

**Date: November 3, 2005**

**DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCE  
APPOINTMENT, PROMOTION, TENURE, AND EVALUATION GUIDELINES**

**I. INTRODUCTION**

The Department of Psychiatry and Behavioral Science, as an integral part of the University of North Dakota School of Medicine & Health Sciences, will operate within the rules, regulations, constitution and by-laws of the University of North Dakota School of Medicine & Health Sciences, the University of North Dakota Faculty Handbook, and the Guidelines on Promotion and Tenure of the UNDSMHS Committee on Promotion and Tenure (CPT).

According to the University of North Dakota School of Medicine & Health Sciences (UNDSMHS) Committee on Promotion and Tenure Guidelines on Promotion and Tenure, each department in the UNDSMHS must develop procedures for evaluation of faculty for promotion, tenure, and post-tenure performance. These procedures must be consistent with the CPT Guidelines. In addition, each department must develop criteria and expectations of achievement for promotion, for 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. The Department of Psychiatry and Behavioral Science Guidelines coincide substantially with the CPT Guidelines. The UNDSMHS Guidelines are posted on the School of Medicine & Health Sciences Faculty Affairs web page in PDF: <http://www.med.und.edu/administration/education-faculty-affairs/forms-guidelines.cfm> (SMHS Committee on Promotion and Tenure Guidelines).

**II. FACULTY**

**A. Faculty titles are categorized as academic, community, and research.**

**1. Academic Titles**

- a. Basic Scientist Scholar (previously Academic)** - The Basic Scientist Scholar designation is for faculty members with demonstrated excellence in the discovery of new knowledge through empirical research, who are also effective teachers and are actively involved in academic service.
- b. Educator Scholar** – 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 are expected to be engaged in scholarly and creative activities related to education and actively involved in academic service.

- c. **Clinician Scholar** – The Clinician Scholar designation is for clinicians engaged in patient care who are also involved in teaching, administrative service, and/or scholarship. It encompasses a broad range of clinical faculty members who may choose to emphasize one or more academic activities (teaching, curriculum development, administration, or scholarship) in addition to patient care.

**2. Community Titles**

**Community Faculty** – The Community Faculty members are faculty who are primarily practicing clinicians. Their primary role is to contribute to the educational and scholarship missions of the School although they may occasionally contribute to the service mission and administrative mission of the UNDSMHS, as well.

**3. Research Titles**

**Research Faculty** – The Research Faculty members are faculty who are dedicated to supporting the research mission of the department. Faculty with this title need not have established an independent reputation in research. These faculty members are encouraged to be involved in teaching; however teaching responsibilities should be secondary to research activities.

**B. Academic Title Series (Basic Scientist Scholar, Educator Scholar, and Clinician Scholar)**

**1. Recognized Ranks**

Professor  
Associate Professor  
Assistant Professor  
Instructor

**2. Criteria for Rank**

The candidate must meet the criteria of the department for the rank requested (see below). A candidate must make a continuing significant contribution to the departmental mission. Below, is the mission statement of the Department of Psychiatry and Behavioral Science:

“As part of the University of North Dakota School of Medicine, the Department of Psychiatry and Behavioral Science, through its divisions of is actively engaged in training humane, responsive physicians and other health care professionals in the neurosciences at the undergraduate, graduate, and post doctoral levels. The Department is committed to producing high quality research in the neurosciences with particular emphasis on how it relates to the citizens of North Dakota. The overall Department mission is to serve the people of North Dakota through

promoting excellence in the delivery of care by the many neuroscience providers in the state and region.”

### 3. **Characteristics of Academic Rank in the Academic Title Series**

#### a. **Characteristics of Rank: Instructor**

1. Earned Bachelor’s degree or equivalent training
2. Demonstrates promise as a teacher
3. Engaged in professional development

#### b. **Characteristics of Rank: Assistant Professor**

1. Earned doctorate or other degree considered to be a terminal degree by the discipline, or significant clinical experience commensurate with a terminal degree
2. Faculty members with the M.D. degree should have completed residency training to board eligibility, if appropriate. Departments may, but are not mandated by this document, to require actual board certification.
3. Faculty members with the Ph.D. or other terminal degree will normally be expected to have completed a postdoctoral experience, if appropriate to their area of specialization at the time of training.
4. Others should be eligible for professional certification in their fields, if such is available or applicable.
5. Potential for effectiveness in teaching
6. Potential for effectiveness in scholarly and creative activity
7. Potential for effectiveness in professional and community service

#### c. **Characteristics of Rank: Associate Professor**

1. Earned doctorate
2. 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.
3. Faculty members with the Ph.D. or other terminal degree will normally be expected to have completed a postdoctoral experience, if appropriate to their area of specialization at the time of training.
4. Others should be certified in their fields, if such is available or applicable.
5. Consistent and marked effectiveness in teaching
6. Scholarly and creative activity of appropriate quality and quantity for time in rank
7. Local or regional recognition for scholarly activity
8. Consistent and substantial contributions and service to his/her profession and school
9. Demonstrated professional and community service

**d. Characteristics of Rank: Professor**

1. The rank of Professor is awarded on the basis of documentable recognition for continued solid and superior performance and not simply on the basis of time in rank as Associate Professor.
2. Earned doctorate
3. 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.
4. Faculty members with the Ph.D. or other terminal degree will normally be expected to have completed a postdoctoral experience, if appropriate to their area of specialization at the time of training.
5. Others should be certified in their fields if such is available or applicable.
6. Recognition for continued excellence in teaching
7. National or international recognition for continued scholarly activity of high quality and appropriate quantity
8. Demonstrated leadership and superior service contributions to the department, school and his/her profession
9. Recognized for professional and community service.

