



**DEPARTMENT OF FAMILY &  
COMMUNITY MEDICINE**

**GUIDELINES ON EVALUATION  
PROMOTION AND TENURE**

**UNIVERSITY OF NORTH DAKOTA  
SCHOOL OF MEDICINE AND  
HEALTH SCIENCES**

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## I. INTRODUCTION

Because the Department of Family and Community Medicine and its faculty has some unique characteristics and responsibilities, there are portions of this document that differ from the School of Medicine and Health Sciences (SMHS) Promotion and Tenure Guidelines and from the University Faculty Handbook. For all matters not dealt with in the enclosed document, the SMHS Guidelines and the Faculty Handbook should be used as the guides.

The criteria for promotion and tenure in the Department of Family and Community Medicine and the process of faculty review are consistent with the University of North Dakota School of Medicine and Health Sciences Guidelines on Promotion and Tenure and the Faculty Handbook. The following guidelines include examples of criteria that may be used to evaluate the performance of faculty members for promotion, tenure and post-tenure performance.

Each faculty member is to undergo an academic evaluation for the purpose of promotion, tenure, and an evaluation schedule as specified in the School of Medicine and Health Sciences (SMHS) Guidelines. The purpose of the evaluation is to help the faculty improve their performance.

The information required for the evaluation process includes documentation of faculty activities in the areas of teaching, patient care, scholarly and creative activity, contribution to one's discipline or profession, and professional and community service. Not all faculty members will have similar duties and responsibilities in these areas but all faculty members must have activity in areas spelled out in their contract and/or position description, and consistent with his/her academic appointment. The departmental chair and individual faculty member will mutually agree upon the contribution to each area. The position description and percentage of effort form will reflect the effort of each faculty member in each area. Each faculty member will be evaluated relative to his or her individual duties and responsibilities.

The evaluation instrument is the faculty portfolio, which documents activities in teaching, patient care, scholarly and/or creative activity, contribution to one's discipline or profession, and professional and community service. The document also contains the faculty position description and percentage of effort in each area. The Department of Family and Community Medicine Committee on Promotion and Tenure (DFCM CPT) reviews all faculty portfolios and prepares a summary that is submitted to the Chair of the department.

## **II. FACULTY**

### **A. FACULTY TITLES**

Academic Titles (see SMHS Guidelines for description, Section II. A.)

Basic Scientist Scholar  
Educator Scholar  
Clinician Scholar

Community Faculty (see SMHS Guidelines for description, Section II. A.)

Research Faculty (see SMHS Guidelines for description, Section II. A.)

### **B. ACADEMIC TITLE SERIES**

#### **1. CHARACTERISTICS OF ACADEMIC RANK**

Listed below are characteristics of academic rank to be used for appointment or promotion to Instructor, Assistant, Associate and full Professor. These are intended to be the usual criteria and are not intended to exclude qualified candidates who possess equivalent training and/or experience.

##### **Instructor**

- Earned Bachelor's degree or equivalent training
- Professional certification/licensure, if applicable
- Demonstrates promise as a teacher
- Engaged in professional development

##### **Assistant Professor**

- Earned doctorate or other degree considered to be a terminal degree by the discipline, or significant clinical experience commensurate with a terminal degree
- Postgraduate training

Faculty members with the M.D. degree should have board certification or be board eligible, if applicable.

If appropriate to the discipline, faculty members with other terminal degrees should have completed a postdoctoral experience.

- Potential for effectiveness in teaching
- Effective patient care
- Potential for effectiveness in scholarly and creative activity
- Potential for effectiveness in professional and community service

### **Associate Professor**

- Earned doctorate or other degree considered to be a terminal degree by the discipline, or significant clinical experience commensurate with a terminal degree
- Postgraduate training

Faculty members with a M.D. degree should be board certified in their specialty or subspecialty. Non-M.D. faculty members should be certified in their fields if such certification is available or applicable.

If appropriate to the discipline, faculty members with other terminal degrees should have completed a postdoctoral experience.

- Consistent and marked effectiveness in teaching
- Effective patient care
- Scholarly and creative accomplishments of appropriate quality and quantity for time in rank
- Local or regional recognition for scholarly activity
- Consistent and substantial contributions and service to his/her profession and school
- Demonstrated community service

### **Professor**

The rank of Professor is awarded on the basis of documented recognition for continued solid and superior performance and not simply on the basis of time in rank as Associate Professor.

- Earned doctorate or other degree considered to be a terminal degree by the discipline, or significant clinical experience commensurate with a terminal degree.
- Postgraduate training:

Faculty members with a M.D. degree should be board certified in their specialty or subspecialty. Non M.D. faculty members should be certified in their fields, if such certification is available or applicable.

If appropriate to the discipline, faculty members with other terminal degrees should have completed a postdoctoral experience.

- Recognition for continued excellence in teaching
- Recognition for excellence in patient care
- National or international recognition for continued scholarly activity of high quality and appropriate quantity
- Demonstrated leadership and superior service contributions to the department, school and his/her profession
- Recognized for community service

## C. COMMUNITY TITLE SERIES

### 1. Criteria for Rank

Individuals possessing an earned Bachelor's degree, graduate degree, doctorate or other degree considered being a terminal degree by the discipline, or significant clinical experience commensurate with a terminal degree and willing to contribute to the School in teaching, scholarly activity and/or service missions are eligible for clinical rank.

### 2. Characteristics of Community Rank

#### Clinical Instructor

- Previously demonstrated teaching experience not required.
- Willing to spend up to 100 hours/year teaching

#### Clinical Assistant Professor

- Board eligible or certified in his/her discipline, if applicable; post-degree experience, if applicable
- Less than three (3) years teaching experience
- Willing to spend up to 100 hours/year teaching or engaged in scholarly activity
- Demonstrates promise of excellence in their primary professional activity.

#### Clinical Associate Professor

- Board certified (if applicable)
- Three (3) or more years teaching or research experience
- Demonstrates effective teaching or research
- Plays important role in departmental teaching activities
- Willing to spend 100 hours or more/year teaching or engaged in scholarly activity
- Demonstrates excellence in their primary professional activity.

#### Clinical Professor

- Board certified (if appropriate)
- Six (6) or more years teaching or research experience
- Demonstrates effective teaching or research
- Plays important role in departmental teaching/research and leadership activities
- Willing to spend 200 or more hours/year teaching or engaged in scholarly activity
- Demonstrates excellence in their primary professional activity.

## **D. RESEARCH FACULTY TITLE SERIES**

The Research Faculty members are faculty who are dedicated to supporting the research mission of a department. Faculty in this series need not have established an independent reputation in research. These faculty members are encouraged to be involved in teaching; however teaching is secondary to scholarship.

Individuals possessing appropriate degrees whose primary area of emphasis is research and research-related activities. The faculty member may participate in the educational activities of the department. A Research Faculty person may be a member of either a basic science department or a clinical department. The characteristics of each rank are as follows:

### Research Assistant Professor

- Earned doctorate considered to be a terminal degree by the discipline.
- Potential to develop an independent extramurally funded research program
- Potential for effectiveness in department and professional service

### Research Associate Professor

- Earned doctorate or other degree considered to be a terminal degree by the discipline
- Demonstrated record of excellence in research, either as a principal investigator or in support of a principal investigator
- Demonstrated research productivity, i.e., publications including peer-reviewed articles, book chapters, and invited reviews
- Potential for effectiveness in department and professional service

### Research Professor

Promotion to Professor is expected to occur on the basis of documented recognition for continued superior performance and not simply on the basis of time in rank as Associate Professor. The individual must have demonstrated a leadership role in departmental activities and/or the professional discipline.

- Earned doctorate or other degree considered to be a terminal degree by the discipline
- Evidence of being an independent investigator with extramural funding and maintaining a research program of high quality and appropriate quantity
- Recognition for continued contributions to his/her profession and school

### **III. FACULTY APPOINTMENTS IN THE ACADEMIC TITLE SERIES**

#### **A. Academic Title Series**

There are two categories of employment contracts for full-time non-tenured faculty in the academic title series that will apply to the faculty in the Department of Family and Community Medicine: 1) Probationary contract (tenure-track appointment) and 2) Special contract (non-tenure track appointment). (See SMHS Guidelines for description, Section III. A.).

### **IV. EVALUATION, PROMOTION AND TENURE PROCESS**

The major purpose of evaluation should be to help the faculty improve their performance. An evaluation should commend faculty for outstanding performance and/or encourage faculty to strengthen weaknesses. The results of the evaluation process will become part of the information used in making promotion, retention and tenure decisions.

Faculty will be evaluated in the areas of teaching, patient care, scholarly and/or creative activity, distinctive contributions to one's discipline and profession, and professional and community service. The contribution of individual faculty members to each area will be mutually agreed upon by the departmental chair, the program director or direct supervisor, and the individual faculty member, and be reflected in the position description and the percentage of effort form submitted annually. For evaluation purposes, the position description and the percentage of effort forms will be taken into consideration in weighing the importance of each area to the overall evaluation.

Documentation in the areas of teaching, patient care, scholarly and/or creative activity, distinctive contributions to one's discipline and profession, and professional and community service shall be according to the promotion criteria. (Section VI)

### **V. Departmental Standards**

#### **A. Schedule for evaluations**

The evaluation schedule is determined by the School of Medicine & Health Sciences Office of Academic Affairs as outlined in the SMHS Guidelines on Promotion and Tenure (Section V. A). The faculty title series and whether the faculty member is tenured, tenure track or non-tenure track determines the evaluation schedule. Faculty members requesting promotion will have an evaluation that may occur outside the normal evaluation schedule.

Evaluations will be carried out by the department's promotion and tenure committee; the committee's recommendations will be forwarded to the departmental chair, who will write an independent evaluation of the faculty member.

## **B. Committee Composition**

### Non-tenure

The department's promotion and tenure committee will consist of a minimum of five faculty members. This committee will carry out evaluations for department faculty members that are in an Academic Title Series non-tenure track appointment. The committee will include all tenured faculty members in the department. Only those faculty members that are at the rank of Associate Professor or Professor, excluding the department chair, are eligible to be members of the committee. Membership on the committee will be approved by a yearly vote of the department full-time faculty. If a vacancy occurs the department chair and committee chair may appoint, by mutual consent, to fill the committee position. In the event that fewer than three senior faculty reside in a department, senior faculty will be recruited from other suitable departments. Outside faculty members must be approved by a majority vote of the departmental faculty.

