

**APPLICATION FOR APPOINTMENT, PROMOTION, AND/OR TENURE  
CHECKLIST/CONTENTS**

*This page is required as is sequential page numbering of the entire appointment/promotion/tenure packet.*

CANDIDATE/FACULTY NAME: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_

REQUEST: \_\_\_\_\_

(e.g., Initial Appt; Promotion; Tenure; or Other [Specify: Track change, % Time Change, Emeritus])

RECOMMENDED ACADEMIC RANK: \_\_\_\_\_

AREAS OF STRENGTH SPECIFIED (Research, Service, Teaching) with levels in each:

	<u>Page Numbers</u>
1. Checklist/Contents Page	_____
2. Narratives documenting evidence for levels 1, 2, 3 in each of the areas prepared by the applicant	_____
3. Curriculum Vitae (to include the following categories)	_____
I. General Information	_____
a. Biographical Data	_____
b. Education	_____
c. Postgraduate Training	_____
d. Academic Appointments	_____
e. Other Employment	_____
f. Certificates and Licensure	_____
g. Honors and Awards	_____
II. Teaching	_____
a. Classroom/Laboratory	_____
c. Instructional Development	_____
d. Direction/Supervision of Theses, etc.	_____
III. Research	_____
a. Bibliography	_____
b. Areas of Research Interest	_____
c. Current Projects	_____
d. Research Support	_____
IV. Service	_____
a. Professional Affiliations	_____
c. Committees	_____
d. Administrative Responsibilities	_____
V. Other Pertinent Information	_____
5. Transcript (new faculty appointment only)	_____
a. Verification of transcript if foreign	_____
6. Letter from the Department Chair and/or Dean	_____
7. Recommendation from the Departmental/School Promotion, Tenure, and Appointments Committee	_____
8. List of Individuals Submitting Letters of Support and/or Reference	_____
I. External Reference Letters	_____
II. Letters from UNTHSC Colleagues	_____
III. Letters from Students/Fellows/Residents	_____
9. Other Pertinent Materials (student evaluations, citations, etc.)	_____

If any of the listed items are not pertinent to the application, please write 'not applicable' or 'N/A'.

### Criteria for Promotion and Tenure-GSBS, UNTHSC.

*Eligibility:* A doctoral level or terminal degree (Ph.D or equivalent) professional who teaches, and/or performs basic/clinical research.

Both the general and specific criteria are to be applied in evaluating Teaching and Scholarly Activity, Research and Scholarly Activity, and Service. Competency in Teaching is expected of all faculty, at all ranks, for state-funded positions. Research appointments essentially comprise faculty whose responsibilities are dedicated to a sponsored Research activity. These candidates are expected NOT to teach or provide service unrelated to their specific area of research.

Note that the criteria are cumulative, e.g., a candidate for associate professor must meet the criteria listed for assistant professor plus those listed for associate professor.

**Table 1: General Criteria and Specific Level Requirements**

	General Criteria	Specific level requirements
Assistant Professor	<p>_____ A minimum of <b>two years</b> of post-graduate experience</p> <p>_____ Demonstration of early success in research publications</p> <p>_____ Participation in teaching activity in graduate and/classroom education</p> <p>_____ Demonstration of academic credentials congruent with the school and department.</p>	<p>Level 1 in any of three areas (Teaching and Scholarly Activity, Research and Other Scholarly Activity)</p>
Associate Professor	<p>_____ A minimum of <b>three years in the rank of Assistant Professor</b> or equivalent.</p> <p>_____ Developing <b>peer recognition</b> that is reflected by an <b>emerging national reputation</b>.</p> <p>_____ Evidence of <b>scholarly achievement</b> reflected in <b>peer recognition</b> of work from original research, educational programs, etc.</p> <p>_____ Success in obtaining extramural, NIH-defined peer-reviewed grants or contracts; and/or investigator initiated basic/applied/education research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises</p> <p>_____ <b>Mentoring</b>. For example, junior faculty, residents, students, and other trainees</p>	<p>Level 2 in two areas plus Level 1 in the third dependent on the specific track desired (See Table below for Research, Education and non-tenure track level requirements).</p>
Professor	<p>_____ Distinguished performance and maturity as an Associate Professor, generally <b>3-5 years at this rank</b></p> <p>_____ An <b>established reputation</b> that is derived from <b>national or international peer recognition</b>.</p> <p>_____ Sustained <b>scholarly productivity</b> in at least <b>two of the three academic activities:</b> teaching, research, and service.</p> <p>_____ Sustained track-record in obtaining extramural, NIH-defined peer-reviewed grants or contracts and/or investigator initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises</p> <p>_____ <b>Mentoring</b>. For example, junior faculty, residents, students, and other trainees</p>	<p>Level 3 in one area (Research and Other Scholarly Activity OR Teaching and Scholarly Activity) plus Level 2 in the two remaining areas.</p>

