

**DEPARTMENT of  
PHYSICIAN ASSISTANT STUDIES**

**GUIDELINES  
on PROMOTION and TENURE**

**Submitted**

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

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## **I. GENERAL PRINCIPLES AND RESPONSIBILITIES**

### **A. Faculty Responsibilities**

It is the responsibility of each faculty member to be familiar with the Faculty Handbook, and the Physician Assistant Studies Departmental Guidelines on Promotion and Tenure.

### **B. Chairman's Administrator Responsibilities**

1. The department administrator should be familiar with the Faculty Handbook and the Physician Assistant Studies Departmental Guidelines on Promotion and Tenure. The department administrator should be aware of the following principles of democratic administration:
2. Respect for individuals
3. Faith in the power of human intelligence to solve problems
4. The right of each individual affected by policy formation or alteration to have an equitable part in the determination of that policy
5. The right to act through his or her chosen representatives
6. The right to equality of opportunity
7. The exercise of fairness
8. The right of each individual to appeal decisions and actions affecting him or her and the right of the individual to be informed on avenues of appeal
9. In the exercise of these basic principles, the administrator should nurture an atmosphere of mutual trust and honesty based on good communication

### **C. Physician Assistant Studies Departmental Responsibilities**

The Faculty Handbook recognizes the uniqueness of individual faculty and the departments within which they serve by stating that the main responsibility for implementation of evaluation has been placed in the departments. Accordingly, departments in the School of Medicine and Health Sciences will:

1. Develop procedures for evaluation of faculty for promotion, tenure and post-tenure performance according to the *Guidelines*.
2. Develop criteria and expectations of achievement for promotion from rank to rank, for the awarding of tenure, and for post-tenure performance. Departmental criteria and expectations may be more rigorous but cannot be less rigorous than those described in the Faculty Handbook and *Guidelines*. Each department may establish its own standards for the awarding of tenure as long as they are in conformity with the State Board of Higher Education (SBHE) tenure policies, the University Constitution, Senate Bylaws and recognized University-wide interpretations as recorded in the Faculty Handbook.
3. Submit departmental standards and criteria and expectations for promotion and tenure to SMHS CPT for review and approval. Prior to submission, the standards and criteria must be approved by a majority vote of the department faculty members.

### **D. SMHS Committee on Promotion and Tenure Responsibilities**

1. Develop policy and procedure in the form of *Guidelines* for conducting and reviewing recommendations of promotion and tenure requests of faculty of the SMHS.
2. Recommend policy on criteria and expectations and procedures for promotion and/or tenure of faculty for use by the departments of the school.
3. Approve all departmental standards for promotion and tenure of faculty to ensure comparable process throughout the school.

4. Review and make recommendations to the Dean on all requests for tenure using only the criteria and expectations established by the submitting department.
5. Following the review by the department, review and make recommendations on promotion at the request of the faculty member, the department chair or the Dean using only the criteria and expectations established by the submitting department.
6. Review and make recommendations on promotion for faculty in the community title series upon appeal by the faculty member, the department chair or the Dean.

The SMHS CPT will define what materials and documentation are needed for tenure, promotion and pre-tenure and post-tenure evaluation. However, since SMHS CPT must base its recommendations solely upon the information supplied by the department, it is imperative that departments supply all necessary data and appropriate documentation. A fact cannot be assumed as known, if not stated. It is critical that promotion and granting of tenure within the School be somewhat flexible because the unique needs of a community based medical education system involve individuals who bring widely varying backgrounds, philosophies, skills, opportunities and needs into an academic setting. Notwithstanding such uniqueness, tenure and promotions are to be based on the consistency and quality of: 1) Performance in teaching, 2) Distinctive, peer accepted contributions to one's discipline or profession, and 3) Service to the department, the School of Medicine and Health Sciences, the University, and society.

Individual faculty contributions to each of these areas may vary somewhat within the confines of their written job description. *However, it is essential that chairs and faculty alike be aware that excelling in only one aspect of academic responsibility may slow promotion (such as promotion from Assistant to Associate Professor) or may make promotion impossible (such as promotion from Associate to Professor).*

## II. FACULTY

### A. Faculty Titles

Unless otherwise determined at the time of initial contract, faculty members in the Department of Physician Assistant Studies will fall under the *Educator Scholar* title in the Academic Title Series. Faculty member evaluations/promotions will be consistent with their employment contracts. There are generally two types of appointments in the academic title series that will apply to the faculty in Physician Assistant Studies: 1) Probationary contract (tenure-track appointment) and 2) Special contract (nontenure-track appointment).

The Educator Scholar designation is for faculty members with demonstrated excellence in teaching, educational leadership and curriculum development and administration. Faculty in this title series will be engaged in scholarly and creative activities related to education and actively involved in service.

## **B. Characteristics of Academic Rank (Educator Scholar)**

The following guidelines are to be used to evaluate faculty members for promotion purposes. The criteria are meant to be used as a guide rather than absolute requirements. The criteria listed are meant to be a listing that *may* be used to evaluate the performance of faculty members. Not all faculty members will have duties and responsibilities assigned to them for each of the criteria. *Therefore each faculty member must be evaluated relative to their individual duties and responsibilities.*

