Evaluation, Promotion and Tenure Processes

Committee on Promotion & Tenure
Workshop for Faculty
February 19, 2010
I. General Introduction

General information that is applicable to all faculty title series

1) What are the faculty title series?

**Academic Titles**
Basic Scientist Scholar
Educator Scholar
Clinician Scholar

**Community Title**
Community Faculty

**Research Title**
Research Faculty
2) Who carries out faculty evaluations?

- ...an appropriately constituted departmental committee and the departmental Chair
- ...the SMHS CPT that makes recommendations to the Dean

These occur:

- ...on a specified schedule
- ...according to stated guidelines and criteria
General information

3) Who belongs to the Departmental Committee on Promotion and Tenure (CPT)?

- All tenured members of the department, excluding the Chair
- Must consist of at least 3 faculty members
- All committee members must hold senior-level rank (Assoc. Professor or Professor)
- If <3 senior-level faculty members in a dept; senior-level faculty from other dept req’d
- These 3 faculty members must be tenured for tenure decisions
General information

4) When does my clock start? (starting date for evaluation, promotion and tenure)

Evaluation schedule calculated from the July 1st nearest to the person’s official start date
General information

5) What is the schedule for promotion evaluation?

- Fall semester
- Initiated in the Department
  - By Faculty member
  - By Department Committee
  - By Department Chair

- Instructor - 4th year
- Assistant Professor – 6th year
- Associate Professor – 7th year
General information

6) Promotion protocol

- Promotions are made by the President with SBHE authorization
  - upon the recommendation of the Chair and the Dean

- All recommendations are made in writing and must include supporting documents

- After recommendation, candidates given access to file to review/respond in writing

- Chair and Dean must seek advice of committees

- All votes (including advisory) must be recorded
7) What is the schedule for tenure evaluation?

- Fall semester
- Initiated in the Department
  - By Faculty member
  - By Department Committee
  - By Department Chair
- Assistant Professor – 6th year
General information

8) Tenure protocol

- Tenure awarded by the SBHE upon recommendation of the Chancellor
- Tenure is limited to the academic unit
- Joint appointments:
  - The department in which tenure is granted shall be determined by the faculty member and the Dean with concurrence of the departments.
General information

9) Appeal of decisions

- Within 60 calendar days of President’s notification, if allegations of **procedural violation**:  
  - Special Review Committee  
  - Standing Committee on Faculty Rights

- Within 60 calendar days of President’s notification, if allegations of **rights violation**:  
  - Standing Committee on Faculty Rights
10) Timeline for promotion and tenure reviews

- August/Early September – Notification
- November 15 – Promotion/Tenure documents due to the Office of Academic Affairs
- December - Review by SMHS CPT
- January - Review by Dean
- February 15 - Review by the President
- April 1 - Notification by the President
- July 1 - Effective date of change
General information

11) Timeline for other evaluations reviewed by the SMHS CPT

- January 15 - Post-Tenure evaluation documents due to the Office of Academic Affairs
- February 15 - Probationary Year 3 and Year 5 evaluation documents due to the OAA
General information

12) Your responsibility

1) know the UND Faculty Handbook policies on promotion and tenure

2) know the SMHS Guidelines on Promotion and Tenure

3) know your department’s guidelines for evaluation, promotion, and tenure
1. Develop procedures for evaluation of faculty

2. Develop criteria and expectations of achievement for promotion, the award of tenure, and post-tenure performance

3. Submit departmental criteria and expectations to SMHS CPT for review and approval
1. Develop policy and procedures for conducting and reviewing recommendations for promotion and tenure

2. Recommend policy on criteria, expectations and procedures for promotion and the award of tenure

3. Approve all departmental criteria and expectations

4. Make recommendations to the Dean on all evaluations for tenure and on evaluations for promotion as requested

5. At the Dean’s request, review and provide counsel regarding the credentials of individuals for appointment within title series and rank
**General information**

15) Promotion and tenure explained

**Promotions** are regarded as recognition and reward
- for academic achievement according to stated prerequisites, criteria, and expectations

**Tenure** is awarded to faculty members who:
- have demonstrated achievement of expectations according to stated criteria
- are valued contributors to UND in transmitting, evaluating, and extending knowledge

**Tenure** is meant to assure academic freedom in all scholarly pursuits
- fundamental to the advancement of knowledge
- fundamental to protecting the rights of faculty members and students
16) Criteria for promotion and tenure

Promotions and the award of tenure are to be based on the consistency and quality of...

- Performance in teaching

- Distinctive, peer-accepted scholarly/creative contributions to discipline or profession

- Service to the department, SMHS, UND, and society

Promotion to Associate Professor or Professor will occur only if...

- Outstanding accomplishment is achieved in at least one of the areas

- High accomplishment is achieved in a second area

- Good accomplishment is achieved in a third area
General information

17) Important issues to keep in mind:

**IMPORTANT**

- SMHS CPT must base its recommendations solely upon information supplied by the dept.
- It is imperative that departments supply all necessary data and documentation.