Tenure	<p>_____ Meet the criteria commensurate with the rank to be considered for tenure</p> <p>_____ Exceptional degree of professional competence and scholarly achievement</p> <p>_____ Sustained track-record in obtaining extramural, NIH-defined peer-reviewed grants or contracts and/or investigator initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises</p> <p>_____ Overall performance of the faculty member that make the individual a desirable and continuing member of the team</p> <p>_____ Desirable personal qualities such as integrity, reliability, collegiality, and team-work</p> <p>_____ Outstanding accomplishments in research, teaching, and service</p> <p>_____ Mentoring track record as evidenced by active participation in all areas of education and documented successful completion of degree programs by trainees</p> <p>_____ Recognized as outstanding by one's peers, both within and outside the Health Science Center</p> <p>_____ Sustained, superior level or performance in two of three academic activities</p> <p>_____ Emerging excellence should be recognized at local, state, national, and international level</p> <p>_____ Unique value of the individual to this Institution</p>	<p>A minimum of Level 2 in Research and Other Scholarly Activity, Teaching and Scholarly Activity; and Level 1 Service.</p> <p>See Table below to accommodate educator track.</p>
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**Distinction between Promotion and Tenure:** While the process of promotion within the ranks at the Health Science Center 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 team-work, collaborations, and perceptions of a collegial and valuable member of the UNT team.

**Table 2: Level requirements for the independent tracks**

Category	Tenure-track (Research)	Tenure-track (Education)	Research-track (Non-tenure)
Assistant Professor	Level 1 in any area	Level 1 in any area	Level 1 in Research/Scholarly Activity
Associate Professor	Level 2 in Research/Scholarly Activity and Teaching/Scholarly Activity; Level 1 in Service	Level 2 in Teaching/Scholarly Activity and Service; Level 1 in Research	Level 2 in Research/Scholarly Activity
Professor	Level 3 in Research/Scholarly Activity; Level 2 Teaching/Scholarly Activity and Service	Level 3 in Teaching/Scholarly Activity; Level 2 in Service and Research/Scholarly Activity	Level 3 in Research/Scholarly Activity

**Examples of activities for Levels 1, 2, and 3 in the Teaching, Research and Other Scholarly Activity, and Service (no Level 3) areas are described in paragraphs following this section.**

## **Examples of Activities Demonstrating Teaching and Scholarly Activity**

Recognition of outstanding performance as a teacher by both peers and students can be a powerful factor in the evaluation process. Because departmental missions are variable and unique, each department has its own 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 Level 2 includes fulfilling criteria for Level 1.**

**Level 1** (Whenever possible, these activities should be recognized, by means of peer and/or student evaluations, locally as being competent.)

- Lectures to students, or peers in health professions training programs
- Instructs in laboratory sessions for health science students
- Facilitates small group sessions for health science center students including but not limited to Journal Club, Work in Progress etc.
- Presents teaching rounds
- Participates in teaching or supervision of graduate students and/or postdoctoral fellows
- Participates in postgraduate or continuing education courses which serve a local audience

**Level 2** (As appropriate, these activities should be recognized, by means of peer and/or or student evaluations, locally or regionally as being proficient.)

- Prepares curriculum materials (new courses/cores, syllabus materials, educational software, etc.)
- Writes a chapter for a peer reviewed print or electronic textbook used regionally or nationally
- Supervises or coordinates the teaching by other faculty, fellows, or graduate students (e.g., Course or Core Director)
- Develops/directs a postgraduate or continuing education course which serves a regional audience
- Invited to present lectures or education-based seminars at the state or regional level
- Invited lecturer at other institutions of higher education (e.g., universities, health professions schools) or research and development facilities or institutes (e.g., NIH, Scripps, Max Planck Institute)
- Develops and participates in the teaching of major portions of a graduate or professional course
- Serves as primary advisor for graduate students pursuing the M.S. or Ph.D. degree, and/or postdoctoral fellow
- Participates on NIH/equivalent training grants
- Receives local teaching award or is nominated for a University-wide, regional, or national teaching award.
- Success in obtaining extramural peer reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies.

