



**DEPARTMENT OF FAMILY &
COMMUNITY MEDICINE**

**GUIDELINES ON EVALUATION
PROMOTION AND TENURE**

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

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I. INTRODUCTION

"The primary purpose of the University of North Dakota School of Medicine and Health Science is to educate physicians and other health professionals 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." (<http://www.med.und.edu/about-us/purpose-statement.cfm>)

The quality of the School 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 improve the performance of the individual faculty member, thus contributing to the successes of the department, School, and University.

The Department of Family and Community Medicine (DFCM) Guidelines on Evaluation, Promotion, and Tenure (CPT) address evaluation, promotion, and tenure policies and procedures within the Department and the School of Medicine and Health Sciences (School). The primary basis for the DFCM Guidelines have been the School Guidelines, the University of North Dakota Faculty Handbook (2012) and policies of the State Board of Higher Education.

II. GENERAL PRINCIPLES AND RESPONSIBILITIES

Because the DFCM and its faculty have unique characteristics and responsibilities, there are portions of this document that differ from the SMHS Guidelines on Evaluation, Promotion and Tenure (CPT), and from the University Faculty Handbook. For all matters not dealt with in the enclosed documents, the School Guidelines and the Faculty Handbook should be used as the guides.

The criteria for promotion and tenure in the DFCM and the process of faculty review are consistent with the University of North Dakota School Guidelines on Evaluation, Promotion and Tenure and the Faculty Handbook. The following guidelines include examples of criteria that may be used for faculty evaluation, promotion, tenure and post-tenure performance.

Each faculty member should be familiar with the DFCM and the School CPT Guidelines, and the UND Faculty Handbook.

Each faculty member is to undergo an academic evaluation by the DFCM CPT for the purpose of promotion and tenure, and periodic evaluation as specified in the Sciences School Guidelines that is scheduled by Education and Faculty Affairs. The purpose of the periodic evaluation is to help the faculty improve their performance

The materials required for the evaluation process includes documentation of consistency and quality in the areas of: teaching; scholarly and creative activity; service to the DFCM, the School, UND and to one's discipline or profession, and professional and community service; patient care if in the Clinician Scholar series.

The evaluation instrument is the faculty dossier, which documents activities in teaching,

patient care, scholarly and/or creative activity, contribution to one's discipline or profession, and professional and community service. The DFCM 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 position description and percentage of effort in each area. See below for dossier materials. The DFCM CPT reviews all faculty dossiers and prepares a summary that is submitted to the Chair of the department.

Not all faculty members will have similar duties and responsibilities in these areas but all faculty members must have activity in areas spelled out in their written job description and percent of effort distributions (attached to their annual contract). The departmental chair and individual faculty member will mutually agree upon the contribution 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 his or her individual duties and responsibilities. However, it is essential that faculty be aware that excelling in only one aspect of academic responsibility may slow promotion (such as promotion from Assistant to Associate Professor) or may make promotion impossible (such as promotion from Associate to Professor).

III. DEFINITIONS OF SCHOLARSHIP, TEACHING, AND SERVICE

Scholarship: The School embraces the expanded view of scholarship proposed by Boyer (E. L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*, Josey-Bass, 1990). Legitimate scholarly and creative pursuits encompass the scholarship of discovery (generating new knowledge through basic research); the scholarship of application or engagement (building bridges between theory and practice); the scholarship of integration (elucidating connections between different discoveries); and the scholarship of teaching (evaluating the 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 what we consider to be the essential characteristics of scholarship:

- The faculty member's efforts result in a tangible product or output (hereafter referred to as "work");
- The work is made public and is available outside of the institution and region;
- The work is subjected to external peer review and critique by other scholars in the field;
- The work must be able to be reproduced and forms the foundation to be built on by other scholars.

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

and peers, and administrators if appropriate. Their teaching results in significant student learning. Adapted from: The Centre for Discovery in Learning (<http://www.usask.ca/cdl/node/35>)

Service: Service includes contributions and activities that promote the general welfare of a department, 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. (Adapted from Emory University college of Arts and Sciences)

IV. FACULTY

FACULTY TITLES

Faculty members with an academic appointment contribute to the mission of the School and UND in all three areas of scholarly and/or creative activity, teaching and service. An academic appointment may be probationary, tenured, or special.