*A FACT CANNOT BE ASSUMED AS KNOWN, IF NOT STATED*
General information

17) Important issues to keep in mind:

- Relative importance of each area determined by Dept and included in Dept guidelines
- Performance expectations should match the effort expended in each area
  - as reflected in % Effort Form
- Best performance expected in the area(s) where greatest percentage of effort
General information

18) Tenure plan:

- Shall be establish by Dept. & appropriate to their mission
- Explains how these goals support the needs of the dept, the SMHS and UND
- Emphasizes nature of effort in teaching, scholarly/creative activity & service
- Describes the faculty member's goals in teaching, scholarly/creative activity & service
- Primary purpose is to encourage faculty development and to assure accountability
- Provides an individually prepared blueprint
  - aids in evaluating performance during annual pre-tenure and tenure reviews
II. Issues for the Basic Scientist Scholar

Information for the *Basic Scientist Scholar* in the Academic Title series

1) Evaluation schedule for the *Basic Scientist Scholar*

-may be non-tenure-track (special contract), tenure-track or tenured appointments

**Basic Scientist Scholars:**

-demonstrate excellence in the discovery of new knowledge through empirical research
-are effective teachers and are actively involved in academic service
II. Issues for the Basic Scientist Scholar

Information for the Basic Scientist Scholar in the Academic Title series

1) Evaluation schedule for the Basic Scientist Scholar

Tenure Track Basic Scientist Scholar

- Evaluated every year for the first 6 years following appointment
- Evaluations in Years 1, 2, and 4 are for departmental use
- Evaluations in Years 3, 5, and 6 are reviewed by the SMHS CPT
II. Issues for the Basic Scientist Scholar

Information for the *Basic Scientist Scholar* in the Academic Title series

1) Evaluation schedule for the *Basic Scientist Scholar*

- Following promotion and the award of tenure, evaluations are carried out every 3 years
- Evaluations every 6 years reviewed by the SMHS CPT
Information for the *Basic Scientist Scholar* in the Academic Title series

2) Criteria for appointment/promotion—SMHS guidelines

<table>
<thead>
<tr>
<th>CRITERIA FOR APPOINTMENT/PROMOTION</th>
<th>BASIC SCIENTIST SCHOLAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING</strong></td>
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<tr>
<td>For appointment/promotion to</td>
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<tr>
<td>ASSISTANT PROFESSOR, the faculty</td>
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<tr>
<td>member must have potential for,</td>
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<tr>
<td>or evidence of, active and effective</td>
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<tr>
<td>teaching in the education of</td>
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<td>undergraduates, medical</td>
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<td>students, graduate students, and/or</td>
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<td>other trainees.</td>
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<tr>
<td>For appointment/promotion to</td>
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<tr>
<td>ASSOCIATE PROFESSOR, the faculty</td>
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<tr>
<td>member must have made a substantial</td>
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<td>contribution to the teaching</td>
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<td>mission of the School with a</td>
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<td>demonstrated record of excellence</td>
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<td>in the education of undergraduates,</td>
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<td>medical students, graduate students,</td>
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<td>and/or other trainees.</td>
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<td>For appointment/promotion to</td>
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<tr>
<td>PROFESSOR, the faculty member must</td>
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<tr>
<td>have made a substantial commitment to</td>
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<td>the teaching mission of the School</td>
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<td>with a demonstrated record of</td>
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<td>continued excellence in the</td>
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<td>education of undergraduates,</td>
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<td>medical students, graduate students,</td>
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<tr>
<td>and/or other trainees.</td>
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<tr>
<td><strong>SCHOLARLY &amp; CREATIVE ACTIVITY</strong></td>
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<td>For appointment/promotion to</td>
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<tr>
<td>ASSISTANT PROFESSOR, the faculty</td>
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<tr>
<td>member must have significant</td>
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<td>formal research training and a</td>
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<td>strong potential for independent</td>
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<td>funding. The faculty member should</td>
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<td>have evidence of contributions to,</td>
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<td>or author of refereed, substantive</td>
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<td>publications in respected journals.</td>
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<td>For appointment/promotion to</td>
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<td>ASSOCIATE PROFESSOR, the faculty</td>
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<td>member must demonstrate a record of</td>
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<td>excellence in research and</td>
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<td>scholarly activity and have</td>
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<td>demonstrated success in obtaining</td>
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<td>extramural funding with the</td>
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<td>likelihood for continued funding</td>
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<td>through extramural agencies. The</td>
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<td>faculty member should have a</td>
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<td>significant publication record in</td>
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<td>peer reviewed journals in</td>
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<td>accordance with the discipline and</td>
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<td>demonstrate independence from</td>
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<td>senior scientific mentors.</td>
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<td>For appointment/promotion to</td>
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<td>PROFESSOR, the faculty member must</td>
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<td>have substantial and regular</td>
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<td>independent funding from</td>
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<td>extramural sources with the</td>
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<td>expectation of future funding and</td>
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<td>national, international recognition</td>
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<td>for scholarly activity. The faculty</td>
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<td>member should have continued</td>
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<td>publication record of outstanding,</td>
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<td>original and innovative research</td>
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<td>findings.</td>
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<td><strong>SERVICE</strong></td>
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<td>For appointment/promotion to</td>
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<tr>
<td>ASSISTANT PROFESSOR, the faculty</td>
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<tr>
<td>member must have potential for,</td>
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<td>or evidence of departmental service</td>
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<td>and demonstrate potential for</td>
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<td>service at the level of the School</td>
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<td>and/or University.</td>
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<td>For appointment/promotion to</td>
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<td>ASSOCIATE PROFESSOR, the faculty</td>
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<td>member must demonstrate active and</td>
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<td>substantial participation in service</td>
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<td>activities for the Department, the</td>
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<td>School and the University and to the</td>
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<td>faculty member's profession.</td>
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<tr>
<td>For appointment/promotion to</td>
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<td>PROFESSOR, the faculty member must</td>
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<tr>
<td>have made a substantial contribution</td>
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<td>to service at all university levels,</td>
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<tr>
<td>demonstrated excellence in service as</td>
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<td>required for the Associate Professor,</td>
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<tr>
<td>and provide documented evidence of</td>
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<td>recognition for service to his/her</td>
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<tr>
<td>profession.</td>
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</tbody>
</table>
3) Criteria for appointment/promotion—Departmental (A & CB) guidelines