**Level 3** (These activities should be recognized regionally or nationally as proficient.)

- Editor/author of a textbook adopted for teaching at other institutions
- Develops a course, curricular component, educational software, or evaluation materials, which are used regionally or nationally such as board exams
- Continued success in obtaining extramural peer reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Invited to organize and participate with a major role at a regional or national educational meeting
- Supervises a training program which has a regional or national audience
- Recognition as a journal editorial board member or editor

- Regular member of a special review committee or study section
- Principal investigator on NIH/equivalent training grants such as SCORE
- Receives a school/University-wide, regional, or national teaching award
- Consults at national levels (e.g. Education Advisory Board)

### **Examples of Activities Demonstrating Research and Other Scholarly Activity**

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 Level 2 includes fulfilling criteria for Level 1.**

#### **Level 1**

- Evidence of initial publication success
- Actively involved in clinical or basic science investigation
- Local presentation of research results (seminars, grand rounds, local scientific programs, and so forth)
- Evidence of application as a principal investigator for research grants or contracts locally or regionally
- Submit disclosure of inventions, file patents

#### **Level 2**

- 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
- Success in obtaining extramural, NIH-defined peer-reviewed\* grants or contracts; success in obtaining investigator initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Success in obtaining extramural peer reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Evidence of successful development of interdepartmental and/or interdisciplinary collaborative research programs
- Recognition as an *ad hoc* journal reviewer or *ad hoc* member of review committees or study sections; consultant for private sector foundations or corporations
- Presentation of invited or peer-reviewed research results at national or international professional meetings
- Invited to present a research-based seminar regionally or nationally
- Inventions licensed, patents issued (Note: Patents will be considered as a bonus and not a substitute for continued contributions to the research and training mission of the school)

#### **Level 3**

- 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
- Direction of Scholarly Activity of other faculty, post-doctoral appointees, residents, clinicians etc.
- Continued success in obtaining extramural, NIH-defined peer-reviewed\* grant or contract funds or investigator initiated basic or applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Recognition as a journal editorial board member or editor
- Regular member of a special review committee or study section
- Invited to organize and participate in a major national or international scientific meeting

- Acquires FDA approvals; invention has a major impact on state-of-the-art; invention generates University resources
- Consults at the national level (e.g., Board of Scientific Advisors)

*\*Including but not limited to NIH, NSF, DOE, VA, AHA, ACS, SBIR, STTR, etc.*

### **Examples of Activities Demonstrating Service**

Service includes, but is not necessarily limited to, activities in the following units and subunits: Graduate School of Biomedical Sciences and other affiliated units at the University of North Texas Health Science Center

**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 Level 2 includes fulfilling criteria for Level 1. Note: There is no Level 3 in this category.**

#### **Level 1**

- Demonstrates skills in managing activities or programs
- Serves on departmental committees
- Conducts tests, procedures or data handling in support of a clinical or service laboratory

#### **Level 2**

- Oversees, directs and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Serves as officer in state or local professional society
- Serves as the Graduate Advisor in a department or as an Assistant or Associate Dean or other Administrative appointment, e.g., Vice or Associate Chairperson of a department
- Provide significant effort in outreach programs (e.g. tours for prospective students, summer outreach programs and camps, additional training/tools courses etc.)
- Consults nationally regarding service-related activities
- Chairs medical subspecialty or professional society committee
- Attracts substantial gifts or endowments to the institution
- Elected on major institutional committees or boards
- Service 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
- Chairs a departmental faculty search committee or other major departmental/institute committees
- Elected to serve as an officer on a national society
- Provides faculty development or mentoring to junior faculty members (help prepare grants, comment on manuscripts and offer mentoring towards career development)

Note: Additional information provided for service load will be taken into considerations. For example, serving and/or chairing the IACUC, IRB, Admissions Committee versus chairing/serving on a student 6310 defense

## Responsibility of the Department Chairperson

While it is a primary responsibility of the candidate, through his or her written narrative(s), to clearly define how the candidate contributes, in the chosen areas of emphasis, to the missions of the school, the Chairperson's letter supports this and also provides additional information.

- It is the department chairperson's responsibility to oversee that the P&T process in the department is fulfilled as outlined in the bylaws.
- The Chair should invite external letters of recommendation not specifically recommended by the candidate in addition to those suggested by the candidate for objective peer-review of the portfolio.
- The Chair should also include a comprehensive letter of evaluation with his or her recommendation to the GSBS Promotion and Tenure Committee. This letter should clearly identify the areas of emphasis in academic endeavor [1) *Teaching and Scholarly Activity*, 2) *Research and other Scholarly Activities*, or 3) *Service to the University, to peer professionals, and to the public*] upon which the recommendation is based.
- The letter should address the individual's personal qualities such as integrity, reliability, collegiality, and so forth.
- The chairperson's letter should contain summaries of teaching evaluations by undergraduate, graduate and professional students, and peer faculty members.
- It will be the department chairperson's prerogative to use exceptional efforts in one area to mitigate the inability to invest substantial efforts in the others.
- If the Chair's recommendation is different from that of the Department's P&T Committee, the letter must provide a detailed explanation of the reasons for the alternative recommendation.