the tenure decision will be made and will follow the university policy and procedures regarding promotion and tenure.
- 3). An early request of mid-tenure review may be granted following a written request from the faculty candidate and approval of the appropriate department chair and the dean.
- 4). The process of mid-tenure review should be initiated by a written request from the faculty member to the department chair.
- 5). The mid-tenure review will be conducted sequentially by the department's P & T Committee (if there is a department committee), the department Chair, the SHP P & T Committee, and the SHP Dean.
- 6). No more than 15 days following the departmental P & T Committee review, the department chair will meet with the faculty member and provide a verbal feedback on the outcome of the departmental review.
 - a. If no department P & T Committee is available:
 - i. Feedback will only be that of the Department Chair
 - ii. The chair will meet with the faculty within 15 days of his/her written evaluation.
- 7). The department chair will prepare a written evaluation that addresses the strengths and weaknesses of the faculty member's accomplishments in scholarship, teaching, and services. The department chair will forward the written evaluation with the candidate's Portfolio to the SHP P & T Committee for review.
- 8). The SHP Promotion and Tenure Committee review the candidate's Portfolio and the Chair of the SHP P & T Committee generate a written report of their evaluation.

- 9). The SHP P & T Committee report will then be forwarded with the candidate's Portfolio to the SHP Dean.
- 10). The SHP Dean will review the candidate's Portfolio and accompanying written evaluations and provide a final written evaluation to the faculty member.
- 11). The faculty member will be given an opportunity to concur or disagree in writing with the final (SHP Dean's) evaluation within seven business days of receiving the evaluation.
- 12). A copy of the dean's evaluation and any candidate responses will also be provided to the candidate's department chair.

3. EVALUATION FOR TENURE

A. Eligibility for Being Awarded Tenure

- 1). Award of Tenure: Faculty will be considered for award of tenure based on established criteria.
- 2). Eligible Rank: Faculty with the rank of associate professor or professor are eligible for tenure. Non-tenure track faculty are not eligible for tenure.
- 3). Transfer between tenure and non-tenure track is outlined in Article VI.
- 4). Persons whose initial appointment to UNTHSC at the rank of associate professor or professor may be eligible for concurrent appointment of Tenure.
 - a. To qualify for tenure concurrent to initial employment, the faculty member must have been tenured or have received approval of tenure at the previous institution of employment.
 - b. Faculty members eligible for concurrent appointment of tenure to initial employment are processed according to the Tenure Award at Initial Employment Procedures.

B. Tenure Probationary Period

- 1). Faculty with a tenure track appointment will be given written notice of the probationary period upon hire.

- 2). The minimum probationary period for tenure track faculty shall be no less than one year.
- 3). The maximum probationary period for tenure track faculty in any academic rank or combination of academic ranks shall be as follows:
 - a. Initial Appointment – Assistant Professor. The probationary period for an Assistant Professor shall not exceed nine (9) years, with the decision on tenure being made during the last probationary year.
 - b. Initial Appointment – Associate Professor or Professor. The probationary period for an Associate Professor or Professor shall be a minimum of one (1) year before applying for tenure, but not to exceed six (6) years.
 - c. Faculty members who are not awarded tenure at the end of the maximum probationary period will not be entitled to tenure by virtue of being employed at UNTHSC beyond their probationary period.
- 4). Leave of Absence. A faculty member granted a leave of absence in accordance with UNTHSC policy which will have the probationary period extended accordingly.

C. Tenure Application Procedure

- 1). The procedure of tenure application is detailed under the UNTHSC 6.003 Faculty Tenure and Promotion Procedure.
- 2). An individual faculty member, in consultation with his/her department chair, may initiate the tenure application process and may occur any time during the probationary period.
- 3). The tenure application process will follow the schedule and procedures established by the Office of Faculty Affairs, as approved by the Provost.
- 4). The department chair, school/college promotion and tenure committee, and dean will provide recommendations to the Provost.
- 5). The Provost shall review the tenure packet and make the recommendation to the President.
- 6). The President through the Chancellor will make a recommendation, to the Board of Regents.

- 7). The faculty member shall receive written notice within fifteen (15) working days of the decision at each step of the review process.
- 8). If tenure is not recommended, the reasons for non-recommendation will not be specified to the candidate by any party involved in the evaluation process.
- 9). If the faculty member disagrees with the decision, he/she has the opportunity to appeal the decision in accordance with the Faculty Grievance Policy.
- 10). The tenure application process is confidential to the extent permitted by law.

D. Tenure Application Portfolio

- 1). Review of the candidate's application will take into consideration the percentage of effort in each of the three areas.
- 2). Expectations should be commensurable to the percent effort in each area.
- 3). Examples of Outstanding and Quality performance are listed in Appendix 4.
 - a. Please note the items shown in Appendix 4 are examples, not an exhaustive list.
 - b. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee Chair well in advance of the deadline for tenure package submission.

E. Tenure Award at Initial Employment Procedures

- 1). A candidate who wishes to be considered for tenure under this provision will submit a Portfolio for review containing the following items:
 - a. Full academic CV of the candidate current as of the date of submission for consideration
 - b. Three external letters of reference
 - c. Letter of support from the department chair of the department requesting the hire. This letter should provide a recommendation on whether the candidate's teaching, research, and service credentials satisfy the standards established by the appropriate school/college for tenure.

- d. Letter of support from the appropriate search committee chair recommending tenure. This letter should provide a recommendation on whether the candidate satisfies the standards established by the appropriate school/college for tenure.
- e. Letter of support from the appropriate promotion and tenure committee chair recommending tenure. This letter should provide a recommendation on whether the candidate satisfies the standards established by the appropriate school/college for tenure.

ARTICLE III – PERIODIC PEER REVIEW

1. GENERAL INFORMATION

- A. The annual performance evaluation of tenured faculty is intended to promote continued academic professional development and peer-coordinated professional improvement to meet or exceed performance norms.
- B. The purpose of the Periodic Peer Review is to assess whether the individual is making a contribution consistent with that expected of a tenured faculty member; provide guidance for continuing and meaningful faculty development; assist faculty to enhance professional skills and goals; and refocus academic and professional efforts, when appropriate.

2. PERIODIC PEER REVIEW FREQUENCY

- A. Periodic Peer Review will occur every five years after the date the faculty member was granted tenure or received an academic promotion as tenured faculty at UNTHSC.
- B. At the discretion of the SHP Dean, a periodic peer review may be required following an annual evaluation if sufficient deficiencies are observed and documented.

3. PERIODIC PEER REVIEW PROCESS

- A. The periodic peer review process will follow the process described in Evaluation of Tenured Faculty Policy.
- B. A tenured faculty member will be provided notice of the timing and scope of the evaluation, and the opportunity to provide documentation during the evaluation process.

- C. The faculty member in conjunction with the department chair, will be requested to submit materials to the chairperson of the SHP Promotion and Tenure Committee.
- D. The department chair will provide an evaluation letter of the faculty member's performance since last periodic evaluation to the School of Health Professions Promotion and Tenure Committee.
- E. The SHP P & T Committee will meet to review all documentation and make a recommendation to the Dean including a rating on faculty member's performance in teaching, research, and service and state the basis of those findings in accordance with the criteria for periodic peer review described in Appendix 5.
- F. The SHP Dean will make the final decision regarding the faculty member's post-tenure evaluation for candidates with a majority appointment in the SHP.
- G. For tenured faculty with budgeted appointments in more than one department, periodic peer review will be conducted as per the periodic peer review guidelines of the department where the faculty holds the majority of the appointment unless the faculty member requests to be reviewed by all departments. If reviewed only by the primary department, the department chair will share the report with the department chairs of the other departments.
- H. The periodic peer review requires the generation of a Portfolio by the faculty member containing examples of scholarly, teaching, and service activities. Faculty with clinical responsibilities will also include patient care activities.
- I. Examples of items for inclusion to the Portfolio for Periodic Peer Review meeting Quality and Outstanding performance levels are shown in Appendix 5.
 - 1). Please note the items shown in Appendix 5 are examples, not an exhaustive list.
 - 2). Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee members well in advance of the deadline for promotion package submission.

ARTICLE IV. CRITERIA FOR APPOINTMENT AND PROMOTION OF ADJUNCT AND VISITING FACULTY

1. CRITERIA FOR APPOINTMENT

- A. In general, individuals appointed to a specific rank should meet the criteria for promotion to that rank.
- B. Instructor: Criteria for appointment of an instructor are delineated by the respective department, but generally require a post-graduate degree in the relevant field and commitment to teaching.
- C. Assistant Professor, Associate Professor, and Full Professor: Criteria for assistant professor, associate professor, or full professor are based on the specific responsibilities of the candidate (teaching, research/scholarship, service, and clinical practice).

2. CRITERIA FOR ADJUNCT OR VISITING FACULTY POSITION

- A. An adjunct faculty position can start at the level of assistant professor or above. Process for this position is determined at the department level by the departmental chair.
- B. In general, non-regular and visiting faculty members appointed to a specific rank should meet the criteria for promotion of regular SHP faculty members to the relevant rank.
 - 1). The process for appointing faculty in such positions will be initiated and determined by the department chair.
 - 2). The department chair may consult with the dean and/or the chair of the SHP P & T committee regarding the starting rank of an adjunct faculty or visiting faculty.

3. CRITERIA FOR ADJUNCT OR VISITING FACULTY PROMOTION

- A. Promotion of adjunct faculty to associate professor or professor should be approved by the department chair, SHP Promotion and Tenure committee and the dean.
- B. In general, promotion of non-regular and visiting faculty members to a specific rank should meet the criteria (or equivalent) for promotion of regular SHP faculty members to the relevant rank.

ARTICLE V. REQUIRED MATERIALS AND LETTERS TO BE INCLUDED IN THE PORTFOLIO

1. MATERIALS TO BE INCLUDED (Please also reference appendix 6 for additional details for items to be included in the portfolio)

Please refer to the Tenure Application Process in the [Faculty Tenure and Promotion Policy](#) and the Office of Faculty Affairs instructions on required materials to be included in the portfolio. <https://www.unthsc.edu/academic-affairs/faculty-affairs/annual-faculty-promotion-and-tenure/>

2. LETTERS OF REVIEW

- A. Letters of review are required for all promotion and tenure applications.
- B. A minimum of three review letters are required and each should provide an objective review of the academic and professional accomplishments of the candidate.
 - 1). At least one Letter of Review must be from an internal reviewer, i.e. from within the UNTHSC, but outside of the candidate's department.
 - 2). At least two Letters of Review must come from outside reviewers, i.e. external to the UNTHSC.
 - 3). For a candidate who has both academic and clinical appointments, a minimum of one external Letter of Review should be from a full-time faculty member in an academic institution.
- C. All reviewers are expected to provide unbiased assessments of the candidate's teaching, scholarship, and service activities documented in the promotion portfolio.
- D. All reviewers should be at the same academic rank or higher than the rank that the candidate is applying for.

3. LIST AND SELECTION OF REVIEWER CANDIDATES

- A. The faculty member will provide a list of three suggested reviewers to the Department Chair. The faculty member's list must include at least one Internal reviewer and at least one External suggested reviewer. The Department Chair will provide an additional list of three reviewer suggestions with the information noted above. If the faculty member submits a potential reviewer that also appears on the Department Chair's list, the Department Chair will select a different individual to replace the duplication.
- B. Reviewers should not be close/personal friends or relations to the faculty member.

- C. The Department Chair will select from the final list of potential reviewers. The selection will include at least one (but may include more) reviewer from the candidates list.
- D. It is the chair's responsibility to contact internal and external reviewers to ensure their letters of review are received in a timely manner to be included in the final Application Portfolio and will not be shared with the faculty candidate.
- E. The faculty member must not directly or indirectly contact any of the individuals on either list of potential reviewers to solicit or discuss recommendations prior or subsequent to Portfolio submission.

ARTICLE VI. TRANSFER BETWEEN NON-TENURE TRACK TO TENURE TRACK

- 1. A faculty member has the opportunity to request a transfer from non-tenure track to tenure track or from tenure-track to non-tenure track at any time during an annual appointment period. Transfer of status from non-tenure track to tenure track or, vice versa, should be considered carefully as transferring may occur only once in each direction.
- 2. Faculty should consult their chair and other mentors and the request should align with their professional goals. To initiate a transfer status, the faculty must submit a request in writing to their department chair stating the direction of transfer and must include the reason(s) for the change. After consultation and approval by the chair, the request must be reviewed and approved by the dean and provost.
- 3. Tenure Track to Non-Tenure Track: A tenure track faculty may not be approved for transfer of status if the request submitted less than six months from the end of the maximum probationary period
- 4. Regardless of the direction of transfer, the effective date for the change in status will be the beginning of the next fiscal year (Sept 1).

ARTICLE VII. SCHOOL OF HEALTH PROFESSIONS (SHP) PROMOTION AND TENURE COMMITTEE

- 1. The SHP Promotion and Tenure Committee consists of three to five members with three-year terms.
- 2. The committee members will elect the committee chair each fall semester and before beginning any review for that academic year.

3. The committee chair will be responsible for convening meetings, conducting the voting on applications, and providing documentation regarding the committee's recommendations.
 - A. For applications for tenure only, committee members must be tenured and at the rank of the candidate to vote on the tenure application.
 - B. For applications requesting both tenure and promotion, committee members must be tenured and at the rank the candidate is requesting to vote on the tenure application.
 - C. If there are not at least three members of the committee that can vote on an application, the Chair of the SHP P & T Committee shall have discretion to appoint additional ad hoc committee member(s) meeting the necessary voting requirements in consultation with the other committee members and the SHP Dean.
 - D. The ad hoc committee members can be from the SHP or from other units within the UNTHSC. Their work will be limited to review and recommendation of the applications with less than three eligible voting members.

Appendix 1: Examples of submission items demonstrating Outstanding and Quality performance for promotion to the Assistant Professor rank.

Examples of activities/items for promotion to the level of Assistant Professor meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee Chair well in advance of the deadline for promotion package submission.

1. SCHOLARLY ACTIVITY/RESEARCH

A. Outstanding Performance

- 1). Publish peer-reviewed publications
- 2). Present research/scholarly presentations at regional, state or national level
- 3). Contribute to scholarship activities
- 4). Serve as a reviewer for a peer-reviewed journal
- 5). Serve as an abstract reviewer for scientific conference
- 6). Evidence of superior research effectiveness
- 7). Superior achievement in annual research-related goals
- 8). Evidence of successful, personal growth in research-related expertise

B. Quality Performance

- 1). Participate in research/scholarship
- 2). Participate in presentations at scientific conference (poster, platform)
- 3). Serve as a reviewer for peer-reviewed journal
- 4). Evidence of research effectiveness
- 5). Sufficient achievement in annual research-related goals
- 6). Evidence of pursuing personal growth in research-related expertise
- 7). Evidence of delivering professional development in research-related areas

2. TEACHING

A. Outstanding Performance

- 1). Demonstrate teaching commitment
- 2). Syllabi and course materials are well-planned
- 3). Demonstrate student engagement
- 4). Accessible to students
- 5). Course topics are appropriate for depth and range
- 6). Evidence that classroom climate is consistently conducive for learning
- 7). Receive quality student course evaluations
- 8). Receive quality peer evaluations of teaching
- 9). Evidence of superior teaching effectiveness; including learning strategies
- 10). Superior achievement in annual teaching-related goals
- 11). Evidence of successful, personal growth in teaching expertise
- 12). Evidence of successful mentoring of colleagues and learners

B. Quality Performance

- 1). Demonstrate teaching commitment
- 2). Syllabi and course materials are well-planned with minor mentorship
- 3). Demonstrate student engagement
- 4). Accessible to students
- 5). Evidence of teaching effectiveness; including learning strategies
- 6). Sufficient achievement in annual teaching-related goals
- 7). Evidence of pursuing personal growth in teaching expertise

8). Evidence of delivering professional development

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Serve on departmental, school, and/or institutional committees
- 2). Contribute to clinical settings and/or the local clinical community
- 3). Contribute to the clinical team
- 4). Participate in clinical quality efforts at local and/regional level
- 5). Receive strong clinical performance evaluations
- 6). Evidence of superior service effectiveness
- 7). Superior achievement in annual service-related goals
- 8). Evidence of successful, personal growth in service-related expertise
- 9). Evidence of successful mentoring of colleagues and learners in service-related areas

B. Quality Performance

- 1). Serve on departmental committees
- 2). Contribute to clinic settings
- 3). Contribute to the clinical team
- 4). Evidence of service effectiveness
- 5). Sufficient achievement in annual service-related goals
- 6). Evidence of pursuing personal growth in service-related expertise
- 7). Evidence of delivering professional development in service-related areas

Appendix 2: Examples of submission items demonstrating Outstanding and Quality performance for promotion to the Associate Professor rank.

Examples of activities/items for promotion to the level of Associate Professor meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee Chair well in advance of the deadline for promotion package submission.