### Tenure

For those faculty members who are in an Academic Title Series tenure-track appointment, the department committee will include all tenured faculty in the department, excluding the department chair, and must be a minimum of three tenured faculty members. In the event that fewer than three tenured faculty reside in the department, senior non-tenured departmental faculty (department's promotion and tenure committee) or tenured faculty from other suitable departments will serve as the departmental tenure committee. Outside faculty members must be approved by a majority vote of the departmental faculty.

## **C. General Evaluation Procedures**

The following are general guidelines for faculty evaluations:

1. Evaluations are to be a constructive process with the goal of assisting faculty in professional development as teachers and scholars.
2. Emphasis of the evaluation process will be on the supportive function of the evaluation as well as the necessary function of providing a basis for personnel action decisions.
3. Evaluations are to be conducted in accordance with the timetable determined by the School of Medicine and Health Sciences.
4. The faculty member assumes the responsibility of maintaining the necessary documentation and making it available in the proper form on a timely basis.
5. Evaluations must include an assessment of the faculty member's teaching performance.
6. Evaluations may include stipulated conditions for improved performance by which the individual will be appraised in subsequent evaluations.
7. The departmental chair, program director, the Committees on Promotion and Tenure of the department and of the School of Medicine & Health Sciences', the Academic Affairs office and the Dean has access to this information.
8. The UND Policy on Teaching Evaluation ([http://www.und.edu/dept/oid/evaluation\\_policy.htm](http://www.und.edu/dept/oid/evaluation_policy.htm)) should be followed. (See appendix IV)

#### **D. Evaluation Process and Routing for Approval**

At the time of initial appointment, faculty shall be informed by the department chair of the criteria for evaluation and position description set by the department. Failure to provide these documents to new faculty at the time of initial appointment will jeopardize the faculty member's due process. Evaluations will be based on departmental promotion criteria in place and position description set at the time of their initial appointment. Faculty will be informed in writing and given adequate notice whenever there is a change made in the promotion criteria. Contract provisions shall be reviewed and, when appropriate, position descriptions may be revised as a part of the faculty member's periodic evaluations.

The department chair will initiate evaluations at the appropriately scheduled intervals as determined by the Office of Academic Affairs. The chair will request the faculty member's portfolio and will set a deadline for receiving the materials. The portfolio will consist of:

Cover letter by faculty member providing an overview of activity and a self evaluation of performance

- Evaluation and, if applicable, promotion forms
- Current curriculum vitae
- Percent of Effort forms for each year since employment or last evaluation
- Position description at time of employment, last evaluation and currently
- Letter of evaluation from supervisor
- Documentation of patient care activity if in clinician scholar track
- Documentation of teaching activity and effectiveness
- Documentation of research and scholarly and creative activity
- Documentation of contributions to discipline or profession, and community service
- Letters of recommendation if applying for promotion
- Other material considered appropriate by the faculty member

More detailed information concerning content and format of the portfolio is contained in "Your Portfolio, Promotion and Tenure: A Guide to Preparing Your Portfolio," by Mary Ann Laxen. (See Appendix V)

For faculty seeking promotion, the deadline for submission of all materials to the department chair's office is September 15. For faculty up for evaluation, the deadline is January 31.

The chair will submit the materials collected from the faculty member to the department CPT committee. The committee will evaluate the materials and send a written report to the department chair, program director or direct supervisor, and to the faculty member.

After the written evaluation is received from the department CPT committee, the Department Chair or Program Director will provide feedback to the individual:

- a. Areas of strength
- b. Areas needing improvement
- c. Progress on professional development goals since the last evaluation
- d. Professional development goals for the upcoming year
- e. Relationship between individual's professional development goals and the Department's and/or Program's goals

The Department will submit appropriate documentation to the Office of Academic Affairs regarding the outcome of the evaluation.

When the department evaluation is complete, the chair will submit the following to the Office of Academic Affairs as well as:

- Summary of findings and recommendations by the departmental CPT.
- Summary of findings and recommendations by the departmental chair.

The Office of Academic Affairs will distribute the materials to the School of Medicine & Health Sciences CPT, according to the evaluation schedule. The CPT will review and advise the Dean whether evaluations meet the departmental and School Guidelines and the Faculty Handbook. At every step of the evaluation process, the faculty member under evaluation will be informed in writing of the summary and recommendations, and given an opportunity to respond.

## **E. Appeal**

All formal appeals of evaluation shall be made in accordance with the same "due process" procedures as provided for in cases of non renewal of probationary faculty in the North Dakota State Board of Higher Education Regulations on Non Renewal, Termination or Dismissal of Academic Staff (Academic Freedom, Tenure and Due Process (Faculty Handbook. Section II-8.1.1.).

## **VI. PROMOTION**

Promotions in rank are initiated by a written recommendation from the department chairs to the dean of their college or school. This recommendation must include a thorough evaluation of the qualifications of the candidate. This evaluation must take into account, and speak with reference to, the tenure plan or plans under which the candidate has served, specifying the candidate's duties and goals, identified by the candidate's contract(s) as required by Board of Higher Education Policy Manual §605.1 Subpart 3 b. (1) and (2). Recommendations are then submitted to Vice President for Health Affairs and Dean. Prior to a final review, the Dean obtains additional evaluation from the SMHS Committee on Promotion and Tenure. Recommendations are then forwarded to the President. In accordance with State Board Policy 305.1.3.d, the President will approve or disapprove the recommendation

(Faculty Handbook. Section II-5.2).

Promotions are regarded as recognition and reward for academic attainment in three areas: teaching, scholarly and/or creative activity and distinctive contributions to one's discipline, profession and school, and, for those in the clinician scholar track, patient care. It is recognized that special contributions to one particular area of his/her job responsibilities may limit the time and talent commitments that a faculty member might give to other areas. Therefore, it is not necessarily expected that each faculty member should demonstrate outstanding accomplishments in all of the areas. However, it is essential that chairs and faculty understand that promotion to the upper academic ranks of associate professor and professor will occur only if 1) outstanding accomplishment is achieved in at least one of the areas, 2) high accomplishment is achieved in a second area and 3) good accomplishment is achieved in the third area. In general the Department places high value on teaching and, for those in the educator scholar track, scholarly activity, and for those in the clinician scholar track, patient care. However, the specific ratio of importance of each area varies for each faculty member and shall be determined by the faculty member's responsibilities as indicated in the position description and percent of effort form. It is also recognized that a faculty member may display creative activity in any of the areas. Creative activity is defined for the purpose of this document as the creation of something original, using imaginative skills recognized by outside peers. (See Appendix VI for examples of hallmark guidelines).

Because departments within the School have diverse missions and responsibilities, recommendations for promotion by the departmental chair, SMHS CPT, and the Dean must be consistent with the criteria established by the awarding department. Individual performance of faculty members should be judged in the context of resources and time made available to the faculty member to accomplish the goals as specified in his/her position description and contract.

Promotion reviews will take place in the Fall semester. When a faculty member is being reviewed for tenure and promotion during the same academic year, recommendations at all levels are to be made simultaneously but on appropriate forms, and care is to be taken that appropriate forms are forwarded to the various advisory bodies. The faculty member being reviewed for promotion and tenure in the same academic year may submit the same supporting materials for both processes.

Generally, consideration for promotion to associate professor and the awarding of tenure will occur in the same academic year. Only under unusual circumstances will promotion and the awarding of tenure occur in different years.

#### **A. Evaluation, Promotion and Tenure Criteria**

All individuals and committees evaluating Department of Family and Community Medicine faculty members for purposes of evaluation, promotion and tenure shall employ the following criteria. Not all faculty members will have duties and responsibilities assigned to them for each of the criteria. Each faculty member must be evaluated relative to his or her position description and percentage of effort.

The evaluation instrument is the faculty portfolio, which documents activities in the following areas, as appropriate:

- Teaching
- Patient Care
- Scholarly and/or creative activity
- Contribution to one's discipline or profession
- Professional and community service.

The portfolio also contains the faculty position description, percentage of effort and annual evaluation from the program director or direct supervisor. Each faculty member being evaluated should submit a portfolio containing information and documentary support for their activities. Each activity should be quantified, if possible (e.g., classes taught, types of lectures along with number of hours, patient care activities, grants, articles written, research funding). The portfolio should be as complete as possible. The School of Medicine & Health Sciences Guidelines state that the CPT must base its recommendations solely upon the information supplied by the department [faculty member], it is imperative that departments [faculty members] supply all necessary data and appropriate documentation. A fact cannot be assumed as known, if not stated. Evidence of effectiveness for each activity should also be included in the portfolio. Examples of documenting effectiveness include and are not limited to: resident/student evaluations, peer review, letters of reference, awards received, letters of recommendation, evaluations from presentations at meeting/conferences, grant reviews, etc.

Most of the department faculty members will be in the Educator Scholar or the Clinician Scholar title in the Academic Title Series or will be in the Community Title Series or Research Faculty Series. The department's general criteria for documentation and evaluation in the areas of teaching, patient care, scholarly and creative activity, and service for the Educator Scholar and the Clinician Scholar are listed below. The various Title Series have different emphases in each of the areas. For examples of activities and documenting in each area specific to each title, see the SMHS Guidelines, Section VI. A., promotion criteria.

## **B. Educator Scholar Promotion Criteria**

### **Teaching**

Excellent to outstanding teaching is an essential criterion for promotion and must be well documented. Documentation should provide evidence of sustained quality, quantity, creativity and diversity of direct instruction and/or mentoring throughout the educational program. Teaching need not be restricted to formal classroom activity but should indicate that the teaching effort produced a definite or desired result. Such evidence may include student evaluations, written statements by immediate supervisor or colleagues and/or some indication that teaching contributions have been incorporated into the curriculum or design of the curriculum.

Effective teaching requires mastery of the subject with organizational and communication skills necessary to share this knowledge with students in a manner that facilitates their learning. Effective teaching requires faculty members to continually exhibit scholarship by the use of appropriate and supportive material while acknowledging controversies and limits of scientific support. To accomplish this task it is necessary to update course subject matter and instructional techniques. Effective teaching may involve diverse pedagogical approaches and may take place in many settings, some removed from the classroom. Effective teaching may require collective as well as individual efforts in developing or revising a curriculum or carrying out cooperative instructional activities.

