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

Guidelines for Promotion and/or Tenure

Approved by Faculty: October 3, 2013

This document serves to guide faculty toward achieving excellence in scholarship, teaching, clinical practice, and service and meet expectations for promotion and tenure for all faculty with appointments to UNTSCP.

Guidelines for Promotion & Tenure:

UNTSCP tenure track faculty will adhere to UNT HSC Faculty Bylaws Articles IX and X with respect to promotion and tenure policies to include process timeline, committee formulation and packet specifics and appointment ranks/titles. Below are criteria (I, II, III) and quantitative examples (Appendix I) specific to UNTSCP faculty undergoing consideration for promotion / tenure. For non-tenure track faculty only promotion guidelines apply.

I. SCHOLARSHIP

A. Definition

Scholarship is the primary basis for academic advancement and evaluated on an annual basis. Successful faculty will demonstrate excellent progress toward establishing productive, sustainable, high-quality scholarship. The overarching criterion for the awarding of promotion and/or tenure is establishment of an independent, focused, and high quality scholarly program; funding is favorably considered.

B. Domains of Scholarship

Scholarship's domains: Discovery, Application, and Education.

- Discovery: Faculty contribute to foundational knowledge in a discipline, with new insights from novel contexts investigated or novel interdisciplinary connections.
- Application: Faculty conduct research that represents problem identification or problem solving in the discipline, or research connecting theory to practice.
- Education: Faculty engage in the pedagogical scholarship of teaching and learning by conducting investigations in education distinct from the progressive improvement of personal teaching.

C. Documentation and Measures of Scholarship

Scholarship represents documented original research reflective of appointment at UNTSCP, should clearly demonstrate the faculty member's contribution to the discipline and external recognition or impact. The following items are some examples (but not exhaustive) publications in peer-reviewed journals, scholarly review articles, book chapter, books, and patents.

II. TEACHING

A. Definition

UNTSCP educational mission requires effective teaching from the faculty, which will be evaluated on an annual basis of evidence from students, peers, and other sources.

- Direct teaching responsibilities: lectures, laboratories, facilitation of small groups, designing effective learning experiences, designing effective interprofessional learning experiences or precepting / mentoring, development of new or primary responsibility for a major restructuring of existing course(s)
- Support activities: advising activities or leadership role on a curriculum committee.

B. Documentation and Measures of Teaching Effectiveness

Evidence of effective teaching may include assessments documenting:

1. Evidence of continually updated education materials and teaching activities consistent with new knowledge and the application of that knowledge to practice.
2. Development of a new course, clinical rotation, residency, or internship, laboratory or practice exercises, unique teaching aids, innovative teaching approaches, innovative grading or testing procedures
3. Student and peer reviews, formal recognition, or published data on teaching activities, abilities or techniques, including interprofessional, cross-college or institutional examples.
4. Serving as course director or mentor for students in directed study courses or projects.
5. Being nominated or selected for teaching awards.

III. SERVICE

A. Definition

Service is a valuable faculty activity and will be evaluated on an annual basis. It is duly considered in the granting of promotion and/or tenure and evidenced presented in support of this should reflect activities aligned with teaching and research. Service includes University, College, Departmental, professional, community, or volunteer activity, which is not directly related to teaching, research, and clinical assignments.

B. Domains and Measures

1. Service domains: Outreach, community and public service, UNTHSC / UNTSCP service, and professional service.

2. Measures: Excellence evidence includes clear demonstration of leadership in local, state and national professional associations, service on commissions, board memberships (professional, editorial, and advisory), participation with accreditation teams, scientific review for journals, grants, awards, abstracts, and national panels (e.g. FDA, CDER, USP, NIH Study Sections or equivalent nationally/internationally recognized professional or scientific organizations.), advising recognized student organizations, and offices held in professional and scientific societies. Service may also include consulting, presenting to potential licensees of intellectual property or educational services when directly linked to UNTSCP mission.

IV. CLINICAL PRACTICE

A. Definition

There is a critical need for visible role models for students in pharmacy. Clinical faculty should be personally involved in direct patient care activities. Clinical practice activities are evaluated on an annual basis.