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, 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 scholarship/creative activities within their discipline or profession. Educator Scholars are actively involved in academic or professional service

Clinician Scholar:

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

Additional Faculty Titles

Faculty members who actively contribute to the mission of the School in one or more primary areas of scholarly and/or creative activity, teaching and service may have a special appointment (non-tenured) in the following areas:

Research Faculty:

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

Teaching Faculty:

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

Clinical Faculty:

Primarily clinicians who are or have been employed by regional health care systems or facilities (not employed by UND). The Clinical Faculty title may also include clinicians who have a Special Appointment (employed by UND). Their primary role is to contribute to the educational mission of the School although they may occasionally contribute to the service, scholarship and administrative missions as well.

Adjunct Faculty:

Individuals from business, 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 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. (SBHE Policy, 430.2)

**RANKS, CRITERIA FOR RANK, and CHARACTERISTICS of ACADEMIC RANK:
SCIENTIST SCHOLAR, EDUCATOR SCHOLAR, and CLINICIAN SCHOLAR
FACULTY**

Recognized Ranks

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Characteristics of Academic Rank

Listed below are characteristics of rank in the academic title series used for appointment or promotion to Instructor, Assistant, 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.

Instructor

Education

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

Experience

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

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 available or applicable.

Experience

- Demonstrated experience in teaching
- Demonstrated experience in scholarly and creative activity
- Demonstrated departmental and professional or community service
- Effective patient care for those in the Clinician Scholar series

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

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

Professor

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

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 DFCM, School and his/her profession
- Recognized for professional and community service
- Recognition for excellence in patient care for those in the Clinician Scholar series

RANKS, CRITERIA FOR RANK, and CHARACTERISTICS of RANK: RESEARCH, TEACHING AND CLINICAL FACULTY APPOINTMENTS

Research Faculty

The DFCM, at this time, does not have Research Faculty. If needed the School CPT criteria will be utilized.

Teaching Faculty

Recognized Teaching Ranks

- Teaching Instructor
- Teaching Assistant Professor
- Teaching Associate Professor
- Teaching Professor

Criteria for Teaching Rank

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

Characteristics of Teaching Faculty

Teaching Instructor

Education

- Earned Bachelor's degree, Master's degree, or equivalent training and/or significant clinical experience commensurate with a terminal degree
- Potential for effectiveness as a teacher

Teaching Assistant Professor

Education

- Earned doctorate or other degree considered to be 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 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 departmental and professional service

Teaching Associate Professor

Education

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

Postgraduate training: as delineated for appointment as a Teaching 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 scholarly productivity in the area of education
- Demonstrated regional/national reputation in education
- Demonstrated effectiveness in Departmental, School, and professional service

Teaching Professor

The rank of Teaching Professor is awarded on the basis of documented recognition for continued superior performance and not simply on the basis of 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 clinical experience commensurate with a terminal degree

Postgraduate training as delineated for appointment as a Teaching Assistant Professor.

Experience

- Continued superior performance, achievement, and recognition as a scholarly teacher
- Demonstrated sustained scholarly productivity in the area of education
- Demonstrated leadership roles in education and curriculum development
- Evidence of funding
- Demonstrated leadership in departmental activities and/or the professional discipline
- Recognition for continued contributions to the Department, School and Profession

Clinical Faculty

Recognized Teaching Ranks

- Teaching Instructor
- Teaching Assistant Professor
- Teaching Associate Professor
- Teaching Professor

Criteria for Teaching Rank

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

Minimum Characteristics of Clinical Faculty

Clinical Instructor

- Potential as an educator
- Willing to engage in up to 100 hours per year teaching

Clinical Assistant Professor

- Board eligible or certified in his/her discipline, if applicable
- Post degree experience, if applicable
- Demonstrated three years of teaching experience
- Engages in a minimum of 100 hours per year teaching or engaged in scholarly activity

Clinical Associate Professor

- Board certified (if applicable)
- Three or more years teaching or research experience
- Demonstrates effective teaching or research
- Plays important role in departmental teaching activities
- Engaged in 200 hours or more per year teaching or engaged in scholarly activity of high quality and appropriate quantity

Clinical Professor

- Board certified (if appropriate)
- Eight or more years teaching or research experience
- Demonstrates effective teaching
- Engaged in 200 hours or more per year teaching or engaged in scholarly activity of high quality and appropriate quantity
- Demonstrated leadership in departmental activities and/or the professional discipline

FACULTY RANKS, CRITERIA FOR RANK, AND CHARACTERISTICS OF RANK FOR ADJUNCT, JOINT, AND EMERITUS FACULTY APPOINTMENTS

Adjunct Faculty

Recognized Ranks

- Adjunct Instructor
- Adjunct Assistant Professor
- Adjunct Associate Professor
- Adjunct Professor

Criteria for adjunct Rank

Individuals possessing the appropriate degree for their profession from an accredited institution and who can demonstrate ability in research, teaching, or clinical activity, depending on the proposed role as an adjunct faculty member may be eligible for appointment as an Adjunct Faculty member. The adjunct faculty member may be appointed from elsewhere in the University or from the community at large.