1. SCHOLARLY ACTIVITY/RESEARCH

A. Outstanding Performance

- 1). Evidence of continued research activities, including developing, submitting, and/or obtaining intramural and extramural funding
- 2). Publish peer-reviewed high-quality publications
- 3). Publish peer-reviewed publications with substantial role
- 4). Receive intramural and extramural independent or collaborative funding
- 5). Obtaining inventions licensed and/or patents
- 6). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 7). Leading presentation of research/scholarly findings at national and international meetings
- 8). Provide mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation
- 9). Participate in development of novel educational materials disseminated nationally and implemented at other institutions
- 10). Serve in national scientific committees, organizations related to scholarship
- 11). Maintain contributions with the department and institution scholarship activities
- 12). Serve in the creation and dissemination of national clinical guidelines or evidence reviews

13). Serve as an editorial board member

B. Quality Performance

- 1). Publish peer-reviewed publications
- 2). Present research/scholarly presentations at the regional, state and national level
- 3). Acquire intramural funding
- 4). Serve as a reviewer for peer-reviewed journal and/or as an abstract reviewer for scientific conference
- 5). Participate in ad hoc grant review work
- 6). Provide mentorship for students in grant and manuscript writing as well as presentation preparation

2. TEACHING

A. Outstanding Performance

- 1). Demonstrate a consistent teaching commitment
- 2). Demonstrate a strong pattern of teaching commitment
- 3). Syllabi and course materials are well-planned
- 4). Consistent levels of student engagement
- 5). Accessible to students and consistently interact positively
- 6). Course topics are appropriate for depth and range, with integration for other topics/courses
- 7). Evidence that classroom climate is consistently conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 8). Receive good student course evaluations
- 9). Receive good and consistent pattern of effective teaching as indicated by peer evaluations

- 10). Receive mostly outstanding rating in the annual evaluation of teaching
- 11). Excellent course-level outcomes for students with the quality of learning supports success in other contexts (e.g., subsequent courses or application in clinical practice)
- 12). Evidence of quality and time commitment to advising and mentoring
- 13). Continuously adjusts teaching based on prior teaching, student feedback, peer feedback, literature on teaching and learning
- 14). Demonstrate mentoring of junior faculty
- 15). Demonstrate mentoring and advising of students (academic, profession and research/scholarship)
- 16). Design, implement and evaluate innovative teaching strategies
- 17). Develop and direct successful continuing professional education courses
- 18). Demonstrate outstanding personal growth in teaching expertise
- 19). Received local teaching awards
- 20). Provided critical role in curriculum development and/or revision
- 21). Provided critical role in assessment of student learning outcomes
- 22). Serve on committees on teaching, teaching outcomes or student outcomes at the campus, state or national level

B. Quality Performance

- 1). Demonstrate teaching commitment
- 2). Syllabi and course materials are well-planned, and reflect commitment to teaching
- 3). Students are consistently engaged
- 4). Accessible to students

- 5). Course topics are appropriate in range and depth
- 6). Evidence that classroom climate is conducive for learning
- 7). Demonstrate effective teaching as indicated by student course evaluations
- 8). Demonstrate effective teaching as indicated by peer evaluations
- 9). Receive quality rating in annual evaluation of teaching
- 10). Evidence of advising and mentoring students
- 11). Regularly adjusts teaching based on prior teaching, student feedback, peer feedback

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Receive positive reviews for service as an officer or member on a committee or subcommittee at a regional, national or international level in a professional organization
- 2). Receive service award from a professional organization
- 3). Chair major department committee
- 4). Chair school or UNTHSC committees
- 5). Serve on institutional committee(s)
- 6). Serve on a national professional committee, task force, or advisory board
- 7). Serve as an officer in professional organization at the state, national or international level
- 8). Demonstrate leadership in outreach activities for UNTHSC
- 9). Serve as an editorial board member for refereed journals
- 10). Serve critical role in clinic settings and/or the local clinical community
- 11). Serve a critical role to the clinical team

- 12). Participate in clinical quality efforts at the state and/or national level
- 13). Receive strong clinical performance evaluations
- 14). Participate in the development of innovative, clinical initiatives or clinical scientific resources
- 15). Show a pattern of service that is of an increasing pattern of breadth (committees, task forces, varied organizations/groups)

B. Quality Performance

- 1). Participated in committees in the department, school and/or university
- 2). Participated in professional association activities at the local, and/or state level
- 3). Demonstrate a pattern of an increasing responsibility in committees
- 4). Participate in educational, scientific, or professional community organizations
- 5). Serve as an ad hoc journal reviewer
- 6). Demonstrate participation in outreach activities for the UNTHSC in local communities
- 7). Demonstrate high quality reviews of clinical practice from supervisors, peers and patients
- 8). Demonstrate significant role in contributions to the clinical team
- 9). Provided leadership in practice in clinic settings and/or the local community
- 10). Demonstrate significant role in contributions to the clinical team
- 11). Participate in clinical quality efforts at the national level
- 12). Receive strong clinical performance evaluations
- 13). Participate in the development of innovative, clinical initiatives or clinical scientific resources

Appendix 3: Examples of submission items demonstrating Outstanding and Quality performance for promotion to the Professor rank.

Examples of activities/items for promotion to the level of Professor meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee Chair well in advance of the deadline for promotion package submission.

1. SCHOLARLY ACTIVITY/RESEARCH

A. Outstanding Performance

- 1). Publish peer-reviewed high-quality publications with substantial role
- 2). Be recognized for scholarship at the national or international level
- 3). Sustain critical role in acquiring intramural and extramural independent or collaborative funding
- 4). Obtaining inventions licensed and/or patents
- 5). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 6). Leading presentation of research/scholarly findings at national and international meetings
- 7). Provide outstanding mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation
- 8). Lead development of novel educational materials disseminated nationally and implemented at other institutions
- 9). Serve in leadership roles in national scientific committees, organizations related to scholarship
- 10). Maintain contributions with the department and institution scholarship activities
- 11). Be invited (guest speaker or keynote speaker) to present at national or international scientific meetings

- 12). Achieve national recognition/awards from professional or public groups related to scholarship achievements
- 13). Serve a critical role in the creation and dissemination of national clinical guidelines or evidence reviews
- 14). Serve as an editor or an editorial board member
- 15). Provide leadership in establishing and maintaining collaborative research groups

B. Quality Performance

- 1). Publish peer-reviewed publications with substantial role
- 2). Present research/scholarly presentations at regional, state and national level
- 3). Acquire intramural and extramural funding
- 4). Serve as a reviewer for peer-reviewed journal
- 5). Participate in ad hoc grant review work
- 6). Participate in development of clinical guidelines or clinical evidence reviews
- 7). Provide mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation
- 8). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 9). Leading presentation of research/scholarly findings at national and international meetings

2. TEACHING

A. Outstanding Performance

- 1). Demonstrate a consistent and strong pattern of teaching commitment
- 2). Syllabi and course materials are well-planned, integrated, and reflect commitment to teaching and advanced classroom prep
- 3). Consistent high levels of student engagement

- 4). Accessible to students and consistently interact positively
- 5). Course topics are appropriate for depth and range, with integration for other topics/courses and are challenging and innovative, and relate to current developments in field
- 6). Strong evidence that classroom climate is consistently conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 7). Receive outstanding and consistent student course evaluations
- 8). Receive outstanding and consistent pattern of effective teaching as indicated by peer evaluations
- 9). Receive good rating in the annual evaluation of teaching
- 10). Reports of instructor accessibility and interactions are strongly/consistently positive
- 11). Excellent course-level outcomes for students with the quality of learning supports success in other contexts (e.g., subsequent courses or application in clinical practice)
- 12). Evidence of exceptional quality and time commitment to advising and mentoring
- 13). Continuously adjusts teaching based on prior teaching, student feedback, peer feedback, literature on teaching and learning
- 14). Provide innovation and leadership in designing, coordinating and evaluating teaching activities as a course director
- 15). Demonstrate outstanding mentoring of junior faculty
- 16). Demonstrate outstanding mentoring and advising of students (academic, profession and research/scholarship)
- 17). Design, implement and evaluate innovative teaching strategies
- 18). Develop and direct successful continuing professional education courses
- 19). Demonstrate outstanding personal growth in teaching expertise

- 20). Received local teaching awards
- 21). Nominated for a regional or national teaching award
- 22). Provided leadership and critical role in curriculum development and/or revision
- 23). Provided leadership and critical role in assessment of student learning outcomes
- 24). Serve on committees on teaching, teaching outcomes or student outcomes at the state or national level

B. Quality Performance

- 1). Demonstrate a consistent pattern of teaching commitment
- 2). Syllabi and course materials are well-planned, integrated, and reflect commitment to teaching
- 3). Students are consistently engaged
- 4). Accessible to students and interact positively
- 5). Course topics are appropriate in range and depth, with integration for other topics/courses
- 6). Evidence that classroom climate is conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 7). Demonstrate consistent pattern of effective teaching as indicated by student course evaluations
- 8). Demonstrate consistent pattern of effective teaching as indicated by peer evaluations
- 9). Receive quality rating in annual evaluation of teaching
- 10). Student reports of instructor accessibility and interactions are positive
- 11). Courses are appropriately challenging, and high levels of student learning are expected and generally achieved
- 12). Consistent evidence of effective advising and mentoring

- 13). Regularly adjusts teaching based on prior teaching, student feedback, peer feedback
- 14). Design, deliver and evaluate new curricular materials (e.g., courses, educational software)
- 15). Demonstrate effective mentoring of junior faculty
- 16). Demonstrate effective mentoring and advising of students (academic, profession and research/scholarship)
- 17). Show a pattern of breadth and diverse teaching strategies and roles of teaching (lectures, labs, small groups, clinic/ward, supervising research)
- 18). Prepared new/innovative curricular materials (e.g., courses, educational software.)

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Receive positive reviews for service as an officer or member on a committee or subcommittee at a national or international level in a professional organization
- 2). Receive service award at a national or international level from a professional organization
- 3). Chair school or UNTHSC committees
- 4). Serve a critical role on institutional committee(s), serving on multiple institutional committees and/or serving on significant institutional committee(s)
- 5). Serve on a national governmental commission, task force, or advisory board
- 6). Serve as an officer in professional organization at the state, national or international level
- 7). Served as an officer in Faculty Senate
- 8). Demonstrate leadership in outreach activities for UNTHSC

- 9). Serve as an editor or an editorial board member for refereed journals
- 10). Provided leadership in practice in clinic settings and/or the local community
- 11). Demonstrate significant role in contributions to the clinical team
- 12). Participate in clinical quality efforts at the national level
- 13). Receive strong clinical performance evaluations
- 14). Participate in the development of innovative, clinical initiatives or clinical scientific resources

B. Quality Performance

- 1). Participated in committees in the department, school and/or university
- 2). Participated in professional association activities at the local, state, regional and/or national and international level
- 3). Demonstrate a pattern that is consistent and of an increasing responsibility in committees
- 4). Show a pattern of service that is consistent and of an increasing pattern of breadth (committees, task forces, varied organizations/groups)
- 5). Participate in educational, scientific, or professional community organizations
- 6). Serve as an ad hoc journal reviewer or ad hoc member of a review committee or study section
- 7). Demonstrate high quality participation in outreach activities for the UNTHSC in local communities
- 8). Demonstrate high quality reviews of clinical practice from supervisors, peers and patients
- 9). Demonstrate significant role in contributions to the clinical team

Appendix 4: Examples of activities/items demonstrating Outstanding and Quality performance for the Tenure Application Portfolio.

Faculty may demonstrate their performance, values and professionalism, and future promise by documenting a wide range of actions / activities. Examples of such documentation should provide evidence of:

- outstanding levels of performance commensurate with rank, trustworthiness, ethical standards,
- courteous open communication,
- value based decision making,
- managing conflict effectively as part of shared decision-making process,
- maintaining a positive work environment,
- demonstrations of good stewardship of people and resources,
- demonstrations of compassion, care, and humility,
- exhibiting communication transparency,
- meaningful participation in UNTHSC activities at the department, school and university levels,
- the ability to work effectively in a team environment,
- service as a desirable and continuing member of the team with potential for outstanding performance and career growth.

Examples of activities/items for Tenure meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or Department P & T Committee members well in advance of the deadline for tenure package submission.

1. SCHOLARLY ACTIVITY/RESEARCH

A. Outstanding Performance

- 1). Publish peer-reviewed high-quality publications with substantial role
- 2). Be recognized for scholarship at the national or international level
- 3). Sustain critical role in acquiring intramural and extramural independent or collaborative funding
- 4). Obtaining inventions licensed and/or patents
- 5). Written/edited a chapter for a peer-reviewed print or electronic textbook

- 6). Leading presentation of research/scholarly findings at national and international meetings
- 7). Provide outstanding mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation
- 8). Lead development of novel educational materials disseminated nationally and implemented at other institutions
- 9). Serve in leadership roles in national scientific committees, organizations related to scholarship
- 10). Maintain contributions with the department and institution scholarship activities
- 11). Be invited (guest speaker or keynote speaker) to present at national or international scientific meetings
- 12). Achieve national recognition/awards from professional or public groups related to scholarship achievements
- 13). Serve a critical role in the creation and dissemination of national clinical guidelines or evidence reviews
- 14). Serve as an editor or an editorial board member
- 15). Provide leadership in establishing and maintaining collaborative research groups

B. Quality Performance

- 1). Publish peer-reviewed publications with substantial role
- 2). Present research/scholarly presentations at regional, state and national level
- 3). Acquire intramural and extramural funding
- 4). Serve as a reviewer for peer-reviewed journal
- 5). Participate in ad hoc grant review work
- 6). Participate in development of clinical guidelines or clinical evidence reviews

- 7). Provide mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation

2. TEACHING

A. Outstanding Performance

- 1). Demonstrate a consistent and strong pattern of teaching commitment
- 2). Syllabi and course materials are well-planned, integrated, and reflect commitment to teaching and advanced classroom prep
- 3). Consistent high levels of student engagement
- 4). Accessible to students and consistently interact positively
- 5). Course topics are appropriate for depth and range, with integration for other topics/courses and are challenging and innovative, and relate to current developments in field
- 6). Strong evidence that classroom climate is consistently conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 7). Receive outstanding and consistent student course evaluations
- 8). Receive outstanding and consistent pattern of effective teaching as indicated by peer evaluations
- 9). Receive good rating in the annual evaluation of teaching
- 10). Reports of instructor accessibility and interactions are strongly/consistently positive
- 11). Excellent course-level outcomes for students with the quality of learning supports success in other contexts (e.g., subsequent courses or application in clinical practice)
- 12). Evidence of exceptional quality and time commitment to advising and mentoring
- 13). Continuously adjusts teaching based on prior teaching, student feedback, peer feedback, literature on teaching and learning

- 14). Provide innovation and leadership in designing, coordinating and evaluating teaching activities as a course director
- 15). Demonstrate outstanding mentoring of junior faculty
- 16). Demonstrate outstanding mentoring and advising of students (academic, profession and research/scholarship)
- 17). Design, implement and evaluate innovative teaching strategies
- 18). Develop and direct successful continuing professional education courses
- 19). Demonstrate outstanding personal growth in teaching expertise
- 20). Received local teaching awards
- 21). Nominated for a regional or national teaching award
- 22). Provided leadership and critical role in curriculum development and/or revision
- 23). Provided leadership and critical role in assessment of student learning outcomes
- 24). Serve on committees on teaching, teaching outcomes or student outcomes at the state or national level

B. Quality Performance

- 1). Demonstrate a consistent pattern of teaching commitment
- 2). Syllabi and course materials are well-planned, integrated, and reflect commitment to teaching
- 3). Students are consistently engaged
- 4). Accessible to students and interact positively
- 5). Course topics are appropriate in range and depth, with integration for other topics/courses
- 6). Evidence that classroom climate is conducive for learning, respectful, cooperative, and encourages motivation and engagement

- 7). Demonstrate consistent pattern of effective teaching as indicated by student course evaluations
- 8). Demonstrate consistent pattern of effective teaching as indicated by peer evaluations
- 9). Receive quality rating in annual evaluation of teaching
- 10). Student reports of instructor accessibility and interactions are positive
- 11). Courses are appropriately challenging, and high levels of student learning are expected and generally achieved
- 12). Consistent evidence of effective advising and mentoring
- 13). Regularly adjusts teaching based on prior teaching, student feedback, peer feedback
- 14). Design, deliver and evaluate new curricular materials (e.g., courses, educational software)
- 15). Demonstrate effective mentoring of junior faculty
- 16). Demonstrate effective mentoring and advising of students (academic, profession and research/scholarship)
- 17). Participate in activities to develop one's teaching skills
- 18). Demonstrate improvements and personal growth in teaching
- 19). Show an increasing pattern of breadth and diverse teaching strategies and roles of teaching (lectures, labs, small groups, clinic/ward, supervising research)

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Receive positive reviews for service as an officer or member on a committee or subcommittee at a national or international level in a professional organization

- 2). Receive service award at a national or international level from a professional organization
- 3). Chair school or UNTHSC committees
- 4). Serve a critical role on institutional committee(s), serving on multiple institutional committees and/or serving on significant institutional committee(s)
- 5). Serve on a national governmental commission, task force, or advisory board
- 6). Serve as an officer in professional organization at the state, national or international level
- 7). Served as an officer in Faculty Senate
- 8). Demonstrate leadership in outreach activities for UNTHSC
- 9). Serve as an editor or an editorial board member for refereed journals
- 10). Provided leadership in practice in clinic settings and/or the local community
- 11). Demonstrate significant role in contributions to the clinical team
- 12). Participate in clinical quality efforts at the national level
- 13). Receive strong clinical performance evaluations
- 14). Participate in the development of innovative, clinical initiatives or clinical scientific resources

B. Quality Performance

- 1). Participated in committees in the department, school and/or university
- 2). Participated in professional association activities at the local, state, regional and/or national and international level
- 3). Demonstrate a pattern that is consistent and of an increasing responsibility in committees
- 4). Show a pattern of service that is consistent and of an increasing pattern of breadth (committees, task forces, varied organizations/groups)

- 5). Participate in educational, scientific, or professional community organizations
- 6). Serve as an ad hoc journal reviewer or ad hoc member of a review committee or study section
- 7). Demonstrate high quality participation in outreach activities for the UNTHSC in local communities
- 8). Demonstrate high quality reviews of clinical practice from supervisors, peers and patients
- 9). Demonstrate significant role in contributions to the clinical team

Appendix 5: Examples of activities/items demonstrating Outstanding and Quality performance for the Periodic Peer Review Portfolio.

Faculty may demonstrate their performance, values and professionalism, and future promise by documenting a wide range of actions / activities. Examples of such documentation should provide evidence of:

- outstanding levels of performance commensurate with rank, trustworthiness, ethical standards,
- courteous open communication,
- value based decision making,
- managing conflict effectively as part of shared decision-making process,
- maintaining a positive work environment,
- demonstrations of good stewardship of people and resources,
- demonstrations of compassion, care, and humility,
- exhibiting communication transparency,
- meaningful participation in UNTHSC activities at the department, school and university levels,
- the ability to work effectively in a team environment,
- service as a desirable and continuing member of the team with potential for outstanding performance and career growth.

Examples of activities/items for Periodic Peer Review Portfolio meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Department Chair or SHP P & T Committee Chair well in advance of the deadline for Portfolio submission.