**C. Community Title Series**

**1. Recognized Rank**

Clinical Professor  
Clinical Associate Professor  
Clinical Assistant Professor  
Clinical Instructor

**2. Criteria for Rank**

Individuals possessing appropriate degrees as defined by departments and willing to contribute to the School in teaching, scholarly activity and/or service missions are eligible for clinical rank.

**3. Characteristics of Rank in the Community Title Series**

**a. Characteristics of Rank: Clinical Instructor**

1. An individual without previously demonstrated teaching experience
2. Willing to spend up to 100 hours/year teaching.

**b. Characteristics of Rank: Clinical Assistant Professor**

1. Board eligible or certified in his/her discipline, if applicable; post-degree experience, if applicable
2. Less than three (3) years teaching experience
3. Spends up to 100 hours/year teaching or engaged in scholarly activity

- c. **Characteristics of Rank: Clinical Associate Professor**
  - 1. Board Certified (if applicable)
  - 2. Three (3) or more years teaching or research experience
  - 3. Demonstrates effective teaching or research
  - 4. Plays important role in department teaching activities
  - 5. Spends 100 hours or more/year teaching or engaged in scholarly activity
  
- d. **Characteristics of Rank: Clinical Professor**
  - 1. Board certified (if appropriate)
  - 2. Six (6) or more years teaching or research experience
  - 3. Demonstrates effective teaching or research
  - 4. Plays important role in departmental teaching/research and leadership activities
  - 5. Spends 200 or more hours/year teaching or engaged in scholarly activity

**D. Research Title Series**

**1. Recognized Rank**

Research Professor  
 Research Associate Professor  
 Research Assistant Professor  
 Research Associate

**2. Criteria for Rank**

Individuals possessing appropriate degrees whose primary area of emphasis is research and research-related activities of clinical science. 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.

**3. Characteristics of Rank in the Research Title Series**

**a. Characteristics of Rank: Research Associate (Postdoctoral Associate)**

- 1. Earned doctorate or other degree considered to be a terminal degree by the discipline
- 2. Primarily for training; without extramural funding
- 3. Supports the mission of the department

**b. Characteristics of Rank: Research Assistant Professor**

- 1. Earned doctorate of other degree considered to be a terminal degree by the discipline
- 2. Faculty members with the M.D. degree should have completed residency training to board eligibility, if appropriate.

3. Departments may, but are not mandated by this document, to require actual board certification.
4. Faculty members with the Ph.D. or other terminal degree will be expected to have completed a minimum of 2 years postdoctoral training, if appropriate to their area of specialization at the time of training.
5. Others should be eligible for professional certification in their fields, if such is available or applicable.
6. Potential to develop an independent extramurally funded research program
7. Potential for effectiveness in department and professional service

**c. Characteristics of Rank: Research Associate Professor**

1. Earned doctorate or other degree considered to be a terminal degree by the discipline
2. Faculty members with the M.D. degree should have completed residency training to board eligibility; if appropriate.
3. Departments may, but are not mandated by this document, to require actual board certification.
4. Faculty members with the Ph.D. or other terminal degree will be expected to have completed a minimum of two years of postdoctoral training, if appropriate to their area of specialization at the time of training.
5. Others should be eligible for professional certification in their fields, if such is available or applicable.
6. Demonstrated records of excellence in research, either as a principal investigator or in support of a principal investigator
7. Demonstrated research productivity, i.e., publications including peer-reviewed articles, book chapters, and invited reviews
8. Potential for effectiveness in department and professional service

**d. Characteristics of Rank: Research Professor**

1. Promotion to Professor is expected to occur 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.
2. The individual must have demonstrated a leadership role in departmental activities and/or the professional discipline
3. Earned doctorate or other degree considered to be a terminal degree by the discipline
4. Faculty members with the M.D. degree should have completed residency training to board eligibility, if appropriate.
5. Departments may, but are not mandated by this document, to require actual board certification.
6. Faculty members with the Ph.D. or other terminal degree will be expected to have completed a minimum of two years of postdoctoral training, if appropriate to their area of specialization at the time of training.
7. Others should be eligible for professional certification in their fields, if such is available or applicable.

8. Evidence of being an independent investigator with extramural funding and maintaining a research program of high quality and appropriate quantity
9. Recognition for continued contributions to his/her profession and school

### **III. FACULTY APPOINTMENTS**

The department chairman will inform faculty at the time of initial appointment of criteria for evaluation and objectives set by the department.

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

Two categories of employment contracts for full-time faculty in the academic title series do not involve active tenure: Probationary Contracts and Special Contracts. Probationary Contracts are given to individuals in tenure-track appointments who have not yet been granted tenure. Special Contracts are given for non-tenure track appointments. However, under certain conditions both of these types of employment contracts can result in tenure (see Section V - Tenure). The Community and Research Title appointments do not involve tenure.

#### **B. Community and Research Title Series Appointments.**

Community and Research Title appointments made by the Department of Psychiatry & Behavioral Science require the following application materials:

1. Current CV (listing present employment).
2. Verification of current North Dakota medical or professional license.
3. Verification of satisfactory completion of a residency program, Ph.D. program, or other graduate program.
4. Verification of Board certification status (enclose copy of board certification if applicable).
5. Faculty Appointment Request form completed by department, to include the position description of present involvement or plans for future involvement with the department (teaching, research, etc.).