The following are **examples** of teaching:

- Teaching by multiple methods (lecture, seminar, facilitation, tutoring, and workshop).
- Teaching in multiple courses/clerkships/programs.
- Teaching at multiple levels (undergraduate, graduate, medical, resident, or peer).
- Mentoring fellows, graduate students, residents, undergraduate students, advisees, and/or research assistants.
- Directing graduate student research and/or scholarly activity through completion of master's or doctoral degrees.
- Conduct faculty development presentations, workshops, or grand rounds regarding education (e.g., conduct workshops for colleagues on patient-centered learning, clinical teaching, test item writing)
- Curriculum development and/or course design
- Curriculum delivery
  - Lectures, Grand Rounds
  - Laboratory experiences
  - Seminars
  - Group Facilitating
  - Clinical or Fieldwork experiences
  - Demonstration of skills, techniques, etc.
  - Tutorials
- Discussion leadership
- Participation in Residency or Training Programs
- Outpatient and/or inpatient bedside teaching

The following are **examples** of documentation of teaching effectiveness:

- Student evaluations
  - Student evaluations (summary or composite)
  - Letters from students
- Supervisor and/or Peer assessments regarding:
  - Quality and appropriateness of course material
  - Degree of preparation, structure and balance within a class
  - Availability and effective guidance outside of class
  - Acceptance and encouragement of differing student opinions in discussion
  - Development of instructional aids and class projects

Maintenance of high academic standards by students  
Contributions to interdisciplinary instructional programs  
Collaborative work with other faculty members

- Presentations to multiple venues (e.g., multiple medical school departments, multiple organizations for continuing education, other institutions)
- Evaluations from presentations given inside or outside the University
- Teaching awards or honors

Documentation of teaching activity should include the following if applicable.

- List courses and lecture hours taught
- Level of participation in courses (e.g., course developer, course coordinator, lecturer, case writer)
- Weekly average of contact hours with students/residents (e.g., attending, precepting, advising)
- Substantial course changes, video productions, computer software usage
- Innovative teaching techniques
- List of graduate students, residents, undergraduate students, advisees, and/or research assistants who were mentored
- List workshops, presentations, grand rounds, etc that was presented or coordinated within or outside the University

### **Scholarly and Creative Activity**

Scholarly activity requires active participation in one's discipline or field. It includes the search for new knowledge, the expression of creative talent, and the application or communication of newly obtained and/or applied knowledge, and analytical thinking to one's discipline within and outside the University. Scholarly and creative activity can be accomplished in the areas of research, teaching or service. Scholarly and creative activity in the Educator Scholar title should be centered on educational innovation and curriculum development, educational evaluation and research, and/or on professional development and faculty advancement in education.

Educational innovation and curriculum development

The following are **examples** of scholarly and creative activity in educational innovation and curriculum development.

- Case authorship - Authorship or major contribution to development of case(s) in a course, clerkship, or residency, e.g. PCL case author or substantial contribution to PCL case(s), Computer case(s), and/or Clinical exercises
- Authorship of computer-assisted instructional programs
- Authorship of freestanding audiovisual materials for instruction
- Design and development of new blocks/courses/clerkships/programs or substantial modification (major revision) of existing blocks/courses/clerkships/programs

The following are **examples** of documentation of educational innovation and curriculum development:

- Evidence of significant improvements in a block/course/clerkship/program
- Evaluations from block/course/clerkship/program directors or coordinators
- Student and/or peer evaluations/letters

### **Educational evaluation and research**

The following are **examples** of scholarly and creative activity in educational evaluation and research:

- Publication of manuscripts in educational research and evaluation
- Publication of books or book chapters
- Substantial contributions to education evaluation and research through grant and/or contract activity
- Course/block/clerkship assessment
- Journal/book editor or reviewer
- Membership on editorial boards
- Grant reviewer

The following are **examples** of documentation of educational evaluation and research:

- Provide evidence of effectively developing or revising teaching materials.
- Provide evidence of substantial contributions in educational research or educational evaluation. A variety of different activities must be documented in order to establish sufficient breadth and depth of contributions in this area.
- List publications (refereed, non-referred) and in the case of multiple authors list amount of involvement (e.g., lead author, collaborating author)
- List editorship and publication reviewer activity
- List editorial board membership
- List grants/contracts and area of involvement (e.g., author, principal investigator, co-investigator, consultant, collaborator). Provide funding organizations' assessment or summary of grant requests
- List grant reviewing activity. Provide assessment of the caliber of the faculty member's reviews from granting organizations, if available.

### **Professional development and/or faculty advancement in education**

The following are **examples** of scholarly and creative activity in professional development and/or faculty advancement in education:

- Participation in education conference sessions (e.g., presentations and/or attendance at regional or national medical and health science education meetings, such as the annual meeting of the Association of American Medical Colleges, attendance at a teaching skills conference).
- Participation in education workshops (e.g., presentations and/or attendance at a PCL facilitation workshop, attendance at a test item writing workshop).
- Participation in education grand rounds (e.g., presentations and/or attendance at grand rounds specifically devoted to the enhancement of teaching, educational evaluation, educational research).

- Grant reviewer
- Consulting activity in the faculty member's discipline that involves integration of the literature and experience with a specific problem or question.

The following are **examples** of documentation of professional development and/or faculty advancement in education:

- Provide evidence of growth of one's own educational knowledge/skills and a contribution to the educational development of other faculty.
- Evidence of significant participation in self-improvement seminars, meetings related to medical education and conducting faculty development workshops on educational topics.
- List presentations and type of presentation at local, regional, national or international meetings (e.g., platform, poster, and panel). Provide evaluations of presentations.
- List presentations of original research, critical reviews of the literature, clinical observations or case reports. Include topic, audience and/or organization sponsoring the presentation, and assessment of the presentations.
- List presentations at workshops, grand rounds, conferences, etc. Provide evaluations of presentations
- Consulting activity to other organizations in the areas of teaching, evaluation and educational research. Include consulting assessments from the organization, if available.

### **Professional and Community Service**

Professional and community service and contributions to society must be in the area of one's professional discipline or administrative responsibilities but not necessarily confined to University related activities.

The following are **examples** of professional and community service:

#### **Professional Services**

- Membership in professional societies and/or offices held
- Membership in study sections or ad hoc grant reviews
- Membership on editorial boards
- Review of professional journal manuscripts or book chapters
- Service on accreditation committees
- Consultant work not listed elsewhere (industry, education, or government)

#### **Student services**

- Academic advising
- Special counseling
- Involvement and advising student organizations
- Recruitment and screening of applicants

### **Faculty services**

- Advising and counseling
- Assisting in career development
- Faculty development

### **Administrative service**

- Departmental committees
- School of Medicine & Health Sciences committees
- Campus-wide or university-wide committees
- State, national, and international committees
- Administrative offices
- Hospital committees
- Course/block/clerkship/residency/graduate program coordinator/director

### **Community service**

- Presentations to service clubs, schools, church groups, etc.
- Patient and/or community education
- Giving professional assistance to committees, agencies, or institutions

The following are **examples** of documentation of professional and community service:

- List and describe committee membership.  
Program, Department, University, Professional (e.g., clinic, hospital, professional society), outside University.
- Provide offices held within committees and/or organizations.
- Provide assessment of participation and expertise within the committees/organizations, if available.
- Committee accomplishments
- List special projects that are not listed in any other category
- Commendatory letters testifying to a faculty member's special achievements
- List all awards received within or outside the University

## Criteria for Promotion Educator Scholar

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
TEACHING	For promotion to ASSISTANT PROFESSOR, the faculty member must have evidence of expertise, effort, productivity, and excellence in teaching.	For promotion to ASSOCIATE PROFESSOR, the faculty member must have made a substantial contribution to the teaching mission of the School. The faculty member must have a demonstrated record of excellence in teaching and other educational contributions.	For promotion to PROFESSOR, the faculty member must have made a sustained and substantial contribution to the teaching mission of the School. The faculty member must have a demonstrated record of excellence, of regional/national significance, in teaching and other educational contributions.
RESEARCH/SCHOLARLY ACTIVITY	For promotion to ASSISTANT PROFESSOR, the faculty member must demonstrate potential for success in educational research and curriculum development/program design. The faculty member should have some evidence of activity in research and scholarly activity according to their position description and percentage of effort.	For promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate a record of excellence in educational research, scholarly activity and have demonstrated grant writing activities in seeking extramural funding, where applicable. The faculty member should have significant activity in research and scholarly activity, including publications in peer reviewed or accepted journals and textbooks, according to their position description and percentage of effort.	For promotion to PROFESSOR, the faculty member must demonstrate the activities described for Associate Professor and demonstrate sustained/regular/recurrent and substantial success in the activity of research and scholarly activity according to their position description and percentage of effort.

SERVICE	For promotion to ASSISTANT PROFESSOR, the faculty member must provide evidence of departmental service and demonstrate potential for service at the level of the School and/or University.	For promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate active and substantial participation in service activities for the Department, the School, and the University of North Dakota and to other areas listed in the guidelines under service.	For promotion to PROFESSOR, the faculty member must have made substantial contributions to service at all university levels, demonstrated excellence in service as required for the Associate Professor, and provide documented evidence of recognition for service in other areas listed in the guidelines under service.
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### C. Clinician Scholar Promotion Criteria

The Clinician Scholar track recognizes faculty with an important commitment to active participation in the development, delivery, and oversight of the health sciences curricula, patient care, as well as sharing his/her clinical practice and/or expertise for the purpose of pre- and postdoctoral training.

#### Patient Care

Effective patient care is essential for promotion in this series.

The following are **examples** of patient care:

- Direct outpatient and/or inpatient care
- Indirect patient care (e.g., precepting and/or consulting that is specifically directed towards an individual patient)
- Patient education

The following are **examples** of documenting patient care:

- Description of patient care duties
- List of direct or indirect patient care hours per week
- Patient education programs presented

The following are **examples** of documentation of patient care:

- Maintenance of professional licensure
- Clinical competence. Information from peer review groups, quality assurance reports, hospitals, clinics, health insurers, etc.
- Clinical practice that is up-to-date (use of innovative approaches and state-of-the-art practice in diagnosis, procedures, therapeutics or systems of patient care consistent with evidence-based outcomes studies)

- Adherence to accepted “standards of care”.
- Attendance at continuing education conferences and/or presenting at conferences.
- Clinical training obtained to maintain and/or increase scope of practice
- Certification in clinical specialty area or equivalent
- Recognition by peers as an outstanding clinician (e.g., awards, regional referrals)
- Evaluation by peers as providing excellent direct and/or indirect patient care.
- Patient numbers and productivity comparisons (local, regional, national)
- Patient surveys evaluating care, professionalism and satisfaction
- Evaluations by peers of the quality of precepting and/or consulting
- Highly sought after for clinical services

## Teaching

Effective teaching in formal classroom and clinical settings is an essential criterion for promotion. Evidence for effective and/or creative teaching must be well documented.

