



Department of Indigenous Health

Guidelines on Evaluation Promotion and Tenure

Approved by: Department of Indigenous Health Committee on Promotions and Tenure, June 25, 2024

Approved by: Department of Indigenous Health faculty by majority vote, April 1, 2024

Approved by: University of North Dakota School of Medicine & Health Sciences Committee on Promotions and Tenure, September 5, 2024

Table of Contents

A. INTRODUCTION.....	5
1. General Principles and Responsibilities	5
2. Definitions of Scholarship, Teaching, and Service	6
Scholarship.....	6
Teaching.....	7
Service.....	7
B. FACULTY TITLES.....	8
1. Academic Titles	8
Scientist Scholar	8
Educator Scholar	8
Clinician Scholar	8
2. Special Appointment (Non-Tenured) Faculty Titles.....	8
Research Faculty	8
Teaching Faculty	9
Clinical Faculty	9
Adjunct Faculty	9
Joint Faculty	9
Emeritus Faculty	9
C. ACADEMIC TITLES: Ranks, Criteria for Rank, and Characteristics of Academic Rank for Educator, Scientist, and Clinician Scholars	9
1. Recognized Ranks and Characteristics for Educator, Scientist, and Clinician Scholars	9
2. Instructor	10
3. Assistant Professor.....	10
4. Associate Professor.....	10
5. Professor	11
D. SPECIAL APPOINTMENT (NON-TENURED) RESEARCH FACULTY: Ranks, Criteria for Rank, and Characteristics of Rank.....	11
1. Recognized Ranks and Characteristics for Research Faculty	11
2. Research Assistant Professor	11
3. Research Associate Professor	12
4. Research Professor	12
E. SPECIAL APPOINTMENT (NON-TENURED) TEACHING FACULTY: Ranks, Criteria for Rank, and Characteristics of Rank.....	13
1. Recognized Ranks and Characteristics for Teaching Faculty	13
2. Teaching Instructor	13
3. Teaching Assistant Professor	13
4. Teaching Associate Professor	14
5. Teaching Professor.....	14
F. SPECIAL APPOINTMENT (NON-TENURED) CLINICAL FACULTY: Ranks, Criteria for Rank, and Characteristics of Rank.....	15
1. Recognized Ranks and Characteristics for Clinical Faculty	15
2. Clinical Assistant Professor	15
3. Clinical Associate Professor	15
4. Clinical Professor.....	16
G. ADJUNCT, JOINT, AND EMERITUS FACULTY APPOINTMENTS: Faculty Ranks, Criteria for Rank, and	

Characteristics of Rank.....	16
1. Recognized Ranks and Characteristics for Adjunct Faculty	16
Adjunct Instructor.....	16
Adjunct Assistant Professor	16
Adjunct Associate Professor	17
Adjunct Professor.....	17
2. Characteristics of Joint Faculty	17
3. Characteristics of Emeritus Faculty.....	17
Emeritus Faculty Rank.....	17
Criteria for Emeritus Faculty	18
H. FACULTY APPOINTMENTS AND CONTRACTS.....	18
1. Probationary Appointments	18
2. Special (Non-Tenured) Appointment Contracts	18
3. Tenure Appointments	19
I. FACULTY EVALUATIONS	19
1. Expectations for All Participants in the Evaluation, Promotion, and Tenure Process	20
2. Initial Hiring of Faculty	21
3. Tenure Plans for Probationary Faculty	21
J. COMPOSITION OF THE DEPARTMENT OF INDIGENOUS HEALTH COMMITTEE ON EVALUATION, PROMOTION, AND TENURE	21
1. Committees for the Review of a Departmental Chair	22
K. EXPECTATIONS FOR THE USE AND DISPOSITION OF EVALUATION, PROMOTION, AND TENURE DOCUMENTS.....	22
1. Departmental Standards.....	23
Areas of Evaluation	23
Departmental Responsibilities.....	23
L. SCHEDULE AND PROCESSES FOR EVALUATION OF FACULTY	23
Table 1: Academic Faculty Evaluation Schedule: Probationary Appointment	24
Table 2: Academic Faculty Evaluation Schedule: Special Appointment	25
Table 3: Academic Faculty Evaluation Schedule: Tenured Appointment.....	25
1. Evaluation Processes and Procedures	25
Academic Evaluation Process (Non-Tenure).....	25
Routing for Approval of Evaluation Materials	26
2. Appeal of the Evaluation.....	26
M. PROMOTION PROCEDURES	26
1. Routing for Approval.....	28
2. Recommending Authorities and Advisory Groups.....	28
3. Appeal of a Decision on Promotion	29
N. PROMOTION CRITERIA	29
1. General Criteria for Promotion	29
2. Promotion Criteria for Educator Scholar	29
Scholarly Teaching	30
Scholarship: Research, Scholarly and/or Creative Activity	30
Service.....	31
3. Promotion Criteria for Scientist Scholar	33
Scholarship: Research, Scholarly and/or Creative Activity	33
Teaching.....	33
Service.....	34

4. Promotion Criteria for Clinician Scholar	38
Teaching	38
Scholarship: Research, Scholarly and/or Creative Activity	39
Service	40
Clinical Services or Clinical Research	40
5. Promotion Criteria for Teaching Faculty	44
Teaching – Educational Scholarship	44
Service	44
6. Promotion Criteria for Research Faculty	48
Teaching	48
Scholarship: Research, Scholarly and/or Creative Activity	48
Service	49
7. Promotion Criteria for Clinical Faculty	52
Teaching	52
Clinical Care/Services - Clinical Research/Scholarship	53
Service	54
O. TENURE	57
CITATIONS	57

A. INTRODUCTION

The University of North Dakota (UND) School of Medicine & Health Sciences (SMHS) is the only academic institution in North Dakota whose specific purpose is outlined by the North Dakota Century Code: “The primary purpose of the University of North Dakota School of Medicine and Health Science is to educate physicians and other health professionals for subsequent service in North Dakota and to enhance the quality of life in North Dakota. Other purposes include the discovery of knowledge that benefits the people of this state and enhances the quality of their lives.”¹

The merit of the University of North Dakota School of Medicine & Health Sciences (referred to as the “School” hereafter) is sustained through the dedicated and creative work of the faculty. Thus, guidelines and procedures for faculty evaluations are established such that the performance of individual faculty members and their contributions may be equitably assessed, documented, and awarded. The all-encompassing purpose of evaluation is to acknowledge and/or improve the performance of the individual faculty member, thus contributing to the successes of the respective Departments, School, the University, and the communities we serve.

The Department of Indigenous Health Guidelines on Evaluation, Promotion, and Tenure address evaluation, promotion, and tenure policies and procedures both within the Department and the School. The Department of Indigenous Health will be referred to as the DIH or the “Department” hereafter. The primary basis for the DIH Guidelines are the guidelines of the School (School Guidelines),² the University of North Dakota Faculty Handbook (hereafter referred to as the Faculty Handbook),³ and the policies of the North Dakota State Board of Higher Education (ND SBHE).⁴ **The Faculty Handbook referenced in development of these guidelines was last updated February 2022 and is scheduled for review February 2025.**³

1. General Principles and Responsibilities

The criteria for promotion and tenure in the DIH and the process of faculty review are consistent with the School Guidelines² and the Faculty Handbook.³ However, because the DIH and its faculty have unique characteristics and responsibilities, there are portions of this document that expand upon or differ from the School Guidelines² and the Faculty Handbook.³ For all matters not directly addressed in the DIH Guidelines, the School Guidelines² and the Faculty Handbook³ should be referenced for official guidance.

The following DIH Guidelines include **EXAMPLES** of criteria that may be used for faculty evaluation, promotion, tenure and post-tenure performance; however, **EXAMPLES** provided are not an exhaustive list and serve only as a guide. Each faculty member is expected to be familiar with the DIH Guidelines, the School Guidelines², and the Faculty Handbook.³

Each faculty member is to undergo an academic evaluation by the DIH Committee on Evaluation, Promotion, and Tenure (CPT) (hereafter referred to as the DIH CPT) for the purpose of promotion and the award of tenure, and periodic evaluation as specified in the School Guidelines and scheduled by Office of Education and Faculty Affairs. The purpose of the periodic evaluation is to help faculty members assess their performance relative to their individual duties and responsibilities.

The evaluation instrument is the faculty dossier, which documents activities in teaching, clinical services or research (if relevant), scholarly and/or creative activity, contribution to one's discipline or profession, and professional and community service. The DIH CPT must base its evaluation and recommendations solely upon the information supplied by the faculty member; it is imperative that the faculty member supply all necessary data and appropriate documentation. A fact cannot be assumed as known, if not stated. The dossier also contains the faculty member's position description and percentage of effort in each area and, where appropriate, tenure plan. The DIH CPT reviews all faculty dossiers and prepares a summary that is submitted to the Chair of the Department.

Not all faculty members have similar duties and responsibilities in the three principal areas of performance: teaching, scholarship, and service. However, all faculty members must have activity in all areas of responsibility documented in their written job description and percent of effort distributions (attached to their annual contract). The Chair and individual faculty member will mutually agree upon the effort allocated to each area. The position description and percentage of effort will reflect the effort of each faculty member in each area of academic activity. Each faculty member will be evaluated relative to their individual duties and responsibilities. However, it is essential that faculty be aware that excelling in only one aspect of academic responsibility may slow promotion (*e.g.*, promotion from Assistant Professor to Associate Professor) or may make promotion impossible (*e.g.*, promotion from Associate Professor to Professor).

2. Definitions of Scholarship, Teaching, and Service

Scholarship

The School embraces the expanded view of scholarship proposed by Boyer in 1990.⁵ Legitimate scholarly and creative pursuits encompass the scholarship of:

- Discovery (generating new knowledge through basic research);
- Application or engagement (building bridges between theory and practice);
- Integration (elucidating connections between different discoveries); and
- Teaching (evaluating effectiveness of pedagogical approaches in promoting student learning).

Certain characteristics and qualities define the essence of scholarship, whether in the area of teaching or other forms of scholarly and creative activity. The School and its departments utilize the following criteria to define the essential characteristics of scholarship:

- The faculty member's efforts result in tangible output (hereafter referred to as "work");
- The work is made public and is available outside of the institution and region (this excludes grant applications which are a form of scholarship, but which are not made available to the public, though it may be required to share with the CPT committee);
- The work is subjected to external peer review^a and critique by other scholars in the field;
- The work must be able to be reproduced and/or forms a foundation to be built upon by others (this excludes grant applications which are a form of scholarship, but which are not made available to the public, though it may be required to share with the CPT committee).

Peer Review

The DIH serves a people who have a deep history of being excluded from the decisions about how, when, and where to share their personal stories (*i.e.*, data). The DIH recognizes the unique aspects of data sovereignty and the role that it plays in dissemination of scholarly work. Additionally, in public health and especially in scholarship working with marginalized populations, the more common and traditional form of peer-reviewed works, traditionally defined as a publication in a peer-reviewed journal, may not be the ethical nor greatest impact form of scholarly dissemination. Accordingly, for evaluation, promotion, tenure and post-tenure performance, “peer-reviewed works” in the DIH will be understood as:

Work that has been critically reviewed and approved for dissemination by organizations, entities, and/or persons recognized as experts in the topic of focus.

EXAMPLES of peer-reviewed scholarly works may include:

- Dissemination of an evaluation toolkit designed for an Indigenous or public health program that was reviewed, critiqued, and approved by program leaders, funding agencies, and/or scholars in the field of evaluation.
- Dissemination of a policy brief focused on an Indigenous or public health policy concern that was reviewed, critiqued, and approved by health policy leaders, funding agencies, and/or topic experts.
- Dissemination of a fact sheet or infographic that is the product of scholarly activity and was reviewed, critiqued, and approved by federal funders and/or scholars in the field.
- Dissemination of an evaluation report designed to inform the public on the efficacy and outcomes of an Indigenous or public health program; the Report is to have been reviewed, critiqued, and approved by program leaders, funding agencies, and/or scholars in the field of evaluation.

In instances of peer-reviewed scholarly works that do not meet the traditional definition of an article published in a peer-reviewed journal, it is the responsibility of the faculty member to define and document the process of peer review for the CPT committee.

Teaching

Because School faculty members are expected to engage in scholarly teaching it is important to distinguish this activity from the Scholarship of Teaching noted previously. Scholarly teaching is teaching that is constantly evolving and improving. Scholarly teachers establish clear goals for the course, focusing on what students will learn rather than the content they will cover. They prepare adequately, and they research and use a variety of appropriate methods. They reflect on their own practice and invite critique on their teaching from students, peers, and administrators if appropriate. Their teaching results in assessable and documentable student learning outcomes.⁷

Service

Service includes contributions and activities that promote the general welfare of the DIH, the School, or the University. Service also includes activities that contribute to the development of a professional

discipline, a professional society, or an outside agency or community. For all faculty members, regardless of appointment or rank, the concept of "service" includes displaying a collegial spirit of cooperation and avoidance of disruptive behavior.⁷

B. FACULTY TITLES

Faculty members with an academic appointment contribute to the mission of the Department, the School, and the University in all three areas of scholarship, teaching, and service. An academic appointment may be probationary, tenured, or special. Academic titles within the School include Scientist Scholar, Educator Scholar, and Clinician Scholar. Additional faculty appointments include special appointments (non-tenured) as Research Faculty, Teaching Faculty, Clinical Faculty, Adjunct Faculty, Joint Faculty, and Emeritus Faculty.

1. Academic Titles

Scientist Scholar

Faculty members with demonstrated excellence in the discovery and dissemination of new knowledge or new insights into existing knowledge. Scientist Scholars are effective teachers and actively involved in academic or professional service.