1. RESEARCH/SCHOLARSHIP

A. Outstanding Performance

- 1). Evidence of high-quality publications in peer-reviewed journals with substantial role
- 2). Evidence of continued research activity, including applying for and/or obtaining intramural and extramural grant funding
- 3). Leadership of a research team as demonstrated by funded grants,
- 4). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 5). Leading presentation of research/scholarly findings at national and international meetings

- 6). Patents in the area of professional expertise
- 7). Mentors faculty, staff and students in research/scholarship that leads to successful outcomes
- 8). Service as an editor or associate editor of a peer-reviewed journal
- 9). Serves as an editorial board member of a peer-reviewed journal
- 10). Invited to organize or participate in a major national or scientific meeting
- 11). Maintain contributions to the department and institution scholarship activities
- 12). Be invited (guest speaker or keynote speaker) to present at national or international scientific meetings
- 13). Achieve national recognition/awards from professional or public groups related to scholarship achievements

B. Quality Performance

- 1). Evidence of publications in peer-reviewed journals
- 2). Evidence of successful development of collaborative research programs
- 3). Participate in research as a team member that leads to submission of grants, peer-reviewed publications, presentations, book or book chapters, or patents
- 4). Participate as a member of a special review committee or study section
- 5). Acquire intramural and/or extramural funding
- 6). Participate in ad hoc grant review work
- 7). Participate in development of clinical guidelines or clinical evidence reviews
- 8). Provide mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation

2. TEACHING

A. Outstanding Performance

- 1). Leadership in the scholarship of teaching and learning demonstrated by peer-reviewed publications, presentations, and funded grant activities
- 2). Designs, implements and evaluates innovative teaching strategies
- 3). Recognized by peers and students for excellence in teaching
- 4). Received teaching awards
- 5). Receive outstanding and consistent student course evaluations
- 6). Receive outstanding and consistent pattern of effective teaching as indicated by peer evaluations
- 7). Receive good rating in the annual evaluation of teaching
- 8). Demonstrate outstanding mentoring of junior faculty
- 9). Demonstrate outstanding mentoring and advising of students (academic, profession and research/scholarship)
- 10). Nominated for a regional or national teaching award
- 11). Provided leadership and critical role in curriculum development and/or revision
- 12). Serve on committees on teaching, teaching outcomes or student outcomes at the state or national level

B. Quality Performance

- 1). Demonstrate consistent pattern of effective teaching as indicated by student course evaluations
- 2). Demonstrate consistent pattern of effective teaching as indicated by peer evaluations
- 3). Receive quality rating in annual evaluation of teaching

- 4). Student reports of instructor accessibility and interactions are positive
- 5). Participates in innovative teaching activities
- 6). Participates in IPE/P activities on a regular basis
- 7). Contributes to coaching/mentoring faculty in teaching
- 8). Demonstrate effective mentoring and advising of students (academic, profession and research/scholarship)
- 9). Show an increasing pattern of breadth and diverse teaching strategies and roles of teaching (lectures, labs, small groups, clinic/ward, supervising research)

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Leadership in clinical, professional association, community and/or institutional service activities
- 2). Designs, implements and evaluates innovative programs that serve the university and/or community
- 3). Provides effective leadership in an administrative role in the department, school or university
- 4). Receive service award at a national or international level from a professional organization
- 5). Receive clinical award at a national or international level from a professional organization
- 6). Serve a critical role on institutional committee(s), serving on multiple institutional committees and/or serving on significant institutional committee(s)
- 7). Serve on a national governmental commission, task force, or advisory board
- 8). Serve as an officer in professional organization at the state, national or international level

- 9). Provides service as a grant reviewer
- 10). Served on departmental committees and major school or institutional committees
- 11). Served as officer or major committee member/chair in regional/national professional society
- 12). Served as officer or major committee member/chair in regional/national professional society
- 13). Serve as an editor or an editorial board member for refereed journals
- 14). Provided leadership in practice in clinic settings and/or the local community
- 15). Demonstrate significant role in contributions to the clinical team

B. Quality Performance

- 1). Participates in clinical, professional association and/or institutional service activities
- 2). Participates in innovative programs that serve the community
- 3). Provides service as a manuscript and/or abstract reviewer
- 4). Served on departmental committees or major school or institutional committees
- 5). Served as graduate advisor in a department or mentoring to junior faculty members and/or students
- 6). Served as an administrative appointment in the department (chairperson, vice chair, program director, or equivalent)
- 7). Demonstrated expertise in clinical practice
- 8). Demonstrate high quality reviews of clinical practice from supervisors, peers and patients
- 9). Demonstrate significant role in contributions to the clinical team

Appendix 6:

I. REQUIRED MATERIALS TO BE INCLUDED IN THE PORTFOLIO

A. Portfolio for Promotion and/or Tenure Application Review

1. Checklist/Contents Page
 - a) This checklist is the guide of how your electronic package will be organized within Interfolio which will provide the workflow. The packets must be complete per guidance provided below.
Incomplete packets will not move forward.
2. Narrative
 - a) The candidate may provide a brief statement (2-3 pages) describing their qualifications for the promotion and/or tenure request.
3. Institutional letters
 - a) **This section will be managed within Interfolio and the letters will be attached by each review group before forwarding to the next group.**
 - (1) Department P&T Committee (if applicable)
 - (2) Department Chair
 - (3) School P&T Committee
 - (4) Dean
 - (5) Provost
4. Curriculum Vitae **(please be sure the following items are included)**
 - a) Inclusive dates and dollar amounts on all grants, contracts, awards, including those that are “pending”.
 - b) Complete and accurate citations of all publications (i.e., list journal title, volume number, inclusive pages, and date); also be sure to differentiate abstracts, manuscripts, book chapters, reports, and presentations.
 - c) Please use the UNTHSC CV Template to organize the CV.
5. External/Internal Review Letters **(these letters will be added by the Department Chair)**

- a) **Two external and one internal review letters typically are required (see school/college guidelines).** These letters are objective reviews in which the reviewer has been asked to compare the candidate's accomplishments with the school/college criteria for the rank/tenure requested.
 - b) The letters should be solicited by the department chair or supervisor. The chair should select one reviewer from a list provided by the candidate, and additional reviewers from lists provided by the P&T committee and/or the department chair.
 - c) Letters should be on letterhead and signed, from individuals who are content experts in the applicant's area of expertise, not be from collaborators, mentors or individuals who have a close relationship with the candidate, and from individuals who are at the rank or a higher rank than the rank that the candidate is seeking.
 - d) These reviews should consider all areas of faculty activity including teaching, research, clinical care, where applicable, and service. Individuals reviewing the applicant should have a copy of the submitted material presented by the candidate for consideration of promotion or tenure and a copy of the school/college P&T Criteria. A question that should be asked of these individuals is as follows: Based on the criteria provided, would you recommend the candidate for promotion and/or tenure? In addition, the Dean may also request additional outside reviews.
 - e) Letters of internal review should come from within the UNTHSC but outside of candidate's department(s).
6. Recommendation Letters
- a) The packet should include letters of recommendation which the faculty member will request.
 - b) These will be in a separate section of the application than the External/Internal Review Letters.
7. Supporting Teaching Materials including:
- a) TEACHING
 - (1) Teaching materials should only be those of the applicant and not those of any guest lecturer in the course they directed.
 - (2) Teaching Activities

- (a) Summary – courses taught each year, credit hours, role, students’ course eval score (can present as a table in chronological order). Please explain any inconsistencies in courses or course evals (e.g., missing one year of a course you have taught in consecutively) or significant changes in course eval scores (e.g., lower than 4/5).
 - (b) Arrange courses grouped by course and in chronological order of delivery. Further, group course by *On-Campus Courses* and then *Off-Campus Courses*.
 - (c) All provided materials (including students’ comments) must be provided for the applicant only; do not include comments, scores, or reviews on other course instructors.
 - (d) Supporting materials for **each course** taught should include the following:
 - (i) Copies of students’ course eval and comments (2-3 pages),
 - (ii) Peer-review (2-3 pages) for courses taught,
 - (iii) Current syllabus,
 - (iv) A representative handout,
 - (v) One-page of assessment items, exam questions or outline (as applicable),
 - (vi) Project assignment(s) (as applicable), and
 - (vii) Other samples of teaching materials (as applicable).
- (3) Teaching Effectiveness
- (a) Include evidence of honors and awards during promotion period
 - (b) Include evidence of grants (page of submittal or letter of award)
 - (c) Other instructional activities (include innovative techniques or products created for teaching, how long they were used and if used by other programs, schools, or other institutions).

- b) **RESEARCH AND SCHOLARSHIP – summary of scholarly activities**
- (1) **Peer-Reviewed Articles**
 - (a) Published articles are listed with citation index and impact factor of the journal.
 - (b) Accepted articles but not yet published, include the letter of acceptance.
 - (c) Submitted articles but not accepted, include the letter of acknowledgement of submission.
 - (d) Include the first page from each published, accepted, or submitted articles.
 - (2) **Book or Book Chapters**
 - (a) Include book or chapter title, page number if it is a chapter, name and address of publisher, and year of publication.
 - (b) Provide the first two pages of the book or book chapter.
 - (c) The faculty member's name should be on one of the two pages.
 - (3) **Published Peer-Reviewed Abstracts**
 - (a) Include copies of each abstract from peer-reviewed published journal(s) as well as the cover page of the journal.
 - (4) **Peer-Reviewed Presentations**
 - (a) For each presentation, evidence should include:
 - (i) Copy of the abstract presented,
 - (ii) Letter of acceptance for the presentation,
 - (iii) Copy of the abstract title from the conference program or program website.
 - (5) **RAD abstracts can be listed separately, but are not considered as peer-reviewed publications.**
 - (6) **Invited presentations**
 - (a) Include the program title, title of presentation including where and when the presentation was presented.

- (b) Include a copy of the invitation.
 - (c) Arrange the presentations in the following order: local, state, regional, national, and international.
 - (7) Grant Activities
 - (a) Provide all grant activity in chronological order, including funded, unfunded and submitted, as applicable. Arrange the grants in order of internal and then external.
 - (b) Each grant entry listing should include:
 - (i) The title of the grant, time period, funding sources, dollar amounts of applied funds, and applicant's role.
 - (ii) Letter of award or page of submittal, as applicable.
 - (8) Continue Education (CE) Offering:
 - (a) Include the following information for each CE offering delivered:
 - (i) Title of the presentation,
 - (ii) Applicant's role,
 - (iii) Date/time, duration, and location of delivery,
 - (iv) Number of CE hours accredited and accreditation organization
 - (v) Any audience evaluations (if applicable)
 - (9) Patents
 - (a) Include a copy of the first page of the patent application and the approval confirmation sheet.
 - (10) Research awards
 - (a) Include all research awards earned during the promotion period. Include the name of the award, the date awarded, and the organization providing the award.
 - (b) Arrange the awards in the following order: local, state, regional, national, and international.
- c) SERVICE – Summary of Service

- (1) Arrange Service activities first by Off-Campus Service then On-Campus Service activities.
- (2) Activities for each area should be listed in chronological order and should only include activities that began or were in progress during the promotion period.
- (3) Professional organizations
 - (a) Include the following for each organization the applicant was a member of during the promotion period:
 - (i) Organization name,
 - (ii) Membership role of the applicant (member, fellow, distinguished fellow, etc.)
- (4) Committee Appointments
 - (a) Include copies of committee appointment letters for on-campus committee appointments, this includes committees at the department, school and/or the UNTHSC level.
 - (b) For committee appointments to Professional Organizations (beyond the HSC), include:
 - (i) Membership status with the organization,
 - (ii) committees served on during that membership,
 - (iii) role on those committees (i.e., conference organizer, chair of the committee, project leader for a special task, etc.),
 - (iv) and duration of service.
- (5) Activities of professional expertise
 - (a) For grant reviews, include the letter(s) of invitation to review grants for internal then external.
 - (b) For journals the applicant is acting as an editor for, include the name of the journal and the term of the experience as the editor.

- (c) For activities where the applicant acted as an advisory board member, medical reviewer, book reviewer, project or patent reviewer, include the letter of invitation or letter of acknowledgement of service provided.
 - (d) For research mentorship of students, list the mentorship role provided. Include the title of any research project(s) if applicable, and the end result of those projects.
- (6) Local Community Activities
 - (a) Include 1-2 representative correspondence/content items related to each community activity, the role the applicant served in the activity, and the name, date, duration, and location of the activity.
- (7) Clinical Practice
 - (a) Include the duration of clinical service, location(s) served, and any relevant clinical specialty or setting of the services provided.
 - (b) Include copies of relevant patient evaluation(s), honors or awards for patient care (if applicable) received during the promotion period.
- (8) Student advisership
 - (a) Include the quantity of students for whom the applicant acted as the advisor and the years for that service.
 - (b) Include activities where the applicant participated in extracurricular and outreach activities on campus in an advisor role (other than just as a participant). Include the role, year of the activity, and any end results, if available (e.g., thank you letter/email, reports produced, etc.)
- (9) Supervision or mentorship for terminal degree students, lab rotation students, post-doctorate, or visiting scholars (if applicable).
- (10) Attracted Gifts or Endowments
 - (a) Include a copy of the certificate or communication related to the attracted gifts or endowments

- (11) Faculty development
 - (a) Include the list of faculty development courses in chronological order
- (12) Service Awards (if applicable)
 - (a) Include copies of any awards, honors, or certificate for service attained during the promotion period. Arrange them in the following order: local, state, regional, national, and international.

Replaces prior version approved on: 03/26/2020
Amended by P&T Committee: 05/16/2022
Approved by SHP Executive Council: 6/08/2022
Approved by Dean: 06/08/2022, 08/29/2022
Reviewed by the Faculty: From 06/13/2022 to 06/24/2022

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**University of North Texas Health Science Center (UNTHSC)
University of North Texas System College of Pharmacy (SCP)**

Guidelines for Promotion and/or Tenure

Approved by Faculty on May 1, 2020:



S. Suresh Madhavan, MBA, PhD, FAPhA

Dean and Professor

Charles Taylor

DocuSigned by:
Charles Taylor
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5/28/2020

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I. OVERVIEW OF THE PROCESS

This document serves to guide faculty toward achieving excellence in scholarship, teaching, clinical practice, and academic service to meet expectations for promotion and tenure for all faculty with appointments to the UNT System College of Pharmacy, referred to below as the SCP.

The policies of the University of North Texas Health Science Center (UNTHSC) describe procedures for the appointment (Policy 6.002 Faculty Appointment, Reappointment, and Probationary Period), evaluation (Policy 6.002 Faculty Appointment, Reappointment, and Probationary Period), promotion (Policy 6.003 Faculty Tenure and Promotion), and, where applicable, tenure (Policy 6.003 Faculty Tenure and Promotion) and post tenure review (Policy 6.004 Evaluation of Tenured Faculty). SCP faculty are subject to these promotion and tenure policies to include process timeline, committee formulation and dossier specifics and appointment ranks/titles.

While SCP faculty are subject to the policies of the UNTHSC, it is recognized that outstanding colleges of Pharmacy require a great variety of faculty expertise and experience to meet the missions of teaching, scholarly activity, clinical practice, and academic service. Indeed, a highly varied and diverse faculty is mission critical for outstanding Colleges of Pharmacy. It is the responsibility of the Faculty, Promotion & Tenure Committee, Department Chairs, and Dean to achieve collective wisdom in applying these guidelines.

A. RESPONSIBILITY OF THE DEPARTMENT CHAIR

While it is a primary responsibility of the candidate, through his/her written narrative(s), to clearly define how the candidate contributes, in the chosen areas of emphasis, to the missions of the school, the Chair and the Promotion & Tenure Committee independently serve in an advisory capacity to the Dean's Office in assessment of the candidate's promotion and/or tenure application. The responsibilities of the Department Chair include:

- To advise faculty regarding promotion and tenure requests.
- To oversee and ensure that the Promotion & Tenure process is fulfilled as outlined in the Policy 6.003 Faculty Tenure and Promotion.
- To invite external letters of recommendation from individuals that are not specifically recommended by the candidate in addition to those individuals suggested by the candidate for objective peer-review of the portfolio.
- To conduct annual evaluations and goal settings in the areas of expected performance with each faculty member and provide a comprehensive letter of evaluation with a recommendation to the Promotion & Tenure Committee. This letter should

clearly identify the areas of emphasis in academic endeavor upon which the recommendation is based. This letter should also address the individual's personal qualities, such as integrity, reliability, collegiality and commitment institutional values.

- To communicate the status and recommendation by the Promotion & Tenure Committee to the faculty requesting promotion and/or tenure.

B. SCP PROMOTION & TENURE COMMITTEE

The SCP Promotion & Tenure Committee consists of six full time faculty members. All full-time faculty holding the rank of associate professor or full professor are eligible to serve on the committee. The respective Departments of Pharmacotherapy and Pharmaceutical Sciences will each have three representatives on the committee. From each department, one committee member will be elected by the faculty of the department, one will be appointed by the department Chair, and one will be appointed by the Dean. The Dean also appoints the Chair of the Promotion & Tenure Committee. Each committee member will serve for a three-year term with one member from each department rotating off each year. Faculty members may be reelected or reappointed to the Promotion & Tenure Committee upon completion of their three-year terms.

All members of the Committee are eligible to participate in committee deliberations but only faculty of higher academic rank than the faculty requesting promotion are eligible to vote on promotion and only tenured faculty are eligible to vote on tenure requests. Votes for tenure or promotion to full professor must involve a minimum of three eligible faculty members. In the event that the committee does not have three eligible faculty, ad hoc member(s) will be appointed by the Dean to serve for that specific case. Votes will be by secret ballot.

1. Responsibilities of the Promotion & Tenure Committee

Responsibilities of the Promotion and Tenure Committee are:

- To advise newly hired faculty, within the first six months of employment, on promotion and tenure guidelines and expectations.
- To conduct periodic reviews of faculty appointed at the rank of assistant professor to supplement yearly Department Chair evaluations and College Faculty Mentoring Plan for the purpose of providing guidance on progress toward promotion and/or tenure. This typically occurs at three-year intervals for assistant professors whose initial appointment is in the College but may occur sooner if requested by the Chair based on the candidate's exceptional performance or the candidate's previous service at another institution or both. After the periodic reviews, the Promotion & Tenure Committee shall provide a letter to the candidate, with a copy to the Department Chair and Dean, containing the Committee's opinion on the candidate's strengths and weaknesses, as well as guidance for future development related to promotion and tenure.

- To conduct a thorough, fair, and independent review of the dossier of a candidate requesting promotion and/or tenure based on the SCP promotion and tenure guidelines and provide a recommendation on the request to the Dean. The Committee shall provide a letter containing the Committee's recommendation to the Dean, with a copy to the Department Chair.

C. REGENTS PROFESSOR, EMERITUS PROFESSOR, AND ENDOWED PROFESSORSHIP/CHAIR DESIGNATIONS

1. *Regents Professor*

The faculty will be governed by the policies of the UNT Board of Regents and UNTHSC (UNTHSC policy 6.102).

2. *Emeritus Professor*

The faculty will be governed by the policies of the UNT Board of Regents and UNTHSC (UNTHSC policy 6.102).

3. *Endowed Professorships and Chairs*

The faculty will be governed by the policies of the UNT Board of Regents, UNTHSC, and the terms and conditions of the specific endowment.

D. APPOINTMENT OF ADJUNCT FACULTY

In general, adjunct faculty members appointed or promoted to a specific rank should meet the criteria for the promotion of regular SCP faculty members to the relevant rank. The process for appointing and promoting faculty in such positions will be initiated by a written recommendation from the Department Chair, followed by a review by the SCP Promotion & Tenure Committee for final recommendation to the Dean. Adjunct faculty will be annually evaluated by the Department Chair to ensure they are performing at the level of their rank.

II. THE PROCESS OF PROMOTION AND TENURE REVIEW

The purpose of this section is to describe the process of reviewing faculty at various stages of their career. This includes promotion and tenure, post-tenure review, and periodic three-year review by the Promotion & Tenure Committee. Promotion and tenure are not linked, and therefore, there are criteria for promotion and additional criteria for tenure.

Throughout this process, the guidelines for promotion and tenure and the associated rubrics (see Procedure Statement P6.003) will be used to evaluate the faculty member (i.e., applicant). Faculty should discuss with their Chair about their progression towards meeting their goals with respect to P&T, as outlined in the Promotion & Tenure guidelines.

Promotion and/or tenure: As described in Policy 6.003 Faculty Tenure and Promotion, the individual faculty member initiates the promotion application process by consultation with the Department Chair. Although it is up to the faculty member to make the final decision on whether to apply for promotion and/or tenure, the advice of their Department Chair should be carefully considered. The faculty member may also want to seek input from the Chair of the SCP Promotion & Tenure Committee.