The following are **examples** of teaching:

- Mentoring graduate students, residents, health profession students, and/or research assistants.
- Curriculum development and/or course design
- Curriculum delivery
  - Lectures, Grand Rounds
  - Laboratory experiences
  - Seminars
  - Group Facilitating
  - Clinical or Fieldwork experiences
  - Demonstration of skills, techniques, etc.
  - Tutorials
- Discussion leadership
- Participation in Residency or Training Programs
- Outpatient and/or inpatient bedside teaching

The following are **examples** of documentation of teaching effectiveness:

- Student evaluations
  - Student evaluations (summary or composite)
  - Letters from students
- Supervisor and/or Peer assessments regarding:
  - Quality and appropriateness of material presented
  - Degree of preparation, structure and balance within a presentation
  - Availability and guidance during rotation or training program
  - Acceptance and encouragement of differing student opinions in discussion
  - Development of instructional aids and class projects
  - Maintenance of high academic standards by students
  - Contributions to interdisciplinary instructional programs
  - Collaborative work with other faculty members

- Presentations in multiple venues (e.g., multiple medical school departments, multiple organizations for continuing education, other institutions)
- Evaluations from presentations given inside or outside the University
- Teaching awards or honors
- Documentation of teaching activity should include the following if applicable.
- List courses and lecture hours taught
- Level of participation in courses (e.g., course developer, course coordinator, lecturer, case writer)
- Weekly average of contact hours with students/residents (e.g., attending, precepting, advising)
- Substantial program changes, video productions, computer software usage
- Innovative teaching techniques
- List of graduate students, professional health students, undergraduate students, advisees, and/or research assistants who were mentored
- List workshops, presentations, grand rounds, that were presented or coordinated within or outside the University

### **Scholarly and Creative Activity**

A measurable level of scholarly and creative activity is expected for promotion for individuals in the Clinician Scholar series. Each faculty member's activity in this area must be evaluated relative to his/her individual duties and responsibilities as outlined in their position description and percentage of effort.

Scholarly activity requires active participation in one's discipline or field. It includes the search for new knowledge, the expression of creative talent, and the application or communication of newly obtained and/or applied knowledge, and analytical thinking to one's discipline within and outside the University. Scholarly and creative activity can be accomplished in the areas of research, teaching or service. Types of scholarly activity may include clinical research, basic science research, or educational research.

The following are **examples** of research and scholarly activity:

- Case authorship - Authorship or major contribution to development of case(s) in a course, clerkship, or residency, e.g. PCL case author or substantial contribution to PCL case(s), Computer case(s), and/or Clinical exercises
- Design and development of new blocks/courses/clerkships/programs or substantial modification (major revision) of existing blocks/courses/clerkships/programs
- Publication of research, clinical observations, reviews, or case reports in journals, textbooks, or other publications
- Development of teaching materials including curriculum materials, educational programs, textbooks, manuals, computer programs, or audiovisual resources
- Teach or provide leadership in continuing education
- Dissemination of clinical knowledge, techniques and technologies by presenting at local, regional, national or international conferences. Examples include research, critical reviews of the literature, clinical observations or case reports.
- Clinical and/or basic research published in peer-reviewed publications
- Journal/book editor or reviewer

- Membership on editorial boards
- Grant and contract writing
- Grant reviewer
- Consulting activity in the faculty member's discipline that involves integration of the literature and experience with a specific problem or question.

The following are **examples** of documentation of research and scholarly activities.

- List publications (refereed, non-referred) and in the case of multiple authors list amount of involvement (e.g., lead author, collaborating author)
- List presentations of original research, critical reviews of the literature, clinical observations or case reports. Include topic, audience and/or organization sponsoring the presentation, and assessment of the presentations.
- Evidence of developing or revising teaching materials effectively.
- List presentations at workshops, grand rounds, conferences, etc. Provide evaluations of presentations
- List grants/contracts and area of involvement (e.g., author, principal investigator, co-investigator, consultant, collaborator). Provide funding organizations' assessment or summary of grant requests
- List editorship and publication reviewer activity
- List editorial board membership
- List grant reviewing activity. Provide assessment of the caliber of the faculty member's reviews from granting organizations, if available.
- Provide evidence of significant improvements in a block/course/clerkship/program
- Evaluations from block/course/clerkship/program directors or coordinators
- Accreditation of programs or residencies. Include length of accreditation received vs. maximum available. Include written summary of the assessment of the curriculum/educational component of the programs or residencies by the accrediting organization.
- Consulting activity examples and/or evaluation from sponsor organization

### **Professional and Community Service**

Professional and community service and contributions to society must be in the area of one's professional discipline or administrative responsibilities, but not necessarily confined to University related activities.

The following are **examples** of professional and community service:

### **Professional Services**

- Membership in professional societies and/or offices held
- Membership in study sections or ad hoc grant reviews
- Case reviews
- Membership on editorial boards
- Review of professional journal manuscripts or book chapters
- Service on accreditation committees
- Consultant work not listed elsewhere (industry, education, or government)

### **Student services**

- Academic advising
- Special counseling
- Involvement and advising student organizations
- Recruitment and screening of applicants

### **Faculty services**

- Advising and counseling
- Assisting in career development
- Faculty development

### **Administrative service**

- Departmental committees
- School of Medicine & Health Sciences committees
- University committees
- State, national, and international committees
- Administrative offices
- Hospital committees
- Course/block/clerkship/residency/graduate program coordinator/director

### **Community service**

- Presentations to service clubs, schools, church groups, etc.
- Patient and/or community education
- Professional assistance to committees, agencies, or institutions

The following are **examples** of documentation of professional and community service:

- List and describe committee membership.  
Program, Department, University, Professional (e.g., clinic, hospital, professional society, etc.), outside University.  
List offices held within committees and/or organizations.  
Provide assessment of participation and expertise within the committees/organizations, if available.
- Committee accomplishments
- List special projects that are not listed in any other category
- Commendatory letters testifying to a faculty member's special achievements
- List all awards received within or outside the University

### Criteria for Promotion Clinician Scholar

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
PATIENT CARE	For Promotion to ASSISTANT PROFESSOR, the faculty member must demonstrate potential for recognition by peers and/or patients in patient care activities.	For promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate excellence in patient care activities.	For promotion to PROFESSOR, the faculty member must demonstrate a regional or national reputation for excellence in patient care activities
TEACHING	For promotion to ASSISTANT PROFESSOR, the faculty member must show potential for excellence in teaching. The faculty member should also show a potential for contributing to curriculum and/or program development.	For promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate active and continuing involvement in education with a demonstrated record of excellence in teaching. The faculty member must document a significant contribution to curriculum and/or program development.	For promotion to PROFESSOR, the faculty member must demonstrate a leadership role in education with recognition for excellence in teaching. The faculty member must demonstrate a leadership role in curriculum and/or program development.
RESEACH/SCHOLARLY ACTIVITY	For promotion to ASSISTANT PROFESSOR, the faculty member should be involved in the dissemination of clinical knowledge, techniques, and technology through scholarly publications, computer based material or professional communications. A potential for scholarly activities such as clinical observations, and case reports, original articles, reviews, chapters, and/or extramural funding should be demonstrated.	For promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate a record of scholarly activity appropriate to position description and percent of effort, including the publication of original articles or chapters, publication or presentation of clinical observations, and case reports, reviews of the literature, and/or success in obtaining extramural funding.	For promotion to PROFESSOR, the faculty member must demonstrate a substantial record of scholarly activity including the publication of original articles or chapters, publication or presentation of clinical observations, and case reports, reviews of the literature, and/or success in obtaining extramural funding.
SERVICE	For promotion to ASSISTANT PROFESSOR, the faculty member should demonstrate the potential for a high level of clinical and/or scientific competence as evidenced by membership and participation in professional societies, leadership roles in the department, and leadership roles in the clinic, or hospital. The	For promotion to ASSOCIATE PROFESSOR, the faculty member should document a high level of clinical and/or scientific competence as evidenced by membership and participation in professional societies, leadership roles in the department, and leadership roles in the clinic, or hospital. The	For promotion to PROFESSOR, the faculty member should show recognition for service to the academic and professional community. The faculty member should demonstrate leadership roles in professional societies as well as in service activities at the Department, School,

	<p>clinician should document participation in faculty development and Continuing Medical Education courses. The faculty member must provide evidence of departmental service and demonstrate potential for service at the level of the School and/or University.</p>	<p>faculty member must demonstrate active and substantial participation in service activities for the Department, the School, and the University and to the faculty member's profession.</p>	<p>and University levels.</p>
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#### D. Community Faculty Promotion Criteria

The Community Faculty members are faculty who are primarily clinicians and who are or have been employed by regional health care systems or facilities. Their primary role is to contribute to the educational and scholarship missions of the School and they may occasionally contribute to the service and administrative missions as well.

##### Patient Care

Effective patient care is essential for promotion in this series.

##### Teaching

Effective teaching in formal classroom and clinical settings is an essential criterion for promotion. Evidence for effective and/or creative teaching must be well documented.

The following are **examples** of teaching:

- Mentoring of graduate students, residents, health profession students, and/or research assistants.
- Curriculum development and/or course design
- Curriculum delivery
  - Lectures, Grand Rounds
  - Laboratory experiences
  - Seminars
  - Group Facilitating
  - Clinical or Fieldwork experiences
  - Demonstration of skills, techniques, etc.
  - Tutorials
- Discussion leadership
- Participation in Residency or Training Programs
- Outpatient and/or inpatient bedside teaching

The following are **examples** of documentation of teaching effectiveness:

- Student evaluations
  - Student evaluations (summary or composite)
  - Letters from students
- Supervisor and/or Peer assessments regarding:

- Quality and appropriateness of material presented
- Degree of preparation, structure and balance within a presentation
- Availability and guidance during rotation or training program
- Acceptance and encouragement of differing student opinions in discussion
- Development of instructional aids and class projects
- Maintenance of high academic standards by students
- Contributions to interdisciplinary instructional programs
- Collaborative work with other faculty members
- Presentations to multiple venues (e.g., multiple medical school departments, multiple organizations for continuing education, other institutions)
- Evaluations from presentations given inside or outside the University
- Teaching awards or honors

Documentation of teaching activity should include the following if applicable.

- List courses and lecture hours taught
- Level of participation in courses (e.g., course developer, course coordinator, lecturer, case writer)
- Weekly average of contact hours with students/residents (e.g., attending, precepting, advising)
- Substantial program changes, video productions, computer software usage
- Innovative teaching techniques
- List of graduate students, professional health students, undergraduate students, advisees, and/or research assistants who were mentored
- List workshops, presentations, grand rounds, that were presented or coordinated within or outside the University

### **Scholarly and Creative Activity**

A measurable level of scholarly and creative activity is expected for promotion for individuals in the Community Faculty series. Each faculty member's activity in this area must be evaluated relative to his/her individual duties and responsibilities as outlined in their position description and percentage of effort.