B. Documentation and Measures

The assessment of faculty who are directly involved in patient care outside of research will include:

1. An examination of the development of new external practice sites or activities, and/or the impact of these on direct care or outcomes.
2. The clinical and economic value of contribution to the health care team.
3. Examples of Service/Engagement Activity (list is not exhaustive).
   - # of patient encounters (with complexity scale, if applicable)
   - # of patient referrals from outside the university
   - # of patient consultations

For those faculty engaged in clinical service, evidence of excellence may include achievement and maintenance of specialty board certification, receipt of local, state and/or national clinical service awards, recognition as an authority within the clinical specialty area as indicated by invited lectures and seminars on service delivery or development, accreditation of training programs, and/or documentation of scholarly activities, including presentations and publications that influence practice within the clinical specialty area.

V. FACULTY CITIZENSHIP

Excellence in faculty citizenship includes serving as a role model for students and other members of the university community through professional conduct, professional appearance (UNT HSC Policy 5.505.8.d) and communication in the workplace and when participating in university, college, department or professional initiatives. Faculty citizenship includes mentoring junior faculty in their career and personal development, attendance at and support of college activities such as department, college, university invited lectures, presentations, and seminars, faculty and student academic recognition, representing the college at university wide graduation events, and promoting an environment conducive to productivity, collaboration, and collegiality.

VI. AMENDMENTS

Amendments to the promotion and tenure guidelines may be initiated by any faculty member, irrespective of rank or tenure status and will follow UNTHSC procedures.

Additional guidance available: http://www.hsc.unt.edu/departments/facultyaffairs/annual.cfm

Appendix I:

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, Clinical Practice, Service, Teaching) with levels in each:
_____

	Page Numbers
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	_____
e. Clinical Practice	_____
V. Other Pertinent Information	_____
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	_____
Ill. 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-SCP, UNTHSC.

Eligibility: A doctoral level or terminal degree (PhD, PharmD 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, Clinical Practice and Service. Competency in Teaching is expected of all faculty, at all ranks, for state-funded positions.

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 minimal level requirements	
		Tenure-Track	Non-Tenure Track
Assistant Professor	_____A minimum of **one year** of post-graduate experience _____Demonstration of early success in scholarly (preferably) research publications _____Participation in teaching activity in graduate or classroom education _____Demonstration of academic credentials congruent with the school and department.	Level 1 in all areas	Level 1 in all areas
Associate Professor	_____Generally, a minimum of **five years in the rank of Assistant Professor** or equivalent. _____Developing **peer recognition** reflected by **emerging national reputation.** _____Evidence of **scholarly achievement** reflected in **peer recognition** of work from original research, educational programs, etc. _____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 funding sources _____**Verifiable track record of mentoring** of junior faculty, residents, students, and other trainees	Level 2 in Scholarship and Teaching; Level 1 in Service	Level 2 in Teaching and Service or Clinical Practice; Level 1 in Scholarship

Professor	_____Distinguished performance and maturity as an Associate Professor, _____An **established national or international reputation** derived from **national or international peer recognition**. _____Generally, 5-7 years with a sustained **scholarly productivity** in at least **two academic activities:** teaching, research, clinical practice and service. _____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 funding sources _____**Established record of mentoring mentors** of junior faculty, residents, students, and other trainees	Level 3 in Scholarship; Level 2 in Teaching or Service	Level 3 in Teaching or Service or Clinical Practice; Level 2 in another area
Tenure	_____Meet 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, NIH-defined peer-reviewed grants or contracts and/or investigator initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other enterprises _____Overall performance of the faculty member that make the individual a desirable and continuing member of the team _____Desirable personal qualities such as integrity, reliability, collegiality, and team-work _____Outstanding accomplishments in research, teaching, clinical practice and service, as appropriate _____Mentoring track record as evidenced by active participation in all areas of education and documented successful completion of degree programs by trainees or accomplishments of mentored faculty members _____Recognized as outstanding by one's peers, both within and outside the Health Science Center _____Sustained, superior level or performance in two of three academic activities _____Emerging excellence should be recognized at local, state, national, and international level _____Unique value of the individual to this Institution	A minimum of Level 2 in Scholarship and Teaching Activity; and Level 1 Service or Clinical Practice.	

Definition for Levels 1, 2, and 3 in the Scholarship, Teaching, Clinical Practice, and Service are:

Level 1: sustained performance above the minimum performance in all assigned activities and shall be designated as "Good".

Level 2: sustained performance beyond that which meets the requirements for Level 1, and leading to recognition within or beyond the University and the local community and shall be designated as "Excellent."

Level 3: sustained performance beyond that which meets the requirements for Level 2 and leading to recognition beyond the University and the local community and shall be designated as "Distinguished."