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

Faculty members appointed as Basic Scientist Scholars and Educator Scholars will be evaluated by a departmental committee including all tenured faculty 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 reside in the department, senior non-tenured departmental faculty or tenured faculty will be recruited from other suitable departments. Outside faculty members must be approved by a majority vote of the departmental faculty. In addition to departmental tenured faculty, departments may also choose to include outside faculty in their evaluation committees, but outside members must be approved by a majority vote of the departmental faculty.

Faculty members appointed as Clinical Scholars will be evaluated by a departmental committee consisting of a minimum of three senior faculty members (Associate or Professor rank), excluding the chair. In the event that fewer than three senior faculty reside in the department, senior faculty will be recruited from other suitable departments. Outside faculty members must be approved by a majority vote of the departmental faculty. In addition to departmental senior faculty, the department may also choose to include outside faculty in their evaluation committees, but outside members must be approved by a majority vote of the departmental faculty.

**A. Evaluation Process.**

**1. Nontenured Probationary Contracts (Tenure-Track)**

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 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 CPT.

The final evaluation of nontenured faculty on probationary contracts shall be completed by the departments and submitted to the Office of Academic Affairs by December 1<sup>st</sup> of their sixth year. See Attachment 1 for a list of required materials for evaluation.

**2. Nontenured Faculty on Special Contracts (Nontenure-track)**

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. Thereafter the evaluation shall be conducted every three years. Evaluations 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 CPT is necessary for these evaluations.

Evaluations may be submitted at other times, if circumstances require it, as determined and requested by either the individual faculty member, the department chair or the Dean.



The Schedule for Evaluation of Faculty is included in Table 1. The department chairman is notified by the Dean of faculty evaluations to be completed. It is the responsibility of the Department Chair to initiate evaluations at appropriately scheduled intervals. The departmental chairman will initiate the review process by requesting data from the individual to be evaluated. The individual will be given approximately two months to provide these materials. The materials required are listed as Attachment # 1 of this document.

**B. Promotion Process**

Promotions in rank are initiated by a written recommendation from the Department Chair to the Dean of the SMHS. This recommendation must include a thorough evaluation of the qualifications of the candidate.

**1. Criteria for Promotion.**

The Department of Psychiatry and Behavioral Science adheres to the promotion criteria outlined in the UNDSMHS CPT Guidelines. The criteria will vary across title series, appointment category, and rank.

Promotions are regarded as recognition and reward for academic attainment in three areas: 1) teaching, 2) scholarly and/or creative activity, and 3) distinctive contributions to one's discipline, profession and school. It is recognized that special contributions to one particular area of a faculty member's 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 the department chair and faculty understand that promotion to the upper academic ranks of associate and full 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. See Table 2 for the ratio of importance of each of these areas. It is also recognized that a faculty member may display creative activity in any of the three areas. Creative activity is defined for the purpose of this document as the creation of something original, using imaginative skills recognized by outside peers. **Please refer to promotion Tables 3-8, Examples of Departmental Hallmarks for Promotion and Tenure Decisions.**

**2. Appeal**

All form 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 [Section 88-8.1.1.]).

### 3. Confidentiality

All reviews of faculty are confidential. The evaluation files will be maintained by the department chairperson. The contents of the evaluation file are to be made available only to the Dean of the School of Medicine and Health Sciences, the Executive Associate Dean, the Chair of the Department, the Chair of the Department's Promotion, Tenure, and Evaluation Committee, the faculty member, and appropriate committees involved in deliberations on such matters as promotion, retention, tenure, and due process. The affected faculty member must be informed of when and to whom the file will be distributed. The faculty member is informed in writing by the Department Chairperson about the results of the evaluation. When a review has a specific outcome (e.g., a decision to promote and/or tenure), the outcome may be communicated to the department members (including staff, residents, and students) by the Department Chairperson at the appropriate time.

## V. TENURE

**A college or university is a forum for ideas, and it cannot fulfill its purpose of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method. Academic freedom and tenure are both important in guaranteeing the existence of such a forum. This policy is intended to enable institutions under the authority of the Board to protect academic freedom. (SBHE: 605.1.1.a.)**

**The purpose of tenure is to assure academic freedom. Academic freedom applies to all scholarly pursuits. Freedom in scholarship is fundamental to the advancement of knowledge and for the protection of the rights of the faculty members and students. It carries with it duties and responsibilities correlative with rights. These duties and rights are set forth in policy 401.1, relating to Academic Freedom, and the 1940 Statement of Principles on Academic Freedom and Tenure (Rev. 1990), adopted by the American Association of University Professors and the Association of American Colleges. These policies apply to all institution faculty unless otherwise indicated. (SBHE: 605.1.1.b.)**

**Tenure is awarded by the Board upon recommendation of the Chancellor, following review and recommendations made pursuant to the procedures established at an institution and a recommendation by the institution's president to the Chancellor. A favorable recommendation means that the applicant meets all of the prerequisites and criteria and the award of tenure is consistent with the sound fiscal management and academic priorities of the institution and the system of education under the control of the Board. Tenure recommendations submitted to the Board shall include a brief summary of the candidate's qualifications and reasons for the recommendation. Tenure is not an entitlement, and the granting of tenure requires an affirmative act by the Board. Tenure is limited to the academic unit or program area in the institution in which tenure is granted and shall not extend to an administrative or coaching position. (SBHE: Section 605.1.1.c.)**