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Good</th>
<th>High</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>Significant contributions to the Department’s formal teaching mission</td>
<td>Involvement in curriculum design, development, and implementation</td>
<td>Major contributions to the Department’s formal teaching mission</td>
<td></td>
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<tr>
<td>Good student evaluations</td>
<td>Excellent student evaluations</td>
<td>Demonstrated skill in course administration</td>
<td></td>
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<tr>
<td>Evidence of good quality of teaching through student performance on examinations</td>
<td>Evidence of excellent quality of teaching through student performance on examinations</td>
<td>Leadership in curriculum design, development, and implementation</td>
<td></td>
</tr>
<tr>
<td>Counseling of students into career paths related to the profession</td>
<td>Active counseling of students into career paths related to the profession</td>
<td>Outstanding student evaluations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research/Scholarly Activity</th>
<th>Good</th>
<th>High</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active research program</td>
<td>Active, independent research program</td>
<td>Vigorous, productive, independent research program</td>
<td></td>
</tr>
<tr>
<td>Average publication rate of about 0.5 significant peer-reviewed articles per year.</td>
<td>Average publication rate of about one significant peer-reviewed article a year.</td>
<td>Average publication rate of more than one significant peer-reviewed article a year.</td>
<td></td>
</tr>
<tr>
<td>Average rate of principal authorship or major contributor to 1 new clinical case per year</td>
<td>Average rate of principal authorship or major contributor to 2 new clinical cases per year</td>
<td>Average rate of principal authorship or major contributor to &gt;2 new clinical cases per year</td>
<td></td>
</tr>
<tr>
<td>Evidence of intramural support for research program</td>
<td>Citation of publications by others in the field</td>
<td>Citation of publications by others in the field</td>
<td></td>
</tr>
<tr>
<td>Attendance at national/international meetings</td>
<td>Significant funding</td>
<td>Sustained, significant extramural funding</td>
<td></td>
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<tr>
<td>Successful mentoring of graduate students</td>
<td>Presentations at national/international meetings</td>
<td>Invited presentations at national/international meetings</td>
<td></td>
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<tr>
<td>Recognition of research by leaders in the field</td>
<td>Successful mentoring of graduate students</td>
<td>Successful mentoring of graduate students</td>
<td></td>
</tr>
<tr>
<td>Active seeking of extramural funds</td>
<td>Recognition of the research significance by leaders in the field</td>
<td>Recognition of the research significance by leaders in the field</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th>Good</th>
<th>High</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation in the service missions of the Department, school and university</td>
<td>Leadership in the service missions of the Department, school and university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership in professional organizations</td>
<td>Service on grant and/or program review panels</td>
<td>Service on extramural grant and/or program review panels</td>
<td></td>
</tr>
<tr>
<td>Service on grant and/or program review panels</td>
<td>Reviewing of manuscripts for publication</td>
<td>Regular reviewing of manuscripts for publication</td>
<td></td>
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<tr>
<td>Reviewing of manuscripts for publication</td>
<td>Active involvement in professional organizations</td>
<td>Leadership in professional organizations</td>
<td></td>
</tr>
<tr>
<td>Active involvement in professional organizations</td>
<td>Contributes to the professional development of others</td>
<td>Significant advancement of the professional development of others through mentoring</td>
<td></td>
</tr>
</tbody>
</table>
Legitimate scholarly and creative pursuits encompass:
-scholarship of discovery (generating new knowledge through basic research)
-scholarship of application (building bridges between theory and practice)
-scholarship of integration (elucidating connections between discoveries)
-scholarship of teaching (evaluating effectiveness of pedagogical approaches in promoting student learning)
-expect of all faculty

Information for the Basic Scientist Scholar in the Academic Title series
4) What is scholarly activity?

