



OFFICIAL INSTITUTIONAL PROCEDURE

PROCEDURE NAME (R*) Faculty Tenure & Promotion Review	EFFECTIVE DATE (R*) 09/01/2019	PROCEDURE NUMBER (R*) P6.003
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PROCEDURE STATEMENT (R*)

This procedure is to set forth the process for faculty members to apply for and be awarded promotion and/or tenure, per Policy 6.003.

REASON FOR PROCEDURE (O*)

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

AREAS OF RESPONSIBILITY (R*)

Office of Faculty Affairs - responsible for stewarding this procedure
Dean – Identifies school/college Promotion and Tenure Committee
Provost - convene an ad hoc committee

PROCEDURE DETAILS (R*)

1. General Guidelines

- 1.1. The school/college Promotion and Tenure Committee is identified by the appropriate Dean. The school/college guidelines will include how to determine committee members, qualifications and length of term. The operating procedures of the committee are also delineated in the appropriate college guidelines. These guidelines are developed and revised by each school/college and will reflect the overall UNTHSC policy for promotion and tenure as well as university guidelines for promotion and tenure.
- 1.2. The Provost may convene an ad hoc committee to address matters pertaining to faculty evaluation, promotion and tenure

2. Evaluation for Promotion and/or Tenure

- 2.1. The Provost will announce before August 1 that applications for promotion and tenure are due to Faculty Affairs by a specific deadline. The Promotion and Tenure Process Timeline, Annual Promotion Tenure Checklist, *Interfolio* (faculty information system) access, and relevant information will be located on the Faculty Affairs website. *Interfolio* will be the primary repository for the materials being evaluated for promotion and/or tenure.
- 2.2. Faculty members will officially notify the chair of their intent to apply for promotion and/or tenure by August 1.
- 2.3. The chair will notify, in writing, Faculty Affairs and the school/ college Promotion and Tenure (P&T) Committee, no later than September 1, of all faculty requesting promotion and/or tenure.
- 2.4. Faculty members submit their promotion and/or tenure materials via *Interfolio*, in accordance with the Annual Promotion and Tenure Checklist. The materials/packet will be electronically submitted to their Department Chair.
- 2.5. The Department Chair reviews the submission and will meet with faculty members to discuss the collective materials forming the P&T application. Complete applications will move forward for review.
- 2.6. External and internal review letters are obtained via the department chair for each candidate. The department chair will ensure their inclusion in the P&T electronic packet.
- 2.7. Each school/college will maintain its promotion and tenure guidelines which will be periodically reviewed and updated. The school/college guidelines will include specific criteria for outstanding and quality performance in the areas of teaching, research, and service according to rank.
- 2.8. Materials will be electronically submitted via *Interfolio* by October 1 to the **departmental** P&T committee if one exists. If a departmental P&T committee does not exist, the application will proceed via *Interfolio* to the school/college P&T committee.
- 2.9. Materials must be received by the school/college P&T committee for review by November 1. Faculty members will be kept abreast of decisions by each party along the way (e.g. department chair, committee). Notification will occur within fifteen days of issuing the recommendation.
- 2.10 The school/college P&T committee forwards their recommendations by January 15th to the Dean. All candidates will receive notification of the committee's recommendation within 15 days of the recommendations.
- 2.11 The Dean evaluates the applications and makes a recommendation to the President through the Provost. All materials are submitted to the Provost for evaluation. The Provost will submit recommendations to the President. The Dean, Provost and President will each notify the candidates of their recommendation in writing within 15 days of their decisions.

- 2.12 The President makes the final decision on all promotions. The President makes a recommendation through the Chancellor to the Board of Regents for tenure.
- 2.13 Candidates can appeal in writing to the grievance committee within fifteen working days of notification by the President.
- 2.14 Promotion rubrics (Appendices A-C) will be used by the chair, P&T committee, Dean, and Provost to evaluate the P&T application.
- 2.15 The Tenure rubric (Appendix D) will be used by the chair, P&T committee, Dean, and Provost to evaluate the P&T application.

RELATED INFORMATION (O*)

6.003 Faculty Tenure and Promotion

DEFINITIONS (O*)

Include defined terms that have particular meaning or need for interpretation relative to the procedure or provide links to a central glossary.

FORMS/ONLINE PROCESSES (O*)

Promotion and/or Tenure Packet Checklist - www.unthsc.edu/academic-affairs/faculty-affairs/annual-faculty-promotion-and-tenure/

Promotion and Tenure Process Timeline – [www.unthsc.edu/academic-affairs/faculty-affairs/annual-faculty-promotion-and-tenure/School/College Guidelines](http://www.unthsc.edu/academic-affairs/faculty-affairs/annual-faculty-promotion-and-tenure/School/College%20Guidelines) www.unthsc.edu/academic-affairs/faculty-affairs/criteria-for-faculty-promotion-tenure-and-post-tenure-review/

Promotion Rubric for Teaching

Promotion Rubric for Research

Promotion Rubric for Service

HISTORY (R*)

Revision Date(s): 4-30-2020

Provost Initials:

DS
CJT

Revision Date(s): 6-02-2020

Provost Initials: _____

DS
CTT

***R = Required *O = Optional**

ADMINISTRATIVE AUTHORITY (R*)
Provost and Executive Vice President

RESPONSIBLE UNIVERSITY DEPARTMENT/DIVISION (R*)
Office of Faculty Affairs
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PolicyTech, the institutional policy repository, is updated regularly. In order to ensure a printed copy of this document is current, please access it online at <https://www.unthsc.edu/administrative/institutional-compliance-office/unt-health-science-center-policies/>

Appendix A. Promotion Rubric – Faculty Teaching

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

Notes:

- Examples are illustrative and not a comprehensive list

Appendix B. Promotion Rubric – Faculty Research

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

Notes:

- Examples are illustrative and not a comprehensive list

Appendix C. Promotion Rubric – Faculty Service

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

Notes:

- Examples are illustrative and not a comprehensive list

Appendix D. Faculty Tenure Rubric

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

Notes:

- Examples are illustrative and not a comprehensive list