**A. Recommending Authorities and Advisory Groups**

*Recommending Authorities. Tenure is granted by the Board of Higher Education upon recommendation by the President. Recommending authorities to the President are the Vice President for Health Affairs and Dean and the chair of the department in which tenure is to be granted. Because faculty are tenured in the academic unit, and because of the close and frequent professional association between the initiating committee or the chair and the faculty member, consideration should be given to the chair's recommendation at all stages of the review process.*

*All recommendations from the department chair, the Vice President of Health Affairs and Dean, and the President must be in writing, and each must include a statement supporting his or her recommendation. The statement must speak with reference to and take into account the tenure plan or plans under which the person being considered for tenure has served, as identified in, to, or with that individual's contract(s) as required by Board of Higher Education Policy Manual section 605.1 subpart 3 b. (i) and (ii). If the recommendation is negative, the accompanying statement must indicate the basis for the recommendation. Both the recommendation and that statement must be made part of the faculty member's personnel file. After each recommendation is made, the candidate for tenure must be informed of said recommendation and must be given access to the 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 file.*

*Advisory Groups. The department chair must seek the advice of a department committee regarding tenure decisions. The dean of the college or school involved must seek the advice of a college or school advisory committee. These advisory groups shall be formed according to department or college procedures. The committees must record roll call votes for and against tenure, and these votes must be made a part of the tenure file. Any negative vote must be accompanied by a written statement providing the basis for the vote. The candidate is to be informed of the committee's recommendation and must be given access to the file in order to review the recommendation and respond, if desired, in the form of a written statement. All written advice must be part of the file which is reviewed for tenure. (Section II-8.1.1.)*

**B. Procedures for Tenure Evaluation**

*Tenure 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 separate forms, and care is to be taken that appropriate forms are forwarded to the appropriate 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.*

*Whenever the evaluation is used in deliberations on retention or tenure, the report of the evaluation must include a written statement evaluating progress toward tenure as unsatisfactory, adequate, or excellent, as measured with reference to the individual's tenure plan(s) in effect during the period of evaluation, and the statement must be placed in the faculty member's personnel file; if the statement reports unsatisfactory progress, the faculty member shall be provided specific written recommendations for improvement.*

*Faculty shall be informed at the time of their initial appointment of the criteria for evaluation and objectives set by the department. Faculty shall also be informed whenever there is a change made in those criteria and objectives by the department. (Section II-8.1.1.)*

Probationary faculty should be provided with a tenure plan from the departmental chair at the time of their initial appointment which outlines the expectations required for the granting of tenure. Faculty shall also be informed in writing and given adequate notice whenever there is a change made in those expectations. Contract provisions shall be reviewed and, when appropriate, expectations may be revised as a part of the faculty member's periodic evaluations.

*The evaluation criteria for granting or denying tenure shall include teaching, research and creative accomplishments, professional competency and activity, commitment to the mission of the department and University, and contributions to society as these criteria are described in the letter of appointment or in amendments to the letter of appointment and in the appointee's annual or other contract(s) and the tenure plan or plans required to be identified in such contract(s). (Section II-8.1.1.)*

Departments shall establish various tenure “plans” appropriate to the diverse missions of individual departments, designed to encourage emphasis on research, scholarship in teaching (including, for example, utilization of technology in teaching and innovative teaching methods), service (including, for example, technology transfer and economic development) and other areas of emphasis. Department regulations shall include guidelines for determining weight to be given each of the criteria for tenure evaluation and continuing evaluation. The guidelines shall provide for varying emphases on the enumerated criteria based upon the faculty member's plan, the needs of the department and the background, abilities and interests of the faculty member. (SBHE: 605.1.3.b.i.)

Tenured and probationary faculty contracts shall identify the faculty member's tenure plan and describe the faculty member's duties and goals. The contracts shall specify the weight to be given the criteria for evaluating performance. The contract provisions shall be reviewed and, when appropriate, revised as a part of the faculty member's periodic evaluations. (SBHE 605.1.3.b.ii.)

Eligibility for tenure requires a probationary period of six years of continuous academic service to the institution, during which the faculty member is evaluated at least annually according to an evaluation process designed to foster continuous improvement. The term may be extended beyond six years or the continuous service requirement may be waived in exceptional circumstances. Institutions shall establish procedures for granting extensions or waivers of the continuous service requirement in exceptional circumstances, which must include maternity or parental leave and appropriate accommodations for faculty members with disabilities. Institution procedures may define additional exceptional circumstances including, for example, family emergencies or extended illness. (SBHE 605.1.3.c.)

An institution may, subject to procedural requirements stated in this policy and sections 605.2, 605.3, and 605.4, decline to renew the contract of a probationary faculty without cause at any time during the probationary period. (SBHE 605.1.3.d.)