- Instructor:**                      **Degree:** Entry level degree commensurate with position hired to fill
- Professional licensure, if applicable
  - Demonstrates promise as a teacher
  - Engaged in professional development
  - Clinical experience, if applicable
- Assistant Professor:**            **Degree:** Earned doctorate or other degree considered to be a terminal degree by the discipline, or significant clinical experience commensurate with a terminal degree.
- Potential effectiveness in teaching
  - Potential for effectiveness in scholarly and creative activity
  - Potential for effectiveness in professional and community service
  - Clinical experience, if applicable
  - Professional licensure, if applicable
- Associate Professor:**            **Degree:** Earned doctorate.
- Consistent and marked effectiveness in teaching
  - Scholarly and creative accomplishments of appropriate quality and quantity for time in rank
  - Local or regional recognition for scholarly activity or professional service
  - Consistent and substantial contributions and service to his/her profession and school
  - Demonstrated professional and community service
  - Clinical experience, if applicable
  - Professional licensure, if applicable
- Professor:**                            **Degree:** Earned doctorate.
- Recognition for continued excellence in teaching
  - National recognition for scholarly activity or professional service
  - Demonstrated leadership and superior service contributions to the department, school and his/her profession
  - Recognized for professional and community service
  - Clinical experience, if applicable
  - Professional licensure, if applicable

### **III. FACULTY APPOINTMENTS**

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

There are two categories of employment contracts for full-time faculty in the academic title series which do not involve tenure:

- Probationary contracts (tenure-track appointments)
- Special contracts (nontenure-track appointments)

Probationary contracts (tenure-track contracts) of the faculty of the SMHS will be based on two (2) criteria: source of funding and academic title. In order for a probationary contract to be issued, the School and/or department must have a funded position from state general fund appropriations available for that individual's tenured salary, but the salary at the time of employment may be funded from other sources.

Probationary contracts also must carry a probationary academic title (instructor, assistant professor, associate professor or professor). Failure to satisfy both of these conditions simultaneously prevents issuance of a probationary contract.

Both probationary and special contracts may lead to tenure; however, they differ as follows:

Probationary contracts may lead to a full-time tenured appointment after four (4) years. A probationary contract will not be granted for a period longer than six (6) years, under normal circumstances. If tenure is not granted and a seventh-year contract is issued, it must be terminal, unless an extension has been granted.

Special contracts do not exclude a tenured appointment. Faculty employed under a special contract may be considered for tenure after six (6) years of full-time continuous service based upon two (2) following criteria:

The availability of fully funded salaries from state general fund appropriations assigned to an academic salary budget in the department to which the faculty member belongs. The faculty member carries an academic title (instructor, assistant professor, associate professor or professor) in that department. Faculty who are appointed all or in part out of non-appropriated ("soft") funds may have full academic title and may be employed on a probationary (tenure-track) contract if an unfilled state general appropriated funded position is available in the school and/or department. If such a funded position is not available, it would be expected that the faculty member would be employed under a special contract.

#### **B. Non Academic Title Series**

The following types of special appointments do not involve tenure credit: adjunct appointments, community title series, research title series, visiting appointments, cooperative teachers, supervisors, temporary postdoctoral appointments, resource colleagues, appointments of retired faculty, any initial appointment funded wholly or partially by other than state general funds, appointments clearly limited to a temporary association of normally no more than three (3) years, special titles, lectureship appointments.

#### **IV. PROMOTION AND TENURE EVALUATIONS**

Faculty evaluations will be conducted in accordance with the guidelines established by the University, the SMHS and by the evaluating department (Physician Assistant Studies), keeping in mind the uniqueness of individual responsibilities and departmental missions.

Procedures and guidelines for the evaluation of tenure-track and nontenure-track faculty are established to provide the means whereby the performance of individual faculty members may be equitably assessed and documented. Evaluation instruments are the means whereby information is gathered to provide a basis for evaluation. They do not constitute an evaluation in themselves. "Evaluation" in terms of this document is the process whereby the information acquired by evaluation instruments, i.e., peer and student evaluations, administration and external comments, etc. are analyzed and evaluated to determine the quality of performance by an individual faculty member as measured against the criteria and objectives set by the department.

The major purpose of evaluation should be to help the faculty improve their performance. The primary objective of faculty evaluation is to improve the quality of the faculty. Although formal evaluations are required at specific times, informal evaluations should be available continuously as the need is perceived. An evaluation should commend faculty for outstanding performance and/or encourage faculty to strengthen weaknesses as well as improve in already strong areas. In the case of post-tenure reviews, identification of performance that falls below the minimal acceptable level shall be used as cause for professional development, assistance, career guidance, or remediation of the faculty rather than for applying punitive actions. The results of the formal evaluation process will become part of the information used in making promotion, retention and tenure decisions.

#### **V. DEPARTMENTAL STANDARDS**

##### **A. Schedule for Evaluation**

Evaluation of probationary appointees shall be conducted early the second semester of their first year, and toward the end of their third semester so that there will be a reasonable basis for decisions to reappoint in accordance with the schedule in the North Dakota State Board of Higher Education Regulations on Academic Freedom and Tenure.; Academic Appointments.

Evaluation of probationary appointees shall also be conducted during the second semester of their third, fourth and fifth year and during the Fall semester of their sixth year. For persons hired at mid-year, the half year of service shall count as a full year toward tenure. Evaluation of tenured faculty shall be conducted at least every three years. (Section II-8.1.1.)

Evaluations of nontenured faculty on probationary contracts during years one (1), two (2) and four (4) of service are for departmental use only. To ensure completion of the evaluations, a memo signed by the chair of the department and the faculty member indicating the evaluation date and a brief summary of the conclusions shall be submitted to the Office of Academic Affairs. No action by the SMHS CPT is necessary for these evaluations. Evaluations of nontenured faculty on probationary contracts during years three (3), five (5) and six (6) shall be submitted to the Office of Academic Affairs for review by the SMHS CPT.

The final evaluation of nontenured faculty on probationary contracts shall be completed by the departments and submitted to the Office of Academic and Faculty Affairs by published deadlines. The evaluation of nontenured faculty on Special contracts shall occur annually until the faculty member is promoted to associate professor or until the sixth year of appointment. Evaluations may be conducted at other times, if circumstances require it, as determined and requested by either the individual faculty member, the department chair or the Dean.