Post-tenure review: Once a faculty member is awarded tenure, they are expected to continue to meet the expectations of their rank, and the institution requires periodic reviews to document that the faculty member is indeed still contributing in a manner consistent with their rank. If not, a performance development plan will be developed to help the faculty to meet these expectations.

Three-year review: Assistant Professors and tenure-track Associate Professors or Professors will be reviewed by the Promotion & Tenure Committee every three years until they are promoted and/or receive tenure. The Chair and the faculty member should be reviewing progress toward promotion and/or tenure every year during the annual evaluation process, and the Promotion & Tenure Committee will review the dossier and provide additional recommendations. This review also offers an opportunity for the faculty member to develop their Promotion & Tenure dossier, have it reviewed, and receive feedback.

A. OVERVIEW OF THE STEPS INVOLVED IN THIS PROCESS

1. The applicant and their Department Chair should discuss the process of review. This discussion should include what is needed and when, and any potential issues that should be clearly addressed. The Chair will be helpful in suggesting the type of people from whom potential letters of recommendation/review, particularly those from faculty or staff at UNTHSC, could be requested. There should be a discussion of the various deadlines that must be met to get things ready. The faculty affairs website will have the timeline for this process and will list deadlines for each step.

Members of the Promotion & Tenure Committee, particularly the Chair of the committee, are also good resources for clarifying the process of review and content of dossier.

The content of applicant's dossier is detailed below and should be provided in an electronic form (pdf).

2. The applicant will submit their dossier and suggested contacts for external and internal review letters to the Chair by the deadline set by institution. Applicants should suggest up to five contacts with sufficient expertise to evaluate their work and may be professional acquaintances; however, contacts should not be current or former research collaborators, mentors, or personal friends. The Department Chair will select at least one reviewer from the list given by the faculty member.

No letters are needed for the three-year review.

For post-tenure review, a faculty member can recommend external or internal reviewers for letters of evaluation, and in this case, the Department Chair will select at least one reviewer from the list given by the faculty member.

3. For promotion and tenure, the Department Chair will request at least two external and at least one internal letters of review, and once received, the Chair will evaluate the applicant's dossier and write a letter outlining strengths, weakness, and any areas of concern. The Department Chair will request review letters from contacts suggested by the faculty member and from additional referees identified by the Chair. At least two external and at least one internal letters of review will be obtained.

For post-tenure review, the Department Chair has the discretion to request internal and external letters of evaluation from other reviewers, as well as additional documentation. The Chair will evaluate the applicant's dossier and write a letter outlining strengths, weakness, and any areas of concern and provide a recommendation to the Promotion & Tenure Committee.

For three-year review, Chair will provide a letter of evaluation, but no other letters are needed.

4. The Department Chair will send the dossier, along with all of the letters of review and letters of recommendation as well as their own letter of recommendation, to the Chair of the Promotion & Tenure Committee. This information will be then be sent to all the members of the Promotion & Tenure Committee.
5. Members of the Promotion & Tenure Committee will review the dossiers individually and then meet as a committee to discuss all of the dossiers under consideration during that cycle. The committee may also request additional documentation of performance, including external evaluations. Everyone on the committee will have an opportunity to discuss the contributions of the applicant to the College, UNTHSC, and to their profession. However, members of the committee must be of equivalent rank and tenure status to that to which the faculty member is being considered to vote by secret ballot. Promotion and tenure are not linked, and therefore, separate votes will be taken for each.

For post-tenure review, the faculty member may address the school/college promotion and tenure committee in person but shall not be present during the official reviews. After evaluation of the documentation, the Promotion and Tenure Committee will then make a determination of performance based on the faculty member's portfolio and any personal statements (UNHSC policy 6.004 Evaluation of Tenured Faculty). The promotion and tenure committee will provide a rating of performance in teaching, research, and service and state the basis of that finding in accordance with the criteria described in the SCP guidelines. A rating of "deficient" in one or more categories of performance will require the development of a Performance Improvement Plan.

The overall recommendation for promotion, tenure and post-tenure review will be based on a majority vote.

For the three-year review, there is no vote but there is an evaluation about whether the applicant is progressing well in their career, and if not, what areas deserve additional attention.

6. The Chair of the Promotion & Tenure Committee drafts a letter of recommendation for each faculty member that has been assessed by the committee, which is evaluated and approved by the committee members. The letter may indicate areas that lead to the overall recommendation; however, if the vote was not unanimous, there will be an indication of issues that contributed to the minority opinion. Copies of the letters are sent to the faculty applicant and the Department Chair. For promotion and tenure, as well as post-tenure review, one copy is also sent to Dean, and an electronic copy is sent to the faculty affairs office to ensure the files are complete.

The purpose of the three-year review is to help assess the applicant's journey along their career path, and the letters will provide some guidance to help or reinforce the successful career development of the faculty member. Therefore, the Promotion & Tenure Committee's letter is only sent to the Department Chair and the faculty member for their assessment.

7. The Dean will then review the applicant's dossier and make a recommendation, which is sent to the Provost. The Provost will similarly review the dossier and forward the recommendation to the President. For promotion, the President will make the final decision, while for tenure, the President will make a recommendation to the Board of Regents, who are responsible for granting tenure.

For Post-tenure review, the Dean makes the final decision about whether the faculty member is continuing to meet the expectations of their rank.

B. DOSSIER CONTENT

Sufficient information should be given in the dossier so that someone that does not know the applicant can assess their accomplishments and determine whether they meet the criteria for promotion or tenure, expectations of the applicant's current rank (post-tenure review), or the applicant's career goals (three-year review). The required contents for the dossier may be obtained from the faculty affairs website, and the applicant should discuss each of the sections with their Chair prior to drafting and assembling their dossier.

The dossier for promotion, tenure, and post-tenure review includes all of the following items, while the three-year review dossier does not include internal or external review.

The dossier contains the following:

1. Narrative – This should be a description of highlights related to evaluation criteria and should be about 2-3 pages long. The recommended focus should be on all three criteria for evaluation and provide detailed information that is not easily found in

the CV. For example, if the applicant has developed a new course or introduced new approaches of teaching, then those should be highlighted. The applicant also might want to summarize research findings and their impact, as well as highlight other achievements in the areas of teaching, scholarship and service/patient care separately.

The major criteria used in evaluation and should be addressed under subheadings in narrative are:

- Teaching
- Scholarly activity
- Research
- Clinical practice
- Service
 - International
 - National
 - Regional
 - Institutional (UNTHSC) and within college

In developing the narrative on teaching, the applicant should consider in-class teaching, online teaching, mentorship of students and post-docs, precepting students and residents in clinics, duties as course director and similar. Any unique accomplishments in teaching should also be highlighted, e.g., the successful introduction of new teaching methods or new courses developed.

It should be noted that scholarly activity and research will often be combined and evaluated together, especially if a major focus of the candidate is research. Similarly, clinical practice and service have been combined as a criterion to be evaluated. It is however permissible to present these separately in the narrative, if it makes sense to do so.

2. Chair evaluation – The Chair will review the applicant’s dossier and letters and will assess the applicant’s contributions and whether these meet the expectations for promotion and/or tenure as described in the SCP guidelines for promotion and tenure. The Chair will write a letter that describes the contributions of the applicant in all aspects of their assigned faculty roles and whether they believe that the expectations for promotion, tenure, or post-tenure review have been met. The Chair will note whether the performance of the applicant in each area is considered outstanding, quality, or deficient during the overall time period under consideration. This assessment is not simply a matter of looking at past annual evaluations but will

include a holistic evaluation of the entire period of time under consideration. The Chair will take into account the allotted workload for the faculty member in each area over the period of time under consideration in determining the appropriate performance ranking. This letter will be included in the dossier that is forwarded to the Chair of the Promotion & Tenure Committee.

3. CV – The applicant should use the suggested format as found on the faculty affairs website (CV Format). It is also recommended that they ensure that the CV is complete and accurately documents publications, teaching, service (indicate with international, national, local, university, etc.).

Teaching activity should include courses taught, the applicant's role and inclusive years. Graduate, medical, pharmacy students mentored with inclusive years. Courses taught external to UNTHSC should also be included.

For publications, there should be different subheadings for peer-reviewed publications, review articles/book chapters, abstracts, non-peer reviewed articles, etc.

Service activity should include UNTHSC activities (e.g., committee assignments and roles) and clinical, professional association activities and community service/involvement. The applicant should include dates of service and designate whether activities are local, regional, national or international. This would include review of manuscripts and service on editorial boards of journals, as well as any role as officer in a professional association or chairing sessions at scientific or professional meetings. Community service related to the applicant's discipline should also be included here.

4. External/Internal letters of recommendation and review:

- **Internal letters** of recommendation (not required for three-year review) – These are letters from faculty or staff at UNTHSC. They should focus on addressing the applicant's unique contributions to teaching or service (e.g., clinical), but can, in some circumstances, address research and/or scholarly activity. The key consideration is to identify individuals that can provide an honest review of the applicant's contribution in the specified area(s). For teaching, this could be a course director, Associate Dean of Curriculum, or someone similar; letters written by students will not have a significant impact on the review. Another suggestion would be chairs of committees on which the applicant has served to help address the applicant's contributions to key service efforts.

The applicant should ask individuals if they would be willing to write a letter, and if so, they should send it directly to the applicant's Department Chair. The applicant should not see these letters in order to encourage honest reviews.

- **External and internal letters** of review (not required for three-year review) – There are two different sets of external letters: 1) Those that the candidate suggests; and 2) those requested by Chair, and sometimes by the Dean.

The candidate should recommend up to five external reviewers that can evaluate their contribution to science or clinical practice. These should be individuals that will provide an unbiased review. It is highly discouraged to select past mentors or close collaborators as external reviewers. Importantly, letters should be from individuals who are aware of the applicant's research, or supervisors that can evaluate the candidate's contributions in the clinic.

The Chair of the candidate's Department will also request external reviews from Chairs, Deans, or similar individuals that are knowledgeable in regard to Promotion & Tenure processes at their respective institutions. External reviewers will be given the candidate's entire dossier and the Promotion & Tenure guidelines for the System College of Pharmacy. These reviewers will likely be from Colleges of Pharmacy similar to the System College of Pharmacy. These reviewers will be asked to evaluate the dossier and recommend whether the candidate has met the SCP guidelines for promotion and/or tenure. Ideally, they are also encouraged to state whether the candidate would similarly meet the requirements at their institution. The Chair of the candidate's Department will also obtain one internal review from a faculty member at UNTHSC with an appointment outside of the SCP. The internal reviewer will be a Chair, Dean, or similar individual that is knowledgeable in regard to the promotion and tenure process. The internal reviewer will be given the candidate's entire dossier and the Promotion & Tenure guidelines for the System College of Pharmacy. The internal reviewer will be asked to evaluate the dossier and recommend whether the candidate has met the SCP guidelines for promotion and/or tenure.

5. Teaching, Research/Scholarship and Service:

It is important that the applicant's dossier contain sufficient documentation to support the request for promotion and/or tenure. The dossier will be reviewed by individuals that may not be familiar with the applicant, and therefore, the applicant can include an appendix section containing documents or information to support the statements in the narrative. The inclusion of teaching evaluations, awards for teaching or research are examples of documents that can be used. If the applicant chooses, a more detailed narrative or analysis of accomplishments can be included in each of these sections, especially if details and other information was not included in the relatively brief narrative section.

- Teaching - Examples of course materials that demonstrate excellence/innovation in teaching; summaries of student and peer feedback; students or post docs mentored, and any teaching awards/recognitions. Sufficient examples should be included to clearly demonstrate outstanding and/or quality performance in teaching.
- Research – Information about research/scholarly activity that is not included in CV. Sufficient examples should be included to clearly demonstrate outstanding and/or quality performance in research/scholarly activity. Faculty with a significant ($\geq 20\%$) effort in research/scholarly activity should demonstrate outstanding performance.

- Service – Documents supporting service activities, including assessments of clinical competence or patient satisfaction. Sufficient examples should be included to clearly demonstrate outstanding and/or quality performance in service.
6. Annual performance evaluations, and workload expectations at UNTHSC – For up to the past five years.

III. GENERAL CRITERIA FOR PROMOTION AND TENURE

The criteria below (Sections IIIA, IIIB and IIIC) provide examples of activities that can be used to document quality and outstanding performance in teaching, research/scholarly activities, clinical practice and service, but are not intended to be comprehensive or exhaustive. Multiple activities comparable to the list of examples shown below will strengthen the application for promotion to each rank. The criteria for levels of performance are cumulative, *i.e.*, achieving Outstanding Performance includes fulfilling the criteria for Quality Performance. The proportion of effort assigned to each area of performance (*i.e.*, workload) will be considered in the evaluation of promotion and/or tenure.

Faculty who are rated as outstanding performance in two categories and quality performance in a third category merit a promotion. Faculty members must show evidence of outstanding achievement in their major area of assigned workload responsibility. No single criterion should be considered decisive. Promotion will not be granted for candidates with a rating of "deficient" in any of the three areas.

The rubrics that will be used to evaluate a faculty member's performance (*i.e.*, Outstanding, Quality or Deficient) are provided in Procedure Statement P6.003. In general, meeting quantitative annual goals/expectations with a level of performance consistent with a faculty member's experience, rank, and allotted workload will be given a rating of quality performance. Outstanding performance will be given when a faculty member not only meets these quantitative goals/expectations in a specific criteria for promotion, but goes consistently beyond expectations in at least one significant activity with definitive achievements that demonstrate excellence, *e.g.* obtaining major extramural research funding awards, earning superior student and/or peer teaching evaluations, winning awards in research and/or teaching, or outstanding committee leadership that results in achievement of critical milestone.

The review for promotion and/or tenure is based on the accomplishments of a faculty member, not simply effort. Thus, Professional Development criteria is important in Annual Evaluation and would be useful in the accomplishment of goals expected for promotion and/or tenure. However, mere participation in professional development activities without subsequent accomplishments as a result of those activities will have minimal weight toward promotion or tenure. For example, participation in workshops on writing grants without consequently being awarded a grant will not have significant impact on the final recommendation.

A. FACULTY WITH CLINICAL PRACTICE OR TEACHING AS SIGNIFICANT AREAS OF CONTRIBUTION

This encompasses faculty without a significant (less than 20%) effort in research.

1. *Promotion from Assistant to Associate Professor:*

To be considered for promotion to associate professor, a clinician/educator track faculty member should be outstanding in two out of the three areas of teaching, research/scholarship, and clinical/academic service, with quality performance in the remaining area. The following list outlines examples of each area but is not exhaustive.

Teaching and related activities may include, but are not limited to the following:

- Demonstrated excellence in knowledge and skill in teaching as evidenced by student, peer, and other (e.g., Center for Innovative Learning) sources of evaluations.
- Development of new courses or interprofessional activities.
- Courses taught (year, number of students, experiential teaching).
- Demonstrated depth and breadth of teaching competence.
- Actively participated in interdisciplinary and interprofessional teaching.
- Served as an advisor and/or mentor to students, post-doctoral residents, post-doctoral researchers, or fellows.
- Is nominated for or receives teaching award(s) by the College, University, or professional organizations.
- Used faculty development opportunities and teacher effectiveness tools to improve teaching.

Scholarship and related activities may include, but are not limited to the following:

- Independently or collaboratively (e.g., co-investigator) attempted to obtain or obtains funding (intramural or extramural) for support of creative scholarly activities including pedagogical projects.
- Authored scholarly publications, such as manuscripts, book chapters, abstracts, and posters that are published in refereed or peer-reviewed, nationally or internationally recognized, print or on-line journals. Primary or senior/corresponding authorship is encouraged.
- Presented results of scholarly or other creative works at international, national, regional, state, or local professional meetings.

- Invited lectures.

Clinical service and related activities may include, but are not limited to the following:

- Achieved and/or maintains board certification or certification in relevant programs.
- Maintained or develops clinical programs and practice standards.
- Exhibited a high quality of expertise and effective clinical professional practice as evidenced by peer or health care professional documentation, such as receiving requests from other professionals for advice, consultants, referrals, or other.
- Received favorable patient satisfaction evaluation if available.
- Received service award(s) from practice site.

Academic Service and related activities may include, but are not limited to the following:

- Demonstrated involvement in support of the University, College, department, and other activities by serving on committees and/or task force.
- Participated in College ceremonies (e.g., White Coat) and events.
- Participated as an expert in a professional field by serving local, regional, national, or international organizations as a conference organizer, speaker, or faculty participant.
- Attended (when appropriate) local, state, national, or international meetings.
- Contributed to the professional societies as evidenced by committee membership, chair of committees, program chairs, or other recognized activities.
- Participated in non-professional community service.
- Served as an advisor or co-advisor to student organizations.
- Received service award(s) from the clinical site, College, University, or professional organization.
- Served as Resident Program Director and/or coordinator for post-doctoral residents or fellows.
- Served as a reviewer for national or international professional journals or abstracts for a national or international professional meeting.

2. *Promotion from Associate to Full Professor:*

It is anticipated that a Full Professor has obtained international or national reputation in their profession and/or teaching. In addition, the faculty member should demonstrate leadership qualities in service or teaching. To be considered for promotion to professor, a clinician/educator track faculty member should be outstanding in two out of the three areas of teaching, research/scholarship, and clinical/academic service, with quality performance in the remaining area. The following list outlines examples of each area but is not exhaustive.

Teaching and related activities may include, but are not limited to the following:

- Assumed responsibility for development, implementation, and management of courses.
- Provided leadership in curriculum development and implementation.
- Demonstrated innovation in teaching methods for didactic, laboratory, or clinical teaching.
- Maintained a high level of engagement in the scholarship of teaching.

Scholarship and related activities may include, but are not limited to the following:

- Served as a primary or senior/corresponding author of multiple scholarly publications, such as manuscripts and book chapters that are published in refereed or peer-reviewed, nationally or internationally recognized, print or on-line journals.
- Served as an editor or sole/lead author of a book.
- Served as a reviewer and/or editor for national or international professional journals or abstracts for a national or international professional meeting.
- Presented results of scholarly or other creative works at international, national, regional, state or local professional meetings.
- Developed and conducted scholarly investigations as a primary investigator.
- Received research or scholarship awards by the College, University, or professional organizations.
- Obtained funding (intramural or extramural) in support of scholarly activities either as a principle investigator, collaborator, or co-investigator.

Clinical Service and related activities may include, but are not limited to the following:

- Demonstrated growth and increase in responsibility in one or more examples of clinical services listed for Promotion to Associate Professor.

Academic Service and related activities may include, but are not limited to the following:

- Served as a mentor to junior faculty members.
- Served in a leadership role on the clinical site, department, College, or University committee.
- Served in a leadership role in the implementation and support of the clinical programs, College, University, or professional organization.
- Provided leadership in a non-professional, community, or administrative role.

B. FACULTY WITH RESEARCH AS A SIGNIFICANT AREA OF CONTRIBUTION

This encompasses faculty with a significant ($\geq 20\%$) effort in research.