Scholarly activity requires active participation in one's discipline or field. It includes the search for new knowledge, the expression of creative talent, and the application or communication of newly obtained and/or applied knowledge, and analytical thinking to one's discipline within and outside the University. Scholarly and creative activity can be accomplished in the areas of research, teaching and/or service. The types of scholarly activity may include clinical research, basic science research, or educational research.

The following are **examples** of research and scholarly activity:

- Case authorship - Authorship or major contribution to development of case(s) in a course, clerkship, or residency, e.g. PCL case author or substantial contribution to PCL case(s), Computer case(s), and/or Clinical exercises
- Design and development of new blocks/courses/clerkships/programs or substantial modification (major revision) of existing blocks/courses/clerkships/programs
- Publication of research, clinical observations, reviews, or case reports in journals,

- textbooks, or other publications
- Development of teaching materials including curriculum materials, educational programs, textbooks, manuals, computer programs, or audiovisual resources
  - Teach or provide leadership in continuing education
  - Disseminate clinical knowledge, techniques and technologies by presenting at local, regional, national or international conferences. Examples include original research, critical reviews of the literature, clinical observations or case reports.
  - Presentations at local, regional, national or international conferences of original research, critical reviews of the literature, clinical observations or case reports.
  - Clinical and/or basic research published in peer-reviewed publications
  - Journal/book editor or reviewer
  - Membership on editorial boards
  - Grant and contract writing
  - Grant reviewer
  - Consulting activity in the faculty member's discipline that involves integration of the literature and experience with a specific problem or question.

The following are **examples** of documentation of research and scholarly activities.

- List publications (refereed, non-referred) and in the case of multiple authors list amount of involvement (e.g., lead author, collaborating author)
- List presentations of original research, critical reviews of the literature, clinical observations or case reports. Include topic, audience and/or organization sponsoring the presentation, and assessment of the presentations.
- List grants/contracts and area of involvement (e.g., author, principal investigator, co-investigator, consultant, collaborator, etc.). Provide funding organizations' assessment or summary of grant requests
- List editorship and publication reviewer activity
- List editorial board membership
- List grant reviewing activity. Provide assessment of the caliber of the faculty member's reviews from granting organizations, if available.
- Provide evidence of significant improvements in a block/course/clerkship/program
- Evaluations from block/course/clerkship/program directors or coordinators
- Accreditation of programs or residencies. Include length of accreditation received vs. maximum available. Include written summary of the assessment of the curriculum/educational component of the programs or residencies by the accrediting organization.
- Consulting activity examples and/or evaluation from sponsor organization

### **Professional and Community Service**

Professional and community service and contributions to society must be in the area of one's professional discipline but not necessarily confined to University related activities.

The following are **examples** of professional and community service:

### **Professional Services**

- Membership in professional societies and/or offices held
- Membership in study sections or ad hoc grant reviews
- Case reviews
- Membership on editorial boards
- Review of professional journal manuscripts or book chapters
- Service on accreditation committees
- Consultant work not listed elsewhere (industry, education, or government)

### **Student services**

- Academic advising
- Special counseling
- Involvement and advising student organizations
- Recruitment and screening of applicants

### **Faculty services**

- Advising and counseling
- Assisting in career development
- Faculty development

### **Administrative service**

- Departmental committees
- School of Medicine & Health Sciences committees
- Campus-wide or university-wide committees
- State, national, and international committees
- Administrative offices
- Hospital committees
- Course/block/clerkship/residency/graduate program coordinator/director

### **Community service**

- Presentations to service clubs, schools, church groups, etc.
- Patient and/or community education
- Giving professional assistance to committees, agencies, or institutions

The following are **examples** of documentation of professional and community service:

- List and describe committee membership.  
Program, Department, University, Professional (e.g., clinic, hospital, professional society), outside University.
- Provide offices held within committees and/or organizations.
- Provide assessment of participation and expertise within the committees/organizations, if available.
- Committee accomplishments
- List special projects that are not listed in any other category
- Commendatory letters testifying to a faculty member's special achievements
- List all awards received within or outside the University

## Criteria for Promotion, Community Faculty

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
For promotion to CLINICAL ASSISTANT PROFESSOR, the faculty member shall have the appropriate terminal or professional degree and at least three subsequent years of relevant professional experience or training. Normally, board certification is required.	For promotion to CLINICAL ASSOCIATE PROFESSOR, the faculty member shall document excellence in Patient Care and an increase in the level of ability in at least two of the following areas: teaching, scholarship or other professional achievements or service to the department, the School, or the profession.	For promotion to CLINICAL PROFESSOR, the faculty member shall document excellence in patient care and excellence in at least one of the following additional areas: teaching, scholarship, other professional achievements or service to the department, the School, or the profession.

### E. Research Faculty Promotion Criteria

The major criterion for promotion of Research Faculty is research productivity. Teaching and service activity, which is to be negotiated between the faculty member and department chair, will be considered towards promotion but is not required.

Documentation should provide evidence of sustained quality, quantity, creativity and scholarly research. Research can include, but is not limited to basic research, applied research, secondary analysis, qualitative research, and program evaluation. It should include publications of original research, presentations of original research to professional audiences, grant writing, and mentoring of future researchers. Evidence to document this work may include peer-reviewed articles, chapters, and books; editing and reviewing manuscripts, journals, and books; grant writing and review; technical reports, policy briefs, fact sheets, white papers; and citation of research work by others.

The following are examples of the acceptable scholarly activity:

**Publications-** may include publications in peer reviewed professional journals, book chapters, books, policy briefs, white papers, technical reports, fact sheets, editor of a peer reviewed journal or book, reviewer for a professional journal, and contribution to compiled professional works

**Presentations –**Presentations include oral presentations of research papers, posters, and invited addresses at professional meetings, and for foundations and groups.

**Grants –**Grants may include research, program, and training grants and contracts from federal, state, or private agencies, foundations or university sources. It may also include but is not limited to, being project director or principle investigator, project coordinator, researcher, evaluator, consultant, writer, or other capacity.

**Criteria for Appointment/Promotion ~ Research Faculty**

<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
For appointment/promotion to RESEARCH ASSISTANT PROFESSOR, the faculty member must have demonstrated ability to conduct research and potential for establishing an extramural funded research program with extramural funding.	For appointment/promotion to RESEARCH ASSOCIATE PROFESSOR, the faculty member must have evidence of major involvement in an extramural funded research program of high quality and significance. The faculty member should have a significant publication record in peer reviewed journals.	For appointment/promotion to RESEARCH PROFESSOR, the faculty member must have achieved recognition for scholarly activities including independent extramural funding, continued publication of high quality manuscripts in peer reviewed journals, and evidence of continued research productivity.

**F. Procedure for Promotion**

The faculty member desiring the promotion, the department committee, or the department chair can initiate a request for promotion. If the recommendation of the department chair is negative, the faculty member must be informed in writing by the department chair of the basis for the recommendation.

In addition to the procedure described above, eligibility for promotion will be reviewed for instructors in their fourth year in rank, assistant professors in their sixth year in rank and associate professors in their seventh year in rank whenever promotion to the next rank has not been recommended earlier. The time periods specified are not intended to indicate normal or usual time spent in a particular rank prior to promotion. Promotion may occur earlier; however, promotion after less than three years in rank will require clearly superior performance in all areas and/or unique circumstances. Criteria for evaluation of promotion are the same regardless of when such a review occurs.

An individual's time in rank will be calculated from the July 1st nearest to the faculty member's official start date.

**G. Timeline for Promotion**

All required documentation should be submitted to the department chair's office by September 15, and to the Office of Academic Affairs on or before December 1st.

## **H. Documentation**

Documentation for promotion shall include, in addition to the materials for evaluation described above (Section V, D), the following:

- The forms contained in Appendix I and III
- Letters of recommendation
  1. Letters of recommendation from the department chair and the departmental committee.
  2. Letters from chairs of committees on which the candidate has served.
  3. For promotion to the rank of associate professor or professor at least three outside letters of recommendation solicited by the department chair from recognized peers outside the University of North Dakota must be included in the initial review by the departmental committee and chair. The candidate will submit a list of names to the department chair.

The SMHS CPT determines that the documentation meets university, school and departmental guidelines and that the characteristics necessary for promotion are evident.

## **I. Routing for Approval**

The department chair provides all necessary documentation to the Office of Academic Affairs. After insuring that the documentation is complete, the Office of Academic Affairs submits the material to the SMHS CPT; SMHS CPT recommends an action to the Dean; the Dean submits his/her decision to the President. The President approves or disapproves the recommendation of the Dean.

## **J. Recommending Authorities and Advisory Groups**

### **RECOMMENDING AUTHORITIES**

Promotions are normally made by the President upon recommendation by the department chair and the dean of the college or school involved.

All recommendations from the department chair and the dean must be in writing, and each must include a statement supporting the recommendation. Both the recommendation and the statement must be made part of the promotion file. After each recommendation is made, the candidate for promotion must be informed of said recommendation and must be given access to the promotion file in order to review the recommendation and respond, if desired, in the form of a written statement, to any material in his or her promotion file. (Faculty Handbook, Section II-5.3.B.1.)

## **GROUPS AND PERSONS ADVISORY TO THE RECOMMENDING AUTHORITIES**

The department chair must seek the advice of the department promotion and tenure committee. The Dean must seek the advice of the SMHS Committee on Promotion and Tenure. Advisory groups must be composed of faculty. All advisory groups must record votes for and against promotion, and the record of the votes must be made a part of the promotion file. All written advice must be part of the promotion file. (Faculty Handbook, Section II-5.3.B.2)

### **K. Appeal**

Outlined in Faculty Handbook, Section II-5.3.C.

## **VII. TENURE**

The same review process for evaluation and promotion is applied for tenure reviews. The faculty member being reviewed for promotion and tenure in the same academic year may submit the same supporting materials for both processes.

At present the Department does not have any faculty in tenure-eligible appointments, and defers to the SMHS Promotion and Tenure Guidelines for the criteria for obtaining tenure, Section VII. If we add tenure-eligible faculty in the future we will define a process for tenure plans at that time.

