

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

Guidelines for Promotion and/or Tenure

Approved by Faculty on May 1, 2020:



S. Suresh Madhavan, MBA, PhD, FAPhA

Dean and Professor

Charles Taylor

DocuSigned by:
Charles Taylor
7B202D3F13864E1...

5/28/2020

CTT

TABLE OF CONTENTS

<i>I. OVERVIEW OF THE PROCESS.....</i>	3
A. Responsibility of the Department Chair	3
B. SCP Promotion & Tenure Committee	4
1. Responsibilities of the Promotion & Tenure Committee	4
C. Regents Professor, Emeritus Professor, and Endowed Professorship/Chair Designations	5
1. Regents Professor	5
2. Emeritus Professor	5
3. Endowed Professorships and Chairs.....	5
D. Appointment of adjunct faculty.....	5
<i>II. The process of promotion and tenure review</i>	5
A. Overview of the steps involved in this process	6
B. Dossier content.....	8
<i>III. General criteria for promotion and tenure</i>	12
A. Faculty with clinical practice or teaching as significant areas of contribution	13
1. Promotion from Assistant to Associate Professor:	13
2. Promotion from Associate to Full Professor:.....	15
B. Faculty with research as a significant area of contribution	16
1. Promotion from Assistant to Associate Professor	16
2. Promotion from Associate to Full Professor:.....	18
C. Tenure.....	19

I. OVERVIEW OF THE PROCESS

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

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

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

A. RESPONSIBILITY OF THE DEPARTMENT CHAIR

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

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

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

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

B. SCP PROMOTION & TENURE COMMITTEE

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

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

1. *Responsibilities of the Promotion & Tenure Committee*

Responsibilities of the Promotion and Tenure Committee are:

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

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

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

1. *Regents Professor*

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

2. *Emeritus Professor*

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

3. *Endowed Professorships and Chairs*

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

D. APPOINTMENT OF ADJUNCT FACULTY

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

II. THE PROCESS OF PROMOTION AND TENURE REVIEW

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

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

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

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

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

A. OVERVIEW OF THE STEPS INVOLVED IN THIS PROCESS

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

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

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

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

No letters are needed for the three-year review.

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

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

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

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

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

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

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

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

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

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

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

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

B. DOSSIER CONTENT

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

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

The dossier contains the following:

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

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

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

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

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

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

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

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

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

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

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

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

4. External/Internal letters of recommendation and review:

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

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

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

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

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

5. Teaching, Research/Scholarship and Service:

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

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

- Service – Documents supporting service activities, including assessments of clinical competence or patient satisfaction. Sufficient examples should be included to clearly demonstrate outstanding and/or quality performance in service.

6. Annual performance evaluations, and workload expectations at UNTHSC – For up to the past five years.

III. GENERAL CRITERIA FOR PROMOTION AND TENURE

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

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

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

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

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

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

1. *Promotion from Assistant to Associate Professor:*

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

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

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

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

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

- Invited lectures.

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

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

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

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

2. *Promotion from Associate to Full Professor:*

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

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

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

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

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

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

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

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

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

B. FACULTY WITH RESEARCH AS A SIGNIFICANT AREA OF CONTRIBUTION

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

1. *Promotion from Assistant to Associate Professor*

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

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

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

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

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

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

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

2. *Promotion from Associate to Full Professor:*

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

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

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

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

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

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

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

C. TENURE

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

To achieve tenure, faculty are expected to demonstrate:

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

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