Essential characteristics of scholarship:

1. Faculty member’s efforts result in a tangible product or output (=work)
2. The work is made public and is available outside of the institution and region
3. The work is subjected to external peer review and critique by other scholars in the field
4. The work can be reproduced and forms the foundation to be built on by other scholars
Documentation of scholarly activity (research and creative work) is essential for promotion

These accomplishments should be evaluated, not merely enumerated

Discipline of the candidate is taken into account in assessing productivity
- number of publications and journals are discipline specific

Evidence of continuous & effective engagement in peer reviewed & accepted scholarly activity
- of high quality and significance
Information for the *Basic Scientist Scholar* in the Academic Title series

6) Examples of scholarly activity

- Laboratory or field research and publication
- Presentation/participation at local, regional, and national conferences
- Textbook writing and publication
- Grant writing and approval

Responsibility of each dept to identify how accomplishment is to be measured
Information for the *Basic Scientist Scholar* in the Academic Title series

7) For promotion to Associate Professor, scholarly activity must demonstrate:

- A record of excellence in research and scholarly activity
- Success in obtaining extramural funding with the likelihood for continued funding
- A significant publication record in peer-reviewed journals
- Independence from senior scientific mentors

8) For promotion to Professor, scholarly activity must demonstrate:

- Substantial and regular independent funding from extramural sources
- Expectation of future funding
- National, international recognition for scholarly activity
- Continued publication record of outstanding, original and innovative research findings
Publications

- was the work performed since your arrival at UND?
- your role in work
- quality of work (published in standard accepted journals for your field)
- regularity of publication
- independence from mentors
- special notice of work (paper of week, etc.)
- invited articles - book chapters, reviews, methods
Information for the Basic Scientist Scholar in the Academic Title series

9) Scholarly activity as considered by the CPT:

Grant Activity

- agencies - intramural/extramural
- title of grant
- effective dates
- dollar amount of each grant (indicate direct/indirect)
- your role (PI, Co-PI, project leader, contract)
- renewals
- total amount of your funding during evaluation period
- continuity of funding
- applications not funded
Information for the **Basic Scientist Scholar** in the Academic Title series

9) Scholarly activity as considered by the CPT:

Participation in meetings or conferences
- name and date of meeting
- local, national, or international
- titles of presentations
- poster or talk

Invited seminars
- extramural/intramural
- dates
- titles
- venue

Professional Development
- attendance/participation at workshops
- sabbatical/guest in other laboratory
Information for the Basic Scientist Scholar in the Academic Title series

9) Scholarly activity as considered by the CPT:

Awards or recognition received for research activities

- New Faculty Scholar Award
- UND Found./McDermott Award for Excellence in Teaching, Research or Creative Activity, and Service
- UND Foundation Thomas J. Clifford Faculty Achievement Award for Excellence in Research
- H. David Wilson Award for Neuroscience
- Awards from professional societies
- Sigma Xi award for research
- Any other awards
Information for the *Basic Scientist Scholar* in the Academic Title series

10) Teaching as considered by the CPT:

For promotion to Associate Professor, teaching must demonstrate:
- A substantial contribution to the teaching mission of the School
- A record of excellence in education

For promotion to Professor, scholarly activity must:
- A substantial contribution to the teaching mission of the School
- A record of continued excellence in education

*Effective teaching is an essential criterion for promotion.*
Evidence of “substantial contribution” and “excellence in education”

Documentation MUST include:

A description of your specific roles/responsibilities as a teacher

- Curriculum Delivery
  - Lectures/Teaching Labs (medical, graduate, undergraduate)
  - Small group facilitation
  - Tutorials, workshops, seminars
  - Clinical or fieldwork experiences
- Curriculum development/course design

Documentation MUST include:

- Student evaluations
  - should also include peer/supervisor evaluations
  - list of awards, educational grants, educational talks

Information for the Basic Scientist Scholar in the Academic Title series

10) Teaching as considered by the CPT:
Service and contributions to society must be in the area of one’s professional discipline - not necessarily confined to University-related activities.
Information for the *Basic Scientist Scholar* in the Academic Title series

11) Service as considered by the CPT:

**Professional Service**

- Membership in professional societies and/or offices held
- Membership in study sections or *ad hoc* grant reviews
- Case reviews
- Membership on editorial boards
- Review of professional journal manuscripts or book chapters
- Service on accreditation committees
- Consultation (industry, education or government)

**Student Service**

- Academic advising
- Special counseling
- Advising student organizations
- Screening of applicants
Information for the *Basic Scientist Scholar* in the Academic Title series

11) Service as considered by the CPT:

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

**Administrative Service**
- Departmental committees
- School of Medicine & Health Sciences committees
- Campus-wide or university-wide committees
- State, national, and international committees
- Administrative offices
- Hospital committees
- Course/block/clerkship/residency/graduate program coordinator/director
Information for the *Basic Scientist Scholar* in the Academic Title series

11) Service as considered by the CPT:

**Community Service**

- Speaking to lay groups from the perspective of professional area of expertise
- Giving professional assistance to committees, agencies, or institutions
Information for the *Basic Scientist Scholar* in the Academic Title series

12) Other things to pay attention to…

- **Percentage of Effort forms**
  - Contributions evaluated in context of your percentages of effort
  - Your reported percentages must represent reality