*Under certain circumstances a faculty member may request a one year extension to the probationary period. Such a request is normally based upon one of the following: 1) responsibilities with respect to childbirth or adoption; 2) significant elder or dependent care obligations; 3) disability or chronic illness; 4) circumstances beyond the control of the faculty member that significantly impede progress toward tenure. A request for an extension of the probationary period will be submitted at any time but no later than the end of the academic year prior to the year in which the review for tenure is scheduled to occur.*

*For requests for extension, the faculty member submits the request to the chair of the department who shall consult with existing departmental governance bodies before recommending approval or disapproval of the request. All requests are further reviewed by the academic dean and (except for the faculty of the School of Medicine and Health Sciences) the Vice President for Academic Affairs who grants or denies the request. For a faculty member in the School of Medicine and Health Sciences, request forwarded from the department is reviewed by that dean and receives a final review by the President, who grants or denies the request. (Section II-8.1.2.)*

**An individual with previous professional experience may, at the discretion of the institution, be given tenure credit not to exceed three years for this experience, with such credit to be regarded as academic service to the institution for the purpose of these regulations. The faculty member shall be informed in writing of this policy and the institution's decision prior to or at the time of appointment. (SBHE 605.1.4.a.i.)**

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

Time spent on leave of absence or sabbatical leave may be counted for tenure. This determination shall be made prior to authorization for the leave.

*A tenure-eligible faculty member cannot be recommended for tenure unless the department/college will have available permanent funding for that person from appropriated funding at the time tenure is to become effective. A department/college cannot shift either a tenured or tenure-eligible faculty member onto non-appropriated money unless there is a recognized plan enabling reassignment of him/her to appropriated funding at the time non-appropriated funds are unavailable or he/she become eligible for tenure through years of service to the University. (Section II-8.2K.)*

A faculty member who does not already have a probationary appointment shall not earn tenure credit for time spent in a position not entirely supported by state-appropriated funds, unless at the conclusion of such time, an express decision is made by the institution to award tenure credit.

Tenure will not be awarded to part-time faculty in the School of Medicine and Health Sciences.

### **C. Procedures for Tenure Review**

Materials to be submitted to the Office of Academic Affairs relative to a tenure decision must include:

- The documentation requested for promotion decision.
- All prior evaluations of the faculty conducted by the department
- A completed form that records votes for the components involved in the decision

### **D. Routing for Approval**

The department chair collects the documentation and submits the evaluating committee's recommendations to the Office of Academic Affairs; the Office of Academic Affairs submits the material to CPT; the CPT committee advises the Dean on whether the materials comply with the *Guidelines* and Faculty Handbook. The Dean forwards the decision to the President. The President submits the final recommendations to the State Board of Higher Education.

### **E. Appeal**

*If a decision is made by the President against recommending that tenure be granted, and if the faculty member alleges that the reasons for the decision were inadequate, the faculty member may appear by following the procedures outlined in the Board of Higher Education Policies on Hearings and Appeals. (SBHE: Section 6045.4)*

### **F. Appointments with Tenure**

In an exceptional case, the SMHS may make an initial appointment with tenure, with the approval of the departmental chair, CPT, the Dean, the President, and the State Board of Higher Education.

Documentation submitted to CPT for tenured appointment shall include a curriculum vitae, a letter of support from the departmental chair, a letter of support from the Dean (in the case of hiring a departmental chair), and the job description.

### **Tenure Plan**

1. Probationary faculty must be provided with a Tenure Plan from the departmental chairperson at the time of their initial employment.
2. 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 SMHS 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.

3. The Tenure Plan will contain clear statements of the proportion of effort to be given to teaching, scholarly and creative activity, and service in accordance with those reported on institutional *Percentage of Effort Forms*.
4. All probationary faculty Tenure Plans will be reviewed annually by the departmental chairperson and by the departmental Committee on Promotion, Tenure, and Evaluation. The chairperson and tenured departmental faculty members have a special obligation to assist junior probationary faculty members in following a Tenure Plan that will produce the scholarly and pedagogical growth and achievement needed to attain tenure.
5. Tenure Plans must be kept current. Any changes that impact a faculty member's ability to follow a previously established Tenure Plan, e.g., personal issues, receiving a large grant, increased teaching load, additional administrative responsibility, changes in criteria for evaluation, should be incorporated into a revision of the Tenure Plan as soon as possible.
6. As required by SMHS *Guidelines on Promotion and Tenure* Section VII.B. Tenure Plans take into account the unique mission of the Department of Psychiatry and Behavioral Science and encourage emphasis on instructional activity, together with a strong commitment to scholarly activity and appropriate contributions to professional service. Because the department is highly capitalized in undergraduate, graduate and especially professional teaching commitments, it is appropriate that, like the evaluation for promotion, tenure considerations in the Department of Psychiatry and Behavioral Science place a greater weight on demonstrated pedagogical excellence that do other departments with different overall missions.
7. Recommendations for award of tenure in the Department of Psychiatry and Behavioral Science can be achieved in either the "Basic Scientist Scholar," or the "Educator Scholar" academic title series. The Department of Psychiatry and Behavioral Science will utilize the criteria established in each of these title series "For Promotion to Associate Professor," along with its specifically articulated criteria as guidelines for tenure decisions. In these decisions, effective teaching performance and commitment to the departmental mission of instructional excellence will be required, while strong emphasis will also be placed on scholarly and creative activity.

## **VI. Administrative Appointments**

*Under normal circumstances, administrative officers initially appointed to the University Of North Dakota in nonacademic administrative positions will not be given tenure eligible rank or recommended for tenure as a result of time spend in the administrative positions. (Section II-8.2F.)*

*If a probationary faculty member at UND moves into a full-time nonacademic administrative position, he/she will not continue to accrue credit toward tenure while in that administrative position. A faculty member already tenured will retain tenure. (Section II.82.F.)*

The faculty of a department in the SMHS may recommend academic rank for a nonacademic administrator subject to approval of the Dean.