Appendix I



University of North Dakota  
School of Medicine and Health Sciences  
RECOMMENDATION FOR PROMOTION IN ACADEMIC RANK

\_\_\_\_\_  
Date of Submission

\_\_\_\_\_  
Name of Faculty Member      \_\_\_\_\_  
Current Academic Rank      \_\_\_\_\_  
Highest Degree

\_\_\_\_\_  
Years in Current Rank      \_\_\_\_\_  
UND      \_\_\_\_\_  
other University      \_\_\_\_\_  
Years at UND

**Action of the Committee on Promotions in the Department of** \_\_\_\_\_

**As to recommendation for promotion to the academic rank of** \_\_\_\_\_

\_\_\_\_\_  
Recommends      Votes for \_\_\_\_\_  
\_\_\_\_\_  
Does not recommend (attach comments)      Votes against \_\_\_\_\_

\_\_\_\_\_  
Signature of Committee Chair

**Action of the Department or Program Chair**

\_\_\_\_\_  
Concurs with the recommendation  
\_\_\_\_\_  
Does not concur with the recommendation (attach comments)

\_\_\_\_\_  
Signature of Chair

**Action of the Committee on Promotion and Tenure**

\_\_\_\_\_  
Concurs with the recommendation      Votes for \_\_\_\_\_  
\_\_\_\_\_  
Does not concur with the recommendation      Votes against \_\_\_\_\_  
(attach comments)

\_\_\_\_\_  
Signature of Committee Chair

**Action of the Dean**

\_\_\_\_\_  
Concurs with the recommendation  
\_\_\_\_\_  
Does not concur with the recommendation (attach comments)

\_\_\_\_\_  
Signature of Dean

Appendix II



University of North Dakota
School of Medicine and Health Sciences
RECOMMENDATION FOR AWARD OF TENURE

Date of Submission

Name of Faculty Member Current Academic Rank Highest Degree

Years in Current Rank UND Other University Years at UND

Action of the Committee on Tenure in the Department of

As to recommendation for tenure:

Recommends Votes for
Does not recommend (attach comments) Votes against

Signature of Committee Chair

Action of the Department or Program Chair

Concurs with the recommendation
Does not concur with the recommendation (attach comments)

Signature of Chair

Action of the Committee on Promotion and Tenure

Concurs with the recommendation Votes for
Does not concur with the recommendation Votes against
(attach comments)

Signature of Chair

Action of the Dean

Concurs with the recommendation
Does not concur with the recommendation (attach comments)

Signature of Dean

### Appendix III



## EVALUATION FORM

- I. Information on Candidate at Time of Employment:
- A. Date of Employment \_\_\_\_\_
  - B. Rank and Title \_\_\_\_\_
  - C. Highest Degree \_\_\_\_\_
  - D. Terminal Degree for this Position \_\_\_\_\_
  - E. Special Qualifications:
  - F. Experience in Other Higher Education Institutions:
  - G. Nature of Initial Appointment: (Please submit copy of original job description.)
- II. Changes Subsequent to Employment:
- A. Degrees completed:

University	Degree	Date Conferred
------------	--------	----------------
  - B. Promotions Previously Granted:
    - 1. Date \_\_\_\_\_ From (rank) \_\_\_\_\_ to \_\_\_\_\_
    - 2. Date \_\_\_\_\_ From (rank) \_\_\_\_\_ to \_\_\_\_\_
    - 3. Number of calendar months from last promotion \_\_\_\_\_
  - C. Attach copy of Standard Curriculum Vitae.
  - D. Nature of Present Assignment and Percent of Time Allocated to Various Activities. (Attach job descriptions for each year at present rank-- document below any areas where you believe the job description has not accurately reflected your expectations of candidate's performance.)

- III. **Teaching** (undergraduate, graduate, continuing, and allied health). See VI. A. CPT Guidelines and your departmental guidelines for examples of activities and examples.
- IV. **Scholarly Activity** See VI. A. CPT Guidelines and your departmental guidelines for examples of activities and documentation.
- V. **Professional and Community Service**. See VI. A. CPT Guidelines and your departmental guidelines for examples of activities and documentation.

## APPENDIX IV



([http://www.und.edu/dept/oid/evaluation\\_policy.htm](http://www.und.edu/dept/oid/evaluation_policy.htm))

### Resources for Teaching Evaluation

UND Policy on Teaching Evaluation  
Approved at May 1, 2003 Senate meeting

The evaluation of teaching has two distinct purposes: formative and summative. Formative evaluation is that which gathers information for the use of the instructor in improving his or her own teaching. Summative evaluation gathers information to be used by colleagues and administration for the purpose of making decisions about retention, tenure, promotion, and merit salary increases.

Although the policy set forth here applies only to summative evaluation of teaching, the information collected in the course of the evaluation process may also be used for formative evaluation when appropriate. It is important to note, however, that information gathered solely for purposes of formative evaluation is intended only for the use of the faculty member, and should be used in summative reviews only with his/her permission.

#### 1. Frequency and Extent of Evaluation

The teaching performance of all instructors, regardless of their academic rank or tenure status, is subject to evaluation annually.

- All faculty, regardless of status (probationary, tenured, and non-tenure track), must be evaluated as part of the annual review process, as well as for decisions regarding tenure and promotion. IN each case, the faculty member being evaluated is expected to provide evidence of effective teaching in the form of at least three sources of data, one of which must be students.
- Graduate teaching assistants must be evaluated annually as well, in a manner appropriate to their teaching assignments.

#### 2. Aspects of Teaching to be Evaluated

The evaluation process should reflect the full range of teaching activities, including classroom teaching, mentoring, course and curriculum development, laboratory, clinical, or studio supervision, direction of independent research projects, scholarly/grant activity related to teaching, learning assessment activity, advising, etc.

Although it is important to acknowledge the unique nature of each individual's teaching situation, and to set flexible standards accordingly, it is expected that all instructors will be able to show evidence of these five basic hallmarks of good teaching:

- respect for students

- command of the subject matter
- careful preparation
- effective communication
- continuing professional growth

### 3. Roles of the Various Parties

#### *Role of College.*

It is the role of the college to ensure that evaluation of teaching is conducted in a fair and reasonable manner, and with as much consistency as possible across the college. In addition to the expectations outlined here, each college may specify other aspects of teaching to be evaluated and other sources of data on teaching to be supplied by the department and/or faculty member.

#### *Role of the Department.*

It is the role of the department to set reasonable expectations in regard to teaching, to communicate those expectations clearly, and to assist and support faculty in their professional development as teachers. Toward this end, each department shall develop a written statement of expectation for effective teaching within the department. At minimum, this statement should address the basic expectations outlined in (2) above. In addition to university and college expectation, each department may specify other aspects of teaching to be evaluated, additional expectations to be met, and additional documentation materials to be supplied by the faculty member. The department's statement on teaching evaluation policy should be kept on file in the department, distributed to each department member, and attached to all recommendations regarding retention, tenure, promotion, and reward going beyond the department. The department should also be prepared to assist faculty in meeting departmental expectations, and/or to refer them to appropriate campus resources to support their teaching.

#### *Role of the Faculty Member.*

It is the role of the faculty member, in collaboration with the department chair, to take an active part in his or her evaluation by providing materials that give a complete picture of his/her teaching, by organizing those materials in an accessible manner, and by making herself/himself available for discussion of those materials with peers and administrators. In addition to materials required by the department, college, and university, the individual faculty member may submit any additional materials deemed appropriate to the evaluation process.

### 4. Potential Sources of Data

As noted earlier, each faculty member being evaluated is expected to provide evidence of effective teaching in the form of at least three sources of data in consultation with the chair, one of which must be students.

*Student-Provided Data* – may be gathered using the **USAT** or other feedback forms, and/or by carefully documenting students feedback gathered by the department chair or immediate teaching supervisor. All student data will be offered voluntarily.

The other two sources of data to be used in the evaluation of teaching may vary from one department to the next. They include:

- *Instructor-Provided Materials/Portfolios* – may include reflective statements on teaching, syllabi, descriptions of class activities, writing assignments, test, videotapes, evidence of scholarly activity related to teaching, lists of classes taught, independent projects or these

- supervised, graduate committees served on, reports on course or curriculum development work, written responses to student feedback, etc.
- *Documented Evidence of Student Learning or Performance* – student work samples, performances, test results, etc.
  - *Documented Data from Peers* – based on formal observation of classroom teaching, review of teaching materials/portfolios, or observations of other teaching-related work (in graduate committees, curriculum planning sessions, etc.)
  - *Documented Data from the Chair* – based on formal observation of classroom teaching, review of teaching materials/portfolios, or observations of other teaching-related work (in graduate committees, curriculum planning sessions, etc.)

## **5. Use of Student Feedback**

NDUS policy states that “evaluations of all teaching faculty must include significant student input” (Section: 605.1.6 – Academic Freedom and Tenure; Academic Appointments). In order to present a broad and accurate view of teaching, summative data should be gathered regularly, from a wide range of classes over several semesters. It is the responsibility of the department and/or college, to create appropriate mechanisms for gathering student input.

### *Informal Feedback*

In addition to soliciting formal feedback for summative purposes, faculty are encouraged to solicit frequent informal feedback for purely formative purposes—that is, for the sole purpose of improving teaching and learning. Informal feedback may take the form of SGIDs, informal surveys, or other classroom assessment techniques and may be used by the individual teacher as he or she sees fit. Unless and until the instructor chooses to offer such data to evaluators, it should not be part of the evaluation process.

### *Mixed Data*

When formal numerical data is mixed with informal written data, as is often the case with student feedback forms, only the numerical data will be reported to the chair and dean. However, because it is important that teaching not be reduced to a numerical rating, it is recommended that faculty share student written comments with evaluators as well. At the same time, because written student comments represent only the perspective of those who choose to make them, it is also recommended that department and college evaluators recognize the limitations of such data and seek to corroborate it using other sources. Because written data provided by students on anonymous end-of-semester questionnaires is protected by FERPA (Family Educational Rights and Privacy Act), all reasonable care must be taken to see that such data is not traceable to individual students.

### *Aggregate Data.*

Aggregate data from the USAT forms will be compiled by the Office of Institutional Research and distributed to individual faculty members, department chairs, and deans. Any other aggregate data used for comparison purposes in the evaluation of individual faculty members should also be made available to those faculty members.