1. *Promotion from Assistant to Associate Professor*

To be considered for promotion to associate professor, a faculty member should be outstanding in the area of research/scholarship, and outstanding in one of the two areas of teaching or academic service, with quality performance in the remaining area. The following list outlines examples of each area but is not exhaustive:

Teaching and related activities may include, but are not limited to the following:

- Demonstrated sustained excellence in knowledge and skill in teaching as evidenced by student, peer, and other (e.g., Center for Innovative Learning) sources of evaluations.
- Demonstrated depth and breadth of teaching competence.
- Actively participated in interdisciplinary and interprofessional teaching.
- Served as a major professor or preceptor that trains students, post-doctoral residents, post-doctoral researchers, or fellows.
- Nominated for or receives teaching award(s) by the College, University, or professional organizations.
- Used faculty development opportunities and teacher effectiveness tools to improve teaching.

Scholarship and related activities may include, but are not limited to the following:

- Independently or collaboratively (e.g., co-investigator) obtained funding for support of creative scholarly activities including pedagogical projects.
- Demonstrated success in obtaining extramural funding support for scholarly activity; additional support through competitive intramural funding will also be considered. Research efforts and scholarly activity should be supported with minimal to no departmental support.
- Served as a primary or senior/corresponding author of sustained scholarly publications, such as manuscripts, book chapters, abstracts, and posters that are published in refereed or peer-reviewed, nationally or internationally recognized, print or online journals.
- Served as a reviewer and/or editor for national or international professional journals or abstracts for a national or international professional meeting.
- Presented results of scholarly or other creative works at international, national, regional, state or local professional meetings.

Academic Service and related activities may include, but are not limited to the following:

- Demonstrated involvement in support of the University, College, department, and other entities by serving on committees.
- Participated as an expert in one's field recognized by local, regional, national, or international organizations as a speaker or faculty participant.
- Participated in College ceremonies (e.g., commencement) and events.
- Attended (when appropriate) local, state, national, or international meetings.
- Contributed to the professional societies as evidenced by committee membership, chair of committees, program chairs, or other recognized activities.
- Participated in non-professional community service.
- Served as an advisor or co-advisor to student organizations.
- Received a service award from the College, University, or professional organization.

2. Promotion from Associate to Full Professor:

It is anticipated that a Full Professor with a major workload focus in research has obtained international or national reputation in research. In addition, the faculty member should demonstrate leadership qualities in service or teaching. The evaluation for the rank of professor is based upon the expectation that the candidate meets the minimum guidelines for the rank of associate professor, with additional positive evidence of growth in one or more areas since attaining the rank of associate professor. These criteria are in addition to those for the promotion from assistant to associate professor. The following list outlines examples of each area but is not exhaustive:

Teaching and related activities may include, but are not limited to the following:

- Assumed responsibility for development, implementation, and management of courses.
- Provided leadership in curriculum development and implementation.
- Demonstrated innovative teaching methods for didactic, laboratory, or clinical teaching.
- Maintained a high level of engagement in the scholarship of teaching.

Scholarship and related activities include, but are not limited to the following:

- Demonstrated a track record of sustained extramural funding with at least one major extramural award funded in the past five years as principal investigator and must be able to support research efforts and scholarly activity with minimal to no departmental support.
- Consistently served as a primary or senior/corresponding author of scholarly publications, such as manuscripts and book chapters that are published in refereed or peer-reviewed, nationally or internationally recognized, print or on-line journals.
- Served as an editor or sole/lead author of a nationally or internationally recognized book.
- Created intellectual property, e.g., patent applications, copyrighted software of relevant scholarly value.
- Publications are regularly cited by other researchers in their discipline.
- Served as a member of editorial board or editor for a national or international professional journal
- Presented results of scholarly or other creative works at international, national, regional, state or local professional meetings (with platform or invited presentations viewed more favorably).
- Received research or scholarship awards by the College, University, or professional organizations.

Academic Service and related activities may include, but are not limited to the following:

- Served as a mentor to junior faculty members.
- Served in a leadership role on the clinical site, department, College, or University committee.
- Served in a leadership role in the implementation and support of the clinical programs, College, University, or professional organization.
- Provided leadership in a non-professional, community, or administrative role.

C. TENURE

While the process of promotion within the ranks at the UNTHSC is more directly proportional to the academic achievements of the individual, the process of tenure is viewed as a long-term investment in the faculty member commensurate with sustained performance in the future along with prospects of positive teamwork, collaborations, and perceptions of being a collegial and valuable member of the UNTHSC.

To achieve tenure, faculty are expected to demonstrate:

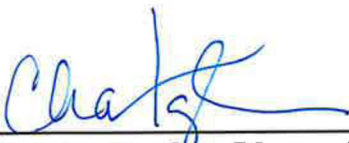
- A sustained record of productivity in teaching, scholarly activities, and service. For each candidate, the expected level of activity is reflected by the individual's workload assignments during the time on the tenure track.
- The ability to continue to significantly contribute to teaching and service to the institution.
- Commitment to UNTHSC values and the biomedical profession in the mission of the department, school, and UNTHSC.
- Evidence of potential for outstanding performance and future career growth as a faculty member. Each candidate should demonstrate a unique contribution to the department, school, and UNTHSC. This includes the ability to work with others as a member of a team, collaborate, and perceived as being a collegial and valuable member of SCP and UNTHSC.

There are two levels of performance generally required in making recommendations on tenure: "quality" and "outstanding." Faculty who are rated as outstanding performance in two categories and quality performance in a third category merit tenure. Faculty members must show evidence of outstanding achievement in their major area of assigned workload responsibility. Tenure will not be granted for candidates with a rating of "deficient" in any of the three areas

University of North Texas Health Science Center

College of Nursing

Faculty Promotion and Tenure Guidelines



Charles Taylor, Pharm D
Executive Vice President & Provost

3/15/2023

Date

Approved: 3/15/2023; OGC reviewed June 16, 2023

The procedure and criteria of the College of Nursing (CON) that follow should be considered an addendum to the University of North Texas Health Science Center (UNTHSC) [Faculty Tenure and Promotion Policy](#). The responsibility of the UNTHSC is to develop a faculty of the highest quality by recognizing and encouraging academic achievement. Evaluation of faculty members is detailed in the UNTHSC [Faculty Tenure and Promotion Policy](#). Evaluation for Promotion and Tenure of the CON faculty focuses on three areas: teaching, research/scholarly activities, and professional/clinical service. Contribution to only one of these three areas will not qualify an individual for promotion. A faculty member applying for Promotion & Tenure must show continuing professional growth in all areas.

GENERAL INFORMATION

For applications for promotion, tenure, mid-tenure and periodic peer review, letters of review are required. Please refer to Article V regarding the specific details of these letters.

ARTICLE I – PROMOTION

Promotion of academic rank is a means by which the UNTHSC encourages, recognizes, and rewards faculty members for excellence in the performance of their duties.

1. INITIATION OF THE PROMOTION APPLICATION

- A. Faculty members who wish to apply for academic advancement initiate the promotion application process with a written request to their Chair and by submitting their candidate promotion application materials (hereafter “**Portfolio**”) before the deadlines set for each.
- B. The promotion application process will follow the schedule and procedures established by the Office of Faculty Affairs. Promotion application timelines are detailed on the [Office of Faculty Affairs website](#).

2. PROMOTION APPLICATION PROCESS

- A. The candidate’s application Portfolio will be submitted by the candidate to the department chair in accordance with the timeline indicated by the Office of Faculty Affairs.
- B. The Chair will perform the initial **Portfolio** review.
- C. The chair will review and consider the submitted documentation and make a Recommendation.
- D. The chair will then forward her/his Recommendation and any preceding Recommendations with the Portfolio which will be presented to the Dean. On the weight of the previous Recommendations, the Dean will forward the Portfolio and all previous Recommendations to the Promotion & Tenure Committee (CON P & T Committee).

- E. The P & T Committee will consider all documentation in the Portfolio along with the preceding Recommendations and make a Recommendation regarding promotion. The P & T committee will then forward the Portfolio and all preceding Recommendations (including their own) to the Dean.
- F. The Dean will then review the Portfolio and Recommendations and make a Recommendation. The Dean's Recommendation will be forwarded with the Portfolio to the UNTHSC Provost.
- G. The faculty member shall receive written notice within fifteen (15) working days of the decision at each step of the review process. These notifications will also occur in accordance with the timeline prescribed by the Office of Faculty Affairs.

3. CRITERIA FOR PROMOTION

The CON promotion criteria are intended as guidelines to be used in conjunction with UNTHSC Faculty Tenure and Promotion Policy and criteria published by the accrediting body and/or national education agency related to the faculty member's profession.

For applications for promotion, letters of review are required. Please refer to Article V regarding the specific details of these letters.

A. General Consideration

- 1). A candidate should be considered for promotion after the individual has made contributions to both the institution and their profession as demonstrated by the materials in the Portfolio.
- 2). A terminal degree in the candidate's chosen discipline must be attained for promotion beyond the rank of Assistant Professor.
- 3). For consideration of promotion (tenure and non-tenure), three main areas of activity must be included in the Portfolio: teaching, research/scholarly activities, and service.
- 4). Note that the Service area includes clinical service, academic service/administration, and/or public or professional service.
- 5). Candidates must also show a history of continuing professional growth in all three areas.
 - a. For non-tenure promotion consideration, the Portfolio may only contain activities in each of the three areas that occurred within the evaluation period of the candidate's current rank.
 - b. For tenure promotion consideration, activities must be included spanning all ranks the candidate has held.

- 6). The level of performance for each activity included in the Portfolio reporting time frame will determine the faculty member's qualification for promotion.
- 7). Review of the candidate's application will take into consideration the percentage of effort in each of the three areas. Expectations should be commensurate to the percent effort in each area.

B. Levels of Performance

- 1). The levels of performance evaluating each of the three areas of activity include two levels of performance: Outstanding and Quality.
- 2). An exception may be made excusing a single area of activity from evaluation if the candidate has consistently had one of the following:
 - a. 5% or less time allocation set to that area in each of the years the candidate has held their current rank.
 - b. An average of 5% or less time allocation over all the years the candidate has held their current rank.
- 3). If an area of activity is excused, the performance level for the remaining two areas must be at an Outstanding level.
- 4). The candidate must have demonstrated outstanding performance in two areas and at least quality performance in one area. One of the two areas of outstanding performance must include the area with the highest percent effort in workload allocation.
- 5). Lists of examples of outstanding and quality performance are provided as examples in the appendices of this document.
- 6). These lists are examples only and are not to be considered a "checklist" or "menu" for promotion consideration. Please reference appendix 6 in this document for further details on required materials for the portfolio.
- 7). In no case will undocumented expectations of performance (e.g. undocumented customs, historical precedents, uncommunicated performance needs) be used to make promotion recommendations.
- 8). Specific requirements for individual performance should appear in performance evaluation documents and similar reviews between the candidate and their chair.
- 9). The review of the candidate's **Portfolio** will be based on and commensurate to the faculty member workload effort in each of the three areas.

C. Rank Specific Promotion Consideration Requirements

1). Assistant Professor

- a. In most cases, candidates for the rank of Assistant Professor will have a minimum of 3 years of professional experience.
- b. A terminal degree in the applicant's professional field or a related field is not required for promotion to Assistant Professor.
- c. Examples of activities/items for promotion to the level of Assistant Professor meeting Quality and Outstanding performance levels are shown in Appendix 1.
 - i. Please note that the items shown in Appendix 1 are examples, not an exhaustive list.
 - ii. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee Chair well in advance of the deadline for promotion package submission.

2). Associate Professor

- a. The faculty member generally has served as a full-time Assistant Professor for at least five years.
- b. At least one year of the faculty member's experience should be at the Assistant Professor level with the UNTHSC.
- c. A terminal degree in the candidate's chosen profession must be attained for promotion to Associate Professor.
- d. Examples of activities/items for promotion to the level of Associate Professor meeting Quality and Outstanding performance levels are shown in Appendix 2.
 - i. Please note that the items shown in Appendix 2 are examples, not an exhaustive list.
 - ii. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee Chair well in advance of the deadline for promotion package submission.

3). Professor

- a. In most cases, the candidate would have served as an Associate Professor for at least five years. One year should be at the UNTHSC.
- b. Be nationally recognized by his/her peers within the discipline.
- c. A terminal academic degree in the candidate's chosen profession must be attained for promotion to the rank of Professor.
- d. Examples of activities/items for promotion to the level of Professor meeting Quality and Outstanding performance levels are shown in Appendix 3.
 - i. Please note that the items shown in Appendix 3 are examples, not an exhaustive list.
 - ii. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee Chair well in advance of the deadline for promotion package submission.

ARTICLE II – TENURE

The award of tenure indicates a record of sustained productivity, a commitment by the faculty member to continue contributing to the success of UNTHSC and indicated a high probability of continued success in research/scholarship, teaching and professional/clinical service.

To achieve tenure, faculty are expected to demonstrate commitment to the mission, vision and values of the UNTHSC, sustained productivity and outstanding performance in research/scholarship, teaching and professional/clinical service now and demonstrate future commitment to these areas of performance.

Faculty must also demonstrate behavior that is professional, cooperative and respectful in a manner consistent with UNTHSC values and thereby function as a collegial and productive citizen of UNTHSC.

The expected level of activity in each of the three areas, teaching, research/scholarship and service, is reflected by their individual work assignments during their time on tenure track.

As noted in the UNTHSC Faculty Tenure and Promotion Policy, faculty must demonstrate Outstanding performance in two of the three areas (teaching, research/scholarship and service), and at least Quality performance in the third area.

One of the two areas rated outstanding must be the area with the highest percent effort in workload allocation.

The review of the candidate's application to promotion and expectations will be based on and commensurate to the faculty member workload effort in each of the three areas.

1. TENURE TRACK PROBATIONARY PERIOD

- A. The minimum probationary period for faculty members on the tenure shall be no less than one year before application for tenure.
- B. The maximum probationary period for faculty members on the tenure track shall not be more than nine years of full-time academic service. Faculty members who are not recommended for tenure by the President shall not be entitled to tenure solely by virtue of being employed at the UNTHSC beyond their probationary period.
- C. On recommendation of the chair and approval by the Dean, Provost, and the President, the probationary period for a faculty member appointed at the rank of assistant professor or higher may be decreased by the same amount of time that they have served at another institution at the rank of assistant professor or higher. Any such agreements must be specified in writing at the time of the faculty member's initial appointment. The college shall adhere to the following probationary periods as described in the [UNTHSC Faculty Tenure and Promotion Policy](#).
- D. Definition of Probationary period
 - 1). Assistant Professor
 - a. Beginning with the initial appointment to the rank of assistant professor, the probationary period shall not exceed nine (9) years. A decision on tenure will be made during the last probationary year. If tenure is not granted to the faculty member, his/her next academic year (September 1 to August 31) shall be his/her terminal year on the tenure track. A faculty member may apply for tenure before the last probationary year. If denied, then the faculty member may remain on tenure track and reapply during the last probationary year.
 - 2). Associate Professor and Professor
 - a. Beginning with the initial appointment to the rank of associate professor or professor, the probationary period shall be a minimum of one (1) year before application for tenure may be made, but not to exceed six (6) years; i.e., the decision on tenure will be made during the last probationary year.
 - b. A faculty member may apply for tenure before the last probationary year.

- i. If tenure is not granted to the faculty member during their last probationary year, the following academic year (September 1 to August 31) will be their terminal academic year on the tenure track.
- ii. If tenure is denied, the faculty member may remain on tenure track and reapply during the last probationary year.

E. Tenure Appointment Periods

- 1). Appointment periods for tenure purposes are calculated from September 1 of the calendar year in which the appointment is effective.
- 2). A faculty member's probationary period shall be the length of time defined by the rank of initial appointment to the UNTHSC on the tenure track.
- 3). A faculty member granted a leave of absence will have their probationary period extended accordingly. If the faculty member disagrees with the report of the P & T committee or the dean's recommendation, they have the opportunity to appeal the decision through the Faculty Grievance and Appeal Committee.

2. MID-PROBATIONARY REVIEW

A. General Information

- 1). The purpose of the mid-tenure is to provide the faculty candidate with feedback and guidance on progress toward tenure and provide the opportunity for planning work during the remainder of the probationary period.
- 2). The mid-tenure review is an important mechanism for providing tenure-track faculty with an assessment of progress during the early stages of the faculty academic career and including specific evaluation as to how well the candidate is meeting the college's expectations.
- 3). The mid-tenure review provides the faculty with feedback regarding the faculty progress toward tenure and any needs to improve in selected areas of performance.
- 4). A positive mid-tenure review may be indication that the faculty member is progressing toward the tenure expectation but not guarantee a positive review at tenure decision.
- 5). Where progress is significantly lacking and apparently unlikely, nonrenewal may result.

B. Mid-Probationary Review Requirements

- 1). Mid-probationary reviews are required for all faculty members on tenure-track.
- 2). Mid-probationary reviews are not required for faculty members on an expedited timetable who will apply to tenure within the first year of their appointment at UNTHSC and as indicated in the faculty appointment letter.
- 3). The minimum probationary period for tenure track faculty are outlined in the Tenure Track Probationary Period section of this document.
- 4). All mid-tenure reviews shall address the faculty's progress toward tenure in teaching, scholarship, services, and other areas as appropriate (e.g., administration) occurring during the preceding tenure-earning years of employment.
- 5). The review will critically assess the candidate's strengths and weaknesses and the overall performance and contributions considering documented mid-point expectations.
- 6). The candidate is responsible for submitting materials required for review in a Portfolio.
- 7). The Portfolio will include any materials required by the UNTHSC and CON for promotion and tenure. In addition, the Portfolio will include (but is not limited to):
 - a. a current (as of the submission date of the Portfolio) curriculum vitae.
 - b. annual evaluations from each year the candidate has been evaluated while employed by UNTHSC.
 - c. a summary of activities, accomplishments, and important actions in each of the areas of scholarship, teaching, services, and other areas as appropriate.
 - d. evidence of research and scholar activities and accomplishments.
 - e. examples of teaching activities, teaching effectiveness, and products of research/ scholarship/ creative activity.
 - f. evidence of service commitments and related accomplishments.

- g. other relevant documents focused on demonstrating the candidate's suitability for tenure.

C. Mid-Probationary Review Process

- 1). An extensive mid-tenure review will be conducted, typically at the approximate mid-point of the projected tenure earning period.
- 2). In cases where credit towards tenure has been granted with the initial appointment as indicated in the faculty letter of appointment and/or contract, then the mid-tenure review will be conducted at least one year prior to the year the tenure decision will be made and will follow the university policy and procedures regarding promotion and tenure.
- 3). An early request of mid-tenure review may be granted following a written request from the faculty candidate and approval of the appropriate chair and the dean.
- 4). The process of mid-tenure review should be initiated by a written request from the faculty member to the chair.
- 5). The mid-tenure review will be conducted sequentially by the P & T Committee, the Chair, the P & T Committee, and the Dean.
- 6). No more than 15 days following the P & T Committee review, the chair will meet with the faculty member and provide verbal feedback on the outcome of the review.
- 7). The chair will prepare a written evaluation that addresses the strengths and weaknesses of the faculty member's accomplishments in scholarship, teaching, and services. The chair will forward the written evaluation with the candidate's Portfolio to the P & T Committee for review.
- 8). The Promotion and Tenure Committee review the candidate's Portfolio and the Chair of the P & T Committee generate a written report of their evaluation.
- 9). The P & T Committee report will then be forwarded with the candidate's Portfolio to the Dean.
- 10). The Dean will review the candidate's Portfolio and accompanying written evaluations and provide a final written evaluation to the faculty member.
- 11). The faculty member will be given an opportunity to concur or disagree in writing with the final (Dean's) evaluation within seven business days of receiving the evaluation.