*If a probationary or tenured faculty member already employed at the University of North Dakota is appointed to an academic administrative position, rank or tenure status will not be affected by the appointment. Accrual of additional tenure credit during subsequent administrative service may be granted only when there is regular, formal involvement in the program and the discipline of the department, and the concurrence of the department/college concerned. (Section II-8.2H.)*

*Administrators do not accrue credit toward tenure during the time they serve as administrators. (Section II-8.2.I.)*

*If any individual is appointed to an academic administrative position from outside the University, academic rank and/or tenure offered concurrently with or subsequent to such appointment will be determined only after recommendation of the department/college in which the rank is to be given. The criteria for rank and/or tenure for such individuals especially those relating to scholarly activity and service to students, will be similar to those regularly used in the department/college. (Section II-8.2.J.)*

#### **Attachment 1. Required Material for Evaluation**

- A. Cover Page
  - a. The cover page should state the evaluation period covered, the name and rank of the submitting faculty member, and a table of contents.
- B. Self Evaluation
  - a. A two to three page self evaluation should include
    - i. A synopsis of activities since the last evaluation period
    - ii. Highlights of perceived strengths and weaknesses
    - iii. Responses to any recommendations made in the previous department CPT evaluation
    - iv. Objectives for the upcoming evaluation period
- C. Complete Curriculum Vitae (self explanatory)
- D. Most Recent departmental evaluation recommendations (self explanatory)
- E. Annual percent evaluation forms
  - a. Include only those forms since the last evaluation period. These forms should also include brief job descriptions.
- F. Summary of Professional Activities
  - a. Scholarly and creative activities for the current evaluation period
    - i. Published/in press articles, designating peer-reviewed, non-peer reviewed, invited.
    - ii. Submitted manuscripts. Include status of review, if any.



- iii. Published abstracts
  - iv. Patents
  - v. Invited talks, indicating venue (local, regional, national, international)
  - vi. Poster Presentations, indicating venue
  - vii. Oral presentations, indicating venue
  - viii. Attendance at scientific meetings
  - ix. Current grant support
  - x. Grants completed during the evaluation period
  - xi. Pending grant support
  - xii. Grants submitted but not funded
  - xiii. Research administration, including activities that further the scholarly and creative activities of others locally, regionally, or nationally. These activities are distinct from professional service as described below, and must be approved by the Departmental Chair as such.
- b. Teaching Activities for the current evaluation period
- i. Formal instruction, listing course numbers, role in course, enrollment, contact hours, and estimated preparation time for lectures, small group facilitation and laboratories.
  - ii. Informal instruction
    - 1. Seminars, tutorials, and independent studies
      - a. Description of activities
      - b. Student enrollment
    - 2. Graduate research
      - a. Students advised
      - b. Graduate committees
      - c. Thesis defenses
  - iii. Curriculum/Professional development
    - 1. New course design
    - 2. Revision of existing courses
    - 3. Workshop and Conference attendance
    - 4. Graduate/undergraduate program development
  - iv. Teaching administration, with description of responsibilities
    - 1. Course directorship
    - 2. Block directorship
    - 3. Other
- c. Professional and community service for the current evaluation period
- i. List committees, task forces, peer review activities, lay presentations, memberships and involvement in professional societies, consultations, and administrative responsibilities not described for scholarly/creative activity and teaching. **Do not list service activities that are unrelated to professional training.**
    - 1. Departmental
    - 2. School of Medicine and Health Sciences
    - 3. University
    - 4. Community
    - 5. Professional

- G. Evaluative Letters
  - a. For *standard* evaluations
    - i. Peer/supervisor teaching evaluation letters
    - ii. Other evaluative letters as appropriate
  - b. For *promotion* and *tenure* evaluations
    - i. Letters from chairs of committees on which the candidate has served. If the candidate is the chair of the committee, a letter from an appropriate official who is familiar with the responsibilities of the chair and performance of the candidate.
    - ii. At least three outside letters of recommendation solicited by the Departmental Chair from recognized peers outside the University of North Dakota selected from a list of names provided by the candidate to the Departmental Chair. The strongest letters will be from scholars who are recognized experts in the field of expertise of the candidate who can give informed, objective review of the contributions of the candidate. Letters from former advisors, while acceptable, are discouraged to avoid the appearance of conflict of interest. Collaborators should clearly state their relationship to the candidate.
    - iii. Peer/supervisor teaching evaluation letters
    - iv. Other evaluative letters as appropriate
  
- H. Student evaluations for the current evaluation period
  - a. Summary statements that succinctly and objectively describe the composite results of student evaluations.
  - b. Original composite evaluation data, when available. Inclusion of individual student evaluation forms is optional.
  - c. Other documents reflecting direct evaluative student input. This may be in the form of student testimonials as part of a teaching award, or other forms of public recognition by students of teaching/advising excellence.
  