After promotion to associate professor or continuous appointment for six years, evaluations of nontenured faculty on Special contracts in the academic title series shall be conducted every 3 years for department use only. No action by the SMHS CPT is necessary for these evaluations. To ensure completion of the evaluations, a memo signed by the departmental chair and the faculty member indicating the evaluation date and a brief summary of the conclusions shall be submitted to the Office of Academic Affairs. If a department requests to move a faculty member on a Special contract to a probationary contract, the materials listed in Guidelines IV.D. shall be submitted to the Office of Academic Affairs for review by the SMHS CPT.

The evaluation of tenured faculty shall be conducted every three (3) years after their appointment with tenure. Evaluations of tenured faculty shall be submitted to SMHS CPT for review every six (6) years. Evaluations conducted at alternate three (3) year intervals are for departmental use only. Evaluation may be conducted at other times, if circumstances require it, as determined and requested by either the individual faculty member, the department chair or the Dean. In the event that substantial chronic deficiencies are identified in the performance of a tenured faculty member, the faculty member and departmental CPT shall formulate a professional development plan. The faculty member and departmental CPT will annually review progress on the plan and send a progress report to the departmental chair and Dean. The professional development plan shall identify problem areas or weaknesses, state goals for addressing weaknesses, describe actions to be taken on the part of the faculty member to achieve goals, identify resources and/or allocations necessary to support the development plan, specify criteria for assessment, specify a timeline for implementation (minimum 3 years), describe the process for preparing progress reports, and outline possible courses of action in the event the professional development plan is not successfully completed.

### **Outline of Schedule**

The timeline for faculty evaluations and considerations for promotion will follow the schedule set by the SOMHS CPT Committee and the Senior Associate Dean for Academic and Faculty Affairs. Materials must be submitted to the Departmental Committee on Promotion and Tenure at least 30 days prior to SOMHS CPT deadlines.

## **B. Evaluation Process and Materials**

### **1. Evaluation Overview**

At the time of initial appointment, faculty shall be informed by the department chair of the criteria for evaluation and objectives 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.

According to the Faculty Handbook, faculty members will be evaluated based on departmental criteria in place and objectives set at the time of their initial appointment. Faculty shall be informed promptly in writing and given adequate notice whenever there is a change made in those criteria by the department. Faculty shall be given no less than 2 years notice to prepare for promotion following changes in the promotion criteria. Contract provisions shall be reviewed and, when appropriate, objectives may be revised as a part of the faculty member's periodic evaluations.

Evaluations will be carried out by a departmental committee according to the timelines for promotion and tenure listed in this document; the committee's recommendations will be forwarded to the departmental chair, who will write an independent evaluation of the faculty member.

## 2. **Timeline for submission of portfolios**

It shall be the responsibility of the department chairperson to initiate the review process by requesting data from the individual to be evaluated. The individual will be given approximately *one month* to provide these materials which will be due in the department office approximately *one month* prior to the date that the evaluation is due in the Office of Academic Affairs.

## 3. **Departmental Committee Composition**

The departmental committee will include all tenured members in the department, excluding the chair. **The committee must consist of a minimum of three faculty members, and committee members must hold senior-level rank (i.e. associate professor or professor).** In the event that fewer than three senior-level faculty members reside in a department, senior-level non-tenured or tenured faculty members will be recruited from other suitable departments. Outside faculty members must be approved by a majority vote of the departmental faculty.

For those evaluations that involve a tenure recommendation, the departmental committee will include all tenured faculty members in the department, excluding the chair, and must consist of a minimum of three tenured faculty members. In the event that fewer than three tenured faculty members reside in a department, tenured faculty members will be recruited from other suitable departments. Outside faculty members must be approved by a majority vote of the departmental faculty.

## 4. **Guidelines and Documentation Needed for Faculty Evaluations**

- a. Evaluations are to be a constructive process with the goal of assisting faculty in professional development as teachers and scholars.
- b. 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.
- c. Evaluations are to be conducted in accordance with the timetable determined by the Office of Academic Affairs.
- d. The faculty member assumes the responsibility of maintaining the necessary documentation and making it available in the proper form on a timely basis.
- e. The faculty member being evaluated is responsible for gathering data and compiling the information that will be included in their evaluation or promotion portfolio and presenting it to the department chairperson in a timely manner prior to the evaluation deadline.

## 5. **Evaluation materials submitted to the department chairperson shall include:**

- *Cover page stating evaluation period covered, name and rank of faculty member, table of contents*
- *A two or three page self-evaluation which includes a synopsis of activities since the last evaluation, highlights of perceived strengths and weaknesses, responses to recommendations in prior evaluations*
- *A current curriculum vitae*
- *Job description and Percentage of Effort forms for each year of employment*
- *Recent departmental evaluation recommendations*
- *Documentation of activities in teaching, scholarly activity, contributions to one's discipline or profession and professional and community service*
- *Evaluation of teaching performance should include three (3) sources of evaluation data, such as student evaluations of the teaching performance, peer evaluations of teaching*

*performance or other performance evaluations if available. Faculty members should include departmental, college and university level evaluations.*