- **Organization of data/information**
  - Self-assessment of your accomplishments very helpful
  - Communicated in a balanced and fair manner
  - Organization and readability are paramount in constructing a meaningful portfolio
  - More is *not* necessarily better (unless it *adds* information)
Information for the *Basic Scientist Scholar* in the Academic Title series

13) Letters

Peer Statements or Evaluations of your Research (UND)
- Your Chair
- Department/School/University faculty colleagues
- Associate Dean for Research & Program Development

3 Peer Letters of Support from Outside UND
- Peers in a position to objectively evaluate your scholarship at a regional/national level
- Should not be from close colleagues, collaborators, or mentors
- Should be from higher academic rank
III. Issues for Research Faculty

Research Faculty Title Series

Several differences from Academic Title series

- Faculty dedicated to supporting research mission of department

- Faculty need not have established an independent reputation in research

- Encouraged to be involved in teaching; however teaching is secondary to scholarship
Research Faculty Title Series

Several differences from Academic Title series

**Recognized Ranks**: Research Prof., Research Assoc. Prof., Research Assist. Prof.

- May be a member of a basic science or clinical department
- Appointment does not involve tenure credit
- Evaluations conducted by School CPT only upon request for promotion
- Evaluations will be conducted by departmental CPT:
  - Research assistant professor: every year for the first six years, then every third year
  - Research associate professors and research professors: every third year
Research Faculty Title Series

Criterion for promotion is research productivity

- Documentation is essential:
  - peer-reviewed publications
  - accepted scholarly and/or creative activity of high quality and significance

- evaluate, not merely enumerate

- must be continuously and effectively engaged in acceptable scholarly activity
Research Faculty Title Series

Acceptable scholarly activity:

- Grant writing and approval
- Laboratory research and publication
- Field research and publication
- Textbook writing and approval

Remember: create dossier to demonstrate these activities
# Research Faculty Title Series

<table>
<thead>
<tr>
<th>SCHOLARLY &amp; CREATIVE ACTIVITY</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>For appointment/promotion to RESEARCH ASSISTANT PROFESSOR, the faculty member must have demonstrated ability to conduct research and potential for establishing an extramural funded research program with extramural funding.</td>
<td>For appointment/promotion to RESEARCH ASSOCIATE PROFESSOR, the faculty member must have evidence of major involvement in an extramural funded research program of high quality and significance. The faculty member should have a significant publication record in peer reviewed journals.</td>
<td>For appointment/promotion to RESEARCH PROFESSOR, the faculty member must have achieved recognition for scholarly activities including independent extramural funding, continued publication of high quality manuscripts in peer reviewed journals, and evidence of continued research productivity.</td>
<td></td>
</tr>
</tbody>
</table>
Website for resources & information:
http://www.med.und.edu/facultyaffairs/facultyresources.cfm

Administration
Faculty Affairs
Faculty Resources
Questions?
Educator Scholar
Academic Title Series

Committee on Promotion & Tenure
Workshop for Faculty

February 19, 2010
Educator Scholar Defined

- Faculty demonstrating excellence in teaching, educational leadership and curriculum development and administration
- Engaged in scholarly and creative activities related to education
- Actively involved in service

“High to Outstanding” teaching is an essential criterion for promotion.
Policies on Evaluation of Teaching

- UND Faculty Handbook
  - Section II-4.3 Procedures for Employee Evaluations---Policy on Evaluation of Teaching
  - II-4.3.1—Frequency and Extent of Evaluation
    - All faculty, regardless of status, as part of yearly evaluation through AT LEAST THREE sources of data, one of which must be from students.
  - II-4.3.2—Five Basic Hallmarks---respect for students, command of the subject matter, careful preparation, effective communication, continuing professional growth.
Policies on Evaluation of Teaching

- UND Faculty Handbook
  - II-4.3.4—Potential Sources of Data
    - Student-Provided Data (USAT or other feedback form)—offered voluntarily. Informal feedback, Mixed Data, Aggregate Data
    - Instructor-Provided Materials/Portfolios
    - Evidence of Student Learning or Performance
    - Data from Peers
    - Data from the Chair
  
- Data must be documented, formal observation, or examples/samples of effectiveness
Teaching Effectiveness

“.... evidence of sustained quality, quantity, creativity and diversity of direct instruction and/or mentoring throughout the educational program.”
Evidence for “substantial contribution” and “excellence in education.”

Describe specific roles/responsibilities as an educator

Curriculum Delivery

- Lectures/Teaching Labs (medical/professional, graduate, undergraduate)?
- Small group facilitation (PCL or IPHC?)
- Tutorials, workshops, seminars?
- Mentoring?
- Outreach?
Evidence for “substantial contribution” and “excellence in education”

Describe specific roles/responsibilities as an educator

- Educational Innovation & Curriculum/Course Development
  - Block Director/Block Design Team member?
  - Course Development/Revision/Directorship?
  - Program Development?
  - Case Authorship/Instructional Software Development

Student Evaluations

- Student lecture evaluations
- Student small group facilitator/preceptor evaluations
- UND’s Student Assessment of Teaching form or one you have developed for your course that documents your effectiveness as an instructor
Student Assessment Forms

Introductory Statement: The following are open-ended questions to which your instructors desire thoughtful and complete responses. These questions may be more difficult to answer than yes-no questions that ask you to circle a number; however, please take time to think about each question as your responses will be more helpful to your instructor(s). Please be as complete and specific in your statements as you can be.