Educator Scholar

Faculty members with demonstrated excellence in teaching through peer feedback or student evaluations, educational leadership, curriculum development, faculty development, and/or administration. Faculty members in this title series are engaged in either the scholarship of teaching and learning, or in the discovery and dissemination of new knowledge or new insights into existing knowledge within their discipline or profession. Educator Scholars are actively involved in academic or professional service.

Clinician Scholar

Faculty members with demonstrated excellence in clinical services or research, teaching, and administrative service as well as scholarship and creative activities that typically relate to these areas, including clinical research. Clinician Scholars are actively involved in academic or professional service.

2. Special Appointment (Non-Tenured) Faculty Titles

Faculty members who actively contribute to the mission of the DIH and the School in one or more primary areas of scholarship, teaching, and service may have a special appointment (non-tenured) as: Research Faculty, Teaching Faculty, Clinical Faculty, Adjunct Faculty, Joint Faculty, Emeritus Faculty.

Research Faculty

Dedicated to supporting the research mission of the DIH and the School. These faculty members have a primary focus in research but may also contribute to other missions of the DIH.

Teaching Faculty

Dedicated to supporting the teaching mission of the DIH and the School. These faculty members have a primary focus in teaching but may also contribute to other missions of the DIH.

Clinical Faculty

Primarily clinicians who are or have been employed by regional health care systems or facilities. Their primary role is to contribute to the educational mission of the DIH and the School although they may occasionally contribute to the service, scholarship, and administrative missions as well.

Adjunct Faculty

Individuals from business, community, industry, research institutions, government agencies, or other academic institutions. UND faculty or staff members who do not have a primary appointment at the School may also be eligible for an adjunct faculty appointment within the School. Adjunct Faculty members help fulfill the educational, research, or service missions of the DIH and the School.

Joint Faculty

Faculty members with a primary appointment in one department or discipline within the School or at the University who are actively contributing to the teaching or research mission of another department or discipline within the School or University.

Emeritus Faculty

May be conferred upon retirement or after retirement to faculty or senior administrators or professionals pursuant to institution policies and procedures. Criteria for emeritus status may include, but are not limited to, length of service to the institution, significant contributions to the institution and the State of North Dakota, or particularly distinguished service to an academic discipline. Emeritus/emerita status shall not include salary or other compensation or other rights, except privileges specified in institution policies or procedures.

C. ACADEMIC TITLES: Ranks, Criteria for Rank, and Characteristics of Academic Rank for Educator, Scientist, and Clinician Scholars

1. Recognized Ranks and Characteristics for Educator, Scientist, and Clinician Scholars

Instructor | Assistant Professor | Associate Professor | Professor

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

2. Instructor

Education

- Earned Bachelor's degree, Master's degree, or equivalent training and/or significant experience commensurate with a terminal degree.
- Professional certification/licensure, if applicable.

Experience

- Demonstrated potential as a teacher, researcher, or both.
- Engaged in professional development.

3. Assistant Professor

Education

- Earned doctorate or other degree considered a terminal degree by the discipline, and/or significant experience/clinical experience commensurate with a terminal degree.
- Others should be eligible or certified for professional certification in their fields, as applicable.

Postgraduate Training

- Faculty members with the Ph.D. or other terminal degree will have completed postdoctoral training or equivalent experience.
 - Others should be eligible or certified for professional certification in their fields, as available or applicable.
- Faculty members with the M.D. degree should have completed residency training and have board certification or be board eligible, if appropriate.

Experience

- Potential for research productivity, i.e., published/disseminated peer-reviewed scholarly work
- Potential to obtain independent extramural funding.
- Potential to demonstrate national reputation in research.
- Potential for effectiveness in teaching and mentoring.
- Potential for effectiveness in service to DIH, profession, and School.
- Effective patient care for those in the Clinician Scholar series, when relevant.

4. Associate Professor

Education

- Earned doctorate or other degree considered a terminal degree by the discipline and/or significant experience/clinical experience commensurate with a terminal degree.
- Others should be eligible or certified for professional certification in their fields, as applicable.
- Postgraduate training as delineated for appointment as Assistant Professor.

Experience

- Consistent and demonstrated effectiveness in teaching.
- Scholarly and creative accomplishments of appropriate quality and quantity for time in rank.
- Local, regional, or Tribal recognition for scholarly activity.
- Consistent and substantial contributions and service to the DIH, profession, and School.
- Effective patient care for those in the Clinician Scholar series, as appropriate.

5. Professor

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

Education

- Earned doctorate or other degree considered a terminal degree by the discipline.
- Postgraduate training as delineated for appointment as Assistant Professor.

Experience

- 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 DIH, School and their profession.
- Recognized for professional and community service.
- Recognition for excellence in patient care for those in the Clinician Scholar series, as appropriate.

D. SPECIAL APPOINTMENT (NON-TENURED) RESEARCH FACULTY: Ranks, Criteria for Rank, and Characteristics of Rank

1. Recognized Ranks and Characteristics for Research Faculty

Research Assistant Professor | Research Associate Professor | Research Professor

2. Research Assistant Professor

Individuals possessing appropriate degrees and whose primary area of emphasis is research and research-related activities within Indigenous health, biomedical, social, population, or clinical sciences may be eligible for appointment to a rank with a Research title. The Research faculty members may participate in the educational activities of the DIH or the School.

Education

- Earned doctorate or other degree considered to be a terminal degree by the discipline.

Postgraduate Training

- Postgraduate training criteria apply to Associate Professor and Professor ranks as well.
- Faculty members with a Ph.D. or other terminal degree will be expected to have completed postdoctoral training or equivalent experience, if appropriate to education in their discipline during training.
- 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.
- Others should be eligible for professional certification in their fields, if such is available or applicable.

Experience

- Demonstrated ability in research.
- Potential for research productivity, i.e., published/disseminated peer-reviewed scholarly work
- Potential to obtain independent extramural research funding.
- Potential to demonstrate national reputation in research.
- Potential for effectiveness in service to the DIH, profession, and School.

3. Research Associate Professor

Education

- Earned doctorate or other degree considered to be a terminal degree by the discipline.
- Postgraduate training as delineated for appointment as Assistant Professor.

Experience

- Demonstrated record of excellence in scholarship, either as a principal investigator or in support of a principal investigator.
- Scholarly and creative accomplishments of appropriate quality and quantity for time in rank.
- Tribal, local, or regional recognition for scholarly activity.
- Consistent and substantial contributions and service to the DIH, profession, and School.

4. Research Professor

The rank of Research Professor is awarded based on documented recognition for continued superior performance and not simply on the basis of time in rank as Research Associate Professor. The individual must have demonstrated a leadership role in DIH activities and/or the professional discipline.

Education

- Earned doctorate or other degree considered to be a terminal degree by the discipline.
- Postgraduate training as delineated for appointment as Assistant Professor.

Experience

- Evidence of independence as an investigator with extramural funding.
- National or international recognition for sustained scholarly activity of high quality and appropriate quantity. Demonstrated research productivity, i.e., published/disseminated peer-reviewed scholarly work.
- Demonstrated leadership and superior service contributions to the DIH, School and their profession.

E. SPECIAL APPOINTMENT (NON-TENURED) TEACHING FACULTY: Ranks, Criteria for Rank, and Characteristics of Rank

1. Recognized Ranks and Characteristics for Teaching Faculty

Teaching Instructor | Teaching Assistant Professor | Teaching Associate Professor | Teaching Professor

Individuals possessing appropriate degrees and whose primary area of emphasis is teaching and teaching-related activities within Indigenous health, basic, social, population, or clinical science may be eligible for appointment to a rank with a Teaching title. The Teaching faculty member may participate in the research activities of the DIH or the School.

2. Teaching Instructor

Education

- Earned Master's degree and all but dissertation (ABD) in a terminal degree, or equivalent training and/or significant experience commensurate with a terminal degree.
- Potential for effectiveness as a teacher.

3. Teaching Assistant Professor

Education

- Earned doctorate or other degree considered to be a terminal degree by the discipline, and/or significant experience commensurate with a terminal degree.

Postgraduate training

- Faculty members with a Ph.D. or other terminal degree will be expected to have completed postdoctoral training or equivalent experience, if appropriate to education in their discipline during training.
- Faculty members with the M.D. degree should have completed residency training and have board certification or be board eligible, if appropriate.
- Others should be eligible or certified for professional certification in their fields, as available or applicable.

Experience

- Demonstrated ability in teaching with good student and/or peer evaluations.
- Potential for effectiveness in scholarly and creative activity.
- Potential for effectiveness in service to DIH, profession, and School.

4. Teaching Associate Professor

Education

- Earned doctorate or other degree considered to be a terminal degree by the discipline, and/or significant experience commensurate with a terminal degree.
- Postgraduate training as delineated for appointment as Assistant Professor.

Experience

- Demonstrated record of excellence in teaching with excellent student and/or peer evaluations.
- Demonstrated teaching productivity.
- Potential to assume leadership roles in education and curriculum development.
- Demonstrated scholarship in education.
- Demonstrated regional/national reputation in education.
- Consistent and substantial contributions and service to the DIH, profession, and School.

5. Teaching Professor

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

Education

- Earned doctorate or other degree considered to be a terminal degree by the discipline, and/or significant experience commensurate with a terminal degree.
- Postgraduate training as delineated for appointment as Assistant Professor.

Experience

- Consistent superior performance, achievement, and recognition as a scholarly teacher.
- Demonstrated sustained scholarly productivity in education.
- Demonstrated leadership roles in education and curriculum development.
- Demonstrated leadership in DIH activities and/or discipline.
- Demonstrated leadership and superior service contributions to the DIH, profession, and School.

F. SPECIAL APPOINTMENT (NON-TENURED) CLINICAL FACULTY: Ranks, Criteria for Rank, and Characteristics of Rank

1. Recognized Ranks and Characteristics for Clinical Faculty

Clinical Assistant Professor | Clinical Associate Professor | Clinical Professor

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

2. Clinical Assistant Professor

Education

- Earned doctorate or other degree considered a terminal degree by the discipline, and/or significant clinical experience commensurate with a terminal degree.

Postgraduate training

- Faculty members with the M.D. degree should have completed residency training and have board certification or be board eligible, if appropriate.
- If appropriate to the discipline at the time of training, faculty members with the Ph.D. or other terminal degree will have completed a postdoctoral training or equivalent experience.
- Others should be eligible or certified for professional certification in their fields, as applicable.

Experience

- Potential for effectiveness in teaching.
- Demonstrated experience in scholarly and creative activity.
- Potential for effectiveness in service to DIH, profession, and School.
- Effective patient care for those in the Clinician Scholar series, when relevant.

3. Clinical Associate Professor

Education

- Earned doctorate or other degree considered a terminal degree by the discipline, and/or significant clinical experience commensurate with a terminal degree.
- Postgraduate training as delineated for appointment as Assistant Professor.

Experience

- Consistent and demonstrated effectiveness in teaching.
- Effective patient care for those in the Clinician Scholar series, as appropriate.
- Scholarly and creative accomplishments of appropriate quality and quantity for time in rank.
- Tribal, local, or regional recognition for scholarly activity.
- Consistent and substantial contributions and service to the DIH, profession, and School.

4. Clinical Professor

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

Education

- Earned doctorate or other degree considered a terminal degree by the discipline, and/or significant clinical experience commensurate with a terminal degree.
- Postgraduate training as delineated for appointment as Assistant Professor.

Experience

- Consistent and demonstrated excellence in teaching.
- Recognition for excellence in patient care for those in the Clinician Scholar series, as appropriate.
- Demonstrated record of excellence in scholarship, either as a principal investigator or in support of a principal investigator.
- National or international recognition for scholarly activity of high quality and appropriate quantity for time in rank.
- Demonstrated leadership and superior service to the DIH, profession, and School.

G. ADJUNCT, JOINT, AND EMERITUS FACULTY APPOINTMENTS: Faculty Ranks, Criteria for Rank, and Characteristics of Rank

1. Recognized Ranks and Characteristics for Adjunct Faculty

Adjunct Instructor | Adjunct Assistant Professor | Adjunct Associate Professor | Adjunct Professor

Individuals possessing the appropriate degree for their profession from an accredited institution and who can demonstrate ability in research or teaching depending on the proposed role as an adjunct faculty member may be eligible for appointment as an Adjunct Faculty member.

Adjunct Instructor

- Earned Master's degree or equivalent training.
- Demonstrated potential as a teacher or researcher.
- Engaged in professional development.

Adjunct Assistant Professor

- Possession of a terminal degree for the profession.
- Demonstrated ability in scholarship, teaching, or clinical activity depending on the proposed role as an adjunct faculty member.

Adjunct Associate Professor

- Possession of a terminal degree for the profession.
- Demonstrated sustained role in DIH educational activities in ONE or more of the following: direct teaching; advising/mentoring; learner assessment; creation of educational materials.
- Tribal, local, and regional recognition in teaching and/or research (if applicable).
- Demonstrated evidence of high impact and quality teaching in the DIH.
- Tribal, local, and/or regional recognition.
- Consistent and substantial contributions and service to the DIH, profession, and School.
- Evaluations reflecting generally positive performance by students and other faculty members.

Adjunct Professor

- Possession of a terminal degree for the profession.
- Demonstrated high impact, high quality, and excellence in activities of direct teaching; advising or mentoring; learner assessment; or creation of educational materials.
- Recognition as a role model, teacher, and leader in educational practices.
- Demonstrated and sustained scholarly activity within their discipline, and consistent with their role as an adjunct faculty member.
- Demonstrated leadership in scholarship, teaching, or clinical activity depending on their role as an adjunct faculty member.
- National or international recognition for scholarship, teaching, and/or service.
- Demonstrated leadership in national and international organizations.
- Demonstrated leadership and superior service contributions to the DIH, profession, and School.