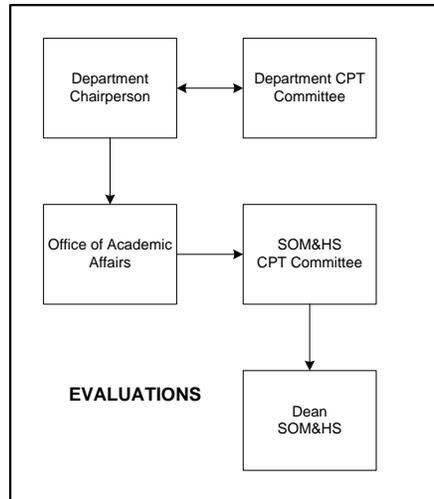
- *Professional development goals for upcoming evaluation period*
  - *Written summary of progress on meeting professional development goals since the last evaluation*
- a. Evaluations may include stipulated conditions for improved performance by which the individual will be appraised in subsequent evaluations.
  - b. After the written evaluation is prepared, the Department Chairperson will meet with the individual to review the faculty member's:
    - *Areas of strength*
    - *Areas needing improvement*
    - *Progress on professional development goals since the last evaluation*
    - *Professional development goals for the upcoming evaluation period*
    - *Relationship between individual's professional development goals and the Department's and/or Program's goals*
  - c. Following the evaluation meeting with the faculty member, the Department Chair will submit appropriate documentation to the Office of Academic Affairs regarding the outcome of the evaluation. The Department Chair will be responsible for informing the faculty member regarding the results of that evaluation. The Department Chair will also be responsible for informing the faculty member regarding the results of promotion decisions rendered by CPT.
  - d. At each stage of the evaluation process, faculty members will have opportunity to respond in writing regarding the evaluation outcomes or procedures.

### **Confidentiality**

Faculty evaluation documents and files are **CONFIDENTIAL** and are not subject to the State open records law. The documents, will however, be made available to the department chairperson, the Dean, and CPT members for review in deliberations that determine promotion, retention, tenure and due process.

### **C. Routing for Approval**

The department chair initiates the evaluation process by submitting the candidate's name and supporting documents to the departmental Committee on Promotion and Tenure (CPT). The departmental committee will submit its report to the chair. The chair will submit the departmental evaluation, his/her own letter of evaluation, and additional documentation to the Office of Academic Affairs. The Office of Academic Affairs will distribute the materials to the 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. Considerations for promotion and tenure take this same path, but also include the President and the State Board of Higher Education (SBHE) for tenure.



**Figure 1. Routing for evaluations.**

## D. Appeals

All formal appeals of evaluations 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 (Section II-8.1.1.)).

## VI. PROMOTIONS

### A. Criteria

The criteria for promotion in the Department of Physician Assistant Studies are listed under VII: Promotion Criteria of this document. Faculty should refer to this list when preparing their promotion portfolio.

#### 1. Promotion Procedure

Promotions in rank are initiated by a written recommendation from the department chair to the dean of the 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 evaluations from the 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 (Section II-5.2).

*The faculty member desiring the promotion, the department committee, or the department chair can initiate a request for promotion. Faculty on non-tenure tracks may choose not to go up for promotion.* Because of the close and frequent professional association between the faculty member and the department chair, appropriate consideration should be given to the chair's recommendation at all stages of the reviewing process. If the recommendation 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 at an earlier time; however, promotion after less than three years in rank will require clearly superior performance in all areas and/or unique circumstances. The criteria for evaluation of promotion should be 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.

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. 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 and full professor will occur only if:

- a) **Outstanding** accomplishment is achieved **in at least one of the areas**
- b) **High** accomplishment is achieved **in a second area**
- c) **Good** accomplishment is achieved **in the third area**

**The ratio of importance of each area is determined by the Department and weighted according to the individual faculty member's job description and percentage of effort form. Table 3 outlines the Departmental Hallmarks for Promotion and Tenure.**

*It is recognized that a faculty member may display scholarship in any of several areas. Scholarship is defined (for the purpose of this document) in Table 1 after the definitions used by the Commission on Accreditation in Physical Therapy Education (CAPTE).*

Because departments within the School have diverse missions and responsibilities, recommendations for promotion by the departmental chair, 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 performance plan, including administrative duties.***

## **2. Promotion Timeline**

Promotion reviews will take place in the Fall semester. The timeline for faculty evaluations and considerations for promotion will follow the schedule set by the SMHS CPT Committee and the Office of Academic and Faculty Affairs. Materials must be submitted to the Departmental Committee on Promotion and Tenure at least 30 days prior to SMHS CPT deadlines.

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.

### 3. Documentation of the criteria for promotion shall include the following:

Promotion materials submitted to the Office of Academic Affairs shall include:

- *Complete the forms contained in Appendix I, II and III as appropriate*
- *Job description and Percentage of Effort forms for each year of employment*
- *A current curriculum vitae*
- *Recent departmental evaluation recommendations*
- *Documentation of activities in teaching, scholarly activity, contributions to one's discipline or profession and professional and community service (refer to Promotion Criteria section in this document for a complete list of activities)*
- *Copies of student evaluation forms or summaries*
- *Summary of findings and letter of recommendation by the departmental CPT committee*
- *Summary of findings and letter of recommendation by the departmental chair*
- *Evaluative letters from outside sources (see below)*

**“For promotion to the rank of associate professor and professor at least three outside letters that evaluate the suitability of the proposed promotion and/or awarding of tenure shall be solicited by the department chair from recognized peers outside the University of North Dakota.** The candidate may submit a list of names to the department chair, but the department chair may solicit letters from other qualified peers. The use of previous mentors, co-authors or close collaborators should be avoided to minimize the appearance of personal bias. When external reviewers are confirmed, the chair should provide the faculty member’s curriculum vitae and the departmental guidelines for promotion and tenure for the evaluative process. In the event that the department does not have approved promotion and tenure guidelines, a copy of the SMHS Guidelines should be included. External reviewers are to specifically address their association, if any, with the faculty member being considered for promotion and/or tenure. External reviewers should receive instructions to evaluate the faculty member's performance based on the criteria stated in the departmental guidelines for promotion and tenure. Moreover, when evaluating faculty performance, external reviewers should utilize the standardized terminology for faculty performance (i.e. **outstanding, high, or good** ). The external evaluation letters must be included in the initial review by the departmental committee and chair.”