- I. Other Supporting documents
  - a. Extra documentation for special areas that were not adequately addressed in other parts of the dossier. Examples may include:
    - i. Course design/development material that highlight this type of activity (please do not include lecture notes)
    - ii. Letters of thanks from individuals documenting specific service acts
    - iii. Reviews/scores of submitted but unfunded grant applications
    - iv. Letters from editors/reviewer critiques for submitted, but unpublished, manuscripts
  
- J. Publication reprints/preprints (self explanatory) (2 papers recommended)

*The following is excerpted from the Faculty Handbook, Section II-4.3.4 “Potential Sources of Data” and may be helpful to faculty in preparing materials:*

*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 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:*

*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, independent projects or theses 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 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.)*

**Table 1. SCHEDULE FOR EVALUATION OF FACULTY**

TENURE-TRACK FACULTY		TENURED FACULTY		NONTENURE-TRACK Instructor & Assistant Professor		NONTENURE-TRACK Associate Professor & Professor	
Year	Committee	Year	Committee	Year	Committee	Year	Committee
YR1	DEPT			YR1	DEPT		
YR2	DEPT			YR2	DEPT		
YR3	CPT			YR3	DEPT	YR3	DEPT
YR4	DEPT	YR4	DEPT	YR4	DEPT		
YR5	CPT			YR5	DEPT	YR5	DEPT
YR6	CPT						
		YR7	CPT				
				YR8	DEPT	YR8	DEPT
		YR10	DEPT				
				YR11	DEPT	YR11	DEPT
		YR13	CPT				
				YR14	DEPT	YR14	DEPT
		YR16	DEPT				
				YR17	DEPT	YR17	DEPT
		YR19	CPT				

		YR20	DEPT	YR20	DEPT
	YR22	DEPT			
		YR23	DEPT	YR23	DEPT
	YR25	CPT			
		YR26	DEPT	YR26	DEPT
	YR28	DEPT			
	YR31	CPT			
	YR40	DEPT			

**Table 2. Ratio of Importance**

Faculty Title	Ratio of Importance Teaching	Ratio of Importance Scholarly and/or Creative Activity	Ratio of Importance Distinctive Contributions to One's Discipline
Basic Scientist Scholar	40%	30%	30%
Educator Scholar	50%	30%	20%
Clinical Scholar	50%	20%	30%
Community Faculty	50%	10%	40%
Research Faculty	20%	60%	20%

**Table 3. CRITERIA FOR PROMOTION BASIC SCIENTIST SCHOLAR**

	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>TEACHING</b>	For promotion to ASSISTANT PROFESSOR, the faculty member must have potential for, or evidence of, active and effective teaching in the education of undergraduates, medical students, and/or graduate students.	For promotion to ASSOCIATE PROFESSOR, the faculty member must have made a substantial contribution to the teaching mission of the School with a demonstrated record of excellence in the education of undergraduates, medical students and/or graduate students.	For promotion to PROFESSOR, the faculty member must have made a substantial commitment to the teaching mission of the School with a demonstrated record of continued excellence in the education of undergraduates, medical students and/or graduate students.
<b>RESEARCH/SCHOLARLY ACTIVITY</b>	For promotion to ASSISTANT PROFESSOR, the faculty member must have significant formal research training and a strong potential for independent funding. The faculty member should have some evidence of contributions to, or actual writing of refereed, substantive publications in respected journals.	For promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate a record of excellence in research and scholarly activity and have demonstrated success in obtaining extramural funding with the likelihood for continued funding through extramural agencies. The faculty member should have a significant publication record in peer reviewed journals in accordance with the discipline and demonstrate independence from senior scientific mentors.	For promotion to PROFESSOR, the faculty member must have substantial and regular independent funding from extramural sources with the expectation of future funding and national, international recognition for scholarly activity. The faculty member should have continued publication record of outstanding, original and innovative research findings.
<b>SERVICE</b>	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 and to the faculty member's profession.	For 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 profession.

**Table 4. CRITERIA FOR PROMOTION EDUCATOR SCHOLAR**

	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>TEACHING</b>	For promotion to ASSISTANT PROFESSOR, the faculty member must have evidence of expertise, effort, productivity, and excellence in teaching in the education of undergraduates, medical students, and/or graduate students.	For promotion to ASSOCIATE PROFESSOR, the faculty member must have made a substantial contribution to the teaching mission of the School in education of undergraduates, medical students and/or graduate students. 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 in the education of undergraduates, medical students and/or graduate students. The faculty member must have a demonstrated record of excellence, of national significance, in teaching and other educational contributions.
<b>RESEARCH/SCHOLARLY ACTIVITY</b>	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 contributions to refereed journals and/or textbooks.	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 a significant publication record in peer reviewed or accepted journals and textbooks.	For promotion to PROFESSOR, the faculty member must demonstrate the activities described for Associate Professor and demonstrate sustained/regular/recurrent and substantial success in peer reviewed publications and/or grant writing and national or international recognition for scholarly activity.
<b>SERVICE</b>	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 the faculty member's profession.	For 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 profession.

**Table 5. CRITERIA FOR PROMOTION CLINICAL SCHOLAR**

	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>PATIENT CARE</b>	For promotion to ASSISTANT PROFESSOR, the faculty member must demonstrate potential for recognition by peers and patients as an outstanding clinician.	For promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate an emerging regional reputation for excellence in clinical practice.	For promotion to PROFESSOR, the faculty member must demonstrate a regional or national reputation for excellence in clinical practice and as an authority in a clinical field.
<b>TEACHING</b>	For promotion to ASSISTANT PROFESSOR, the faculty member must show potential for excellence in teaching students. The faculty member should also show a potential for contribution to curriculum and/or program development.	For promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate active and continuing involvement in the education of students 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 the education of students with recognition for excellence in teaching. The faculty member must document a leadership role in curriculum and/or program development.
<b>RESEARCH/SCHOLARY ACTIVITY</b>	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, 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 sustained scholarly activity including the publication of clinical observations, case reports, original articles, reviews, chapters, 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 clinical observations, case reports, original articles, reviews, chapters, and/or success in obtaining extramural funding.
<b>SERVICE</b>	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, hospital or both. The 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.	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, hospital or both. The faculty member must demonstrate active and substantial participation in service activities for the Department, the School, and the University to the faculty member's profession.	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, and University levels.