2. Characteristics of Joint Faculty

Joint appointments reflect the contribution of the faculty member to the DIH and may or may not be at the same rank as the appointment in the other University department or school. Individuals possessing the criteria for rank as defined by each department and who are willing to contribute to the missions of the DIH and the School in one or more areas of scholarship, teaching, and service may be eligible for a joint rank.

3. Characteristics of Emeritus Faculty

Emeritus status may be conferred upon retirement or after retirement to faculty or senior administrators or professionals pursuant to institution policies and procedures.

Emeritus Faculty Rank

Equivalent to the rank at which the faculty member was appointed prior to retirement.

Criteria for Emeritus Faculty

Criteria for emeritus status may include, but are not limited to, length of service to the institution, significant contributions to the institution and the State of North Dakota, or particularly distinguished service to an academic discipline.

H. FACULTY APPOINTMENTS AND CONTRACTS

Faculty appointments shall be:

1. Probationary appointments
2. Special (non-tenured) appointments
3. Tenure appointments

1. Probationary Appointments

Probationary appointments entail tenure-track contracts. Probationary contracts for faculty in the School will be based on two criteria: (1) source of funding, and (2) academic rank. For faculty members to be considered tenure eligible, they must:

1. Source of Funding: Be initially (or subsequently) fully funded from State General Fund appropriations available for that individual's tenured salary, and
2. Academic Rank: Carry a probationary academic faculty rank (Assistant Professor, Associate Professor or Professor).

Failure to satisfy both conditions simultaneously prevents issuance of a probationary contract. This provision, under special circumstances, may have to be modified by the School with the approval of the ND SBHE to fit those situations unique to a state-wide, community-based medical School.

Probationary contracts may lead to a full-time tenured appointment. Early tenure (after four or five years) will be recommended only in exceptional cases. A probationary contract will not be granted for longer than six years, under normal circumstances. The term may be extended beyond six years or the continuous service requirement may be waived in exceptional circumstances. If tenure is not granted and a seventh-year contract is issued, it must be terminal, unless an extension has been granted.

2. Special (Non-Tenured) Appointment Contracts

Special Appointment Contracts do not typically involve either tenure credit nor status. However, they also do not exclude an opportunity for a later tenured appointment: "The Board may, following review and recommendation made pursuant to the procedures established at an institution award tenure in exceptional circumstances, defined by the institution's procedures, to any person appointed to the faculty who has not met the eligibility requirements of subdivisions 3(b) and 3(c) of this policy, provided that the person has a documented record of outstanding achievement and consistent excellence in a discipline or profession gained through research, scholarly or professional activities, or service." ⁸

Faculty employed under a special appointment contract may be considered for tenure after six years of full-time continuous service based upon two criteria.

1. The availability of fully funded salaries from state general fund appropriations assigned to an academic salary budget in the DIH to which the faculty member belongs.
2. The faculty member carries an academic faculty rank (Assistant Professor, Associate Professor or Professor) in the DIH.

The following types of special appointments do not involve tenure credit nor status: courtesy adjunct appointments, research title appointments, teaching title appointments, clinical title appointments, visiting appointments, graduate teaching assistant appointments, postdoctoral fellowships and clinical appointments, appointments of retired faculty on special conditions, any initial appointment funded wholly or partially by other than state general funds, appointments clearly limited to a temporary association of normally no more than three years, special title appointments, lectureship appointments, part time appointments , or administrative or coaching positions.

3. Tenure Appointments

Eligibility for tenure typically requires a probationary period of six years of continuous academic service to the DIH and the School. A faculty member may be recommended for tenure by satisfying the criteria developed by the DIH, School, and University. The criteria shall include scholarship, teaching, and service within the DIH as well as clinical services or research (when appropriate).

I. FACULTY EVALUATIONS

The major purpose of an evaluation is to help the faculty member continuously improve their performance. Faculty evaluations will be conducted in accordance with the guidelines established by the DIH, School, and University, keeping in mind the uniqueness of the individual's responsibilities and departmental mission. Specifically, an evaluation should focus on the DIH and School criteria and the faculty member's accomplishments as related to their title, rank, and percent of effort distributions. Evaluations by DIH and School CPT address the faculty member's accomplishments in scholarship, teaching, and service and, if appropriate, clinical services or research; administrative components of a contract are not evaluated by committees on promotion and tenure. For joint appointments, evaluations will be conducted by the primary department with input from the secondary (joint) department if requested.

Procedures and guidelines for the evaluation of probationary, tenured, and special appointment faculty provide means whereby the performance of individual faculty members and their contributions to the DIH, School, and University community may be equitably assessed and documented. An evaluation should commend faculty for outstanding performance and/or encourage faculty to strengthen weaknesses as well as improve in already strong areas.

Evaluation instruments are the means whereby information is gathered to provide a basis for evaluation. They do not constitute an evaluation in themselves. "Evaluation" in terms of this document is the process whereby the information acquired by evaluation instruments are analyzed and evaluated

to determine the quality of performance by an individual faculty member as measured against criteria and objectives set by the DIH.

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

Evaluations of all teaching faculty must include student input. Specifically, any faculty member with a percent of effort distribution in teaching must include student input in their evaluation. To present a broad and accurate view of teaching, summative data should be gathered regularly, from a wide range of classes over several semesters.

In addition to soliciting formal feedback for summative purposes, faculty are encouraged to solicit frequent informal feedback on their teaching for formative purposes—that is, for the sole purpose of improving teaching and learning. This *informal* feedback may take the form of Small Group Instructional Diagnoses, informal surveys, or other classroom assessment techniques and may be used by the individual teacher as they see fit. Unless and until the instructor chooses to offer such data to evaluators, it should not be part of the summative evaluation process.

Results of the formal (summative) teaching evaluations will become part of the information used in making promotion, tenure, and retention decisions. In the case of reviews, identification of a performance that falls below the minimal acceptable level shall be used as cause for professional development, assistance, career guidance, or remediation of the faculty rather than for applying punitive actions.

For any faculty member undergoing evaluation, the findings of fact, conclusions, and decisions after the evaluation shall be based solely on the evidence received by the CPT. If substantial chronic deficiencies are identified in the performance of a faculty member, the faculty member, in consultation with the Chair, shall formulate a development plan which addresses the deficiencies. The plan shall identify problem areas or weaknesses; state goals for addressing weaknesses; describe actions to be taken on the part of the faculty member to achieve goals; identify resources and/or allocations necessary to support the development plan; specify criteria for assessment; specify a timeline for achievements within the plan; describe the process for preparing progress reports; and, outline possible courses of action in the event the promotion plan is not successfully completed. The faculty member and DIH Chair will annually review progress on the plan and send a progress report to the Dean.

1. Expectations for All Participants in the Evaluation, Promotion, and Tenure Process

The overall Evaluation, Promotion, and Tenure processes allow for feedback to faculty candidates at appropriate times and through appropriate academic administrators. All aspects of the Evaluation, Promotion, and Tenure processes are otherwise confidential, including deliberations in committees and the specific decisions that are made, which will be revealed at the appropriate times by the appropriate persons. Members of the CPT participate with the understanding that all matters related to their

deliberations remain confidential. In addition, faculty candidates under review are discouraged from approaching committee members at any time concerning the disposition of their review and should understand that inquiries of this type are deemed entirely inappropriate. Confidentiality of the promotion and tenure process is always to be respected, not just during that particular year of review.

2. Initial Hiring of Faculty

At the time of hire, the DIH Chair will discuss the position's expectations with the new faculty member, including expectations for allocation of percentage of effort in the areas of scholarship, teaching, and service in accordance with the mission of the DIH. This agreement will be documented with both parties indicating approval in writing and the resulting document will become part of the new faculty member's permanent record. The DIH Chair will provide the new faculty member with copies of the DIH Guidelines, the School Guidelines, and the Faculty Handbook.

3. Tenure Plans for Probationary Faculty

A tenure plan should be developed by the DIH Chair and the probationary faculty member. The tenure plan is designed to provide a clear statement of the effort to be made in the areas of scholarship, teaching, and service (and clinical service or research when appropriate) during the faculty member's probationary period. The primary purposes of the tenure plan are to encourage faculty development and to assure accountability. The tenure plan will provide an individualized blueprint to aid in evaluating performance during annual pre-tenure and tenure reviews. In general, the tenure plan will involve projections for scholarship, teaching, and service as well as clinical service or research for clinical faculty. The tenure plan is designed to describe the faculty member's goals and to explain how these goals support the needs of the DIH, the School, and the University. Tenure plan projections, when compared to the faculty member's progress and achievements, provide one basis for evaluating the faculty member's professional performance. Tenure plans should be kept current and reviewed annually. Changes that influence a faculty member's ability to follow a previously established plan (*e.g.*, personal issues, receiving a large grant, increased teaching load, or additional administrative responsibility) should be incorporated into a revision of the tenure plan as soon as possible, or annually.

J. COMPOSITION OF THE DEPARTMENT OF INDIGENOUS HEALTH COMMITTEE ON EVALUATION, PROMOTION, AND TENURE

The DIH CPT will consist of a minimum of three faculty members. This committee will carry out evaluations for DIH faculty members. Where possible, the committee will include all tenured faculty members in the DIH. Only those faculty members that are at the rank of Associate Professor or Professor, excluding the department Chair, are eligible to be members of the committee.

Membership on the committee will be approved by an annual vote of the DIH academic faculty.

If a vacancy occurs, the DIH Chair and CPT Chair may appoint another faculty member, by mutual consent, to fill the committee position. If fewer than three senior faculty reside in the DIH, senior faculty (non-tenured or tenured) will be recruited from other suitable departments. Outside faculty members must be approved by a majority vote of the DIH faculty.

1. Committees for the Review of a Departmental Chair

DIH faculty will select up to two senior level faculty members from outside the DIH to serve on the DIH CPT for the evaluation of the DIH Chair.

Evaluation of the DIH Chair will consider their academic title, rank, and performances in scholarship, teaching, and service. The evaluation will be based upon their percent of effort distributions, the dossier, and DIH and School Guidelines. The Chair's administrative performance is not to be addressed by the DIH or School CPT. In addition, an appropriate Associate Dean will assist in the review. The Associate Dean will collect needed information (e.g., letters from external reviewers) and provide an independent evaluation as related to the Chair's faculty appointment. The DIH CPT and Associate Dean evaluations will be forwarded to the Office of Education and Faculty Affairs.

K. EXPECTATIONS FOR THE USE AND DISPOSITION OF EVALUATION, PROMOTION, AND TENURE DOCUMENTS

The Office of Education and Faculty Affairs is the office of record for faculty personnel files, which includes the evaluation files. A copy of the evaluation files will be retained by the DIH as well. A faculty member's evaluation files may be utilized only by the procedures and personnel identified in the Faculty Handbook. Specifically, the Academic Personnel Action Files may be utilized under these conditions:

- The individual may review their own file at any time that the custodian is available to withdraw it from the file. The review must be by appointment with and in the presence of the custodian, and file returned to the custodian upon its completion.
- The Dean and/or the DIH Chair may review an individual file, but again it must be done in the vicinity of the repository.
- The DIH CPT evaluation documents are used for academic decisions on promotion, tenure, faculty academic feedback on strengths, and areas for possible improvement. They may also be used by the DIH Chair and School administration in personnel decisions (i.e., contract, job description, percentage of effort).
- In all cases, the person or persons requesting an individual file to be utilized for whatever purpose shall sign the Control Card for that file, both when receiving it from and returning it to the custodian, noting the date/time of each. The Control Card will always be maintained in the file repository (excluding when it is being signed).

All reviews of faculty are confidential personnel matters. Neither issues arising nor contents of the evaluation file relating to a faculty review are to be discussed or disseminated outside of meetings of the DIH or School CPT. When a review has a specific outcome (e.g., a decision to promote and/or tenure), the outcome is communicated to the DIH by the DIH Chair at the appropriate time.

1. Departmental Standards

Areas of Evaluation

Faculty will be evaluated in the areas of scholarship, teaching, and service (professional and community), and clinical services or research (if applicable). The contribution of individual faculty members to each area will be mutually agreed upon by the DIH Chair and the individual faculty member, as well as based upon the needs of the DIH and the background, abilities, and interests of the faculty member. Contributions in each area will be reflected in the position description and the percentage of effort form submitted annually. Evaluation criteria shall relate to a faculty member's duties and goals and be appropriately weighted in accordance with the terms of the faculty member's contract.

Departmental Responsibilities

"Procedures and guidelines for the evaluation of tenured and non-tenured faculty are established to provide the means whereby the performance of individual faculty members and their contributions to the University community may be equitably assessed and documented. The uniqueness of individual faculty members, and the departments of which they are a part, has been acknowledged in the development of these guidelines and procedures; and because of that uniqueness, the main responsibility for implementation of evaluation procedures has been placed in the departments."⁹

The DIH Guidelines contain criteria for the documentation and demonstrated faculty accomplishments in scholarship, teaching, and service, and clinical services or research (where appropriate). The guideline criteria differentiate 'good,' 'high,' and 'outstanding' performances that would signify faculty meeting expectations for each activity. Not achieving a minimum performance of 'good' for an activity signifies that the faculty member does NOT meet the expectations. See Tables 4-15.

If there are substantial chronic deficiencies identified in the performance of a faculty member, the faculty member and DIH Chair shall formulate a promotion plan. The faculty member and Chair will annually review progress on the plan and send a progress report to the Dean. The promotion plan shall identify problem areas or weaknesses, state goals for addressing weaknesses, describe actions to be taken on the part of the faculty member to achieve goals, identify resources and/or allocations necessary to support the development plan, specify criteria for assessment, specify a timeline for implementation (a maximum of 3 years), describe the process for preparing progress reports, and outline possible courses of action in the event the promotion plan is not successfully implemented and demonstrating progress.