## Appendix V



1. **A Guide to Preparing your Portfolio**  
Mary Ann Laxen, PA-C, MAB  
Member, DFM P&T Committee
2. **Objectives:**  
By the completion of this lecture, the participants will be able to:
  - State the purposes of the portfolio
  - Identify the differences in the portfolio needed for promotion or tenure
  - Prepare their own portfolio based on the guidelines presented
3. **Some Definitions**  
The portfolio is:
  - “an organized, goal-driven documentation of your professional growth and achieved competence in your academic discipline” (Dr. Eugene Hakanson, U of Oregon)
  - A factual description of your strengths and accomplishments within your profession and your rank (rewording of material from Peter Seldin’s book, “The Teaching Portfolio – A practical guide to improved performance and promotion/tenure decisions, 2nd Ed.”)
  - A compilation of selected information on professional activities and solid evidence of their effectiveness
4. **Purposes**
  - Promotion and tenure
  - Evaluations
  - Employment
5. **Portfolio Design**
  - Place in 3-ring notebook
  - Have front template with:
    - Name
    - Rank
    - Reason for submission:
    - Evaluation
    - Promotion to: \_\_\_\_\_
    - Date
6. **Portfolio Design continued**
  - Each section should be tabulated
  - First 4 sections are the same for all:
    - Section I
    - Forms from Appendix of Guidelines on Promotion and Tenure
    - Section II
    - CV
    - Section III
    - Percent of effort forms

- Section IV
  - Job Description
7. **Portfolio Design continued**  
 Section I: Promotion and Tenure Forms  
 Recommendation for Promotion in Academic Rank (Appendix I)  
 • Include this form only if actually seeking a Promotion  
 Evaluation Form (Appendix III)  
 • Always include this form
8. **Portfolio Design continued**  
 Section II: CV  
 CV's should include the following:  
 • Personal Information  
 • Education  
 • Boards and Certifications  
 • Work experience  
 • Hospital Affiliations – Medical Staff Appointments
9. **Portfolio Design continued**  
 • Awards  
 • Appointments  
 • Publications  
 • Planning and Teaching Activities  
 • Presentations  
 • Activities and Associations  
 Recommend using a standard/recognized format  
 Examples
10. **Portfolio Design continued**  
 Section III: Percent of Effort Forms  
 Include copies of forms from EACH YEAR since you last submitted a Portfolio.  
 If a significant change in job description, also include Percent of Effort Form from the previous year(s)
11. **Portfolio Design continued**  
 Section IV: Job Description  
 Job Description at time of hire (if available!)  
 Present Job Description
12. **Portfolio Design: Clinician Scholar**  
 Section V: Patient Care  
 Section VI: Teaching  
 Section VII: Research/Scholarly Activity  
 Section VIII: Service
13. **Portfolio Design: Educator Scholar**  
 Section V: Teaching  
 Section VI: Research/Scholarly Activity  
 Section VII: Service
14. **Portfolio Contents: Patient Care**  
 Examples of documentation:

- List of direct or indirect patient care hours per week
- Description of patient care duties
- Patient numbers and Productivity Standards
- Recognition by peers as outstanding clinician
- Peer evaluations of care
- Results of patient surveys evaluating care, satisfaction

**15. Portfolio Contents: Teaching**

Examples of documentation:

- List courses and lecture hours taught
- Numbers and level of students taught/ advised/mentored
- Weekly average of contact hours with students/residents
- Presentations outside program/department/university

**16. Sample summary form**

Adam Delglis Summary of Teaching Activities 2002-2004

**17. Portfolio Contents: Teaching continued**

Examples of documentation:

- Examples of curriculum/course changes
- Course content
- Computer software usage
- On-line teaching
- Instructional aides
- Publication of Books, Chapters
- Collaborative work with other faculty members
- Interdisciplinary work

**18. Portfolio Contents: Teaching continued**

Examples of documentation:

- Evaluations
- Students
- Peers
- Supervisors

Note: Summary/composite evaluations are recommended whenever possible

**19. Portfolio Contents: Research and Scholarly Activity**

Examples of documentation:

- List publications and, if multiple authors, level of involvement
- List presentations on original research, critical reviews of the literature, case reports
- Grants and contracts involvement
- Grant reviewing activity
- Editorial board membership

**20. Portfolio Contents: Research and Scholarly Activity continued**

Examples of documentation:

- Major revisions in courses/blocks/methods of instruction
- Development of new teaching materials
- Accreditation of programs/residencies

**21. Portfolio Contents: Professional and Community Service**

Examples of documentation:

- List and describe committee membership
- Committee Accomplishments
- Awards received
- Membership in professional societies and/or offices held
- Academic advising/advising student organizations
- Recruitment/screening of applicants

**22. Final Suggestions**

Keep it simple!

- Computerized summary of student evaluations vs. 30 individual evaluations
- A few letters from recognized leaders in the field vs. many from unrecognized sources
- A partial example of one new course/lecture/presentation vs. numerous pages of power point handouts

Cover ALL areas. Use the P&T Guidelines



**Appendix VI**  
**HALLMARK TABLE**

**CLINICIAN SCHOLAR TRACK**

<b>PATIENT CARE</b>			
	<b>GOOD</b>	<b>HIGH</b>	<b>OUTSTANDING</b>
<b>VOLUME</b>	Meets benchmarks for RVU's or equivalent for practice  Building practice	Exceeds benchmarks for RVU's or equivalent for practice  Practice busy	Substantially exceeds benchmarks for RVU's or equivalent for practice  Practice closed
<b>QUALITY</b>	Meets norms of quality assurance measures  Results of patient satisfaction surveys good	Exceeds norms of quality assurance measures  Results of patient satisfaction surveys very good	Significantly exceed norms of quality assurance measures  Results of patient satisfaction survey excellent
<b>RECOGNITION</b>	Building reputation	Receives local recognition and awards  Some referrals from other physicians	Received statewide or national recognition and awards  Many referrals from other physicians
<b>PROFESSIONAL DEVELOPMENT</b>	Meets requirements for continuing clinical education/professional development	Applies new clinic knowledge to practice	Shares clinical knowledge/skills

<b>TEACHING</b>			
	<b>GOOD</b>	<b>HIGH</b>	<b>OUTSTANDING</b>
<b>HOURS/COURSES</b>	Contribute to teaching mission of UND, SMHS, department and/or program	Contributes significantly to teaching mission of UND, SMHS, department and/or program	Makes a major contribution to teaching mission of UND, SMHS, department and/or program
<b>LEVEL/METHODOLOGY</b>	Teaches at one level and by one method	Teaches at multiple levels or by multiple methods	Teaches at multiple levels and by multiple methods
<b>EVALUATION</b>	Good learner/peer evaluations	Very good learner/peer evaluations	Excellent learner/peer evaluations
<b>INNOVATION</b>	Makes some additions/improvements to curriculum	Develops new curriculum	Shows leadership in developing new curricular areas
<b>MENTORING/ADVISING</b>	Relates clinical practice to teaching	Advisor for 1-3 students in thesis/scholarly projects, professional development	High quality practice informs and enhances teaching  Advises multiple

			students in thesis/scholarly projects  Mentor for new faculty in educational methodology
<b>PROFESSIONAL DEVELOPMENTS</b>	Maintains educational knowledge and skills	Applies new knowledge and skills to educational activities	Shares new knowledge and skills

<b>RESEARCH/SCHOLARLY ACTIVITY</b>			
	<b>GOOD</b>	<b>HIGH</b>	<b>OUTSTANDING</b>
<b>INNOVATION</b>	Creates new learning materials (for example create a new PCL case).		Creates new courses/clerkships/programs
<b>PUBLICATIONS</b>	Newsletters, state and local publications	Authors/co-authors non peer reviewed articles	Authors/co-authors peer reviewed journals, articles, book chapters
<b>PRESENTATIONS</b>	Presents at local meetings	Presents at state and regional meetings	Presents at national/international meetings

<b>SERVICE</b>			
	<b>GOOD</b>	<b>HIGH</b>	<b>OUTSTANDING</b>
<b>PUBLICATION REVIEWER/EDITOR</b>		Reviews manuscripts for publication	Edits professional journals
<b>GRANTS</b>	Contributes to grant proposal development	Periodically serves on extramural grant and/or program review/accreditation panels  Submits grant proposals	Serves frequently on extramural grant and/or program review/accreditation panels  Grants approved/funded
<b>DEPARTMENT/SCHOOL</b>	Serves on department and school committees	Participates/makes a significant contribution on department and school committees	Takes leadership role on department and school committees
<b>UNIVERSITY</b>	Serves on university committees	Participates/makes a significant contribution on university committees	Takes leadership role on university committees
<b>PROFESSIONAL</b>	Member of professional societies	Active in professional societies	Leads professional societies
<b>HEALTH RELATED COMMUNITY EDUCATION ACTIVITY</b>	Serves on health related community education committees	Actively participates in health related community education committees	Leads health related community educations committees

## EDUCATOR SCHOLAR TRACK

<b>TEACHING</b>			
	<b>GOOD</b>	<b>HIGH</b>	<b>OUTSTANDING</b>
<b>HOURS/COURSES</b>	Contribute to teaching mission of UND, SMHS, department and/or program	Contributes significantly to teaching mission of UND, SMHS, department and/or program	Makes a major contribution to teaching mission of UND, SMHS, department and/or program
<b>LEVEL/METHODOLOGY</b>	Teaches at one level and by one method	Teaches at multiple levels or by multiple methods	Teaches at multiple levels and by multiple methods
<b>EVALUATION</b>	Good learner/peer evaluations	Very good learner/peer evaluations	Excellent learner/peer evaluations
<b>INNOVATION</b>	Makes some additions/improvements to curriculum	Develops new curriculum	Shows leadership in developing new curricular areas
<b>MENTORING/ADVISING</b>		Advisor for 1-3 students in thesis/scholarly projects, professional development	Advises multiple students in thesis/scholarly projects  Mentor for new faculty in educational methodology
<b>PROFESSIONAL DEVELOPMENTS</b>	Maintains educational knowledge and skills	Applies new knowledge and skills to educational activities	Shares new knowledge and skills

<b>RESEARCH/SCHOLARLY ACTIVITY</b>			
	<b>GOOD</b>	<b>HIGH</b>	<b>OUTSTANDING</b>
<b>INNOVATION</b>	Creates new learning materials (for example create a new PCL case).		Creates new courses/clerkships/programs
<b>PUBLICATIONS</b>	Newsletters, state and local publications	Authors/co-authors non peer reviewed articles	Authors/co-authors peer reviewed journals, articles, book chapters
<b>PRESENTATIONS</b>	Presents at local meetings	Presents at state and regional meetings	Presents at national/international meetings

<b>SERVICE</b>			
	<b>GOOD</b>	<b>HIGH</b>	<b>OUTSTANDING</b>
<b>PUBLICATION REVIEWER/EDITOR</b>		Reviews manuscripts for publication	Edits professional journals
<b>GRANTS</b>	Contributes to grant proposal development	Periodically serves on extramural grant and/or program review/accreditation panels	Serves frequently on extramural grant and/or program review/accreditation panels

		Submits grant proposals	Grants approved/funded
<b>DEPARTMENT/SCHOOL</b>	Serves on department and school committees	Participates/makes a significant contribution on department and school committees	Takes leadership role on department and school committees
<b>UNIVERSITY</b>	Serves on university committees	Participates/makes a significant contribution on university committees	Takes leadership role on university committees
<b>PROFESSIONAL</b>	Member of professional societies	Active in professional societies	Leads professional societies
<b>HEALTH RELATED COMMUNITY EDUCATION ACTIVITY</b>	Serves on health related community education committees	Actively participates in health related community education committees	Leads health related community educations committees