Distinction between Promotion and Tenure: While the process of promotion within the ranks at the Health Sciences 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 teamwork, collaborations, and perceptions of a collegial and valuable member of the UNT team.

Promotion Guidelines
Candidates for promotion from assistant professor must show positive growth in the respective areas. The list below is not exhaustive.

Category: Clinician/Educator Non-Tenure Track Faculty
Rank: Associate Professor

Teaching

- Demonstrates competency in knowledge and skill in teaching as evidenced by peer, student, and other sources of evaluations.
- Demonstrates depth and breadth of teaching competence.
- Actively participates in interdisciplinary and interprofessional teaching.
- Serves as an advisor and/or mentors professional and graduate students and post-doctoral residents and fellows.
- Serves as a mentor to junior faculty members.
- Recognized by teaching awards or nominations by the College, University, or profession organizations.
- Uses faculty development opportunities and teacher effectiveness tools to improve teaching.

Scholarship

- Attempts or collaborates to obtain funding for support of creative scholarly activities including pedagogical projects as the principle investigator.
- Authors scholarly publications on an average of one paper per year as the primary or senior/corresponding author. Scholarly publications include those that are nationally or internationally recognized as a refereed print journal, refereed on-line journal, a peer-reviewed book chapter, or authorship of a book.
- Serves as a reviewer for national or international professional journals or abstracts for a national or international professional meeting.
- Presents results of scholarly or other creative works at international, national, regional, state or local professional meetings on an average of at least once every year.
- Maintains clinical competence in their discipline as recognized by board-certification or certificate programs.
- Participates in intramural or extramural funded projects as a co-investigator.

Clinical Practice

- Receives requests from other professionals for advice, consultants, or referrals.
- Provides quality clinical or patient-care outcomes.
- Maintains or develops clinical programs and practice standards.
- Exhibits a high quality of expertise and effective clinical professional practice as evidenced by peer or health care professional documentation.
- Patient satisfaction data as available.

Service

- Demonstrates involvement in support of the University, College, department, and other activities by serving on committees.
- Participates as an expert in their field recognized by local, regional, national, or international organizations as a speaker or faculty participant.
- Participates in the College ceremonies and events.
- Attends (when appropriate) local, state, national, or international meetings.
- Contributes to the professional societies as evidenced by committee membership, chair of committees, program chairs, or other recognized activities.
- Participates in non-professional community service.
- Serves as advisor or co-advisor to student organizations.
- Receives a service award from the clinical site, College, University, or professional organization.

Promotion Guidelines
Category: Tenure Track Faculty
Rank: Associate Professor

Teaching

- Demonstrates competency in knowledge and skill in teaching as evidenced by peer, student, and other sources of evaluations.
- Demonstrates depth and breadth of teaching competence.
- Actively participates in interdisciplinary and interprofessional teaching.
- Serves as an advisor and/or mentors professional and graduate students and post-doctoral residents and fellows.
- Serves as a mentor to junior faculty members.
- Recognized by teaching awards or nominations by the College, University, or professional organizations.
- Uses faculty development opportunities and teacher effectiveness tools to improve teaching.

Scholarship

- Attempts or collaborates to obtain funding for support of creative scholarly activities including pedagogical projects as the principle investigator.
- Demonstrates success or sustained effort in obtaining intramural or extramural funding support of scholarly activity.
- Authors as the primary or senior/corresponding author of scholarly publications proportional to the distribution of effort in research and scholarship. Scholarly publications include those that are nationally or internationally recognized as a refereed print journal, refereed on-line journal, a peer-reviewed book chapter, or authorship of a book.
- Serves as reviewer for national or international professional journals or abstracts for a national or international professional meeting.
- Presents results of scholarly or other creative works at national, regional, state or local professional meetings proportional to the distribution of effort in research and scholarship.
- Serves as a mentor to junior faculty, post-doctoral residents and fellows in developing research skills.
- Supervises graduate student research activities.
- Recognized by research or scholarship awards given by the College, University or professional organizations.

Service

- Demonstrates involvement in support of the University, College, department, and other activities by serving on committees.
- Participates as an expert in their field recognized by local, regional, national, or international organization as a speaker or faculty participant.
- Participates in the College ceremonies and events.
- Attends (when appropriate) local, state, national, or international meetings.
- Contributes to the professional societies as evidenced by committee membership, chair of committees, program chairs, or other recognized activities.
- Participates in non-professional community service.
- Serves as advisor or co-advisor to student organizations.
- Receives a service award from the College, University, or professional organization.