Questions:

1. Describe what you believe to be the most valuable aspects of these lectures. (Think of topics, currency of knowledge, class activities, and assignments).

2. Describe what you believe to be the least valuable aspects of these lectures.

3. Describe the kind of teaching model this instructor has provided. (Use adjectives you believe appropriate or describe a typical way this instructor approaches a student or a class.)

4. Describe any specific suggestions you may have for the improvement of these lectures. What should be kept? What should be changed?
# Student Assessment Forms

## Questions about the instructor

<table>
<thead>
<tr>
<th>Question</th>
<th>Addy</th>
<th>Pat</th>
<th>Ruth</th>
<th>Overall</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  Instr comm ideas and info clearly</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
<td>73.7</td>
<td>5.3</td>
<td>0.89</td>
</tr>
<tr>
<td>10 Connected assignments to course goals</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
<td>52.6</td>
<td>5.3</td>
<td>1.06</td>
</tr>
<tr>
<td>11 Encouraged connection to real world situations</td>
<td>5.3</td>
<td>10.5</td>
<td>10.5</td>
<td>42.1</td>
<td>21.1</td>
<td>1.16</td>
</tr>
<tr>
<td>12 Found ways to keep students interested</td>
<td>21.1</td>
<td>21.1</td>
<td>21.1</td>
<td>10.5</td>
<td>5.3</td>
<td>1.35</td>
</tr>
<tr>
<td>13 Available during posted office hrs</td>
<td>5.3</td>
<td>57.9</td>
<td>26.3</td>
<td>10.5</td>
<td>17</td>
<td>0.56</td>
</tr>
<tr>
<td>14 Made good use of book/materials</td>
<td>15.8</td>
<td>42.1</td>
<td>36.8</td>
<td>5.3</td>
<td>18</td>
<td>0.73</td>
</tr>
<tr>
<td>15 Provided useful and timely feedback</td>
<td>5.3</td>
<td>5.3</td>
<td>47.4</td>
<td>36.8</td>
<td>5.3</td>
<td>0.81</td>
</tr>
<tr>
<td>16 Treated students with respect</td>
<td>10.5</td>
<td>57.9</td>
<td>26.3</td>
<td>5.3</td>
<td>18</td>
<td>0.62</td>
</tr>
<tr>
<td>17 Effectively used technology</td>
<td>47.4</td>
<td>47.4</td>
<td>5.3</td>
<td></td>
<td>18</td>
<td>0.51</td>
</tr>
<tr>
<td>18 Explained grading criteria clearly</td>
<td>5.3</td>
<td>5.3</td>
<td>47.4</td>
<td>36.8</td>
<td>5.3</td>
<td>0.81</td>
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<tr>
<td>19 Applied grading criteria consistently</td>
<td>5.3</td>
<td>47.4</td>
<td>42.1</td>
<td>5.3</td>
<td>18</td>
<td>0.77</td>
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</table>

## Questions about the course

<table>
<thead>
<tr>
<th>Question</th>
<th>Addy</th>
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<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5  Course was well organized</td>
<td>1.0</td>
<td>3.8</td>
<td>8.9</td>
<td>44.9</td>
<td>1.0</td>
<td>0.83</td>
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<tr>
<td>6  Textbook/materials were helpful</td>
<td>2.5</td>
<td>5.9</td>
<td>12.8</td>
<td>40.1</td>
<td>3.3</td>
<td>0.99</td>
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<tr>
<td>7  Readings/assignments contributed to learning</td>
<td>1.4</td>
<td>4.1</td>
<td>12.0</td>
<td>43.9</td>
<td>3.5</td>
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<tr>
<td>8  Work req appropriate for credit given</td>
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<td>4.4</td>
<td>7.9</td>
<td>46.1</td>
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<td>9  Instr comm ideas and info clearly</td>
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<td>4.5</td>
<td>8.3</td>
<td>41.3</td>
<td>3.3</td>
<td>0.89</td>
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<td>10 Connected assignments to course goals</td>
<td>0.6</td>
<td>2.3</td>
<td>7.2</td>
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<td>0.76</td>
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<td>39.9</td>
<td>4.6</td>
<td>0.79</td>
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<td>0.98</td>
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<td>4.0</td>
<td>0.86</td>
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<tr>
<td>16 Treated students with respect</td>
<td>0.8</td>
<td>1.5</td>
<td>5.0</td>
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<td>4.8</td>
<td>0.74</td>
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<td>4.2</td>
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[http://www.und.edu/dept/datacol/usat/index.htm](http://www.und.edu/dept/datacol/usat/index.htm)
Evidence for “substantial contribution” and “excellence in education”

Documentation MUST include:

- **Peer Statements or Evaluations (UND)**
  - Your Chair
  - Department/School/University faculty colleagues
  - Associate Dean for Medical Education
  - Block Directors

- **Peer Assessment Form:**
  - Planning, Class Organization, Presentation, Classroom Interaction, Reflection
Other evidence helpful to the CPT as they evaluate the portfolio.