- 12). A copy of the dean's evaluation and any candidate responses will also be provided to the candidate's chair.

3. EVALUATION FOR TENURE

A. Eligibility for Being Awarded Tenure

- 1). Award of Tenure: Faculty will be considered for award of tenure based on established criteria.
- 2). Eligible Rank: Faculty with the rank of associate professor or professor are eligible for tenure. Non-tenure track faculty are not eligible for tenure.
- 3). Transfer between tenure and non-tenure track is outlined in Article VI.
- 4). Persons whose initial appointment to UNTHSC at the rank of associate professor or professor may be eligible for concurrent appointment of Tenure.
 - a. To qualify for tenure concurrent to initial employment, the faculty member must have been tenured or have received approval of tenure at the previous institution of employment.
 - b. Faculty members eligible for concurrent appointment of tenure to initial employment are processed according to the Tenure Award at Initial Employment Procedures.

B. Tenure Probationary Period

- 1). Faculty with a tenure track appointment will be given written notice of the probationary period upon hire.
- 2). The minimum probationary period for tenure track faculty shall be no less than one year.
- 3). The maximum probationary period for tenure track faculty in any academic rank or combination of academic ranks shall be as follows:
 - a. Initial Appointment – Assistant Professor. The probationary period for an Assistant Professor shall not exceed nine (9) years, with the decision on tenure being made during the last probationary year.
 - b. Initial Appointment – Associate Professor or Professor. The probationary period for an Associate Professor or Professor shall be a minimum of one (1) year before applying for tenure, but not to exceed six (6) years.

- c. Faculty members who are not awarded tenure at the end of the maximum probationary period will not be entitled to tenure by virtue of being employed at UNTHSC beyond their probationary period.
- 4). Leave of Absence. A faculty member granted a leave of absence in accordance with UNTHSC policy which will have the probationary period extended accordingly.

C. Tenure Application Procedure

- 1). The procedure of tenure application is detailed under the UNTHSC P6.003 Faculty Tenure and Promotion Procedure.
- 2). An individual faculty member, in consultation with his/her chair, may initiate the tenure application process and may occur any time during the probationary period.
- 3). The tenure application process will follow the schedule and procedures established by the Office of Faculty Affairs, as approved by the Provost.
- 4). The chair, school/college promotion and tenure committee, and dean will provide recommendations to the Provost.
- 5). The Provost shall review the tenure packet and make the recommendation to the President.
- 6). The President through the Chancellor will make a recommendation, to the Board of Regents.
- 7). The faculty member shall receive written notice within fifteen (15) working days of the decision at each step of the review process.
- 8). If tenure is not recommended, the reasons for non-recommendation will not be specified to the candidate by any party involved in the evaluation process.
- 9). If the faculty member disagrees with the decision, he/she has the opportunity to appeal the decision in accordance with the Faculty Grievance Policy.
- 10). The tenure application process is confidential to the extent permitted by law.

D. Tenure Application Portfolio

- 1). Review of the candidate's application will take into consideration the percentage of effort in each of the three areas.

- 2). Expectations should be commensurable to the percent effort in each area.
- 3). Examples of Outstanding and Quality performance are listed in Appendix 4.
 - a. Please note the items shown in Appendix 4 are examples, not an exhaustive list.
 - b. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee Chair well in advance of the deadline for tenure package submission.

E. Tenure Award at Initial Employment Procedures

- 1). A candidate who wishes to be considered for tenure under this provision will submit a Portfolio for review containing the following items:
 - a. Full academic CV of the candidate current as of the date of submission for consideration
 - b. Three external letters of reference
 - c. Letter of support from the appropriate search committee chair recommending tenure. This letter should provide a recommendation on whether the candidate satisfies the standards established by the appropriate school/college for tenure.
 - e. Letter of support from the Provost recommending tenure. This letter should provide a recommendation on whether the candidate satisfies the standards established by the appropriate school/college for tenure.

ARTICLE III – PERIODIC PEER REVIEW

1. GENERAL INFORMATION

- A. The annual performance evaluation of tenured faculty is intended to promote continued academic professional development and peer-coordinated professional improvement to meet or exceed performance norms.
- B. The purpose of the Periodic Peer Review is to assess whether the individual is making a contribution consistent with that expected of a tenured faculty member; provide guidance for continuing and meaningful faculty development; assist faculty to enhance professional skills and goals; and refocus academic and professional efforts, when appropriate.

2. PERIODIC PEER REVIEW FREQUENCY

- A. Periodic Peer Review will occur every five years after the date the faculty member was granted tenure or received an academic promotion as tenured faculty at UNTHSC.
- B. At the discretion of the Dean, a periodic peer review may be required following an annual evaluation if sufficient deficiencies are observed and documented.

3. PERIODIC PEER REVIEW PROCESS

- A. The periodic peer review process will follow the process described in Evaluation of Tenured Faculty Policy.
- B. A tenured faculty member will be provided notice of the timing and scope of the evaluation, and the opportunity to provide documentation during the evaluation process.
- C. The faculty member in conjunction with the chair, will be requested to submit materials to the chairperson of the Promotion and Tenure Committee.
- D. The chair will provide an evaluation letter of the faculty member's performance since last periodic evaluation to the Promotion and Tenure Committee.
- E. The P & T Committee will meet to review all documentation and make a recommendation to the Dean including a rating on faculty member's performance in teaching, research, and service and state the basis of those findings in accordance with the criteria for periodic peer review described in Appendix 5.
- F. The Dean will make the final decision regarding the faculty member's post-tenure evaluation for candidates with a majority appointment in the CON.
- G. For tenured faculty with budgeted appointments in more than one college, periodic peer review will be conducted as per the periodic peer review guidelines of the college where the faculty holds the majority of the appointment unless the faculty member requests to be reviewed by all colleges. If reviewed only by the primary college, the chair will share the report with the chairs of the other colleges.
- H. The periodic peer review requires the generation of a Portfolio by the faculty member containing examples of scholarly, teaching, and service activities. Faculty with clinical responsibilities will also include patient care activities.
- I. Examples of items for inclusion to the Portfolio for Periodic Peer Review meeting Quality and Outstanding performance levels are shown in Appendix 5.
 - 1). Please note the items shown in Appendix 5 are examples, not an exhaustive list.

- 2). Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee members well in advance of the deadline for promotion package submission.

ARTICLE IV. CRITERIA FOR APPOINTMENT AND PROMOTION OF ADJUNCT AND VISITING FACULTY

1. CRITERIA FOR APPOINTMENT

- A. In general, individuals appointed to a specific rank should meet the criteria for promotion to that rank.
- B. Instructor: Criteria for appointment of an instructor are delineated by the respective unit, but generally require a post-graduate degree in the relevant field and commitment to teaching.
- C. Assistant Professor, Associate Professor, and Full Professor: Criteria for assistant professor, associate professor, or full professor are based on the specific responsibilities of the candidate (teaching, research/scholarship, service, and clinical practice).

2. CRITERIA FOR ADJUNCT OR VISITING FACULTY POSITION

- A. An adjunct faculty position can start at the level of assistant professor or above. Process for this position is determined at the unit level by the chair.
- B. In general, non-regular and visiting faculty members appointed to a specific rank should meet the criteria for promotion of regular faculty members to the relevant rank.
 - 1). The process for appointing faculty in such positions will be initiated and determined by the department chair.
 - 2). The department chair may consult with the dean and/or the chair of the P & T committee regarding the starting rank of an adjunct faculty or visiting faculty.

3. CRITERIA FOR ADJUNCT OR VISITING FACULTY PROMOTION

- A. Promotion of adjunct faculty to associate professor or professor should be approved by the department chair, Promotion and Tenure committee and the dean.
- B. In general, promotion of non-regular and visiting faculty members to a specific rank should meet the criteria (or equivalent) for promotion of regular faculty members to the relevant rank.

ARTICLE V. REQUIRED MATERIALS AND LETTERS TO BE INCLUDED IN THE PORTFOLIO

1. MATERIALS TO BE INCLUDED (Please also reference appendix 6 for additional details for items to be included in the portfolio)

Please refer to the Tenure Application Process in the [Faculty Tenure and Promotion Policy](#) and the Office of Faculty Affairs instructions on required materials to be included in the portfolio. <https://www.unthsc.edu/academic-affairs/faculty-affairs/annual-faculty-promotion-and-tenure/>

2. LETTERS OF REVIEW

- A. Letters of review are required for all promotion and tenure applications.
- B. A minimum of three review letters are required and each should provide an objective review of the academic and professional accomplishments of the candidate.
 - 1). At least one Letter of Review must be from an internal reviewer, i.e. from within the UNTHSC, but outside of the candidate's department.
 - 2). At least two Letters of Review must come from outside reviewers, i.e. external to the UNTHSC.
 - 3). For a candidate who has both academic and clinical appointments, a minimum of one external Letter of Review should be from a full-time faculty member in an academic institution.
- C. All reviewers are expected to provide unbiased assessments of the candidate's teaching, scholarship, and service activities documented in the promotion portfolio.
- D. All reviewers should be at the same academic rank or higher than the rank that the candidate is applying for.

3. LIST AND SELECTION OF REVIEWER CANDIDATES

- A. The faculty member will provide a list of three suggested reviewers to the Chair. The faculty member's list must include at least one Internal reviewer and at least one External suggested reviewer. The Chair will provide an additional list of three reviewer suggestions with the information noted above. If the faculty member submits a potential reviewer that also appears on the Chair's list, the Chair will select a different individual to replace the duplication.
- B. Reviewers should not be close/personal friends or relations to the faculty member.
- C. The Chair will select from the final list of potential reviewers. The selection will include at least one (but may include more) reviewer from the candidates list.

- D. It is the chair's responsibility to contact internal and external reviewers to ensure their letters of review are received in a timely manner to be included in the final Application Portfolio and will not be shared with the faculty candidate.
- E. The faculty member must not directly or indirectly contact any of the individuals on either list of potential reviewers to solicit or discuss recommendations prior or subsequent to Portfolio submission.

ARTICLE VI. TRANSFER BETWEEN NON-TENURE TRACK TO TENURE TRACK

1. A faculty member has the opportunity to request a transfer from non-tenure track to tenure track or from tenure-track to non-tenure track at any time during an annual appointment period. Transfer of status from non-tenure track to tenure track or, vice versa, should be considered carefully as transferring may occur only once in each direction.
2. Faculty should consult their chair and other mentors and the request should align with their professional goals. To initiate a transfer status, the faculty must submit a request in writing to their department chair stating the direction of transfer and must include the reason(s) for the change. After consultation and approval by the chair, the request must be reviewed and approved by the dean and provost.
3. Tenure Track to Non-Tenure Track: A tenure track faculty may not be approved for transfer of status if the request submitted less than six months from the end of the maximum probationary period
4. Regardless of the direction of transfer, the effective date for the change in status will be the beginning of the next fiscal year (Sept 1).

ARTICLE VII. PROMOTION AND TENURE COMMITTEE

1. The Promotion and Tenure Committee consists of three to five members with three-year terms.
2. The committee members will elect the committee chair each fall semester and before beginning any review for that academic year.
3. The committee chair will be responsible for convening meetings, conducting the voting on applications, and providing documentation regarding the committee's recommendations.
 - A. For applications for tenure only, committee members must be tenured and at the rank of the candidate to vote on the tenure application.
 - B. For applications requesting both tenure and promotion, committee members must be tenured and at the rank the candidate is requesting to vote on the tenure application.
 - C. If there are not at least three members of the committee that can vote on an application, the Chair of the P & T Committee shall have discretion to appoint additional ad hoc committee member(s) meeting the necessary voting requirements in consultation with the other committee members and the Dean.
 - D. The ad hoc committee members can be from the CON or from other units within the UNTHSC. Their work will be limited to review and recommendation of the applications with less than three eligible voting members.

Ad Hoc Committee on Tenure and Promotion

The Provost and Executive Vice President for Academic Affairs, is responsible for ensuring that any individual, who is considered for tenure before the CON has a sufficient number of faculty with the credentials necessary to establish CON P & T Committee, has demonstrated significant academic work in his or her discipline; demonstrated excellence and substantial professional achievements in the areas of teaching and student success, research, scholarly and creative activities, and service and public engagement in the context of, and consistent with, levels expected at peer or aspirational peer programs; and demonstrated a desire to work as a member of a group and understands the nature of membership in a community of scholars. The Provost may appoint a university ad hoc committee on tenure and promotion to assist with this responsibility.

Appendix 1: Examples of submission items demonstrating Outstanding and Quality performance for promotion to the Assistant Professor rank.

Examples of activities/items for promotion to the level of Assistant Professor meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee Chair well in advance of the deadline for promotion package submission.

1. SCHOLARLY ACTIVITY/RESEARCH

A. Outstanding Performance

- 1). Publish peer-reviewed publications
- 2). Present research/scholarly presentations at regional, state or national level
- 3). Contribute to scholarship activities
- 4). Serve as a reviewer for a peer-reviewed journal
- 5). Serve as an abstract reviewer for scientific conference
- 6). Evidence of superior research effectiveness
- 7). Superior achievement in annual research-related goals
- 8). Evidence of successful, personal growth in research-related expertise

B. Quality Performance

- 1). Participate in research/scholarship
- 2). Participate in presentations at scientific conference (poster, platform)
- 3). Serve as a reviewer for peer-reviewed journal
- 4). Evidence of research effectiveness
- 5). Sufficient achievement in annual research-related goals
- 6). Evidence of pursuing personal growth in research-related expertise
- 7). Evidence of delivering professional development in research-related areas

2. TEACHING

A. Outstanding Performance

- 1). Demonstrate teaching commitment
- 2). Syllabi and course materials are well-planned
- 3). Demonstrate student engagement
- 4). Accessible to students
- 5). Course topics are appropriate for depth and range
- 6). Evidence that classroom climate is consistently conducive for learning
- 7). Receive quality student course evaluations
- 8). Receive quality peer evaluations of teaching
- 9). Evidence of superior teaching effectiveness; including learning strategies
- 10). Superior achievement in annual teaching-related goals
- 11). Evidence of successful, personal growth in teaching expertise
- 12). Evidence of successful mentoring of colleagues and learners

B. Quality Performance

- 1). Demonstrate teaching commitment
- 2). Syllabi and course materials are well-planned with minor mentorship
- 3). Demonstrate student engagement
- 4). Accessible to students
- 5). Evidence of teaching effectiveness; including learning strategies
- 6). Sufficient achievement in annual teaching-related goals
- 7). Evidence of pursuing personal growth in teaching expertise
- 8). Evidence of delivering professional development

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Serve on departmental, school, and/or institutional committees
- 2). Contribute to clinical settings and/or the local clinical community
- 3). Contribute to the clinical team
- 4). Participate in clinical quality efforts at local and/regional level
- 5). Receive strong clinical performance evaluations
- 6). Evidence of superior service effectiveness
- 7). Superior achievement in annual service-related goals
- 8). Evidence of successful, personal growth in service-related expertise
- 9). Evidence of successful mentoring of colleagues and learners in service-related areas

B. Quality Performance

- 1). Serve on departmental committees
- 2). Contribute to clinic settings
- 3). Contribute to the clinical team
- 4). Evidence of service effectiveness
- 5). Sufficient achievement in annual service-related goals
- 6). Evidence of pursuing personal growth in service-related expertise
- 7). Evidence of delivering professional development in service-related areas

Appendix 2: Examples of submission items demonstrating Outstanding and Quality performance for promotion to the Associate Professor rank.

Examples of activities/items for promotion to the level of Associate Professor meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee Chair well in advance of the deadline for promotion package submission.

1. SCHOLARLY ACTIVITY/RESEARCH

A. Outstanding Performance

- 1). Evidence of continued research activities, including developing, submitting, and/or obtaining intramural and extramural funding
- 2). Publish peer-reviewed high-quality publications
- 3). Publish peer-reviewed publications with substantial role
- 4). Receive intramural and extramural independent or collaborative funding
- 5). Obtaining inventions licensed and/or patents
- 6). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 7). Leading presentation of research/scholarly findings at national and international meetings
- 8). Provide mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation
- 9). Participate in development of novel educational materials disseminated nationally and implemented at other institutions
- 10). Serve in national scientific committees, organizations related to scholarship
- 11). Maintain contributions with the department and institution scholarship activities
- 12). Serve in the creation and dissemination of national clinical guidelines or evidence reviews
- 13). Serve as an editorial board member

B. Quality Performance

- 1). Publish peer-reviewed publications
- 2). Present research/scholarly presentations at the regional, state and national level
- 3). Acquire intramural funding
- 4). Serve as a reviewer for peer-reviewed journal and/or as an abstract reviewer for scientific conference
- 5). Participate in ad hoc grant review work
- 6). Provide mentorship for students in grant and manuscript writing as well as presentation preparation

2. TEACHING

A. Outstanding Performance

- 1). Demonstrate a consistent teaching commitment
- 2). Demonstrate a strong pattern of teaching commitment
- 3). Syllabi and course materials are well-planned
- 4). Consistent levels of student engagement
- 5). Accessible to students and consistently interact positively
- 6). Course topics are appropriate for depth and range, with integration for other topics/courses
- 7). Evidence that classroom climate is consistently conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 8). Receive good student course evaluations
- 9). Receive good and consistent pattern of effective teaching as indicated by peer evaluations
- 10). Receive mostly outstanding rating in the annual evaluation of teaching

- 11). Excellent course-level outcomes for students with the quality of learning supports success in other contexts (e.g., subsequent courses or application in clinical practice)
- 12). Evidence of quality and time commitment to advising and mentoring
- 13). Continuously adjusts teaching based on prior teaching, student feedback, peer feedback, literature on teaching and learning
- 14). Demonstrate mentoring of junior faculty
- 15). Demonstrate mentoring and advising of students (academic, profession and research/scholarship)
- 16). Design, implement and evaluate innovative teaching strategies
- 17). Develop and direct successful continuing professional education courses
- 18). Demonstrate outstanding personal growth in teaching expertise
- 19). Received local teaching awards
- 20). Provided critical role in curriculum development and/or revision
- 21). Provided critical role in assessment of student learning outcomes
- 22). Serve on committees on teaching, teaching outcomes or student outcomes at the campus, state or national level

B. Quality Performance

- 1). Demonstrate teaching commitment
- 2). Syllabi and course materials are well-planned, and reflect commitment to teaching
- 3). Students are consistently engaged
- 4). Accessible to students
- 5). Course topics are appropriate in range and depth
- 6). Evidence that classroom climate is conducive for learning
- 7). Demonstrate effective teaching as indicated by student course evaluations

- 8). Demonstrate effective teaching as indicated by peer evaluations
- 9). Receive quality rating in annual evaluation of teaching
- 10). Evidence of advising and mentoring students
- 11). Regularly adjusts teaching based on prior teaching, student feedback, peer feedback

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Receive positive reviews for service as an officer or member on a committee or subcommittee at a regional, national or international level in a professional organization
- 2). Receive service award from a professional organization
- 3). Chair major department committee
- 4). Chair school or UNTHSC committees
- 5). Serve on institutional committee(s)
- 6). Serve on a national professional committee, task force, or advisory board
- 7). Serve as an officer in professional organization at the state, national or international level
- 8). Demonstrate leadership in outreach activities for UNTHSC
- 9). Serve as an editorial board member for refereed journals
- 10). Serve critical role in clinic settings and/or the local clinical community
- 11). Serve a critical role to the clinical team
- 12). Participate in clinical quality efforts at the state and/or national level
- 13). Receive strong clinical performance evaluations
- 14). Participate in the development of innovative, clinical initiatives or clinical scientific resources

- 15). Show a pattern of service that is of an increasing pattern of breadth (committees, task forces, varied organizations/groups)

B. Quality Performance

- 1). Participated in committees in the department, school and/or university
- 2). Participated in professional association activities at the local, and/or state level
- 3). Demonstrate a pattern of an increasing responsibility in committees
- 4). Participate in educational, scientific, or professional community organizations
- 5). Serve as an ad hoc journal reviewer
- 6). Demonstrate participation in outreach activities for the UNTHSC in local communities
- 7). Demonstrate high quality reviews of clinical practice from supervisors, peers and patients
- 8). Demonstrate significant role in contributions to the clinical team
- 9). Provided leadership in practice in clinic settings and/or the local community
- 10). Demonstrate significant role in contributions to the clinical team
- 11). Participate in clinical quality efforts at the national level
- 12). Receive strong clinical performance evaluations
- 13). Participate in the development of innovative, clinical initiatives or clinical scientific resources

Appendix 3: Examples of submission items demonstrating Outstanding and Quality performance for promotion to the Professor rank.