L. SCHEDULE AND PROCESSES FOR EVALUATION OF FACULTY

The formal schedule for the evaluation of faculty with probationary, special, and tenured appointments is determined by the Office of Education and Faculty Affairs as outlined in the School Guidelines and in Tables 1–3. Faculty dossiers completed in compliance with specific School CPT Checklists for formal, scheduled faculty evaluations are due in the DIH administrative office two months prior to the date that the evaluation (or summary thereof) is due in the Office of Education and Faculty Affairs.

In accordance with ND SBHE policy, all benefitted university system employees shall have an annual written and verbal performance review. At the School, this requirement is satisfied by the Annual

Faculty Performance Evaluation. This evaluation is conducted *in addition to* any formal scheduled evaluation of faculty with probationary, special and tenured appointments. In accordance with School policy, an Annual Faculty Performance Evaluation can satisfy the requirement for a formal, scheduled evaluation in Years 1, 2 and 4 for faculty with probationary appointments; for annual and triennial evaluations for faculty with special appointments; and, for triennial evaluations for faculty with tenured appointments. Whether the Annual Faculty Performance Evaluation is permitted to satisfy the requirement for a formal, scheduled evaluation is subject to annual decision by the DIH. All other formal scheduled evaluations, *i.e.*, Years 3, 5 and 6 for probationary appointments; and, one-year-before-promotion and promotion requests, require full formal evaluations by the DIH Chair, DIH CPT and the School CPT.

Within the School, for an individual hired at a date other than July 1 or January 1, an individual's time in rank will be calculated from the July 1st nearest their official start date. The fiscal calendar, July 1 through June 30, will be used to organize and quantify content and support documents included in a faculty member's dossier for evaluation. Final reviews by the DIH Chair and DIH CPT will be maintained in the faculty member's departmental personnel file. Final reviews by the School CPT, which include the DIH Chair and DIH CPT evaluations, will be maintained in the Office of Education and Faculty Affairs.

The following are general guidelines for faculty evaluations:

1. Evaluations are to be a constructive process whose principal goal is assisting faculty in professional development as teachers and scholars.
2. Emphasis of the evaluation process will be on the supportive function of the evaluation as well as the necessary function of providing a basis for personnel action decisions.
3. Evaluations are to be conducted in accordance with the timetable determined by the School.
4. The faculty member is responsible for maintaining the necessary documentation and making it available in the proper form on a timely basis.
5. Evaluations must include an assessment of the faculty member's teaching performance. (These criteria do not apply to research or clinical faculty who do not have a significant teaching role).
6. Evaluations may include stipulated conditions for improved performance by which the individual will be appraised in subsequent evaluations.
7. The DIH Chair, program director (if applicable), the DIH and School CPTs, the Education and Faculty Affairs office and the Dean have access to this information.

Table 1: Academic Faculty Evaluation Schedule: Probationary Appointment

Academic Year (July 1-June 30)	Schedule		Review Level		
	Fall	Spring	DIH Chair	DIH CPT	School CPT
Yr. 1		X	X	X	
Yr. 2		X	X	X	
Yr. 3		X	X	X	X
Yr. 4		X	X	X	
Yr. 5	X		X	X	X
Yr. 6 (Promotion and Tenure Review)	X		X	X	X
Annual Faculty Performance Review		X	X		

Table 2: Academic Faculty Evaluation Schedule: Special Appointment

Academic Year (July 1-June 30)	Schedule		Review Level		
	Fall	Spring	DIH Chair	DIH CPT	School CPT
Yrs. 1-5		X	X	X	
Yr. 6		X	X	X	X
Yrs. 9, 12, 15, 18...		X	X	X	Every 6 yrs.
One year before promotion request	X		X	X	X
Promotion Request	X		X	X	X
Annual Faculty Performance Review		X	X		

Table 3: Academic Faculty Evaluation Schedule: Tenured Appointment

Academic Year (July 1-June 30)	Schedule		Review Level		
	Fall	Spring	DIH Chair	DIH CPT	School CPT
Yrs. 3, 9, 15...		X	X	X	
Yrs. 6, 12, 18...		X	X	X	X
One year before promotion request	X		X	X	X
Promotion Request	X		X	X	X
Annual Faculty Performance Review		X	X		

1. Evaluation Processes and Procedures

Academic Evaluation Process (Non-Tenure)

At the time of initial appointment, faculty shall be informed by the DIH Chair of the process for evaluation, the criteria, and minimum expectations for promotion. Evaluation criteria shall relate to the faculty member's duties and goals and be appropriately weighted in accordance with the terms of the faculty member's contract. Failure to provide these documents to new faculty at the time of initial appointment will jeopardize the faculty member's due process.

Evaluations will be based on DIH promotion criteria in place and position description set at the time of their initial appointment. Faculty will be informed in writing and given adequate notice whenever there is a change made in the DIH evaluation and promotion criteria. Contract provisions shall be reviewed and, when appropriate, position descriptions and percent of effort distribution may be revised as a part of the faculty member's periodic evaluations. At the time of the initial appointment, the DIH Chair must provide a special appointment faculty member with a promotion plan. The plan should relate to a faculty member's duties and goals and be appropriately weighted in accordance with the terms of their contract.

The DIH Chair will initiate evaluations at the appropriately scheduled intervals. The Chair will request the faculty member's evaluation dossier and establish a deadline for the dossier to be submitted to the DIH. It is the role of the faculty member, in collaboration with the DIH Chair, to take an active part in their evaluation by providing materials in their dossier that provide a complete picture of their overall performance and accomplishments by organizing those materials in an accessible manner, and by

making themselves available for discussion of those materials with peers and administrators. In addition to materials required by the DIH, School, and University, the individual faculty member may submit any additional materials deemed appropriate to the evaluation process. Importantly, the dossier must include all elements required by the School Guidelines for each type of formal, scheduled evaluation, *i.e.*, probationary, promotion, promotion with tenure, post-tenure.

Once the evaluation process has commenced, materials may not be removed from the evaluation dossier. If the faculty member desires to add any item to the dossier (*e.g.*, a recently accepted manuscript or an external letter of support previously requested), the item must be accompanied by a dated letter explaining the reason for the late submission.

Routing for Approval of Evaluation Materials

The DIH Chair will submit the dossier submitted by the faculty member to the DIH CPT. The committee will conduct a comprehensive, independent evaluation of the materials in the dossier and submit a written report to the DIH Chair. Along with evaluation comments from the committee, the report will contain benchmark ratings as found in the Benchmark and Rating tables (Tables 4-15). If required for the formal, scheduled evaluation, the Chair will submit the committee's evaluation, their own letter of independent evaluation, and the dossier to the Office of Education and Faculty Affairs. The Office of Education and Faculty Affairs will distribute the materials to the School CPT according to the formal evaluation schedule. The faculty member being evaluated will be informed in writing by the DIH Chair of the results of the evaluation by the DIH CPT, the DIH Chair, the School CPT and the Dean, as appropriate. The faculty member may respond in the form of a written statement, if desired, to the results of the evaluation, recommendation, or other materials in their file.

2. Appeal of the Evaluation

All formal appeals of evaluation shall be made in accordance with the same "due process" procedures as provided for in cases of non-renewal of probationary faculty in the ND SBHE Regulations on Nonrenewal, Termination or Dismissal of Faculty.⁴

M. PROMOTION PROCEDURES

Promotions are regarded as recognition and reward for academic attainment in three areas: scholarship, teaching, and service (distinctive contributions to the DIH, profession, and School). Promotion consideration may also include evaluation of clinical services or research (if appropriate). It is recognized that special contributions to one area of their 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 DIH Chair and faculty understand that promotion to the higher, more senior academic ranks of Associate Professor and Professor will occur only if:

1. Outstanding accomplishment is achieved in at least one of the areas
2. At least high accomplishment is achieved in a second area, and
3. At least good accomplishment is achieved in the third area.

The relative importance of each area varies for each faculty member and shall be determined by the faculty member's responsibilities as indicated in the position description and percentage of effort form. Performance expectations should ideally align the effort that the faculty member expends in each of the activity areas (as reflected in the faculty member's Percentage of Effort Form), with the best performance, i.e., 'outstanding' accomplishment, expected in the area where the faculty member devotes the majority of their time. Because departments within the School have diverse missions and responsibilities, recommendations for promotion by the DIH Chair, the DIH and School CPT, and the Dean must be consistent with the criteria established by the DIH. Individual performance of faculty members should be judged in the context of resources and time made available to the faculty member to accomplish the goals as specified in their position description and contract as well as their promotion plan or Tenure Plan.

Part time faculty may be considered for promotion. The evaluation for promotion should be consistent with the type of faculty appointment and desired rank. Decisions regarding promotion should be made using the faculty member's percent of effort distributions and dossier, and consistent with the faculty member's part-time equivalent hours.

A faculty member desiring the promotion, the DIH CPT, or the DIH Chair can initiate a request for promotion. Within the School, promotions in rank for probationary, special appointment and tenured faculty are on the basis of a written recommendation from the DIH Chair to the Dean, who is also the University's Vice President for Health Affairs. Because of the close and frequent professional association between the DIH CPT or the DIH Chair and the faculty member, appropriate consideration should be given to the Chair's recommendation at all stages of the evaluation process. If the recommendation is negative, the faculty member must be informed in writing by the DIH Chair regarding the basis for the recommendation. A faculty member may inform the DIH CPT Chair and the DIH Chair, in writing, of their withdrawal of consideration of a promotion at any level of review, except for year 6 of a probationary appointment. Recommendations from the Vice President for Health Affairs are forwarded to the President. The President will approve or disapprove the recommendation. Within the School, the DIH CPT serves as a recommending body to the DIH Chair, and the School CPT serves as a recommending body (advisory) to the Dean.

Promotion of faculty who do not have probationary or tenured appointments requires the adoption and application of appropriate departmental standards for promotion. The process used for evaluation of such promotion applications will be identical to the process for consideration of probationary and tenured faculty, with the exception that the final level of decision-making shall be the Vice President of Health Affairs.

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

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

For promotion to the higher, more senior ranks of associate professor and professor, at least three external letters of recommendation evaluating the suitability of the requested promotion and/or award of tenure must be solicited and included in the dossier. The external letters must be solicited by the DIH Chair from recognized peers outside the University. The faculty member may submit a list of names to the DIH Chair, but the DIH Chair may solicit letters from other qualified peers. Previous mentors, co-authors or close collaborators cannot be external reviewers to minimize the appearance of personal bias. When external reviewers are confirmed, the DIH Chair should provide the faculty member's curriculum vitae and the DIH Guidelines for the evaluative process.

External reviewers are to specifically address their association, if any, with the faculty member being considered for promotion and/or tenure. External reviewers should receive instructions to evaluate the faculty member's performance based on the criteria stated in the DIH Guidelines. Moreover, when evaluating faculty performance, external reviewers should utilize the standardized terminology for faculty performance (i.e., good, high, or outstanding). The external evaluation letters must be included in the reviews by the DIH CPT and Chair.

External reviewers should be wholly disinterested, *i.e.*, what has traditionally been known as "at arms-length." The test for being wholly disinterested is that the potential reviewer should not have even the appearance of a vested interest based on their own career, nor a personal interest in the career advancement of the faculty under review. All documentation should be submitted to the DIH Chair's office on or before September 15th, and to the Office of Academic Affairs on or before November 15th.

1. Routing for Approval

The DIH Chair provides all necessary documentation to the Office of Education and Faculty Affairs. After ensuring that the documentation is complete, the Office of Education and Faculty Affairs submits the material to the School CPT; School CPT recommends an action to the Dean. For faculty members on Special Appointments, the final level of decision-making shall be the Vice President of Health Affairs.

2. Recommending Authorities and Advisory Groups

Recommending Authorities: As previously noted, promotions for special appointment faculty are normally made by the Vice-President for Health Affairs upon recommendation by the DIH Chair and the School Dean. Promotion decisions for probationary and tenured faculty are complete at the level of the President.

All recommendations from the DIH Chair, the Dean, and the Vice-President must be in writing, and each must include a statement supporting the recommendation. Both the recommendation and the statement must be made part of the promotion file. After each recommendation is made, the candidate for promotion must be informed of said recommendation and must be given access to the promotion file in order to review the recommendation and respond, if desired, in the form of written statement, to any material in their promotion file.

Advisory Groups: The DIH Chair must seek the advice of the DIH CPT committee. The Vice President for Health Affairs and Dean must seek the advice of the School CPT. All advisory groups must record votes for and against promotion, and the record of the votes must be made a part of the promotion file. All written advice must be part of the promotion file.

3. Appeal of a Decision on Promotion

Guidance on an appeal of a decision on promotion is outlined in the Faculty Handbook.

N. PROMOTION CRITERIA

1. General Criteria for Promotion

All individuals and committees evaluating DIH faculty members for purposes of evaluation, promotion, and tenure shall employ the criteria outlined in the DIH Guidelines. The evaluation materials (dossier) for promotion must include all required elements on the relevant CPT Checklist and fully document activities in the following areas recognizing that all faculty members may have differing duties and responsibilities assigned to them for each of the criteria.

- Teaching
- Scholarship: Scholarly and/or creative activity
- Service: Professional and community service
- Clinical services or clinical research (where appropriate)

Each faculty member must be evaluated relative to their position description and percentage of effort.