## RESEARCH TRACK

Activity	GOOD	HIGH	OUTSTANDING
<b>Publications</b>	<ul style="list-style-type: none"> <li>• Publish 0.5 Level III or above publication/year or</li> <li>• Publish 1 Level IV publication/year, or</li> <li>• Publish 2 Level V publications/year, or</li> <li>• Publish an equivalent combination of the three levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Publish 1 Level III or above publication/year, or</li> <li>• Publish 2 Level IV publications/year, or</li> <li>• Publish 3 Level V publications/year, or</li> <li>• An equivalent combination of the three levels.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Level II or above publication,</li> <li>• 2 Level III publications,</li> <li>• 3 Level IV publications</li> <li>• A combination of at least two of the above.</li> </ul>
<b>Presentations</b>	<ul style="list-style-type: none"> <li>• 1 Level I, or</li> <li>• 2 Level II, or</li> <li>• 3 Level III</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Level I, and/or</li> <li>• 2 Level II, and/or</li> <li>• 4 Level III, and/or</li> <li>• An equivalent combination of the above</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Level I, and/or</li> <li>• 3 Level II, and/or</li> <li>• 5 or more Level III, and/or</li> <li>• An equivalent combination of the above</li> </ul>
<b>Grants</b>	<ul style="list-style-type: none"> <li>• 2 Level II or</li> <li>• 3 Level III</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Level I, or</li> <li>• 3 Level II, or</li> <li>• 5 Level III, or</li> <li>• At least 2 of the following:                             <ul style="list-style-type: none"> <li>➤ PI or Co-PI on R21 or pilot project grant</li> <li>➤ PD on R21 or pilot project grant</li> <li>➤ Wrote R21 grant independently</li> <li>➤ Participated in writing R01 or major grant</li> <li>➤ Produced multi-year R21 or pilot project funded grant</li> </ul> </li> <li>Consultant on 1 grant</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Level I, or</li> <li>• 4 or more Level II, or</li> <li>• 6 or more Level III</li> <li>• At least 2 of the following:                             <ul style="list-style-type: none"> <li>➤ PI or Co-PI on R01 level or major grant</li> <li>➤ Consultant on 2 or more grants</li> <li>➤ PD on R01 level or major grant</li> <li>➤ PI or Co-PI on 2 or more R21 grants</li> <li>➤ PD on 2 or more R01 grants</li> <li>➤ Secured sustained funding</li> <li>➤ At least 2 or a combination of the above.</li> </ul> </li> </ul>
<b>Significant Contributions to the Field</b>	<ul style="list-style-type: none"> <li>• Assisted in development of curricula</li> <li>• Copyrighted material.</li> </ul>	<ul style="list-style-type: none"> <li>• Authored articles cited by other authors</li> <li>• Contributed to curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Authored articles cited by other authors.</li> <li>• Authored curricula</li> </ul>
<b>Mentoring</b> (Graduate students, dissertation/thesis committees, McNair Scholars)			

## RESEARCH FACULTY SERIES APPENDIX

Publications – May include publications in peer reviewed professional journals, book chapters, books, policy briefs, white papers, technical reports, fact sheets, editor of a peer reviewed journal or book, reviewer for a professional journal, and contribution to compiled professional works.

### A. Level I –

1. Tier I journal publication: Tier I journals are the journals we all should aspire to publish in, but it is not expected that many scholars in the United State will have more than one or two articles in these journals. Those that do will have a deservedly outstanding reputation as the best in their field. These journals are highly rated by more than one source, are listed in the Journal Citation Reports, and have an Impact Factor (average number of citations per article in the two years following publication) greater than 1.2.

Top tier journals cross most of our interdisciplinary areas. Examples from various fields include: Journal of the American Medical Association (JAMA), Journal of Public Health, American Psychologist, Public Affairs

2. Chapter in a peer reviewed book.
3. Book on your research, scholarly or creative work.
4. Editor of a Tier III or above peer-reviewed professional journal.

### B. Level II

1. Tier II peer-reviewed journal publication: These are still top quality journals, and cover a broad range of fields, but they are not strictly in the tip tier. Good scholars can be expected to publish fairly often at this level. These journals must be listed in the Journal Citation Reports with an Impact Factor generally in the range 0.6 to 1.2 and at least one other notable database. This tier includes two categories:

- a. Internationally recognized journals in of the top-tier. Examples are:
- b. Top-tier professional journals. These include only the top internationally recognized professional journals such as: The Counseling Psychologist, Journal of Counseling Psychology, Health Psychology, Journal of Othopsychiatry, Journal of Pediatric Psychology, Gerontology

2. Book in your primary field of expertise.
3. Chapter in an edited book or compilation such as The Encyclopedia of Counseling Psychology.
4. Peer reviewer for Tier I Journal.
5. Editorial Board for a Tier III or lower Journal

### C. Level III

1. Tier III Journals: Journals in this group are still very high quality publication outlets, and they are likely to constitute the majority of publications for most of us. Many are included in the Journal Citation Reports, but their Impact Factors are generally less than 0.6. This group is the broadest. It includes mainly second-level international journals in established fields, along with the

top-level journals in developing fields. It also covers the leading national journals in the United States (many of which are not listed in JCR). There are four categories at this level:

- a. Second-level internationally recognized journals examples include:
- b. Top-level national journals. Examples include: Journal of Rural Health, Journal of Multicultural Counseling, Cultural Diversity and Ethnic Minority Psychology, Journal of Clinical Nutrition.
- c. Top-level journals in developing fields. This group includes journals in areas such as psychology, public health, counseling, epidemiology, medicine, nursing, social work, oral health, nutrition.
- d. Second-level professional journals. For example, the Journal of Mental Health Counseling.

#### D. Level IV

1. Tier IV: Quality is lower in these journals than in Tiers II and III; although they do try to maintain quality standards through peer reviewing. Some are newly established journals, still developing their reputation. Publication in these journals will be less frequent for established scholars, and more frequent for early career researchers. These journals are well regarded nationally, but they are not likely to be included in the Journal Citation Reports. This group includes three categories:
  - a. Second-level national journals in any related field. Examples include: Journal of American Indian & Alaska Native Mental Health Research, American Journal Alzheimer's Disease and Other Dementias, Diabetes.
  - b. Third-level international journals, often sourced from the UK and Europe. Examples include: International Journal of Visual Literacy.
  - c. National professional journals. An example is the Journal of Rural Mental Health.

#### E. Level V

1. Tier V: These journals ostensibly maintain quality standards through refereeing, but that's all that can be said for them. Publication in these journals should be kept to a minimum. They are rarely included in the Journal Citation Reports. This group includes two categories:
  - a. Local house journals. These are journals edited and published in national universities. Examples include: Journal of Native Aging and Health, IHS Provided, CRH fact sheets, technical reports.
  - b. Entrepreneurial publishers. This refers principally to Sage Publishers or University Press and Haworth Press. There are at least 460 journals in the Sage Publishing list with 160 from professional organizations. While some of these titles have gained respectability and are listed in other higher tiers, Sage Publisher journals, often with impressive-sounding titles, generally represent the lower end of the quality spectrum. Haworth Press generally represent the lower end of the quality spectrum. Haworth Press takes a similar approach to development of its journal list.

E-journals. The status of e-journals is uncertain. With a few exceptions, however, they are still regarded as lower in quality than their hard-copy counterparts, even when peer-reviewed.

2. Peer review for Tier V manuscripts.
3. Editorial Board for Tier V journal.

F. Level VI

1. Policy briefs, white papers, technical reports, testimony before state policy making bodies.

Presentations – Presentations include oral presentations of research papers, posters, and invited addresses at professional meetings, and for foundations and groups.

- A. Research Papers presented at international, national, regional, or state professional organizations or conferences.
  1. Level I: Rigorous, well known and recognized national and international organization conferences requiring peer review.
  2. Level II: Less rigorous well know national and international conferences or meetings; well known, rigorous regional or state conferences or meetings with peer review for acceptance.
  3. Level III: Regional or state conferences with peer review for acceptance; National or international conferences without peer review.
  4. Level IV: State or regional conferences without peer review for acceptance.
- B. Posters of Research presented at international, national, regional, or state professional organizations or conferences.
  1. Level I: Rigorous, well known and recognized national and international organization conferences requiring peer review.
  2. Level II: Less rigorous well know national and international conferences or meetings; well known, rigorous regional or state conferences or meetings with peer review for acceptance.
  3. Level III: Regional or state conferences with peer review for acceptance; National or international conferences without peer review.
  4. Level IV: State or regional conferences without peer review for acceptance.
- C. Invited addresses at international, national, regional, or state professional organizations or conferences.
  1. Level I: Rigorous, well known and recognized national and international conferences requiring peer review.
  2. Level II: Less rigorous will know national and international conferences or meetings; well known, rigorous regional or state conferences or meetings with peer review for acceptance.
  3. Level III: Regional or state conferences with peer review for acceptance; National or international conferences without peer review.
  4. Level IV: State or regional conferences without peer review for acceptance.

Grants – Grant may include research, program, and training grants and contracts from federal, state, or private agencies, foundations or university sources. It may also include but is not limited to, being project director or principle investigator, project coordinator, researcher, evaluator, consultant, writer, or other capacity.

1. Level I
  - a. Securing major, competitive, sustained research, program, or training grant funding for 4 or more years and/or projects (Equivalent to the R01 level).
  - b. Principle Investigator, Project Director, or primary writer for a major, competitive, sustained research, program, or training grant with funding for 4 or more years.
  - c. Consultant on a competitive, sustained research program, or training grant with funding for 4 or more years.
2. Level II
  - a. Securing competitive research, program, or training grant funding for 2-3 years (Equivalent to the R21 level).
  - b. Securing funding for a program or training grant that is consistently awarded to all states.
  - c. Project Coordinator. Co-Principle Investigator, Co-Writer, or Evaluator on a competitive research, program, or training grant with funding for 4 or more years.
  - d. Principle Investigator, Project Director, or Write for a pilot project in research, programming, or training with funding for 2-3 years.
3. Level III
  - a. Working on a research, program, or training grant where funding was secured by someone else.
  - b. Serving on a grant review panels for competitive grants at the federal or state level.
  - c. Securing state, university or foundation funding for a pilot research, program, or training program such as a faculty seed grant.
  - d. Review panel for a competitive grant program,
  - e. Research Analyst, researcher, evaluator on a funded project.