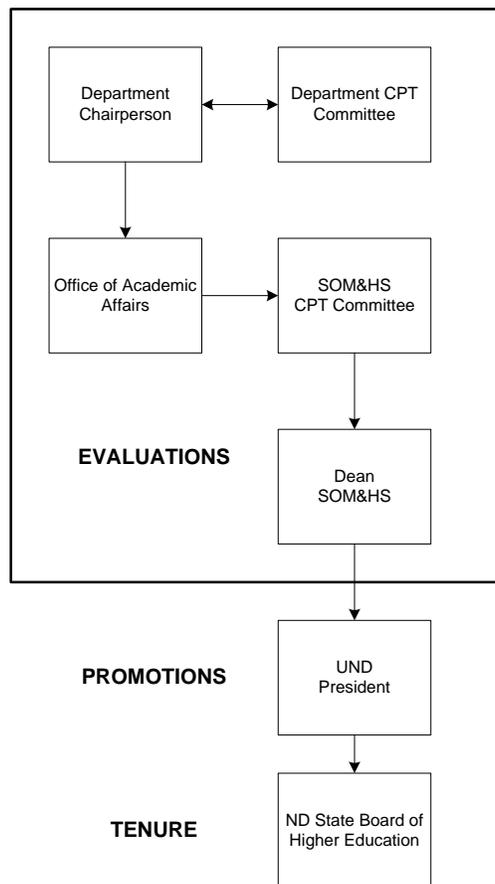
### 4. Tenure Plan (if applicable)

Probationary faculty must be provided with a tenure plan from the departmental chairperson at the time of their initial appointment. The tenure plan should include future work or goals in the areas of teaching, service and scholarly activity. The Tenure Plan is designed to provide a clear statement of the nature of the effort to be made in the areas of teaching, scholarly and creative activity, and service. The primary purposes of the Tenure Plan are to encourage faculty development and to assure accountability. The Tenure Plan will provide an individually prepared blueprint that aids in evaluating performance during annual pre-tenure and tenure reviews. The Tenure Plan is designed to describe the faculty member’s goals in teaching, scholarly and creative activity, and service, and to explain how these goals support the needs of the department, the SOM&HS and the University. Projections made in the Tenure Plan, when compared to the faculty member’s progress and achievements, provide one basis for evaluating the faculty member’s professional performance.

The tenure plan will include a clear statement regarding the percentage of effort in teaching, service and scholarly activity as reflected in the Percentage of Effort forms. The tenure plan will be kept current and reviewed annually by the department CPT and chairperson. The Tenure Plan should be formulated to assist probationary faculty members in preparing themselves to achieve tenure. The Tenure Plan will be formulated based on the specific mission of the Physician Assistant Studies department.

## B. Routing for Approval of Promotion and Tenure

The department chair initiates the evaluation process by submitting the candidate's name and supporting documents to the departmental Committee on Promotion and Tenure (CPT). The departmental committee will submit its report to the chair. The chair will submit the departmental evaluation, his/her own letter of evaluation, and additional documentation to the Office of Academic Affairs. The Office of Academic Affairs will distribute the materials to the 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. Considerations for promotion and tenure take this same path, but also include the President and the State Board of Higher Education (SBHE) for tenure.



**Figure 2. Routing for approval of promotion and tenure.**

## C. Appeal

All formal appeals of evaluation/promotion 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 (Section II-8.1.1.)).

## VII. PROMOTION CRITERIA

The following criteria are to be used in evaluating Physician Assistant Studies Department faculty members. All Physician Assistant Studies faculty members are in the Educator Scholar track, unless otherwise negotiated. The criteria listed are meant to be a comprehensive listing that *may* be used to evaluate the performance of faculty members. Please note that not all faculty members will have duties and responsibilities assigned to them for each of the criteria. ***Therefore each faculty member must be evaluated relative to their individual duties and responsibilities. Refer to Table 1 in this document for definitions of scholarship as defined by CAPTE.***

### A. Evidence for Educator Scholar

Evidence must be supplied, if appropriate, for the following criteria:

1. Teaching Effectiveness
2. Scholarly/Creative Activity
3. Service Activity
  - Professional Activity
  - Academic Advising
  - Administrative Activity

### B. Teaching Effectiveness

#### 1. Documentation of teaching

High to outstanding teaching is an essential criteria for promotion beyond assistant professor 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 or some indication that teaching contributions have been incorporated into the curriculum or design of the curriculum. The following is excerpted from the UND Faculty Handbook regarding Potential Sources of Data regarding effective teaching:

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.

- a. ***Student-Provided Data*** - *may be gathered using the USAT or other student feedback forms, and/or by carefully documenting student 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:

- b. ***Instructor-Provided Materials/Portfolios*** - *may include reflective statements on teaching, syllabi, descriptions of class activities, writing assignments, tests, videotapes, evidence of scholarly activity related to teaching, lists of classes taught, scholarly projects supervised, graduate committees served on, reports on curriculum development work, written responses to student feedback, etc.*

- c. **Documented Evidence of Student Learning or Performance** – student work samples, performances, test results, etc.
- d. **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.)