Examples of activities/items for promotion to the level of Professor meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee Chair well in advance of the deadline for promotion package submission.

1. SCHOLARLY ACTIVITY/RESEARCH

A. Outstanding Performance

- 1). Publish peer-reviewed high-quality publications with substantial role
- 2). Be recognized for scholarship at the national or international level
- 3). Sustain critical role in acquiring intramural and extramural independent or collaborative funding
- 4). Obtaining inventions licensed and/or patents
- 5). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 6). Leading presentation of research/scholarly findings at national and international meetings
- 7). Provide outstanding mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation
- 8). Lead development of novel educational materials disseminated nationally and implemented at other institutions
- 9). Serve in leadership roles in national scientific committees, organizations related to scholarship
- 10). Maintain contributions with the department and institution scholarship activities
- 11). Be invited (guest speaker or keynote speaker) to present at national or international scientific meetings
- 12). Achieve national recognition/awards from professional or public groups related to scholarship achievements

- 13). Serve a critical role in the creation and dissemination of national clinical guidelines or evidence reviews
- 14). Serve as an editor or an editorial board member
- 15). Provide leadership in establishing and maintaining collaborative research groups

B. Quality Performance

- 1). Publish peer-reviewed publications with substantial role
- 2). Present research/scholarly presentations at regional, state and national level
- 3). Acquire intramural and extramural funding
- 4). Serve as a reviewer for peer-reviewed journal
- 5). Participate in ad hoc grant review work
- 6). Participate in development of clinical guidelines or clinical evidence reviews
- 7). Provide mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation
- 8). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 9). Leading presentation of research/scholarly findings at national and international meetings

2. TEACHING

A. Outstanding Performance

- 1). Demonstrate a consistent and strong pattern of teaching commitment
- 2). Syllabi and course materials are well-planned, integrated, and reflect commitment to teaching and advanced classroom prep
- 3). Consistent high levels of student engagement
- 4). Accessible to students and consistently interact positively
- 5). Course topics are appropriate for depth and range, with integration for other topics/courses and are challenging and innovative, and relate to current developments in field

- 6). Strong evidence that classroom climate is consistently conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 7). Receive outstanding and consistent student course evaluations
- 8). Receive outstanding and consistent pattern of effective teaching as indicated by peer evaluations
- 9). Receive good rating in the annual evaluation of teaching
- 10). Reports of instructor accessibility and interactions are strongly/consistently positive
- 11). Excellent course-level outcomes for students with the quality of learning supports success in other contexts (e.g., subsequent courses or application in clinical practice)
- 12). Evidence of exceptional quality and time commitment to advising and mentoring
- 13). Continuously adjusts teaching based on prior teaching, student feedback, peer feedback, literature on teaching and learning
- 14). Provide innovation and leadership in designing, coordinating and evaluating teaching activities as a course director
- 15). Demonstrate outstanding mentoring of junior faculty
- 16). Demonstrate outstanding mentoring and advising of students (academic, profession and research/scholarship)
- 17). Design, implement and evaluate innovative teaching strategies
- 18). Develop and direct successful continuing professional education courses
- 19). Demonstrate outstanding personal growth in teaching expertise
- 20). Received local teaching awards
- 21). Nominated for a regional or national teaching award
- 22). Provided leadership and critical role in curriculum development and/or revision

- 23). Provided leadership and critical role in assessment of student learning outcomes
- 24). Serve on committees on teaching, teaching outcomes or student outcomes at the state or national level

B. Quality Performance

- 1). Demonstrate a consistent pattern of teaching commitment
- 2). Syllabi and course materials are well-planned, integrated, and reflect commitment to teaching
- 3). Students are consistently engaged
- 4). Accessible to students and interact positively
- 5). Course topics are appropriate in range and depth, with integration for other topics/courses
- 6). Evidence that classroom climate is conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 7). Demonstrate consistent pattern of effective teaching as indicated by student course evaluations
- 8). Demonstrate consistent pattern of effective teaching as indicated by peer evaluations
- 9). Receive quality rating in annual evaluation of teaching
- 10). Student reports of instructor accessibility and interactions are positive
- 11). Courses are appropriately challenging, and high levels of student learning are expected and generally achieved
- 12). Consistent evidence of effective advising and mentoring
- 13). Regularly adjusts teaching based on prior teaching, student feedback, peer feedback
- 14). Design, deliver and evaluate new curricular materials (e.g., courses, educational software)
- 15). Demonstrate effective mentoring of junior faculty

- 16). Demonstrate effective mentoring and advising of students (academic, profession and research/scholarship)
- 17). Show a pattern of breadth and diverse teaching strategies and roles of teaching (lectures, labs, small groups, clinic/ward, supervising research)
- 18). Prepared new/innovative curricular materials (e.g., courses, educational software.)

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Receive positive reviews for service as an officer or member on a committee or subcommittee at a national or international level in a professional organization
- 2). Receive service award at a national or international level from a professional organization
- 3). Chair school or UNTHSC committees
- 4). Serve a critical role on institutional committee(s), serving on multiple institutional committees and/or serving on significant institutional committee(s)
- 5). Serve on a national governmental commission, task force, or advisory board
- 6). Serve as an officer in professional organization at the state, national or international level
- 7). Served as an officer in Faculty Senate
- 8). Demonstrate leadership in outreach activities for UNTHSC
- 9). Serve as an editor or an editorial board member for refereed journals
- 10). Provided leadership in practice in clinic settings and/or the local community
- 11). Demonstrate significant role in contributions to the clinical team
- 12). Participate in clinical quality efforts at the national level
- 13). Receive strong clinical performance evaluations

- 14). Participate in the development of innovative, clinical initiatives or clinical scientific resources

B. Quality Performance

- 1). Participated in committees in the department, school and/or university
- 2). Participated in professional association activities at the local, state, regional and/or national and international level
- 3). Demonstrate a pattern that is consistent and of an increasing responsibility in committees
- 4). Show a pattern of service that is consistent and of an increasing pattern of breadth (committees, task forces, varied organizations/groups)
- 5). Participate in educational, scientific, or professional community organizations
- 6). Serve as an ad hoc journal reviewer or ad hoc member of a review committee or study section
- 7). Demonstrate high quality participation in outreach activities for the UNTHSC in local communities
- 8). Demonstrate high quality reviews of clinical practice from supervisors, peers and patients
- 9). Demonstrate significant role in contributions to the clinical team

Appendix 4: Examples of activities/items demonstrating Outstanding and Quality performance for the Tenure Application Portfolio.

Faculty may demonstrate their performance, values and professionalism, and future promise by documenting a wide range of actions / activities. Examples of such documentation should provide evidence of:

- outstanding levels of performance commensurate with rank, trustworthiness, ethical standards,
- courteous open communication,
- value based decision making,
- managing conflict effectively as part of shared decision-making process,
- maintaining a positive work environment,
- demonstrations of good stewardship of people and resources,
- demonstrations of compassion, care, and humility,
- exhibiting communication transparency,
- meaningful participation in UNTHSC activities at the department, school and university levels,
- the ability to work effectively in a team environment,
- service as a desirable and continuing member of the team with potential for outstanding performance and career growth.

Examples of activities/items for Tenure meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee members well in advance of the deadline for tenure package submission.

1. SCHOLARLY ACTIVITY/RESEARCH

A. Outstanding Performance

- 1). Publish peer-reviewed high-quality publications with substantial role
- 2). Be recognized for scholarship at the national or international level
- 3). Sustain critical role in acquiring intramural and extramural independent or collaborative funding
- 4). Obtaining inventions licensed and/or patents
- 5). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 6). Leading presentation of research/scholarly findings at national and international meetings
- 7). Provide outstanding mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation

- 8). Lead development of novel educational materials disseminated nationally and implemented at other institutions
- 9). Serve in leadership roles in national scientific committees, organizations related to scholarship
- 10). Maintain contributions with the department and institution scholarship activities
- 11). Be invited (guest speaker or keynote speaker) to present at national or international scientific meetings
- 12). Achieve national recognition/awards from professional or public groups related to scholarship achievements
- 13). Serve a critical role in the creation and dissemination of national clinical guidelines or evidence reviews
- 14). Serve as an editor or an editorial board member
- 15). Provide leadership in establishing and maintaining collaborative research groups

B. Quality Performance

- 1). Publish peer-reviewed publications with substantial role
- 2). Present research/scholarly presentations at regional, state and national level
- 3). Acquire intramural and extramural funding
- 4). Serve as a reviewer for peer-reviewed journal
- 5). Participate in ad hoc grant review work
- 6). Participate in development of clinical guidelines or clinical evidence reviews
- 7). Provide mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation

2. TEACHING

A. Outstanding Performance

- 1). Demonstrate a consistent and strong pattern of teaching commitment
- 2). Syllabi and course materials are well-planned, integrated, and reflect commitment to teaching and advanced classroom prep
- 3). Consistent high levels of student engagement
- 4). Accessible to students and consistently interact positively
- 5). Course topics are appropriate for depth and range, with integration for other topics/courses and are challenging and innovative, and relate to current developments in field
- 6). Strong evidence that classroom climate is consistently conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 7). Receive outstanding and consistent student course evaluations
- 8). Receive outstanding and consistent pattern of effective teaching as indicated by peer evaluations
- 9). Receive good rating in the annual evaluation of teaching
- 10). Reports of instructor accessibility and interactions are strongly/consistently positive
- 11). Excellent course-level outcomes for students with the quality of learning supports success in other contexts (e.g., subsequent courses or application in clinical practice)
- 12). Evidence of exceptional quality and time commitment to advising and mentoring
- 13). Continuously adjusts teaching based on prior teaching, student feedback, peer feedback, literature on teaching and learning
- 14). Provide innovation and leadership in designing, coordinating and evaluating teaching activities as a course director
- 15). Demonstrate outstanding mentoring of junior faculty

- 16). Demonstrate outstanding mentoring and advising of students (academic, profession and research/scholarship)
- 17). Design, implement and evaluate innovative teaching strategies
- 18). Develop and direct successful continuing professional education courses
- 19). Demonstrate outstanding personal growth in teaching expertise
- 20). Received local teaching awards
- 21). Nominated for a regional or national teaching award
- 22). Provided leadership and critical role in curriculum development and/or revision
- 23). Provided leadership and critical role in assessment of student learning outcomes
- 24). Serve on committees on teaching, teaching outcomes or student outcomes at the state or national level

B. Quality Performance

- 1). Demonstrate a consistent pattern of teaching commitment
- 2). Syllabi and course materials are well-planned, integrated, and reflect commitment to teaching
- 3). Students are consistently engaged
- 4). Accessible to students and interact positively
- 5). Course topics are appropriate in range and depth, with integration for other topics/courses
- 6). Evidence that classroom climate is conducive for learning, respectful, cooperative, and encourages motivation and engagement
- 7). Demonstrate consistent pattern of effective teaching as indicated by student course evaluations
- 8). Demonstrate consistent pattern of effective teaching as indicated by peer evaluations
- 9). Receive quality rating in annual evaluation of teaching

- 10). Student reports of instructor accessibility and interactions are positive
- 11). Courses are appropriately challenging, and high levels of student learning are expected and generally achieved
- 12). Consistent evidence of effective advising and mentoring
- 13). Regularly adjusts teaching based on prior teaching, student feedback, peer feedback
- 14). Design, deliver and evaluate new curricular materials (e.g., courses, educational software)
- 15). Demonstrate effective mentoring of junior faculty
- 16). Demonstrate effective mentoring and advising of students (academic, profession and research/scholarship)
- 17). Participate in activities to develop one's teaching skills
- 18). Demonstrate improvements and personal growth in teaching
- 19). Show an increasing pattern of breadth and diverse teaching strategies and roles of teaching (lectures, labs, small groups, clinic/ward, supervising research)

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Receive positive reviews for service as an officer or member on a committee or subcommittee at a national or international level in a professional organization
- 2). Receive service award at a national or international level from a professional organization
- 3). Chair school or UNTHSC committees
- 4). Serve a critical role on institutional committee(s), serving on multiple institutional committees and/or serving on significant institutional committee(s)
- 5). Serve on a national governmental commission, task force, or advisory board

- 6). Serve as an officer in professional organization at the state, national or international level
- 7). Served as an officer in Faculty Senate
- 8). Demonstrate leadership in outreach activities for UNTHSC
- 9). Serve as an editor or an editorial board member for refereed journals
- 10). Provided leadership in practice in clinic settings and/or the local community
- 11). Demonstrate significant role in contributions to the clinical team
- 12). Participate in clinical quality efforts at the national level
- 13). Receive strong clinical performance evaluations
- 14). Participate in the development of innovative, clinical initiatives or clinical scientific resources

B. Quality Performance

- 1). Participated in committees in the department, school and/or university
- 2). Participated in professional association activities at the local, state, regional and/or national and international level
- 3). Demonstrate a pattern that is consistent and of an increasing responsibility in committees
- 4). Show a pattern of service that is consistent and of an increasing pattern of breadth (committees, task forces, varied organizations/groups)
- 5). Participate in educational, scientific, or professional community organizations
- 6). Serve as an ad hoc journal reviewer or ad hoc member of a review committee or study section
- 7). Demonstrate high quality participation in outreach activities for the UNTHSC in local communities
- 8). Demonstrate high quality reviews of clinical practice from supervisors, peers and patients
- 9). Demonstrate significant role in contributions to the clinical team

Appendix 5: Examples of activities/items demonstrating Outstanding and Quality performance for the Periodic Peer Review Portfolio.

Faculty may demonstrate their performance, values and professionalism, and future promise by documenting a wide range of actions / activities. Examples of such documentation should provide evidence of:

- outstanding levels of performance commensurate with rank, trustworthiness, ethical standards,
- courteous open communication,
- value based decision making,
- managing conflict effectively as part of shared decision-making process,
- maintaining a positive work environment,
- demonstrations of good stewardship of people and resources,
- demonstrations of compassion, care, and humility,
- exhibiting communication transparency,
- meaningful participation in UNTHSC activities at the department, school and university levels,
- the ability to work effectively in a team environment,
- service as a desirable and continuing member of the team with potential for outstanding performance and career growth.

Examples of activities/items for Periodic Peer Review Portfolio meeting Quality and Outstanding performance levels are shown below. This list is not exhaustive. Any questions regarding specific items the candidate would like to consider for inclusion should be channeled through the Chair or P & T Committee Chair well in advance of the deadline for Portfolio submission.