Where possible and applicable, each documented activity should be quantified (*e.g.*, classes taught, types of lectures along with number of hours, clinical services or research activities, grants, articles written, research funding). The dossier should be as complete as possible. The DIH CPT, DIH Chair and School CPT must base their recommendations solely upon the information supplied by the faculty member. It is imperative that faculty members supply all necessary data and appropriate documentation. A fact cannot be assumed as known, if not stated. Evidence of effectiveness for each activity should also be included in the dossier. **EXAMPLES** of documenting effectiveness include but are not limited to: student evaluations of teaching, peer evaluations of teaching, letters of reference, awards received, letters of recommendation, evaluations from presentations at meeting/conferences, grant reviews, *etc.* The DIH promotion criteria for documentation and evaluation in the areas of scholarship, teaching, and service for the Educator Scholar, Scientist Scholar, and Clinical Scholar titles are listed below. The various title series have differing emphases in each of the areas of responsibility.

2. Promotion Criteria for Educator Scholar

EXAMPLES of activities that address the criteria for promotion and for tenure are listed below. Activities listed for scholarship, teaching, and service are **EXAMPLES** and are not exhaustive. Evidence of collaborative and interdisciplinary teaching and research is encouraged, as appropriate, within the job description, contract, and faculty promotion plans or Tenure Plans, in accordance with faculty and DIH goals and objectives. Educator Scholars will be evaluated in a manner that is consistent with their faculty title and according to the criteria found in Tables 4-5.

Scholarly Teaching

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

The following are EXAMPLES of a commitment to scholarly teaching for the Educator Scholar:

- Teaching by multiple methods (lecture, seminar, facilitation, tutoring, and workshop).
- Teaching in multiple courses.
- Conducting faculty development presentations or workshops regarding education, assessment, or curriculum design.
- Curriculum delivery of lectures, seminars, group facilitating, clinical or fieldwork experiences.
- Demonstration of skills, techniques, etc. (*e.g.*, tutorials).
- Serving as an advisor/mentor/chair for student dissertations or scholarly projects, including an assessment of the faculty member's contribution(s) to the scholarly work.
- Seeking out peer evaluations of course/curriculum design and receipt of positive peer evaluation.
- Leadership in, and contribution to, course/curriculum design, revision, and implementation.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity. For **EXAMPLE**, provide letters from students, offer supervisor and/or peer assessments regarding quality and appropriateness of course material, list courses and lecture hours taught along with class sizes and student feedback, describe level of participation in courses (*e.g.*, course developer, course coordinator, lecturer, case writer), described substantial course changes, video productions, computer software usage, provide **EXAMPLES** of innovative teaching techniques, and include a list of students/advises/GRAs who were mentored.

Scholarship: Research, Scholarly and/or Creative Activity

While not all Educator Scholars are engaged in pedagogical or other types of educational research, all are expected to demonstrate evidence of scholarship. Scholarship may be focused within the discipline of the Educator Scholar. Scholarship may take various forms, including the scholarship of discovery, the scholarship of application or engagement, the scholarship of Indigenous frameworks and methods, or the scholarship of integration.

Regardless of how scholarship is demonstrated, it is essential that there is evidence the scholarly works are thoughtful, analytical, publicly available, peer-reviewed, and potentially applicable elsewhere. The work should provide a foundation for future works. The specific definition and conceptualization of "peer review" as it is applied in the DIH has been outlined earlier in *Section A.2 Definitions of Scholarship, Teaching, and Service*.

Following are **EXAMPLES** of scholarship (research, scholarly, or creative activity) for Educator Scholar:

- Field research and publication.
- Educational research and publication.
- Application for/award of funding to support scholarly activities.
- Application for/award of funding to support training, education, and curriculum design. Indigenous or public health program development and/or evaluation.
- Development of strategic plans, health programs, promising practices, or evaluation plans.
- Presentations at local, regional, Tribal, and/or national/ international conferences or meetings.
- Invited or peer reviewed presentations at local, regional, Tribal, and/or national/international conferences or meetings.
- Textbook or book chapter writing and publication.
- Writing and dissemination of peer reviewed reports.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity. For **EXAMPLE**, when there are multiple authors on a publication (refereed, non-referred) list level of involvement (e.g., lead author, collaborating author), list grants/contracts proposed and awarded as well as the level of involvement (e.g., author, principal investigator, co- investigator, consultant, collaborator, etc.). Provide funding organizations' assessment or summary of grant requests when possible. List presentations and type of presentation at local, regional, national or international meetings (e.g., platform, poster, and panel). Provide evaluations of presentations and/or notation if invited or peer reviewed.

Service

Professional and community service and contributions to society must be in one's professional discipline but not necessarily confined to University-related activities. The following are **EXAMPLES** of acceptable forms of service for the Educator Scholar.

Contributes to activities focused on the mission of the DIH

- Recruitment and screening of student applicants.
- Recruitment and screening of new faculty.
- Advising and mentoring of faculty.
- Departmental committees.

Leadership and/or active participation in the service missions of the School and University

- Active membership or leadership of School or University level committees.
- Administrative offices.
- Hiring committees for the School or University.
- Faculty advisement or mentorship outside of the DIH.

Leadership and active service in working groups, professional societies, or boards

- Membership or service as an officer in professional societies or organizations.
- Membership on committees and/or task forces in professional societies or organizations.
- Membership on editorial boards.
- State, national, and international committees.
- Serving on boards or Tribal/community groups and coalitions that align with career and professional areas of expertise.

The impact of the service activity should be described and explained; do not simply list the activity. For **EXAMPLE**, list and describe committee memberships to include if they are within the program, Department, University, or professional outside of the University (*e.g.*, clinic, hospital, professional society); provide offices held within committees and/or organizations; provide assessment of participation and expertise within the committees/organizations, if available; describe committee accomplishments; and, list special projects that are not listed in any other category.

Table 4. EDUCATOR SCHOLAR: Ratings for promotion from Assistant to Associate Professor (regardless of appointment type). An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Teaching		
Evidence of teaching	Evidence of effective teaching	Evidence of effective and creative teaching
Delivers existing curriculum	Contributes to curriculum design, assesses contributions	Contributes to curriculum design, assesses contributions, implements findings
Satisfactory student evaluations	Generally positive student evaluations	Consistently positive student evaluations
Serves as an advisor/mentor for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions
	Serves on dissertation committees	Serves on dissertation committees, assesses contributions
	Seeks peer review of curriculum design	Seeks peer review of curriculum design, implements findings
	Participates in professional development activities related to education/curriculum design	Participates in, and provides, professional development activities related to education/curriculum design
	Employs assessments aligned with learning outcomes and instructional strategies	Employs assessments aligned with learning outcomes and instructional strategies, implements changes
Scholarly Activity		
Author or co-author on peer reviewed materials/publications [average 1 every 3 years]	Author or co-author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 2 years]
Peer review materials/publications [average 1 every 3 years]	Peer review materials/publications [average 1 every 2 years]	Peer review materials/publications [average 1 every 1.5 years]
Presents at local or statewide meetings/conferences	Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, or regional meetings/conferences
Contributes to grant proposal development	Actively applying for funding as PI or contributor	Secured external funding as PI or contributor
		Evidence of collaborative scholarly work
Service		
Work aligns with the service mission of the DIH	Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH
Member of working groups, professional societies, or boards	Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards
	Contributes to the service missions of School and the University	Active participation in the service missions of School and the University

Table 5. EDUCATOR SCHOLAR: Ratings for promotion from Associate to Professor (regardless of appointment type). An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Teaching		
Evidence of effective teaching	Evidence of effective and creative teaching	Contributions that advance effective and creative teaching
Contributes to curriculum design, assesses contributions	Contributes to curriculum design, assesses contributions, implements findings	Contributes to curriculum design, assesses contributions, implements findings, demonstrates improvements
Generally positive student evaluations	Consistently positive student evaluations	Consistently positive, and on occasion, exceptional student evaluations
Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions, receives positive feedback
Serves on dissertation committees	Serves on dissertation committees, assesses contributions	Serves on dissertation committees, assesses contributions, receives positive feedback
Seeks peer review of curriculum design	Seeks peer review of curriculum design, implements findings	Seeks peer review of curriculum design, implements findings, demonstrates improvements
Participates in professional development activities related to education/curriculum design	Participates in, and provides, professional development activities related to education/curriculum design	Participates in, and provides, professional development activities related to education/curriculum design, assesses contributions
Employs assessments aligned with learning outcomes and instructional strategies	Employs assessments aligned with learning outcomes and instructional strategies, implements changes	Employs assessments aligned with learning outcomes and instructional strategies, implements changes, demonstrates improvement
Scholarly Activity		
Author or co-author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 1.5 years]
Peer review materials/publications [average 1 every 2 years]	Peer review materials/publications [average 1 every 1.5 years]	Peer review materials/publications [average 1 per year]
Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, national, or international meetings/conferences
Actively applying for funding as PI or contributor	Secured external funding as PI or contributor	Secured external funding as PI or Co-PI
	Evidence of collaborative scholarly work	Evidence of interdisciplinary work
Service		
Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH	Leadership and active participation in activities focused on the service mission of the DIH
Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards	Leadership and active participation in working groups, professional societies, or boards
Contributes to the service missions of School and the University	Active participation in the service missions of School and the University	Leadership and active participation in the service missions of School and the University

3. Promotion Criteria for Scientist Scholar

EXAMPLES of activities that address the criteria for promotion and for tenure are listed below. Activities listed in the tables for scholarly and/or creative activity, teaching, and service are **EXAMPLES** and are not exhaustive. Evidence of collaborative and interdisciplinary teaching and research is encouraged, as appropriate, within the job description, contract, and faculty promotion plans or Tenure Plans, in accordance with faculty and DIH goals and objectives. Scientist Scholars will be evaluated in a manner that is consistent with their faculty title in the areas of research and scholarly activity, teaching, and service, and according to the criteria found in Tables 6-7.

Scholarship: Research, Scholarly and/or Creative Activity

Documentation of high to outstanding scholarly activity in the form of research and scholarly and/or creative work is essential for promotion to the higher, more senior academic ranks of Associate Professor and Professor. There should be evidence that the candidate is continuously and effectively engaged in peer-reviewed and accepted scholarly and/or creative activity of high quality and significance. The specific definition and conceptualization of “peer review” as it is applied in the DIH has been outlined earlier in *Section A.2 Definitions of Scholarship, Teaching, and Service*.

Following are **EXAMPLES** of scholarly and creative activity for the Scientist Scholar:

- Field research and publication.
- Educational research and publication.
- Application for/award of funding to support scholarly activities.
- Indigenous health or public health program development and/or evaluation.
- Development of strategic plans, health programs, promising practices, or evaluation plans.
- Presentations at local, regional, Tribal, and/or national/ international conferences or meetings.
- Invited or peer reviewed presentations at local, regional, Tribal, and/or national/international conferences or meetings.
- Serving as an advisor/mentor/chair for student dissertations or scholarly projects.
- Textbook or book chapter writing and publication.
- Writing and dissemination of peer reviewed reports.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity. For **EXAMPLE**, when there are multiple authors on a publication (refereed, non-referred) list level of involvement (e.g., lead author, collaborating author), list grants/contracts proposed and awarded as well as the level of involvement (e.g., author, principal investigator, co- investigator, consultant, collaborator, etc.). Provide funding organizations’ assessment or summary of grant requests when possible. List presentations and type of presentation at Tribal, local, regional, national, or international meetings (e.g., platform, poster, and panel). Provide evaluations of presentations and/or notation if invited or peer reviewed.

Teaching

Evidence for effective and/or creative teaching must be well documented and must be included in evaluations for promotion and tenure. Evidence of effective and/or creative teaching must include student evaluations. Student evaluations should include all submissions from each cohort providing an evaluation. Evidence must also include written statements or evaluations by the immediate supervisor (the administrative evaluation) and colleagues (peer evaluations), and, as available, an indication that

teaching contributions have been effective and incorporated into the curriculum design.

The following are EXAMPLES of a commitment to scholarly teaching for the Scientist Scholar:

- Curriculum development, delivery, assessment, and revisions.
- Course development, delivery, assessment, and revisions.

Additional Teaching Roles/Activities to be considered for inclusion for the Scientist Scholar:

- Student advisement/mentorship.
- Lectures.
- Seminars.
- Group facilitations.
- Demonstration(s) of skills, techniques, etc.
- Instruction using online/electronic formats.
- Directing or teaching clinical, fieldwork, practicums, or internship experiences.

Audiences may include:

- Undergraduate, graduate, professional, postdoctoral.
- Lay public.
- Interdisciplinary.
- External partners, or, other professionals.

Service

Professional and community service and contributions to society must be in one's professional discipline but not necessarily confined to University related activities. The following are EXAMPLES of activities considered under this category.

Contributes to activities focused on the mission of the DIH

- Recruitment and screening of student applicants.
- Recruitment and screening of new faculty.
- Advising and mentoring of faculty.
- Departmental committees.

Leadership and/or active participation in the service missions of the School and University

- Active membership or leadership of School or University level committees.
- Administrative offices.
- Hiring committees for the School or University.
- Faculty advisement or mentorship outside of the DIH.

Leadership and active service in working groups, professional societies, or boards

- Membership in professional societies or organizations.
- Membership on committees and/or task forces in professional societies or organizations.
- Service as an officer in professional organizations, societies, or boards.
- Membership on editorial boards.
- State, national, and international committees.
- Serving on boards or Tribal/community groups that align with areas of expertise.

The impact of the service activity should be described and explained; do not simply list the activity. For **EXAMPLE**, list and describe committee memberships to include if they are within the program, Department, University, or professional outside of the University; provide offices held and an assessment of participation and expertise within the committees/organizations, if available; describe committee accomplishments; and, list special projects that are not listed in any other category.