## 2. Acceptable forms of a commitment to teaching

- a. Teaching by multiple methods (lecture, laboratory, facilitation, simulation, workshop, online)
- b. Teaching in multiple courses/programs
- c. Teaching at multiple levels (undergraduate, graduate or peer)
- d. Mentoring of graduate students, undergraduate students, advisees, and/or teaching assistants
- e. Directing graduate student research and/or scholarly activity
- f. Conduct faculty development presentations, workshops regarding education

## 3. Materials/methods may be used to evaluate teaching effectiveness

### a. Student Evaluations

- 1) student evaluation forms (e.g. Departmental, Program or University)
- 2) student comments
- 3) letters from former students
- 4) student interviews
- 5) student surveys

### b. Peer Evaluations regarding

- 1) quality and appropriateness of course material
- 2) degree of preparation, structure and balance within a lecture class
- 3) availability and effective guidance outside of class
- 4) acceptance and encouragement of differing student opinions in discussion
- 5) development of instructional aids and class projects
- 6) maintenance of high academic standards by students
- 7) contributions to interdisciplinary instructional programs
- 8) collaborative work with other faculty members
- 9) value of the faculty member's scholarly contributions to the Department/Program

### c. Documentation generated by the faculty member being considered for promotion

- 1) materials relevant to preparation, instruction, or evaluation of the faculty's class
- 2) substantial course changes, video productions, computer software usage
- 3) innovative teaching techniques

### d. Documentation of teaching responsibilities

- 1) weekly contact hours
- 2) level of participation (primary or assistant)
- 3) new course development

### e. Continuing education course participation: (list continuing education symposiums, workshops, or lectures you have presented/coordinated in each of the categories below)

- 1) multi-day (2 days or more)

- 2) one day (8 hours)
- 3) half day (4 hours)
- 4) 1 to 3 hour
- 5) involvement with University/School of Medicine & Health Sciences continuing education programs

f. **Teaching awards or honors**

g. **Teaching/lecturing in other Departments/Programs outside your own**

**C. Scholarly and Creative Activity**

**1. Description of Scholarship**

Scholarly activity requires active participation in one’s discipline or field. It includes the Scholarship of Discovery, Integration, Application/Practice, and Teaching. *(Note: this description and the following table is from the Commission on Accreditation of Physical Therapy Studies Education, Evaluative Criteria)*

**Table 1. Description of Faculty Scholarship for the Department of Physician Assistant Studies (from Commission on Accreditation in Physical Therapy Studies Education).**

If the scholarly work	It is typically	Within a scholarly agenda, accomplishment is typically demonstrated by	And is documented by (as appropriate for the activity)
Contributes to the development or creation of new knowledge  <b>(Scholarship of Discovery)</b>	<ul style="list-style-type: none"> <li>• Primary empirical research</li> <li>• Historical research</li> <li>• Theory development</li> <li>• Methodological studies</li> <li>• Philosophical inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-reviewed publications of research, theory, or philosophical essays</li> <li>• Peer-reviewed/invited professional presentations of research, theory, or philosophical essays</li> <li>• Grant awards in support of research or scholarship</li> <li>• Positive peer evaluations of the body of work</li> </ul>	<ul style="list-style-type: none"> <li>• Bibliographic citation of the accomplishments</li> <li>• Positive external assessment of the body of work</li> </ul>
Contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study  <b>(Scholarship of Integration)</b>	<ul style="list-style-type: none"> <li>• Inquiry that advances knowledge across a range of theories, practice areas, techniques or methodologies</li> <li>• Includes works that interface between Physician Assistant Studies and a variety of disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others</li> <li>• Copyrights, licenses, patents, or products</li> <li>• Published books</li> <li>• Positive peer evaluations of contributions to integrative scholarship</li> <li>• Reports of interdisciplinary programs or service projects</li> <li>• Interdisciplinary grant awards</li> <li>• Peer-reviewed/invited professional presentations</li> <li>• Policy papers designed to influence organizations or governments</li> <li>• Service on editorial board or as peer reviewer</li> </ul>	<ul style="list-style-type: none"> <li>• Bibliographic citation of the accomplishments</li> <li>• Positive external assessment of the body of work</li> <li>• Documentation of role in editorial/ review processes</li> </ul>

If the scholarly work	It is typically	Within a scholarly agenda, accomplishment is typically demonstrated by	And is documented by (as appropriate for the activity)
<p>Applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community</p> <p><b>(Scholarship of Application/ Practice)</b></p>	<ul style="list-style-type: none"> <li>• Development of clinical knowledge</li> <li>• Application of technical or research skills to address problems</li> </ul>	<ul style="list-style-type: none"> <li>• Activities related to the faculty member's area of expertise (e.g., consultation, technical assistance, policy analysis, program evaluation, development of practice patterns)</li> <li>• Peer-reviewed/invited professional presentations related to practice</li> <li>• Consultation reports</li> <li>• Reports compiling and analyzing patient or health services outcomes</li> <li>• Products, patents, license copyrights</li> <li>• Peer reviews of practice</li> <li>• Grant awards in support of practice</li> <li>• Reports of meta-analyses related to practice problems</li> <li>• Reports of clinical demonstration projects</li> <li>• Policy papers related to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Formal documentation of a record of the activity and positive formal evaluation by users of the work</li> <li>• Bibliographic citation</li> <li>• Documentation of role in multi-authored products</li> <li>• Positive external assessment of the body of work</li> </ul>
<p>Contributes to the development of critically reflective knowledge about teaching and learning</p> <p><b>(Scholarship of Teaching)</b></p>	<ul style="list-style-type: none"> <li>• Application of knowledge of the discipline or specialty applied in teaching-learning</li> <li>• Development of innovative teaching and evaluation methods</li> <li>• Program development and learning outcome evaluation</li> <li>• Professional role modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories</li> <li>• Educational effectiveness studies such as those found in comprehensive program reports</li> <li>• Successful applications of technology to teaching and learning</li> <li>• Positive peer assessments of innovations in teaching</li> <li>• Published textbooks or other learning aids</li> <li>• Grant awards in support of teaching and learning</li> <li>• Peer-reviewed/invited professional presentations related to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Bibliographic citation of the accomplishments</li> <li>• Documentation of scholarly role in creation of multi-authored evaluation reports</li> <li>• Positive external assessment of the body of work</li> </ul>

## 2. Activities that may be used to evaluate scholarly activity

- a. **Publication in journals.** Faculty member should provide documentation including bibliographical information and designate whether the journals are peer-reviewed or non-peer-reviewed
- b. **Publication in books**
  - 1) book authorship
  - 2) book editor
  - 3) book contributor
- c. **Published Abstracts**
- d. **Published Reviews** (books, articles etc.)