Promotion Guidelines
Category: Tenure Track with Clinical Component
Rank: Associate Professor

Teaching, Scholarship, and Service – see Tenure Track

Clinical Service – See Clinician/ Educator

Promotion Guidelines

The evaluation for the rank of professor is based upon the expectation that the candidate has continued to, at a minimum to meet the guidelines for the rank of associate professor, but with positive evidence of growth in one or more areas since attaining the rank of associate professor. The list below is not exhaustive.

Category: Clinician/Educator Non-Tenure Track Faculty
Rank: Professor

Teaching

- Assumes responsibility for development, implementation, and management of courses, provides leadership in curriculum development and implementation.
- Serves as a mentor for students and faculty.
- Demonstrates innovation in teaching methods for didactic, laboratory, or clinical teaching that other faculty incorporate into their teaching activities.
- Engages in the scholarship of teaching.

Scholarship

- Presentations at a national or international professional meeting on the average of once every year.
- Serves as a primary or corresponding author of a scholarly publication an average of at least once every year in a nationally or internationally recognized publication/journal.
- Primary author of a nationally or internationally recognized book chapter or book.
- Develops and conducts scholarly investigations as a primary investigator and collaborates with other investigators.
- Has obtained funding (intramural or extramural) in support of scholarly activities either as a collaborator or co-investigator.

Clinical Service
The achievements for Professor are a continuation of growth and support in one or more examples listed for Associate Professor.

Service

- Serves in a leadership role on the clinical site, department, College, or University committee.
- A leadership role in the implementation and support of the clinical programs, College, University or professional organization.
- Provides leadership in non-professional, community, and administrative role.

Promotion Guidelines
Category: Tenure Track Faculty
Rank: Professor

Teaching

- Assumes responsibility for development, implementation, and management of courses, provides leadership in curriculum development and implementation.
- Serves as a mentor for students and faculty.
- Demonstrates innovation teaching methods for didactic, laboratory, or clinical teaching that other faculty incorporate into their teaching activities.
- Engages in the scholarship of teaching.

Scholarship

- Demonstrates a track record of sustained application with some success (at least one) as principal investigator in an external peer-reviewed funding for support of scholarly or other creative activity.
- Sustained authorship as the primary or senior/corresponding author of scholarly publications proportional to the distribution of effort in research and scholarship. Scholarly publications include those that are nationally or internationally recognized as a refereed print journal, refereed on-line journal, a peer-reviewed book chapter, or authorship of a book.
- Presentation at a national or international professional meeting on the average of once every year.
- Serves as an editor of a nationally or internationally recognized book.
- Serves as a member of editorial board or editor for a national or international professional journal.

Service

- Serves in a leadership role on the clinical site, department, College, or University committee.
- A leadership role in the implementation and support of the clinical programs, College, University or professional organization.
- Provides leadership in non-professional, community, and administrative role.

Promotion Guidelines
Category: Tenure Track Faculty with Clinical Component
Rank: Professor

Teaching

- Assumes responsibility for development, implementation, and management of courses, provides leadership in curriculum development and implementation.
- Serves as a mentor for students and faculty.
- Demonstrates innovation teaching methods for didactic, laboratory, or clinical teaching that other faculty incorporate into their teaching activities.
- Engages in the scholarship of teaching.

Scholarship

- Demonstrates a track record of sustained application with some success (at least one) as principal investigator in an external peer-reviewed funding for support of scholarly or other creative activity.
- Sustained authorship as the primary or senior/corresponding author of scholarly publications proportional to the distribution of effort in research and scholarship. Scholarly publications include those that are nationally or internationally recognized as a refereed print journal, refereed on-line journal, a peer-reviewed book chapter, or authorship of a book.
- Presentation at a national or international professional meeting on the average of once every year.
- Serves as an editor of a nationally or internationally recognized book.
- Serves as a member of editorial board or editor for a national or international professional journal.

Clinical Service
The achievements for Professor are a continuation of and growth in one or more of the examples listed for Associate Professor.

Service

- Serves in a leadership role on the clinical site, department, College, or University committee.
- A leadership role in the implementation and support of the clinical programs, College, University or professional organization.
- Provides leadership in non-professional, community, and administrative role.

Responsibility of the Department Chair

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 Chair'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 annual evaluation and a final, comprehensive letter of evaluation to include recommendation to the P&T 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 Chair's letter should contain concise 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.
- The Chair and the P&T Committee independently serve in an advisory capacity to the Dean's Office in assessment of the candidates' promotion and/or tenure application.