**Table 6. CRITERIA FOR PROMOTION RESEARCH FACULTY**

	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>RESEARCH/SCHOLARLY ACTIVITY</b>	For promotion to RESEARCH ASSISTANT PROFESSOR, the faculty member must demonstrate ability to conduct research and potential for establishing an extramural funded research program with extramural funding.	For 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 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.

**Table 7. CRITERIA FOR PROMOTION COMMUNITY FACULTY**

<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
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, patient care, 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.



**Table 8. Examples of departmental hallmarks for promotion and tenure decisions**

	<b>Good</b>	<b>High</b>	<b>Outstanding</b>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Significant contributions to the department’s formal teaching mission</li> <li>• Good student/resident evaluations</li> <li>• Evidence of good quality of teaching through student/resident performance on examinations</li> <li>• Counseling of students/residents into career paths to the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Significant contributions to the department’s formal teaching mission</li> <li>• Involvement in curriculum design, development, and implementation</li> <li>• Excellent student/resident evaluations</li> <li>• Evidence of excellent quality of teaching through student/resident performance on examinations</li> <li>• Active and regular counseling of students/ residents into career paths related to the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Major contributions to the department’s formal teaching mission</li> <li>• Demonstrated skill in course administration</li> <li>• Leadership in curriculum design, development, and implementation</li> <li>• Outstanding student/resident evaluations</li> <li>• Formal recognition of teaching excellence through local/ national awards</li> <li>• Evidence of outstanding quality of teaching through student/resident performance on examinations</li> <li>• Successful placement of students/residents into career paths related to the profession</li> </ul>
<b>Research/Scholarly Activity</b>	<ul style="list-style-type: none"> <li>• Active research program</li> <li>• Average publication rate of about 0.5 significant peer-reviewed articles per year.</li> <li>• Evidence of intramural support for research program</li> <li>• Attendance at national/ international meetings</li> <li>• Successful mentoring of graduate students</li> <li>• Recognition of research by leaders in the field</li> <li>• Active seeking of extramural funds</li> </ul>	<ul style="list-style-type: none"> <li>• Active, independent research program</li> <li>• Average publication rate of about one significant peer-reviewed article a year.</li> <li>• Citation of publications by others in the field</li> <li>• Significant funding</li> <li>• Presentations at national/ international meetings</li> <li>• Successful mentoring of graduate students</li> <li>• Recognition of the research significance by leaders in the field</li> <li>• Active seeking of extramural funds</li> </ul>	<ul style="list-style-type: none"> <li>• Vigorous, productive, independent research program</li> <li>• Average publication rate of more than one significant peer-reviewed article a year</li> <li>• Citation of publications by others in the field</li> <li>• Sustained, significant extramural funding</li> <li>• Invited presentations at national/ international meetings</li> <li>• Successful mentoring of graduate students</li> <li>• Recognition of the research significantly by leaders in the field</li> <li>• Invited reviews/book chapters</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Active participation in the service missions of the Department, school and university</li> <li>• Membership in professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation in the service missions of the department, school and university</li> <li>• Service on grant and/or program review panels</li> <li>• Reviewing of manuscripts for publication</li> <li>• Active involvement in professional organizations</li> <li>• Contributes to the professional development of others</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership in the service missions of the department, school and university</li> <li>• Service on extramural grant and/or program review panels</li> <li>• Regular reviewing of manuscripts for publication</li> <li>• Leadership in professional organizations</li> <li>• Significant advancement of the professional development of others through mentoring</li> </ul>

	<b>Checklist</b>		
<b>Department</b>	<b>Psychiatry and Behavioral Science</b>		
<b>Item Number</b>	<b>Component</b>	<b>Track Applicable</b>	<b>Section</b>
1	Develop procedure for evaluation	All	IV
2	Develop criteria and expectations	All	IV
3	Approve by majority vote	All	Majority Approved
4	Define criteria for ranks	All	II
5	Define appropriate degrees (if applicable)	Community	II. C, 3
6	Composition of departmental CPT	All	IV
7a	Method for evaluation	All	IV
7b	Timetable for evaluation	All	Table 1
7c	Statement about use,...	All	IV
7d	Use of student input	All	Attachment 1
7e	Dissemination of results	All	IV
8	Inform faculty at initial appointment	All	III
9	Determine “ratio” of importance of each area	All	Table 2
10	Identify how accomplishment in scholarly activity to be measured	Basic Scientist	Table 3
11	Determine level of scholarly activity	Clinical Scholar	Table 5
11	Determine level and type of scholarly activity expected	Clinical Scholar	Table 5
12	Identify how accomplishments in service to be measured	Clinical Scholar	Table 5
13	Identify how accomplishment in research rank to be measured	Research Faculty	Table 6
14	Determine level and type of scholarly activity	Community Faculty	Table 7
15	Solicitation of outside letters	All	Attachment 1
15	Requirement of outside letters?	All	Attachment 1
16	Establishment of “tenure plans”	All with tenure	V