- e. **Grant applications/awards**
  - 1) primary investigator
  - 2) co-investigator
  - 3) consultant/collaborator
- f. **Peer Reviewed or Invited Professional presentations**
- g. **Poster/Platform/Panel Presentations**
- h. **Positive Peer Evaluations of contributions to scholarship, or innovations in teaching**
- i. **Reports of interdisciplinary programs or service reports**
- j. **Policy papers designed to influence organizations or governments**
- k. **Service on editorial board or as a peer reviewer**
- l. **Consultation reports, technical assistance, program evaluation, development of practice patterns**
- m. **Peer reviews of practice**
- n. **Reports of meta-analysis related to practice**
- o. **Reports of clinical demonstration projects**
- p. **Policy papers related to practice**
- q. **Educational innovation and curriculum development (documentation should provide evidence of improvements in course)**
  - 1) Authorship of computer assisted instructional programs
  - 2) Authorship of freestanding audiovisual materials for instruction
  - 3) Development of new course(s) in curriculum
  - 4) Case authorship for use in course
- r. **Copyrights, licenses, patents or products**
- s. **Development of clinical product on market**
- t. **Onsite Reviewer for Accreditation or other agencies**
- u. **Consulting activities (non service related)**
- v. **Reviewer for grants**
- w. **Participation in education conference sessions (e.g. presentation/attendance at regional or national health science education meetings or teaching skills conferences etc.)**
- x. **Participation in education workshops (e.g. presentations/attendance at test item writing workshop)**

## **D. Service Activity**

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.

### **1. Professional Services**

- a. Maintenance of professional licensure
- b. Participation in mandatory continuing education programs for licensure
- c. Clinical practice, with direct patient care
- d. Membership in professional organization(s) directly related to professional field

### **2. Faculty Service**

- a. Advisement of enrollment services students
- b. Advising and counseling of non-Physician Assistant Studies students
- c. Participation on master's and doctoral committees for non-Physician Assistant Studies students
- d. Faculty development workshops or programs

### **Academic Advising**

The following is a list of criteria that may be used to evaluate academic advising activities

1. **Advisement of pre-professional students**
  2. **Advisement of professional students**
  3. **Mentoring students in teaching as part of their teaching requirements**
  4. **Participation in student advisement group sessions**
  5. **Participation in student recruitment sessions**
  6. **Involvement with student organizations**
  7. **Involvement with new student orientation sessions**
  8. **Documentation of regular, Department/Program office hours**
  9. **Serving on other Department's/Program's thesis/dissertation committees**
- ### **3. Administrative Service**
- a. Department committees
  - b. University committees
  - c. School of Medicine & Health Science committees
  - d. City/state/regional/national/international committees
  - e. Hospital committees

### **Departmental Administrative Service**

Not all faculty members will have assigned administrative duties. Therefore, these criteria should be applied relative to the faculty member's duties and responsibilities. The following is a list of criteria that may be used to evaluate administrative activities, if applicable.

- a. **Organization, Administration, Planning, Development, and Ongoing Evaluation of the Program**
  - 1) recruit, orient, supervise, and evaluate faculty and staff
  - 2) ensure institutional policies and procedures are followed and program compliance with ADA professional practice/licensing laws, EEO Affirmative Action
  - 3) ensure appropriate databases, records, and documents are maintained
  - 4) establish goals and objectives consistent with institution mission and goals
  - 5) direct and delegate activities of faculty and staff
  - 6) ensure compliance with accrediting agencies
  - 7) conduct faculty/staff meetings and establish committees as needed
  
- b. **Student Admission Planning and Management**
  - 1) prepare enrollment projection
  - 2) develop promotional and recruitment materials and/or activities
  - 3) promote affirmative action in student recruitment and selection
  - 4) participate in the student selection process
  
- c. **Budget Planning, Development, and Management**
  - 1) develop capital expenditure plan
  - 2) approve expenditures within budget
  - 3) monitor revenues and expenditures
  - 4) seek external funding through grants and contracts
  
- d. **Provide Academic Leadership**
  - 1) encourage curriculum and/or program revision as required to meet needs or trends
  - 2) promote academic excellence and innovation
  - 3) ensure program meets/exceeds accreditation standards and maintains accreditation
  - 4) maintain on-going self-study process and assessment of graduate outcomes
  - 5) obtain institutional support and approval for curriculum and program initiatives
  
- e. **Provide Student Services**
  - 1) advise and counsel students
  - 2) develop student grievance policy and procedure
  - 3) develop student manual/handbook
  - 4) assist students to access institutional support services
  
- f. **Provide Personal and Professional Leadership**
  - 1) encourage community and professional service
  - 2) encourage and demonstrate scholarship
  - 3) encourage personal and professional development
  - 4) promote affirmative action and respect for cultural diversity
  - 5) promote life-long learning in students, faculty and staff
  - 6) serve on institutional committees
  - 7) promote a positive working/learning environment
  
- g. **Represent the Program/Department/Profession to External and Internal Constituencies at the Local, State, and National Level**
  - 1) represent program at institutional functions and advisory committee meetings
  - 2) interpret and articulate the program's mission and goals
  - 3) facilitate alumni relations
  - 4) involvement in fund raising activities by the department