Awards or recognition for teaching/educational activities

- Golden Apple Award
- Portrait Award
- Block Instructor Award
- University-wide awards
- Fellowships/grants
- Invitations to speak on educationally-related topics
Other evidence helpful to the CPT as they evaluate the portfolio.

- Anything else that you would consider “evidence for effective and/or creative teaching”
  - Statement of teaching philosophy/goals
  - Syllabi
  - Statements from former students
  - Evidence of help you gave to colleagues to help them improve their teaching
Scholarly Activity

“….thoughtful, analytical, publicly available, peer-reviewed, and potentially applicable elsewhere.” SMHS Guidelines VI-A

Scholarship of Discovery, Integration, Application and/or Teaching

Educational Evaluation and Research
- Course/block assessment activities?
- Published papers, book chapters, books?
- Grants or contracts?

Professional Development in Education
- Attendance/participation at education conferences?
- Attendance/participation at education workshops?
“Substantial contribution” and “Excellence in education”: External evidence

Documentation MUST include:

■ **3 Peer Letters of Support from Outside UND**
  - Recognized peers who are in a position to objectively evaluate your contribution to the teaching mission of the School or to teaching/education at a regional and/or national level
Other things to pay attention to…

- **Percentage of Effort forms**

How “substantial” your contribution is to the teaching mission of the School is directly related to how you report your percentages of effort and the degree to which your reported percentages represent reality.

- **Organization of data/information**

Self-assessments of your accomplishments can be very helpful to the Committee if communicated in a balanced and fair manner. Organization and readability are paramount in constructing a meaningful portfolio.
UAHuntsville
The University of Alabama in Huntsville

Current Students
Prospective Students
Faculty & Staff
Alumni
Student Success Center

Campus Tragedy Information
UAHuntsville
Charge On.
Questions?
Kim Krohn, MD, MPH, FAAFP

- Associate Professor Department of Family and Community Medicine
- Program Director, Family Medicine Residency Program, UND Center for Family Medicine, Minot
- Member of Departmental and SOM CPT Committees
- Clinician Scholar and Community Faculty
UND Center for Family Medicine
Minot
Information for the *Clinician Scholar*

- Clinicians
  - Education
  - Curriculum development and administration
  - Service
  - Scholarship
Information for the *Clinician Scholar*

- **Instructor**
  - Bachelor’s or equivalent
  - Demonstrates promise as a teacher
  - Engaged in professional development

- **Assistant Professor**
  - Doctorate or terminal degree or significant clinical experience
  - Board eligibility for MD’s
  - Postdoctoral experience and eligible for professional certification for Ph.D.’s and others
  - Potential for effectiveness in teaching, scholarly activity, and professional and community service
Information for the Clinician Scholar

- **Associate Professor**
  - MD’s board certified, non-MD’s certified in their field if available or applicable
  - Ph.D.’s and others with postdoctoral experience
  - Consistent and demonstrated effectiveness in teaching
  - Scholarly and creative activity of appropriate quality and quantity for time in rank
  - Local or regional recognition for scholarly activity
  - Consistent and substantial contributions and service to profession and school
  - Demonstrated professional and community service
Information for Clinician Scholar

- Professor
  - Same certification requirements
  - Recognition for continued excellence in teaching
  - National or international recognition for continued scholarly activity of high quality and appropriate quantity
  - Demonstrated leadership and superior service contributions to the department, school and profession
  - Recognized for professional and community service
### Statement of Responsibilities:

Director of the UND Center for Family Medicine in Minot, ND, a family medicine residency program. Responsible for full educational program including maintenance of accreditation. Medical Director of the residency clinic. Responsible for quality of medical care, supervision of medical learners, and the fulfillment of all regulatory requirements.

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Research/Scholarly Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>Basic Science Research</td>
</tr>
<tr>
<td>Graduate</td>
<td>Clinical Studies</td>
</tr>
<tr>
<td>Medical</td>
<td>Educational Research</td>
</tr>
<tr>
<td>Allied Health</td>
<td>Other Research/Scholarly Activity</td>
</tr>
<tr>
<td>Other</td>
<td>Administrative Responsibilities</td>
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</table>

<table>
<thead>
<tr>
<th>Service</th>
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<tbody>
<tr>
<td>Department</td>
<td>SMHS</td>
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<td>University</td>
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<td>University</td>
<td>Compensated Clinical Practice</td>
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<td>Profession</td>
<td>Compensated Clinical Practice</td>
</tr>
<tr>
<td>Community</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Other Responsibilities</td>
</tr>
</tbody>
</table>