Table 6. SCIENTIST SCHOLAR: Ratings for promotion from Assistant Professor to Associate Professor (regardless of appointment type). An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Scholarly Activity		
Author or co-author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 1.5 years]
Peer review materials/publications [average 1 every 2 years]	Peer review materials/publications [average 1 every 1.5 years]	Peer review materials/publications [average 1 per year]
Presents at local or statewide meetings/conferences	Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, and regional meetings/conferences
Contributes to grant proposal development	Actively applying for funding as PI or contributor	Secured external funding as PI or contributor
Serves as an advisor/mentor for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions
	Serves on dissertation committees	Serves on dissertation committees, assesses contributions
	Seeks peer review of research, scholarly, or creative activities	Seeks peer review of research, scholarly, or creative activities, implements findings
	Participates in professional development activities related to scholarly work	Participates in, and provides, professional development activities related to scholarly work
	Employs assessment of research or scholarly activities	Employs assessment of research or scholarly activities, implements changes
		Evidence of collaborative scholarly work
Teaching		
Evidence of teaching	Evidence of effective teaching	Evidence of effective and creative teaching
Delivers existing curriculum	Contributes to curriculum design, assesses contributions	Contributes to curriculum design, assesses contributions, implements findings
Satisfactory student evaluations	Generally positive student evaluations	Consistently positive student evaluations
Service		
Work aligns with the service mission of the DIH	Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH
Member of working groups, professional societies, or boards	Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards
	Contributes to the service missions of School and the University	Active participation in the service missions of School and the University

Table 7. SCIENTIST SCHOLAR: Ratings for promotion from Associate Professor to Professor (regardless of appointment type). An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Scholarly Activity		
Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 1.5 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 per year]
Peer review materials/publications [average 1 every 1.5 years]	Peer review materials/publications [average 1 per year]	Peer review materials/publications [average 1+ per year]
Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, national, or international meetings/conferences
Actively applying for funding as PI or contributor	Secured external funding as PI or contributor	Secured external funding as PI or Co-PI
Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions, receives positive feedback
Serves on dissertation committees	Serves on dissertation committees, assesses contributions	Serves on dissertation committees, assesses contributions, receives positive feedback
Seeks peer review of research, scholarly, or creative activities	Seeks peer review of research, scholarly, or creative activities, implements feedback	Seeks peer review of research, scholarly, or creative activities, implements feedback, demonstrates improvements
Participates in professional development activities related to scholarly work	Participates in, and provides, professional development activities related to scholarly work	Participates in, and provides, professional development activities related to scholarly work, assesses contributions
Employs assessment of research or scholarly activities	Employs assessment of research or scholarly activities, implements changes	Employs assessment of research or scholarly activities, implements changes, demonstrates improvement
	Evidence of collaborative work	Evidence of interdisciplinary
Teaching		
Evidence of effective teaching	Evidence of effective and creative teaching	Contributions that advance effective and creative teaching
Contributes to curriculum design, assesses contributions	Contributes to curriculum design, assesses contributions, implements findings	Contributes to curriculum design, assesses contributions, implements findings, demonstrates improvements
Generally positive student evaluations	Consistently positive student evaluations	Consistently positive, and on occasion, exceptional student evaluations
Service		
Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH	Leadership and active participation in activities focused on the service mission of the DIH
Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards	Leadership and active participation in working groups, professional societies, or boards
Contributes to the service missions of School and the University	Active participation in the service missions of School and the University	Leadership and active participation in the service missions of School and the University

4. Promotion Criteria for Clinician Scholar

The Clinician Scholar track recognizes faculty with an important commitment to active participation in the development, delivery, and oversight of the health sciences curricula, patient care, as well as sharing their clinical practice and/or expertise for the purpose of pre- and postdoctoral training. The types of scholarly activity may include clinical research, basic science research, or educational research.

EXAMPLES of activities that address the criteria for promotion and for tenure are listed below. Activities listed for scholarship, teaching, service, and clinical service or research are **EXAMPLES** and are not exhaustive. Evidence of collaborative and interdisciplinary clinical service or research, teaching, scholarship is encouraged, as appropriate, within the job description, contract, and faculty promotion plans or Tenure Plans, in accordance with faculty and DIH goals and objectives. Clinician Scholars will be evaluated in a manner that is consistent with their faculty title and according to the criteria found in Tables 8-9.

Teaching

Effective teaching in formal classroom and clinical settings is an essential criterion for promotion. Those who engage in teaching must offer evidence for effective and/or creative teaching that is well documented and must be included in evaluations for promotion and tenure. Evidence of effective and/or creative teaching must include student evaluations. Student evaluations should include all submissions from each cohort providing an evaluation. Evidence must also include written statements or evaluations by the immediate supervisor (the administrative evaluation) and colleagues (peer evaluations), and, as available, an indication that teaching contributions have been effective and incorporated into the curriculum design.

The following are EXAMPLES of a commitment to teaching for the Clinician Scholar:

- Curriculum development, delivery, assessment, and revisions.
- Course development, delivery, assessment, and revisions.

Additional Teaching Roles/Activities to be considered for inclusion for the Clinician Scholar:

- Lectures or grand rounds.
- Clinical or fieldwork experiences.
- Demonstration(s) of skills, techniques, etc.
- Participation in residency or training programs.
- Outpatient and/or inpatient bedside teaching.
- Student advisement/mentorship.
- Seminars.
- Group facilitations.
- Instruction using online/electronic formats.
- Directing or teaching clinical, fieldwork, practicums, or internship experiences.

Audiences may include:

- Undergraduate, graduate, professional, postdoctoral.
- Lay public.
- Interdisciplinary.
- External partners, or, other professionals.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity. For **EXAMPLE**, provide letters from students, offer supervisor and/or peer assessments regarding quality and appropriateness of course material, list courses and lecture hours taught along with class sizes and student feedback, describe level of participation in courses (e.g., course developer, course coordinator, lecturer, case writer), described substantial course changes, video productions, computer software usage, provide **EXAMPLES** of innovative teaching techniques, and include a list of students/advisees/GRAs who were mentored.

Scholarship: Research, Scholarly and/or Creative Activity

A measurable level of scholarly and creative activity is expected for promotion for individuals in the Clinician Scholar series. Each faculty member's activity in this area must be evaluated relative to their individual duties and responsibilities as outlined in their position description and percentage of effort. Scholarship may be focused within the discipline of the Clinician Scholar. Scholarship may take various forms, including the scholarship of discovery, the scholarship of application or engagement, the scholarship of Indigenous frameworks and methods, scholarship of Indigenous medicine and wellness, or the scholarship of integration. Types of scholarly activity may include clinical research, basic science research, or educational research.

Regardless of how scholarship is demonstrated, it is essential that there is evidence the scholarly works are thoughtful, analytical, publicly available, peer-reviewed, and potentially applicable elsewhere. The work should provide a foundation for future works. The specific definition and conceptualization of "peer review" as it is applied in the DIH has been outlined earlier in *Section A.2 Definitions of Scholarship, Teaching, and Service*.

Following are EXAMPLES of scholarship (research, scholarly, or creative activity) for Clinician Scholar:

- Case authorship: Authorship or major contribution to development of case(s) in a course, clerkship, or residency.
- Computer case(s), and/or clinical exercises.
- Design and development of new blocks/courses/clerkships/programs or substantial modification (major revision) of existing blocks/courses/clerkships/programs.
- Publication of clinical and/or basic science research, clinical observations, reviews, or case reports in journals, textbooks, or other publications.
- Development of teaching materials including curriculum materials, educational programs, textbooks, manuals, computer programs, or audiovisual.
- Field research and publication.
- Educational research and publication.
- Application for/award of funding to support scholarly activities.
- Application for/award of funding to support training, education, and curriculum design.
- Indigenous or public health program development and/or evaluation.
- Development of strategic plans, health programs, promising practices, or evaluation plans.
- Presentations at local, regional, Tribal, and/or national/ international conferences or meetings.
- Invited or peer reviewed presentations at local, regional, Tribal, and/or national/ international conferences or meetings.
- Writing and dissemination of peer reviewed reports.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity. For **EXAMPLE**, when there are multiple authors

on a publication (refereed, non-referred) list level of involvement (e.g., lead author, collaborating author), list grants/contracts proposed and awarded as well as the level of involvement (e.g., author, principal investigator, co-investigator, consultant, collaborator, etc.). Provide funding organizations' assessment or summary of grant requests when possible. List presentations and type of presentation at local, regional, national or international meetings (e.g., platform, poster, and panel). Provide evaluations of presentations and/or notation if invited or peer reviewed.

Service

Professional and community service and contributions to society must be in one's professional discipline but not necessarily confined to University-related activities. The following are **EXAMPLES** of acceptable forms of service for the Clinician Scholar.

Contributes to activities focused on the mission of the DIH

- Recruitment and screening of student applicants.
- Recruitment and screening of new faculty.
- Advising and mentoring of faculty.
- Departmental committees.

Leadership and/or active participation in the service missions of the School and University

- Active membership or leadership of School or University level committees.
- Administrative offices.
- Hiring committees for the School or University.
- Faculty advisement or mentorship outside of the DIH.

Leadership and active service in working groups, professional societies, or boards

- Membership in professional societies or organizations.
- Membership on committees and/or task forces in professional societies or organizations.
- Service as an officer in professional organizations, societies, or boards.
- Membership on editorial boards.
- State, national, and international committees.
- Serving on boards or Tribal/community groups that align with areas of expertise.

The impact of the service activity should be described and explained; do not simply list the activity. **FOR EXAMPLE**, list and describe committee memberships to include if they are within the program, DIH, University, or professional outside of the University (e.g., clinic, hospital, professional society); provide offices held within committees and/or organizations; provide assessment of participation and expertise within the committees/organizations, if available; describe committee accomplishments; and, list special projects that are not listed in any other category.

Clinical Services or Clinical Research

It is expected that all faculty members holding rank in the Clinician Scholar series demonstrate excellence in clinical services or clinical research. Evidence may include assessment of direct clinical services or clinical trials and patient satisfaction.

Clinical services or clinical research may include:

- Effective patient care or direct health services to include:
 - Direct outpatient and/or inpatient care.
 - Indirect patient care (e.g., precepting and/or consulting that is specifically directed towards an individual patient).
 - Patient education.
- Involved with standardized health care quality measurement or healthcare services policy development, e.g., Indian Health Services, healthcare policy development, Centers for Medicare & Medicaid Services (CMS) quality measurement review.
- Effective clinical research that has a direct patient impact.

Table 8. CLINICIAN SCHOLAR: Ratings for promotion from Assistant to Associate Professor (regardless of appointment type). An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Clinical Services or Clinical Research		
Evidence of effective clinical services or clinical trials with direct patient services	Evidence of excellence in direct clinical services or clinical trials with direct patient services	Demonstrates local/regional excellence in direct clinical services or clinical trials with direct patient services
	Participates in professional development activities related to clinical services and/or research	Participates in, and provides, professional development activities related to clinical services and/or research
	Employs assessment of direct clinical services or clinical trials	Employs assessment of direct clinical services or clinical trials, implements changes
	Employs patient satisfaction survey	Employs patient satisfaction survey, implements changes
Scholarly Activity		
Author or co-author on peer reviewed materials/publications [average 1 every 3 years]	Author or co-author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 2 years]
Peer review materials/ publications [average 1 every 3 years]	Peer review materials/publications [average 1 every 2 years]	Peer review materials/publications [average 1 every 1.5 years]
Presents at local or statewide meetings/conferences	Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, and regional meetings/conferences
Contributes to grant proposal development	Actively applying for funding as PI or contributor	Secured external funding as PI or contributor
Serves as an advisor/mentor for student dissertation projects	Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions
	Serves on dissertation committees	Serves on dissertation committees, assesses contributions
		Evidence of collaborative scholarly work
Teaching		
Evidence of teaching	Evidence of effective teaching	Evidence of effective and creative teaching
Delivers existing curriculum	Contributes to curriculum design, assesses contributions	Contributes to curriculum design, assesses contributions, implements findings
Satisfactory student evaluations	Generally positive student evaluations	Consistently positive student evaluations
Service		
Work aligns with the service mission of the DIH	Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH
Member of working groups, professional societies, or boards	Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards
	Contributes to the service missions of School and the University	Active participation in the service missions of School and the University

Table 9. CLINICIAN SCHOLAR: Ratings for promotion from Associate to Professor (regardless of appointment type). An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Clinical Services or Clinical Research		
Evidence of excellence in direct clinical services or clinical trials with direct patient services	Demonstrates local/regional excellence in direct clinical services or clinical trials with direct patient services	Demonstrates regional/national excellence in direct clinical services or clinical trials with direct patient services
Participates in professional development activities related to clinical services and/or research	Participates in, and provides, professional development activities related to clinical services and/or research	Participates in, and provides, professional development activities related to clinical service and/or research, assesses contributions
Employs assessment of direct clinical services or clinical trials	Employs assessment of direct clinical services or clinicals trial, implements changes	Employs assessment of direct clinical services or clinical trials, implements changes, demonstrate improvement
Employs patient satisfaction survey	Employs patient satisfaction survey, implements changes	Employs patient satisfaction survey, implements changes, demonstrate improvement
Scholarly Activity		
Author or co-author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 1.5 years]
Peer review materials/publications [average 1 every 2 years]	Peer review materials/publications [average 1 every 1.5 years]	Peer review materials/publications [average 1 per year]
Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, national or international meetings/conferences
Actively applying for funding as PI or contributor	Secured external funding as PI or contributor	Secured external funding as PI or Co-PI
Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions, receives positive feedback
Serves on dissertation committees	Serves on dissertation committees, assesses contributions	Serves on dissertation committees, assesses contributions, receives positive feedback
	Evidence of collaborative scholarly work	Evidence of interdisciplinary work
Teaching		
Evidence of effective teaching	Evidence of effective and creative teaching	Contributions that advance effective and creative teaching
Contributes to curriculum design, assesses contributions	Contributes to curriculum design, assesses contributions, implements findings	Contributes to curriculum design, assesses contributions, implements findings, demonstrates improvements
Generally positive student evaluations	Consistently positive student evaluations	Consistently positive, and on occasion, exceptional student evaluations
Service		
Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH	Leadership and active participation in activities focused on the service mission of the DIH
Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards	Leadership and active participation in working groups, professional societies, or boards
Contributes to the service missions of School and the University	Active participation in the service missions of School and the University	Leadership and active participation in the service missions of School and the University

5. Promotion Criteria for Teaching Faculty

EXAMPLES of activities that address the criteria for promotion are listed below. Activities listed for scholarly teaching and service are **EXAMPLES** and are not exhaustive. Evidence of collaborative and interdisciplinary teaching is encouraged, as appropriate, within the job description, contract, and faculty promotion plans, in accordance with faculty and DIH goals and objectives. Teaching Faculty will be evaluated in a manner that is consistent with their faculty title in the areas of teaching, and service, and according to the criteria found in Tables 10-11.