4. **Community/Public Service or Membership**
5. **Special Department/Program duties or responsibilities** (i.e. other duties beyond teaching and research that have been assigned to you)
6. **Special projects** (i.e. special projects you may be involved with that are not listed in any other category)
7. **Awards** (list all awards received and indicate if institutional, state or national)
8. **Commendatory letters testifying to a faculty members special achievements**
9. **Consultant work not listed elsewhere**

**IV. CRITERIA FOR PROMOTION IN PHYSICIAN ASSISTANT STUDIES (Educator Scholar)**

**Table 2. General Promotion Criteria for Department of Physician Assistant Studies.**

	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>TEACHING</b>	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must have potential for, or evidence of active and effective teaching in the education of undergraduates, Physician Assistant Studies and/or graduate students.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must have made a substantial contribution to the teaching mission of the Department/School with a demonstrated record of excellence in the education of Physician Assistant Studies students.	For appointment/promotion to PROFESSOR, the faculty member must have made a substantial commitment to the teaching mission of the Department/School with a demonstrated record of continued excellence in the education of Physician Assistant Studies students.
<b>RESEARCH/SCHOLARLY ACTIVITY</b>	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must demonstrate a commitment to evidence based medicine, and show the potential to engage in the scholarship of teaching as defined on pages 16-21.  The faculty member should show the potential to engage in scholarly activity that results in publication. Although not required, it is desirable if the faculty member has some evidence of contribution to refereed or other professional journals.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate a record of scholarly activity as defined on pages 16-21.  The faculty member should have a publication record in peer reviewed or equivalent evidence of scholarly activity in accordance with the discipline (see pages 18 and 19) and demonstrate independence from senior scientific mentors. There must be some evidence of peer recognition as an academic professional at the regional (i.e. at least state level) and/or national level.	For appointment/promotion to PROFESSOR, the faculty member must have a sustained record of substantial scholarly productivity as defined on pages 16-21. Ordinarily this would be manifested by a continued publication record of outstanding, original and innovative findings.  Although desirable, a record of substantive peer reviewed or other types of funding is not required. There must be clear evidence of a national reputation of academic excellence, ordinarily manifested by participation in national organizations.

<b>SERVICE</b>	For appointment/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, community and profession.	For appointment/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 the faculty member's community and profession.	For appointment/promotion to PROFESSOR, the faculty member must have made a substantial contribution to service at all university levels, demonstrated excellence in service as required for the Associate Professor, and provide documented evidence of recognition for service to his/her community and profession.
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**Table 3. Departmental Hallmarks for Promotion and Tenure.**

	<b>GOOD</b>	<b>HIGH</b>	<b>OUTSTANDING</b>
<b>TEACHING</b>	<ul style="list-style-type: none"> <li>● Significant contribution to the department's teaching mission</li> <li>● Good student evaluations</li> <li>● Counseling of students into career paths related to the profession</li> </ul>	<ul style="list-style-type: none"> <li>● Significant contribution to the Department's teaching mission</li> <li>● Involvement in curriculum planning, design and implementation</li> <li>● High student evaluations</li> <li>● Active counseling of students into career paths related to the profession</li> </ul>	<ul style="list-style-type: none"> <li>● Major contribution to the department's teaching mission</li> <li>● Leadership in curriculum planning, design and implementation</li> <li>● Outstanding student evaluations</li> <li>● Demonstrated skill in course administration</li> <li>● Formal recognition of teaching performance through local/national awards</li> <li>● Successful placement of students into career paths related to the profession</li> </ul>
<b>RESEARCH/SCHOLARLY ACTIVITY</b>	<ul style="list-style-type: none"> <li>● Active research agenda</li> <li>● Attendance at local /state professional meetings</li> <li>● Successful mentoring of graduate students</li> <li>● Dissemination of scholarly work and/or presentations (poster/platform) at local level</li> </ul>	<ul style="list-style-type: none"> <li>● Active research agenda</li> <li>● Attendance at national/international professional meetings</li> <li>● Successful mentoring of graduate students Scholarly Projects/Independent Studies with internal recognition (University or College)</li> <li>● Dissemination of scholarly work and/or presentations at regional level</li> <li>● Attendance at professional development workshops or courses</li> <li>● Publication of scholarly work in university or state level newsletters or non-refereed journals</li> <li>● Submission of proposals for internal grant funding</li> <li>● Funded internal grants</li> </ul>	<ul style="list-style-type: none"> <li>● Productive research program</li> <li>● Publication in peer reviewed professional journals or publications</li> <li>● Submission of proposals for external grant funding</li> <li>● Funded external grants</li> <li>● Dissemination of scholarly work and/or presentations at national level*</li> <li>● Invited reviews/book chapters</li> <li>● Successful mentoring of graduate students</li> <li>● Presentation of professional development workshops or courses</li> <li>● Editorial contributions to professional journals</li> </ul> <p><i>*International recognition is not expected of Physician Assistant Studies faculty for promotion.</i></p>

<b>SERVICE</b>	<ul style="list-style-type: none"> <li>● Participation in the service mission of the Department, school and university</li> <li>● Membership in professional organization(s)</li> </ul>	<ul style="list-style-type: none"> <li>● Active participation in the service mission of the Department, school and university</li> <li>● Service on committees within the Department, school or university</li> <li>● Committee work for professional organizations</li> <li>● High achievement in carrying out administrative duties, if applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership in the service mission of the department, school and university</li> <li>● Service on grant review panels or program review panels</li> <li>● Manuscript reviewer</li> <li>● Leadership in professional organizations</li> <li>● Professional development of others through mentoring</li> <li>● Outstanding achievement in administrative duties, if applicable</li> </ul>
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**NOTE:** For promotion to the next level, the faculty member must show outstanding accomplishments in at least one area, high accomplishment in a second area and good accomplishment in the third area.