1. RESEARCH/SCHOLARSHIP

A. Outstanding Performance

- 1). Evidence of high-quality publications in peer-reviewed journals with substantial role
- 2). Evidence of continued research activity, including applying for and/or obtaining intramural and extramural grant funding
- 3). Leadership of a research team as demonstrated by funded grants,
- 4). Written/edited a chapter for a peer-reviewed print or electronic textbook
- 5). Leading presentation of research/scholarly findings at national and international meetings
- 6). Patents in the area of professional expertise

- 7). Mentors faculty, staff and students in research/scholarship that leads to successful outcomes
- 8). Service as an editor or associate editor of a peer-reviewed journal
- 9). Serves as an editorial board member of a peer-reviewed journal
- 10). Invited to organize or participate in a major national or scientific meeting
- 11). Maintain contributions to the department and institution scholarship activities
- 12). Be invited (guest speaker or keynote speaker) to present at national or international scientific meetings
- 13). Achieve national recognition/awards from professional or public groups related to scholarship achievements

B. Quality Performance

- 1). Evidence of publications in peer-reviewed journals
- 2). Evidence of successful development of collaborative research programs
- 3). Participate in research as a team member that leads to submission of grants, peer-reviewed publications, presentations, book or book chapters, or patents
- 4). Participate as a member of a special review committee or study section
- 5). Acquire intramural and/or extramural funding
- 6). Participate in ad hoc grant review work
- 7). Participate in development of clinical guidelines or clinical evidence reviews
- 8). Provide mentorship for junior faculty, and/or graduate students in grant and manuscript writing as well as presentation preparation

2. TEACHING

A. Outstanding Performance

- 1). Leadership in the scholarship of teaching and learning demonstrated by peer-reviewed publications, presentations, and funded grant activities
- 2). Designs, implements and evaluates innovative teaching strategies

- 3). Recognized by peers and students for excellence in teaching
- 4). Received teaching awards
- 5). Receive outstanding and consistent student course evaluations
- 6). Receive outstanding and consistent pattern of effective teaching as indicated by peer evaluations
- 7). Receive good rating in the annual evaluation of teaching
- 8). Demonstrate outstanding mentoring of junior faculty
- 9). Demonstrate outstanding mentoring and advising of students (academic, profession and research/scholarship)
- 10). Nominated for a regional or national teaching award
- 11). Provided leadership and critical role in curriculum development and/or revision
- 12). Serve on committees on teaching, teaching outcomes or student outcomes at the state or national level

B. Quality Performance

- 1). Demonstrate consistent pattern of effective teaching as indicated by student course evaluations
- 2). Demonstrate consistent pattern of effective teaching as indicated by peer evaluations
- 3). Receive quality rating in annual evaluation of teaching
- 4). Student reports of instructor accessibility and interactions are positive
- 5). Participates in innovative teaching activities
- 6). Participates in IPE/P activities on a regular basis
- 7). Contributes to coaching/mentoring faculty in teaching
- 8). Demonstrate effective mentoring and advising of students (academic, profession and research/scholarship)

- 9). Show an increasing pattern of breadth and diverse teaching strategies and roles of teaching (lectures, labs, small groups, clinic/ward, supervising research)

3. PROFESSIONAL/CLINICAL SERVICE

A. Outstanding Performance

- 1). Leadership in clinical, professional association, community and/or institutional service activities
- 2). Designs, implements and evaluates innovative programs that serve the university and/or community
- 3). Provides effective leadership in an administrative role in the department, school or university
- 4). Receive service award at a national or international level from a professional organization
- 5). Receive clinical award at a national or international level from a professional organization
- 6). Serve a critical role on institutional committee(s), serving on multiple institutional committees and/or serving on significant institutional committee(s)
- 7). Serve on a national governmental commission, task force, or advisory board
- 8). Serve as an officer in professional organization at the state, national or international level
- 9). Provides service as a grant reviewer
- 10). Served on departmental committees and major school or institutional committees
- 11). Served as officer or major committee member/chair in regional/national professional society
- 12). Served as officer or major committee member/chair in regional/national professional society
- 13). Serve as an editor or an editorial board member for refereed journals
- 14). Provided leadership in practice in clinic settings and/or the local community

15). Demonstrate significant role in contributions to the clinical team

B. Quality Performance

- 1). Participates in clinical, professional association and/or institutional service activities
- 2). Participates in innovative programs that serve the community
- 3). Provides service as a manuscript and/or abstract reviewer
- 4). Served on departmental committees or major school or institutional committees
- 5). Served as graduate advisor in a department or mentoring to junior faculty members and/or students
- 6). Served as an administrative appointment in the department (chairperson, vice chair, program director, or equivalent)
- 7). Demonstrated expertise in clinical practice
- 8). Demonstrate high quality reviews of clinical practice from supervisors, peers and patients
- 9). Demonstrate significant role in contributions to the clinical team

Appendix 6:

I. REQUIRED MATERIALS TO BE INCLUDED IN THE PORTFOLIO

A. Portfolio for Promotion and/or Tenure Application Review

1. Checklist/Contents Page
 - a) This checklist is the guide of how your electronic package will be organized within Interfolio which will provide the workflow. The packets must be complete per guidance provided below.
Incomplete packets will not move forward.
2. Narrative
 - a) The candidate may provide a brief statement (2-3 pages) describing their qualifications for the promotion and/or tenure request.
3. Institutional letters
 - a) **This section will be managed within Interfolio and the letters will be attached by each review group before forwarding to the next group.**
 - (1) Chair
 - (2) P&T Committee
 - (3) Dean
 - (4) Provost
4. Curriculum Vitae (please be sure the following items are included)
 - a) Inclusive dates and dollar amounts on all grants, contracts, awards, including those that are “pending”.
 - b) Complete and accurate citations of all publications (i.e., list journal title, volume number, inclusive pages, and date); also be sure to differentiate abstracts, manuscripts, book chapters, reports, and presentations.
 - c) Please use the UNTHSC CV Template to organize the CV.
5. External/Internal Review Letters (these letters will be added by the Chair)
 - a) **Two external and one internal review letters typically are required (see school/college guidelines).** These letters are objective reviews in which the reviewer has been asked to compare the candidate’s accomplishments with the school/college criteria for the rank/tenure requested.

- b) The letters should be solicited by the department chair or supervisor. The chair should select one reviewer from a list provided by the candidate, and additional reviewers from lists provided by the committee and/or the chair.
 - c) Letters should be on letterhead and signed, from individuals who are content experts in the applicant's area of expertise, not be from collaborators, mentors or individuals who have a close relationship with the candidate, and from individuals who are at the rank or a higher rank than the rank that the candidate is seeking.
 - d) These reviews should consider all areas of faculty activity including teaching, research, clinical care, where applicable, and service. Individuals reviewing the applicant should have a copy of the submitted material presented by the candidate for consideration of promotion or tenure and a copy of the P&T Criteria. A question that should be asked of these individuals is as follows: Based on the criteria provided, would you recommend the candidate for promotion and/or tenure? In addition, the Dean may also request additional outside reviews.
 - e) Letters of internal review should come from within the UNTHSC but outside of candidate's department(s).
6. Recommendation Letters
- a) The packet should include letters of recommendation which the faculty member will request.
 - b) These will be in a separate section of the application than the External/Internal Review Letters.
7. Supporting Teaching Materials including:
- a) TEACHING
 - (1) Teaching materials should only be those of the applicant and not those of any guest lecturer in the course they directed.
 - (2) Teaching Activities
 - (a) Summary – courses taught each year, credit hours, role, students' course eval score (can present as a table in chronological order). Please explain any inconsistencies in courses or course evals (e.g., missing one year of a course you have taught in consecutively) or significant changes in course eval scores (e.g., lower than 4/5).

- (b) Arrange courses grouped by course and in chronological order of delivery. Further, group course by *On-Campus Courses* and then *Off-Campus Courses*.
 - (c) All provided materials (including students' comments) must be provided for the applicant only; do not include comments, scores, or reviews on other course instructors.
 - (d) Supporting materials for **each course** taught should include the following:
 - (i) Copies of students' course eval and comments (2-3 pages),
 - (ii) Peer-review (2-3 pages) for courses taught,
 - (iii) Current syllabus,
 - (iv) A representative handout,
 - (v) One-page of assessment items, exam questions or outline (as applicable),
 - (vi) Project assignment(s) (as applicable), and
 - (vii) Other samples of teaching materials (as applicable).
- (3) Teaching Effectiveness
- (a) Include evidence of honors and awards during promotion period
 - (b) Include evidence of grants (page of submittal or letter of award)
 - (c) Other instructional activities (include innovative techniques or products created for teaching, how long they were used and if used by other programs, schools, or other institutions).
- b) RESEARCH AND SCHOLARSHIP – summary of scholarly activities
- (1) Peer-Reviewed Articles
- (a) Published articles are listed with citation index and impact factor of the journal.
 - (b) Accepted articles but not yet published, include the letter of acceptance.
 - (c) Submitted articles but not accepted, include the letter of acknowledgement of submission.

- (d) Include the first page from each published, accepted, or submitted articles.
- (2) Book or Book Chapters
 - (a) Include book or chapter title, page number if it is a chapter, name and address of publisher, and year of publication.
 - (b) Provide the first two pages of the book or book chapter.
 - (c) The faculty member's name should be on one of the two pages.
- (3) Published Peer-Reviewed Abstracts
 - (a) Include copies of each abstract from peer-reviewed published journal(s) as well as the cover page of the journal.
- (4) Peer-Reviewed Presentations
 - (a) For each presentation, evidence should include:
 - (i) Copy of the abstract presented,
 - (ii) Letter of acceptance for the presentation,
 - (iii) Copy of the abstract title from the conference program or program website.
- (5) RAD abstracts can be listed separately, but are not considered as peer-reviewed publications.
- (6) Invited presentations
 - (a) Include the program title, title of presentation including where and when the presentation was presented.
 - (b) Include a copy of the invitation.
 - (c) Arrange the presentations in the following order: local, state, regional, national, and international.
- (7) Grant Activities
 - (a) Provide all grant activity in chronological order, including funded, unfunded and submitted, as applicable. Arrange the grants in order of internal and then external.
 - (b) Each grant entry listing should include:
 - (i) The title of the grant, time period, funding sources, dollar amounts of applied funds, and applicant's role.

- (ii) Letter of award or page of submittal, as applicable.
 - (8) Continue Education (CE) Offering:
 - (a) Include the following information for each CE offering delivered:
 - (i) Title of the presentation,
 - (ii) Applicant's role,
 - (iii) Date/time, duration, and location of delivery,
 - (iv) Number of CE hours accredited and accreditation organization
 - (v) Any audience evaluations (if applicable)
 - (9) Patents
 - (a) Include a copy of the first page of the patent application and the approval confirmation sheet.
 - (10) Research awards
 - (a) Include all research awards earned during the promotion period. Include the name of the award, the date awarded, and the organization providing the award.
 - (b) Arrange the awards in the following order: local, state, regional, national, and international.
- c) SERVICE – Summary of Service
 - (1) Arrange Service activities first by Off-Campus Service then On-Campus Service activities.
 - (2) Activities for each area should be listed in chronological order and should only include activities that began or were in progress during the promotion period.
 - (3) Professional organizations
 - (a) Include the following for each organization the applicant was a member of during the promotion period:
 - (i) Organization name,
 - (ii) Membership role of the applicant (member, fellow, distinguished fellow, etc.)
 - (4) Committee Appointments

- (a) Include copies of committee appointment letters for on-campus committee appointments, this includes committees at the department, school and/or the UNTHSC level.
- (b) For committee appointments to Professional Organizations (beyond the HSC), include:
 - (i) Membership status with the organization,
 - (ii) committees served on during that membership,
 - (iii) role on those committees (i.e., conference organizer, chair of the committee, project leader for a special task, etc.),
 - (iv) and duration of service.
- (5) Activities of professional expertise
 - (a) For grant reviews, include the letter(s) of invitation to review grants for internal then external.
 - (b) For journals the applicant is acting as an editor for, include the name of the journal and the term of the experience as the editor.
 - (c) For activities where the applicant acted as an advisory board member, medical reviewer, book reviewer, project or patent reviewer, include the letter of invitation or letter of acknowledgement of service provided.
 - (d) For research mentorship of students, list the mentorship role provided. Include the title of any research project(s) if applicable, and the end result of those projects.
- (6) Local Community Activities
 - (a) Include 1-2 representative correspondence/content items related to each community activity, the role the applicant served in the activity, and the name, date, duration, and location of the activity.
- (7) Clinical Practice
 - (a) Include the duration of clinical service, location(s) served, and any relevant clinical specialty or setting of the services provided.
 - (b) Include copies of relevant patient evaluation(s), honors or awards for patient care (if applicable) received during the promotion period.

- (8) Student advisership
 - (a) Include the quantity of students for whom the applicant acted as the advisor and the years for that service.
 - (b) Include activities where the applicant participated in extracurricular and outreach activities on campus in an advisor role (other than just as a participant). Include the role, year of the activity, and any end results, if available (e.g., thank you letter/email, reports produced, etc.)
- (9) Supervision or mentorship for terminal degree students, lab rotation students, post-doctorate, or visiting scholars (if applicable).
- (10) Attracted Gifts or Endowments
 - (a) Include a copy of the certificate or communication related to the attracted gifts or endowments
- (11) Faculty development
 - (a) Include the list of faculty development courses in chronological order
- (12) Service Awards (if applicable)
 - (a) Include copies of any awards, honors, or certificate for service attained during the promotion period. Arrange them in the following order: local, state, regional, national, and international.

Faculty Teaching Rubric

Type	Examples of Evidence	Deficient	Quality	Outstanding
Teaching Outcomes [e.g. classroom-based, online/hybrid, skill-based, practice-based, laboratory-based]	<ul style="list-style-type: none"> Teaching philosophy Student ratings of teaching Peer reviewed publications related to teaching and learning Sponsored programs related to teaching and learning Innovations in teaching and learning Participation in curricular development Sample of assignments, examinations, and learning activities 	Deficient performance is achieved by not meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following: <ul style="list-style-type: none"> Evidence of limited and/or inconsistent teaching effectiveness; including learning strategies Insufficient achievement in annual teaching-related goal 	Quality performance is achieved by meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following: <ul style="list-style-type: none"> Evidence of teaching effectiveness; including learning strategies Sufficient achievement in annual teaching-related goals 	Outstanding performance is achieved by meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following: <ul style="list-style-type: none"> Evidence of superior teaching effectiveness; including learning strategies Superior achievement in annual teaching-related goals
Peer Review	<ul style="list-style-type: none"> Internal and External letters Teaching portfolio Peer reviews of teaching 	<ul style="list-style-type: none"> Evidence of “Deficient” performance, per collegiate guidelines, documented via the P & T Peer Review Process 	<ul style="list-style-type: none"> Evidence of “Quality” performance, per collegiate guidelines, documented via the P & T Peer Review Process 	<ul style="list-style-type: none"> Evidence of “Outstanding” performance, per collegiate guidelines, documented via the P & T Peer Review Process
Professional Development Efforts in Teaching	<ul style="list-style-type: none"> Engagement in faculty learning communities; Attendance at professional development activities related to teaching and learning; Faculty development presentations and workshops 	<ul style="list-style-type: none"> Evidence of limited and/or inconsistent pursuit of personal growth in teaching expertise Limited, or no involvement in delivering professional development 	<ul style="list-style-type: none"> Evidence of pursuing personal growth in teaching expertise Evidence of delivering professional development 	<ul style="list-style-type: none"> Evidence of successful, personal growth in teaching expertise Evidence of successful mentoring of colleagues and learners

Notes:

- Examples are illustrative and not a comprehensive list

Faculty Research Rubric

Type	Examples of Evidence	Deficient	Quality	Outstanding
Research/ Scholarship Outcomes	<ul style="list-style-type: none"> • Research statement • Peer-reviewed articles • Books, book chapters • Presentations, posters • US Patent, copyright, or other intellectual property • List of grants submitted and/or funded • List of other sources of external funding (e.g., industry, foundation) 	<p>Deficient performance is achieved by not meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following:</p> <ul style="list-style-type: none"> • Evidence of limited and/or inconsistent research effectiveness • Insufficient achievement in annual research-related goals 	<p>Quality performance is achieved by meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following:</p> <ul style="list-style-type: none"> • Evidence of research effectiveness • Sufficient achievement in annual research-related goals 	<p>Outstanding performance is achieved by meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following:</p> <ul style="list-style-type: none"> • Evidence of superior research effectiveness • Superior achievement in annual research-related goals
Peer review	<ul style="list-style-type: none"> • Internal and external letters • Research portfolio • Peer review of research/scholarship 	<ul style="list-style-type: none"> • Evidence of “Deficient” performance, per collegiate guidelines, documented via the P & T Peer Review Process 	<ul style="list-style-type: none"> • Evidence of “Quality” performance, per collegiate guidelines, documented via the P & T Peer Review Process 	<ul style="list-style-type: none"> • Evidence of “Outstanding” performance, per collegiate guidelines, documented via the P & T Peer Review Process
Professional Development Efforts in Research	<ul style="list-style-type: none"> • Participant in development efforts (e.g. grant writing workshops, certifications) • Study section and/or grant review board member • Research/scholarship collaborations • Learning new techniques to advance research/ scholarship 	<ul style="list-style-type: none"> • Evidence of limited and/or inconsistent pursuit of personal growth in research-related expertise • Limited, or no involvement in delivering professional development in research-related areas 	<ul style="list-style-type: none"> • Evidence of pursuing personal growth in research-related expertise • Evidence of delivering professional development in research-related areas 	<ul style="list-style-type: none"> • Evidence of successful, personal growth in research-related expertise • Evidence of successful mentoring of colleagues and learners in research-related areas

Notes:

- Examples are illustrative and not a comprehensive list

Faculty Service Rubric

Type	Examples of Evidence	Deficient	Quality	Outstanding
<p>Service Outcomes</p> <p>[service related to academic, clinical activities, and/or professional contributions]</p>	<ul style="list-style-type: none"> Service to UNTHSC (e.g. committee accomplishments, graduate advising, program directorship) Service to patients (e.g. patient outcomes, satisfaction, care models, health policy) Service to the profession (e.g. recognition, awards) Service to society (e.g. volunteerism, advocacy, committee, awards, external funding) 	<p>Deficient performance is achieved by not meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following:</p> <ul style="list-style-type: none"> Evidence of limited and/or inconsistent service effectiveness Insufficient achievement in annual service-related goal(s) 	<p>Quality performance is achieved by meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following:</p> <ul style="list-style-type: none"> Evidence of service effectiveness Sufficient achievement in annual service-related goals 	<p>Outstanding performance is achieved by meeting collegiate guidelines commensurate with academic rank and allocation of work, <u>including</u> the following:</p> <ul style="list-style-type: none"> Evidence of superior service effectiveness Superior achievement in annual service-related goals
<p>Peer Review</p>	<ul style="list-style-type: none"> Internal and External letters Service portfolio Peer reviews of service 	<ul style="list-style-type: none"> Evidence of “Deficient” performance, per collegiate guidelines, documented via the P & T Peer Review Process 	<p>Evidence of “Quality” performance, per collegiate guidelines, documented via the P & T Peer Review Process</p>	<ul style="list-style-type: none"> Evidence of “Outstanding” performance, per collegiate guidelines, documented via the P & T Peer Review Process
<p>Professional Development Efforts in Service</p>	<ul style="list-style-type: none"> Participant in development efforts in service (e.g. conferences, fellowships, added credentials) Faculty development presentations and workshops Learning new techniques to advance service performance 	<ul style="list-style-type: none"> Evidence of limited and/or inconsistent pursuit of personal growth in service-related expertise Limited, or no involvement in delivering professional development in service-related areas 	<ul style="list-style-type: none"> Evidence of pursuing personal growth in service-related expertise Evidence of delivering professional development in service-related areas 	<ul style="list-style-type: none"> Evidence of successful, personal growth in service-related expertise Evidence of successful mentoring of colleagues and learners in service-related areas

Notes:

- Examples are illustrative and not a comprehensive list

Faculty Tenure Rubric

Type	Definition	Examples
Performance <i>*One must achieve this category to be considered for tenure</i>	Level of performance which contributes positively to the needs, reputation, and activity of the department, school/college, and UNTHSC	<ul style="list-style-type: none"> • Achieves level of performance commensurate with academic rank and allocation of work as described in HSC Policy 6.003. • For the evaluation of tenured faculty, one must sustain the level of performance commensurate with academic rank and allocation of work as described in HSC Policy 6.003.
Values & Professionalism	Behavior that is professional, cooperative and respectful in a manner consistent with UNTHSC values	<ul style="list-style-type: none"> • Demonstrates trustworthiness • Upholds the highest ethical standards • Communicates openly in a timely courteous, and relevant manner • Makes values-based decisions • Manages conflict effectively as part of shared decision-making process • Contributes to the maintenance of an inclusive, positive environment • Demonstrates good stewardship of people and resources • Demonstrates compassion, care, and humility • Exhibits transparency in actions • Works effectively in a team environment
Future Promise	Promise of the faculty member's sustained performance, professionalism, and value	<ul style="list-style-type: none"> • Demonstrates sustained outstanding performance and career growth • Provides unique value to the department, school/college, and UNTHSC

Notes:

- Examples are illustrative and not a comprehensive list