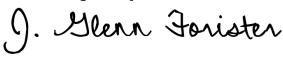


University of North Texas Health Science Center

School of Health Professions

Faculty Promotion and Tenure Procedure and Criteria


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

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

8/29/2022

Date

DocuSigned by:

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Charles Taylor, Pharm D
Executive Vice President & Provost

9/2/2022

Date

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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.

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- 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.

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- 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 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.

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.

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- 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.

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- 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.

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- 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.

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- 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.

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- 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

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- 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](https://www.unthsc.edu/academic-affairs/faculty-affairs/annual-faculty-promotion-and-tenure/) 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.

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- 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.

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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

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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

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- 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

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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

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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

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- 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

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- 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

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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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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)

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- 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

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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

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- 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

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- 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

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- 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

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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

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- (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.