Teaching – Educational Scholarship

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

The following are EXAMPLES of a commitment to scholarly teaching for the Teaching Faculty:

- Teaching by multiple methods (lecture, seminar, facilitation, tutoring, and workshop).
- Teaching in multiple courses.
- Serves on dissertation committees.
- Conducting faculty development presentations or workshops regarding education, assessment, or curriculum design.
- Curriculum delivery of lectures, seminars, group facilitating, clinical or fieldwork experiences.
- Demonstration of skills, techniques, etc. (*e.g.*, tutorials).
- Serving as an advisor/mentor/chair for student dissertations or scholarly projects, including an assessment of the faculty member's contribution(s) to the scholarly work.
- Seeking out peer evaluations of course/curriculum design and receipt of positive feedback.
- Leadership in, and contribution to, course/curriculum design, revision, and implementation.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity. For **EXAMPLE**, provide letters from students, offer supervisor and/or peer assessments regarding quality and appropriateness of course material, list courses and lecture hours taught along with class sizes and student feedback, describe level of participation in courses (*e.g.*, course developer, course coordinator, lecturer, case writer), described substantial course changes, video productions, computer software usage, provide **EXAMPLES** of innovative teaching techniques, and include a list of students/advises/GRAs who were mentored.

Service

Professional and community service and contributions to society must be in one's professional discipline but not necessarily confined to University-related activities. The following are **EXAMPLES** of acceptable forms of service for teaching faculty.

Contributes to activities focused on the mission of the DIH

- Recruitment and screening of student applicants.
- Recruitment and screening of new faculty.
- Advising and mentoring of faculty.
- Departmental committees.

Leadership and/or active participation in the service missions of the School and University

- Active membership or leadership of School or University level committees.
- Administrative offices.
- Hiring committees for the School or University.
- Faculty advisement or mentorship outside of the DIH.

Leadership and active service in working groups, professional societies, or boards

- Membership in professional societies or organizations.
- Membership on committees and/or task forces in professional societies or organizations.
- Service as an officer in professional organizations, societies, or boards.
- Membership on editorial boards.
- State, national, and international committees.
- Serving on boards or Tribal/community groups and coalitions that align with career and professional areas of expertise.

The impact of the service activity should be described and explained; do not simply list the activity. **FOR EXAMPLE**, list and describe committee memberships to include if they are within the program, Department, University, or professional outside of the University (*e.g.*, clinic, hospital, professional society); provide offices held within committees and/or organizations; provide assessment of participation and expertise within the committees/organizations, if available; describe committee accomplishments; and, list special projects that are not listed in any other category.

Table 10. TEACHING FACULTY: Ratings for promotion from Teaching Assistant to Teaching Associate Professor. An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Teaching – Educational Scholarship		
Evidence of teaching	Evidence of effective teaching	Evidence of effective and creative teaching
Delivers existing curriculum	Contributes to curriculum design, assesses contributions	Contributes to curriculum design, assesses contributions, implements findings
Satisfactory student evaluations	Generally positive student evaluations	Consistently positive student evaluations
Serves as an advisor/mentor for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions
Presents at local or statewide meetings/conferences on the scholarship of teaching or other topics	Presents at Tribal, state, or regional meetings/conferences on the scholarship of teaching or other topics	Invited or peer reviewed presentations at Tribal, state, or regional meetings/conferences on the scholarship of teaching or other topics
	Serves on dissertation committees	Serves on dissertation committees, assesses contributions
	Participates in professional development activities related to education/curriculum design	Participates in, and provides, professional development activities related to education/curriculum design
	Peer review materials/publications in teaching or other scholarly topics [average 1 every 3 years]	Peer review materials/publications in teaching or other scholarly topics [average 1 every 2 years]
	Author or co-author on peer reviewed materials/publications related to teaching or other scholarly topics [average 1 every 3 years]	Author or co-author on peer reviewed materials/publications related to teaching or other scholarly topics [average 1 every 2 years]
	Employs assessments aligned with learning outcomes and instructional strategies	Employs assessments aligned with learning outcomes and instructional strategies, implements changes
	Seeks peer review of curriculum design	Seeks peer review of curriculum design, implements findings
Service		
Work aligns with the service mission of the DIH	Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH
Member of working groups, professional societies, or boards	Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards
	Contributes to the service missions of School and the University	Active participation in the service missions of School and the University

Table 11. TEACHING FACULTY Ratings for promotion from Teaching Associate to Teaching Professor. An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Teaching - Educational Scholarship		
Evidence of effective teaching	Evidence of effective and creative teaching	Contributions that advance effective and creative teaching
Contributes to curriculum design, assesses contributions	Contributes to curriculum design, assesses contributions, implements findings	Contributes to curriculum design, assesses contributions, implements findings, demonstrates improvements
Generally positive student evaluations	Consistently positive student evaluations	Consistently positive, and on occasion, exceptional student evaluations
Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions, receives positive feedback
Presents at Tribal, state, or regional meetings/conferences on the scholarship of teaching or other topics	Invited or peer reviewed presentations at Tribal, state, or regional meetings/conferences on the scholarship of teaching or other topics	Invited or peer reviewed presentations at Tribal, national, or international meetings/conferences on the scholarship of teaching or other topics
Serves on dissertation committees	Serves on dissertation committees, assesses contributions	Serves on dissertation committees, assesses contributions, receives positive feedback
Participates in professional development activities related to education/curriculum design	Participates in, and provides, professional development activities related to education/curriculum design	Participates in, and provides, professional development related to education/curriculum design, assesses contributions
Peer review materials/publications in teaching or other scholarly topics [average 1 every 3 years]	Peer review materials/publications in teaching or other scholarly topics [average 1 every 2 years]	Peer review materials/publications in teaching or other scholarly topics [average 1 every 1.5 years]
Author or co-author on peer reviewed materials/publications related to teaching or other scholarly topics [average 1 every 3 years]	Author or co-author on peer reviewed materials/publications related to teaching or other scholarly topics [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications related to teaching or other scholarly topics [average 1 every 2 years]
Employs assessments aligned with learning outcomes and instructional strategies	Employs assessments aligned with learning outcomes and instructional strategies, implements changes	Employs assessments aligned with learning outcomes and instructional strategies, implements changes, demonstrates improvement
Seeks peer review of curriculum design	Seeks peer review of curriculum design, implements findings	Seeks peer review of curriculum design, implements findings, demonstrates improvements
Service		
Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH	Leadership and active participation in activities focused on the service mission of the DIH
Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards	Leadership and active participation in working groups, professional societies, or boards
Contributes to the service missions of School and the University	Active participation in the service missions of School and the University	Leadership and active participation in the service missions of School and the University

6. Promotion Criteria for Research Faculty

EXAMPLES of activities that address the criteria for promotion are listed below. Activities listed in the tables for teaching, scholarly and/or creative activity and service are **EXAMPLES** and are not exhaustive. Evidence of collaborative and interdisciplinary research is encouraged, as appropriate, within the job description, contract, and faculty promotion plans or Tenure Plans, in accordance with faculty and DIH goals and objectives.

Teaching

Evidence for effective and/or creative teaching must be well documented and must be included in evaluations for promotion and tenure. Evidence of effective and/or creative teaching must include student evaluations. Student evaluations should include all submissions from each cohort providing an evaluation. Evidence must also include written statements or evaluations by the immediate supervisor (the administrative evaluation) and colleagues (peer evaluations), and, as available, an indication that teaching contributions have been effective and incorporated into the curriculum or design of the curriculum.

The following are examples of a commitment to teaching for the Research Faculty:

- Curriculum development, delivery, assessment, and revisions.
- Course development, delivery, assessment, and revisions.

Additional teaching roles/activities to be considered for inclusion for the Research Faculty:

- Lectures.
- Seminars.
- Group facilitations.
- Demonstration(s) of skills, techniques, etc.
- Instruction using online/electronic formats.
- Directing or teaching clinical, fieldwork, practicums, or internship experiences.

Audiences may include:

- Undergraduate, graduate, professional, postdoctoral.
- Lay public.
- Interdisciplinary.
- External partners, or, other professionals.

Scholarship: Research, Scholarly and/or Creative Activity

Documentation of high to outstanding scholarly activity in the form of research and scholarly and/or creative work is essential for promotion to the higher, more senior academic ranks of Associate Professor and Professor. Research Faculty will be evaluated in a manner that is consistent with their faculty title in the areas of research and scholarly activity and service, and according to the criteria found in Tables 12-13. There should be evidence that the candidate is continuously and effectively engaged in peer-reviewed and accepted scholarly and/or creative activity of high quality and significance. The specific definition and conceptualization of “peer review” as it is applied in the DIH has been outlined earlier in *Section A.2 Definitions of Scholarship, Teaching, and Service*.

Following are EXAMPLES of scholarly and creative activity for the Scientist Scholar:

- Field research and publication.
- Educational research and publication.
- Application for/award of funding to support scholarly activities.
- Indigenous or public health program development and/or evaluation.
- Development of strategic plans, health programs, promising practices, or evaluation plans.
- Presentations at local, regional, Tribal, and/or national/ international conferences or meetings.
- Invited or peer reviewed presentations at local, regional, Tribal, and/or national/ international conferences or meetings.
- Serving as an advisor/mentor/chair for student dissertations or scholarly projects.
- Textbook or book chapter writing and publication.
- Writing and dissemination of peer reviewed reports.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity.

Service

Professional and community service and contributions to society must be in one's professional discipline but not necessarily confined to University related activities. Following are EXAMPLES of activities considered under this category.

Contributes to activities focused on the mission of the DIH

- Recruitment and screening of student applicants.
- Recruitment and screening of new faculty.
- Advising and mentoring of faculty.
- Departmental committees.

Leadership and/or active participation in the service missions of the School and University

- Active membership or leadership of School or University level committees.
- Administrative offices.
- Hiring committees for the School or University.
- Faculty advisement or mentorship outside of the DIH.

Leadership and active service in working groups, professional societies, or boards

- Membership in professional societies or organizations.
- Membership on committees and/or task forces in professional societies or organizations.
- Service as an officer in professional organizations, societies, or boards.
- Membership on editorial boards.
- State, national, and international committees.
- Serving on boards or Tribal/community groups that align with areas of expertise.

The impact of the service activity should be described and explained; do not simply list the activity. For EXAMPLE, list and describe committee memberships to include if they are within the program, Department, University, or professional outside of the University; provide offices held and an assessment of participation and expertise within the committees/organizations, if available; describe committee accomplishments; and, list special projects that are not listed in any other category.

Table 12. RESEARCH FACULTY: Ratings for promotion from Research Assistant Professor to Research Associate Professor. An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Scholarly Activity		
Author or co-author on peer reviewed materials/publications [average 1 every 1.5 years]	Author or co-author on peer reviewed materials/publications [average 1 per year]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 per year]
Peer review materials/publications [average 1 per year]	Peer review materials/publications [average 1+ per year]	Peer review materials/publications [average 2 per year]
Presents at local or statewide meetings/conferences	Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, and regional meetings/conferences
Actively applying for funding to support scholarly activities as PI or Co-PI	Secured external funding to support scholarly activities as PI or Co-PI	Secured external funding to support scholarly activities as PI
Serves as an advisor/mentor for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions
	Participates in professional development activities related to scholarly work	Participates in, and provides, professional development activities related to scholarly work
	Serves on dissertation committees	Serves on dissertation committees assesses contributions
	Employs assessment of research or other scholarly activities	Employs assessment of research or other scholarly activities, implements changes
		Evidence of collaborative work
Teaching		
Evidence of teaching	Evidence of effective teaching	Evidence of effective and creative teaching
Satisfactory student evaluations	Generally positive student evaluations	Consistently positive student evaluations
Service		
Work aligns with the service mission of the DIH	Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH
Member of working groups, professional societies, or boards	Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards
	Contributes to the service missions of School and the University	Active participation in the service missions of School and the University

Table 13. RESEARCH FACULTY: Ratings for promotion from Research Associate Professor to Research Professor. An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Scholarly Activity		
Author or co-author on peer reviewed materials/publications [average 1 per year]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 per year]	Serves as corresponding or first author on peer reviewed materials/publications [average 1+ per year]
Peer review materials/publications [average 1+ per year]	Peer review materials/publications [average 2 per year]	Peer review materials/publications [average 2+ per year]
Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, and regional meetings/conferences	Invited or peer reviewed presentations at Tribal, national or international meetings/conferences
Secured external funding to support scholarly activities as PI or Co-PI	Secured external funding to support scholarly activities as PI	Secured significant external funding to support scholarly activities as PI
Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions, receives positive feedback
Participates in professional development activities related to scholarly work	Participates in, and provides, professional development activities related to scholarly work	Participates in, and provides, professional development activities related to scholarly work, assesses contributions
Serves on dissertation committees	Serves on dissertation committees, assesses contributions	Serves on dissertation committees, assesses contributions, receives positive feedback
Employs assessment of research or other scholarly activities	Employs assessment of research or other scholarly activities, implements changes	Employs assessment of research, scholarly, or creative activities, implements changes, demonstrates improvement
	Evidence of collaborative work	Evidence of interdisciplinary work
Teaching		
Evidence of effective teaching	Evidence of effective and creative teaching	Contributions that advance effective and creative teaching
Generally positive student evaluations	Consistently positive student evaluations	Consistently positive, and on occasion, exceptional student evaluations
Service		
Contributes to the service mission of the DIH	Active participation focused on the service mission of the DIH	Leadership and active participation in activities focused on the service mission of the DIH
Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards	Leadership and active participation in working groups, professional societies, or boards
Contributes to the service missions of School and the University	Active participation in the service missions of School and the University	Leadership and active participation in the service missions of School and the University

7. Promotion Criteria for Clinical Faculty

The Clinician Faculty position recognizes faculty with an important commitment to active participation in the development, delivery, and oversight of the health sciences curricula, patient care, as well as sharing their clinical practice and/or expertise for the purpose of pre- and postdoctoral training. **EXAMPLES** of activities that address the criteria for promotion are listed below. Activities listed for scholarship, teaching, service, and clinical service or research are **EXAMPLES** and are not exhaustive. Evidence of collaborative and interdisciplinary clinical service or research, teaching, scholarship is encouraged, as appropriate, within the job description, contract, and faculty promotion plans, in accordance with faculty and DIH goals and objectives. Clinical Faculty will be evaluated in a manner that is consistent with their faculty title and according to the criteria found in Tables 14-15.