### Statement of Other Responsibilities (limited to 255 characters):

Service includes patient care responsibilities in the clinic, hospital, nursing home, and home visits. I am serving on the executive committee of the North Dakota Medical Association and am currently President; I serve as a quality improvement mentor for family physicians throughout the state, and part of my job includes participation on the Graduate Medical Education Committee. I am currently serving on the UNDSMHS Dean Search and Center for Rural Health Director Search Committees.
<table>
<thead>
<tr>
<th></th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
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<tr>
<td>TEACHING</td>
<td>For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must show</td>
<td>For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate</td>
<td>For appointment/promotion to PROFESSOR, the faculty member must demonstrate</td>
</tr>
<tr>
<td></td>
<td>potential for excellence in teaching students and/or other trainees. The faculty</td>
<td>active and continuing involvement in the education of students and/or other trainees</td>
<td>a leadership role in the education of students and/or other trainees with</td>
</tr>
<tr>
<td></td>
<td>member should also show a potential for contributing to curriculum and/or program</td>
<td>with a demonstrated record of excellence in teaching. The faculty member must</td>
<td>recognition for excellence in teaching. The faculty member must document</td>
</tr>
<tr>
<td></td>
<td>development.</td>
<td>document a significant contribution to curriculum and/or program development.</td>
<td>a leadership role in curriculum and/or program development.</td>
</tr>
<tr>
<td>SCHOLARLY</td>
<td>For appointment/promotion to ASSISTANT PROFESSOR, the faculty member should be</td>
<td>For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must</td>
<td>For appointment/promotion to PROFESSOR, the faculty member must demonstrate</td>
</tr>
<tr>
<td>&amp; CREATIVE</td>
<td>involved in the dissemination of clinical knowledge, techniques, and technology</td>
<td>demonstrate some evidence of continuing scholarly activity including the</td>
<td>a substantial record of scholarly activity including the publication of</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>through scholarly publications, computer based material or professional communications.</td>
<td>publication of clinical observations, case reports, original articles, reviews,</td>
<td>clinical observations, case reports, original articles, reviews, chapters,</td>
</tr>
<tr>
<td></td>
<td>A potential for scholarly activities such as clinical observations, case reports,</td>
<td>chapters, and/or success in obtaining extramural funding.</td>
<td>and/or success in obtaining extramural funding.</td>
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</tbody>
</table>
CRITERIA FOR APPOINTMENT/PROMOTION
CLINICIAN SCHOLAR

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For appointment/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.</td>
<td>For appointment/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 and to the faculty member’s profession.</td>
<td>For appointment/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.</td>
</tr>
<tr>
<td>PATIENT CARE</td>
<td>For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must demonstrate potential for recognition by peers and patients as an outstanding clinician.</td>
<td>For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate an emerging regional reputation for excellence in clinical practice.</td>
<td>For appointment/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.</td>
</tr>
</tbody>
</table>
Information for Clinician Scholars

- **Evaluation for probationary contracts:**
  - 1\textsuperscript{st}, 2\textsuperscript{nd}, and 4\textsuperscript{th} years by department
  - 3\textsuperscript{rd} and 6\textsuperscript{th} year acted on by CPT as well

- **Evaluation for special contracts:**
  - Annually until the 6\textsuperscript{th} year or promotion to associate professor, then every 3 years for departments only
Information for Community Faculty

- Clinicians and who are or have been employed by regional health care systems or facilities.
  - Education and scholarship
  - Occasionally contribute service and administrative
Information for Community Faculty

The breakdown:

- Academic
  - Basic Scientist—40
  - Clinical Scholar—53
  - Educator Scholar—67
- Community Faculty—945
- Research Faculty—13
Community Faculty

- **Clinical Professor**—bd certified, ≥6 yrs teaching, demonstrates effective teaching, important role in departmental teaching/research and leadership, ≥200 hrs/yr teaching or research

- **Clinical Associate Professor**—bd certified, ≥3 yrs teaching, demonstrated teaching effectiveness or scholarship, important role in dept teaching activities, ≥100/hr teaching or scholarly activity

- **Clinical Assistant Professor**—bd certified, < 3 yrs teaching, ≤100 hrs/yr teaching or scholarly activity

- **Clinical Instructor**—no demonstrated teaching, willing to teach up to 100 hrs/yr
## CRITERIA FOR APPOINTMENT/PROMOTION

### COMMUNITY FACULTY

<table>
<thead>
<tr>
<th>ASSISTANT PROFESSOR</th>
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<tbody>
<tr>
<td>For appointment/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.</td>
<td>For appointment/promotion to CLINICAL ASSOCIATE PROFESSOR, the faculty member shall document excellence in patient care and at least a high level of achievement in at least two of the following areas: teaching, scholarship/creative activities or other professional achievements or service to the department, the School, or the profession.</td>
<td>For appointment/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.</td>
</tr>
</tbody>
</table>
Community Faculty

- Formal evaluations only upon request for promotion within the title series or transfer to the Academic Title series.
- Departmental evaluations yearly for six years and every third year after, except clinical associate and clinical professors who are evaluated every third year.
Contact Me

- Kim Krohn, MD
- UND Center for Family Medicine
- 1201 11th Avenue SW
- Minot, ND  58701
- 701-858-6700
- kimkrohn@medicine.nodak.edu