Teaching

Effective teaching in formal classroom and clinical settings is an essential criterion for promotion for those with teaching responsibility. Those who engage in teaching must offer evidence for effective and/or creative teaching that is well documented and must be included in evaluations for promotion. Evidence of effective and/or creative teaching must include student evaluations. Student evaluations should include all submissions from each cohort providing an evaluation. Evidence must also include written statements or evaluations by the immediate supervisor (the administrative evaluation) and colleagues (peer evaluations), and, as available, an indication that teaching contributions have been effective and incorporated into the curriculum design.

The following are EXAMPLES of a commitment to teaching for the Clinical Faculty:

- Curriculum development, delivery, assessment, and revisions.
- Course development, delivery, assessment, and revisions.

Additional Teaching Roles/Activities to be considered for inclusion for the Clinical Faculty:

- Lectures or grand rounds.
- Clinical or fieldwork experiences.
- Demonstration(s) of skills, techniques, etc.
- Participation in residency or training programs.
- Outpatient and/or inpatient bedside teaching.
- Student advisement/mentorship.
- Seminars.
- Group facilitations.
- Instruction using online/electronic formats.
- Directing or teaching clinical, fieldwork, practicums, or internship experiences.

Audiences may include:

- Undergraduate, graduate, professional, postdoctoral.
- Lay public.
- Interdisciplinary.
- External partners, or, other professionals.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity. For **EXAMPLE**, provide letters from students, offer supervisor and/or peer assessments regarding quality and appropriateness of course material, list

courses and lecture hours taught along with class sizes and student feedback, describe level of participation in courses (e.g., course developer, course coordinator, lecturer, case writer), described substantial course changes, video productions, computer software usage, provide **EXAMPLES** of innovative teaching techniques, and include a list of students/advises/GRAs who were mentored.

Clinical Care/Services - Clinical Research/Scholarship

It is expected that all faculty members holding rank in the Clinician Faculty series demonstrate excellence in direct clinical services or clinical research/scholarship.

Clinical care/services may include:

- Effective patient care or direct health services
 - Direct outpatient and/or inpatient care.
 - Indirect patient care (e.g., precepting and/or consulting that is specifically directed towards an individual patient).
 - Patient education.
- Involvement with standardized health care quality measurement or healthcare services policy development, e.g., Indian Health Services, healthcare policy development, Centers for Medicare & Medicaid Services (CMS) quality measurement review.
- Effective clinical research that has a direct patient impact.

A measurable level of scholarly activity is expected for promotion. Each faculty member's activity in this area must be evaluated relative to their individual duties and responsibilities as outlined in their position description and percentage of effort. Scholarship may be focused within the discipline of the Clinician. Scholarship may take various forms, including the scholarship of discovery, the scholarship of application or engagement, the scholarship of Indigenous frameworks and methods, scholarship of Indigenous medicine and wellness, or the scholarship of integration. Types of scholarly activity may include clinical research, basic science research, or educational research.

Regardless of how scholarship is demonstrated, it is essential that there is evidence the scholarly works are thoughtful, analytical, publicly available, peer-reviewed, and potentially applicable elsewhere. The work should provide a foundation for future works. The specific definition and conceptualization of "peer review" as it is applied in the DIH has been outlined earlier in *Section A.2 Definitions of Scholarship, Teaching, and Service*.

Clinical Research/Scholarship may include:

- Case authorship: Authorship or major contribution to development of case(s) in a course, clerkship, or residency.
- Computer case(s), and/or clinical exercises.
- Design and development of new blocks/courses/clerkships/programs or substantial modification (major revision) of existing blocks/courses/clerkships/programs.
- Publication of clinical and/or basic science research, clinical observations, reviews, or case reports in journals, textbooks, or other publications.
- Development of teaching materials including curriculum materials, educational programs, textbooks, manuals, computer programs, or audiovisual.
- Field research and publication.
- Educational research and publication.
- Application for/award of funding to support scholarly activities.

- Application for/award of funding to support training, education, and curriculum design.
- Indigenous or public health program development and/or evaluation.
- Development of strategic plans, health programs, promising practices, or evaluation plans.
- Presentations at local, regional, Tribal, and/or national/ international conferences or meetings.
- Invited or peer reviewed presentations at local, regional, Tribal, or national/international conferences or meetings.
- Writing and dissemination of peer reviewed reports.

Effective and/or creative activity in this area should be documented. The impact of the activity should be described and explained; do not simply list the activity. For **EXAMPLE**, when there are multiple authors on a publication (refereed, non-referred) list level of involvement (e.g., lead author, collaborating author), list grants/contracts proposed and awarded as well as the level of involvement (e.g., author, principal investigator, co- investigator, consultant, collaborator, etc.). Provide funding organizations' assessment or summary of grant requests when possible. List presentations and type of presentation at local, regional, national or international meetings (e.g., platform, poster, and panel). Provide evaluations of presentations and/or notation if invited or peer reviewed.

Service

Professional and community service and contributions to society must be in one's professional discipline but not necessarily confined to University-related activities. The following are **EXAMPLES** of acceptable forms of service for the Clinical Faculty.

Contributes to activities focused on the mission of the DIH

- Recruitment and screening of student applicants.
- Recruitment and screening of new faculty.
- Advising and mentoring of faculty.
- Departmental committees.

Leadership and/or active participation in the service missions of the School and University

- Active membership or leadership of School or University level committees.
- Administrative offices.
- Hiring committees for the School or University.
- Faculty advisement or mentorship outside of the DIH.

Leadership and active service in working groups, professional societies, or boards

- Membership in professional societies or organizations.
- Membership on committees and/or task forces in professional societies or organizations.
- Service as an officer in professional organizations, societies, or boards.
- Membership on editorial boards.
- State, national, and international committees.
- Serving on boards or Tribal/community groups that align with areas of expertise.

The impact of the service activity should be explained; do not simply list the activity. For **EXAMPLE**, list and describe committee memberships to include if they are within the program, DIH, University, or professional outside of the University (e.g., clinic, hospital, professional society); provide offices; provide assessment of participation and expertise within the committees/organizations, if available; describe committee accomplishments; and, list special projects that are not listed in other categories.

Table 14. CLINICAL FACULTY: Ratings for promotion from Clinical Assistant to Clinical Associate Professor (regardless of appointment type). An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Clinical Care/Services - Clinical Research/Scholarship		
Evidence of effective clinical services or clinical trials with direct patient services	Evidence of excellence in direct clinical services or clinical trials with direct patient services	Demonstrates local/regional excellence in direct clinical services or clinical trials with direct patient services
Participates in professional development activities related to clinical services and/or clinical research	Participates in, and provides, professional development activities related to clinical services and/or clinical research	Participates in, and provides, professional development activities related to clinical services and/or clinical research, assesses contributions
Author or co-author on peer reviewed materials/publications [average 1 every 3 years]	Author or co-author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 2 years]
Peer review materials/publications [average 1 per year]	Peer review materials/publications [average 1+ per year]	Peer review materials/publications [average 2 per year]
Serves as an advisor/mentor for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions
	Serves on dissertation committees	Serves on dissertation committees, assesses contributions
	Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, and regional meetings/conferences
	Contributes to grant proposal development	Actively applying for funding to support activities as PI or contributor
		Evidence of collaborative scholarly work
Teaching		
Evidence of teaching	Evidence of effective teaching	Evidence of effective and creative teaching
Satisfactory student evaluations	Generally positive student evaluations	Consistently positive student evaluations
Service		
Work aligns with the service mission of the DIH	Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH
Member of working groups, professional societies, or boards	Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards
	Contributes to the service missions of School and the University	Active participation in the service missions of School and the University

Table 15. CLINICAL FACULTY: Ratings for promotion from Clinical Associate to Clinical Professor (regardless of appointment type). An individual is not expected to achieve every benchmark listed to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

GOOD	HIGH	OUTSTANDING
Clinical Care/Services - Clinical Research/Scholarship		
Evidence of excellence in direct clinical services or clinical trials with direct patient services	Demonstrates local/regional excellence in direct clinical services or clinical trials with direct patient services	Demonstrates regional/national excellence in direct clinical services or clinical trials with direct patient services
Participates in, and provides, professional development activities related to clinical services and/or clinical research	Participates in, and provides, professional development activities related to clinical services and/or clinical research, assesses contributions	Participates in, and provides, professional development activities related to clinical services and/or clinical research, assess contributions, makes improvements
Author or co-author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 2 years]	Serves as corresponding or first author on peer reviewed materials/publications [average 1 every 1.5 years]
Peer review materials/publications [average 1+ per year]	Peer review materials/publications [average 2 per year]	Peer review materials/publications [average 2+ per year]
Serves as an advisor/mentor/chair for student dissertations or projects	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions	Serves as an advisor/mentor/chair for student dissertations or projects, assesses contributions, receives positive feedback
Serves on dissertation committees	Serves on dissertation committees, assesses contributions	Serves on dissertation committees, assesses contributions, receives positive feedback
Presents at Tribal, state, or regional meetings/conferences	Invited or peer reviewed presentations at Tribal, state, and regional meetings/conferences	Invited or peer reviewed presentations at national or international meetings/conferences
Contributes to grant proposal development	Actively applying for funding to support activities as PI or contributor	Secured external funding to support scholarly activities as PI or Co-PI
	Evidence of collaborative scholarly work	Evidence of interdisciplinary work
Teaching		
Evidence of effective teaching	Evidence of effective and creative teaching	Contributions that advance effective and creative teaching
Generally positive student evaluations	Consistently positive student evaluations	Consistently positive, and on occasion, exceptional student evaluations
Service		
Contributes to the service mission of the DIH	Active participation in activities focused on the service mission of the DIH	Leadership and active participation in activities focused on the service mission of the DIH
Contributes to working groups, professional societies, or boards	Active participation in working groups, professional societies, or boards	Leadership and active participation in working groups, professional societies, or boards
Contributes to the service missions of School and the University	Active participation in the service missions of School and the University	Leadership and active participation in the service missions of School and the University

O. TENURE

Granting of tenure in the DIH will follow the procedures outlined in the School Guidelines. Tenure reviews will take place in the Fall semester. The faculty member being reviewed for promotion and tenure in the same academic year may submit the same supporting materials for both processes.

Probationary faculty should be provided with a Tenure Plan from the DIH Chair at the time of their initial appointment that outlines the expectations required for the granting of tenure, as described earlier in these guidelines.

As with promotion, 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 developmental leave will be considered in decisions involving tenure and promotion. This determination will be made prior to authorization for the leave.

CITATIONS

1. University of North Dakota (UND), School of Medicine & Health Sciences (SMHS). (2022). Purpose, Organization, Strategic Plan & Diversity available at med.und.edu/about/purpose-plan-diversity.html#:~:text=The%20SMHS%20is%20committed%20to,educational%20advantages%2C%20and%20professional%20opportunities.
2. UND SMHS. (2022). Promotion & Tenure. Accessed January 2022 from med.und.edu/education-faculty-affairs/promotion-tenure.html.
3. University of North Dakota, Faculty Handbook. (2022). Accessed January 2022 from und.policystat.com/policy/11109769/latest/.
4. North Dakota State Board of Higher Education (ND SBHE). (2022). Accessed February 2022 from ndus.edu/sbhe-overview/sbhe-policies/.
5. E. L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*, Josey-Bass, 1990
6. Adapted from The Centre for Discovery in Learning, University of Saskatchewan. Accessed December 2021 from <https://www.usask.ca/>.
7. Adapted from Emory University, College of Arts and Sciences. Accessed December 2021 from college.emory.edu/main/index.html.
8. ND SBHE Policy 605.1, 4biii. Accessed December 2021 from ndus.edu/sbhe-overview/sbhe-policies/
9. Faculty Handbook I-4.4.2. Accessed January 2022 from ndus.edu/sbhe-overview/sbhe-policies/
10. ND SBHE Policy 604.3. Accessed December 2021 from ndus.edu/sbhe-overview/sbhe-policies/
11. UND SMHS Faculty Handbook I-8, 8.2, D. Accessed January 2022 from ndus.edu/sbhe-overview/sbhe-policies/
12. UND SMHS Faculty Handbook I-5, 5.3, A, 2. Accessed January 2022 from ndus.edu/sbhe-overview/sbhe-policies/