Characteristics of Adjunct Rank

Adjunct Instructor

- Earned Bachelor'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 clinical activity, scholarly and/or creative activity or teaching, 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 departmental educational activities in ONE or more of the following areas: direct teaching; advising or mentoring; learner assessment; the creation of educational materials.
- Local and regional recognition in research (if applicable)
- Demonstrated evidence of high impact and quality teaching in departmental educational or research programs
- Local and regional recognition in the practice of clinical specialty (if applicable)
- Demonstrated effectiveness in departmental and professional service
- Evaluations reflecting satisfactory performance by students, residents 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 his or her discipline, and consistent with his or her role as an adjunct faculty member
- Demonstrated leadership in clinical activity, teaching or research consistent with his or her role as an adjunct faculty member
- National or international recognition for clinical care, clinical or basic research, education, and/or service
- Demonstrated leadership in national and international organizations

Characteristics of Joint Faculty

Joint appointments reflect the contribution of the faculty member to the School and departments and may or may not be at the same rank as the appointment in the home department.

Individuals possessing the criteria for rank as defined by each department and who are willing to contribute to the missions of the School and Department in one or more areas of scholarly and/or creative activity, teaching, and service may be eligible for a joint rank.

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. (Faculty Handbook I-3, 3.4).

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.

V. FACULTY APPOINTMENTS AND CONTRACTS

Faculty appointments shall be probationary, tenured, or special (non-tenured) (Faculty Handbook I-8, 8.1.1, 4; SBHE Policy 605.1, 4).

Probationary Appointments:

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

1. Be initially (or subsequently) fully funded from State General Fund appropriations available for that individual's tenured salary, and
2. Carry a probationary academic faculty rank (instructor, assistant professor, associate professor or professor).

Failure to satisfy both of these conditions simultaneously prevents issuance of a probationary contract. (Faculty Handbook I-8, 8.2, G)

* This provision, under special circumstances, may have to be modified by the UND School of Medicine, with the approval of the State Board of Higher Education, in order to fit those situations unique to a state-wide, community-based medical School. (Faculty Handbook I-8, 8.2, G*)

Probationary contracts may lead to a full-time tenured appointment. Early tenure (after four or five years) will be recommended only in exceptional cases (Faculty Handbook I-8, 8.2, E). A probationary contract will not be granted for a period 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 (Faculty Handbook I-8, 8.1.1, 3c; I-8, 8.1.1, 4a; I-8, 8.2, P and SBHE Policy 605.1, 4a).

Special appointment contracts:

Do not typically involve either tenure credit or status (SBHE Policy 605.1, 4c). However, they also do not exclude an opportunity for a 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." (SBHE Policy 605.1, 4biii). Faculty employed under a special appointment contract may be considered for tenure after six years of full-time continuous service based upon two criteria (criteria identified previously and in the Faculty Handbook I-8, 8.2, G):

1. The availability of fully funded salaries from state general fund appropriations assigned to an academic salary budget in the department to which the faculty member belongs.
2. The faculty member carries an academic faculty rank (instructor, assistant professor, associate professor or professor) in that department.

The following types of special appointments do not involve tenure credit or 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. (Faculty Handbook I-8, 8.1.1, 4 b & c and SBHE Policy 605.1, 4 b & c).

Tenure Appointments:

Eligibility for tenure typically requires a probationary period of six years of continuous academic service to the School. A faculty member may be recommended for tenure by satisfying the criteria developed by the department, School, and University. The criteria shall include scholarly teaching; contribution to a discipline or profession through research; other scholarly or professional activities; and service to the institution and society. (adapted from Faculty Handbook I-8, 8.1.1, 3 b & c).

If any individual is appointed to an academic (or) administrative position from outside the University, academic rank and/or tenure offered concurrently with or subsequent to such appointment will be determined only after recommendation of the department/college in which the rank is to be given. The criteria for rank and/or tenure for administrator-teachers, especially those relating to scholarly activity and service to students, will be similar to those regularly used in the department/college. (Faculty Handbook I-8, 8.2, J).

Emeritus Appointment:

Emeritus status may be conferred upon retirement or after retirement to faculty or senior administrators or professionals pursuant to institution policies and procedures. (Faculty Handbook I-3, 3.4).

VI. EVALUATIONS OF FACULTY

Purpose

The major purpose of an evaluation is to help the faculty member improve his or her performance.

Faculty evaluations will be conducted in accordance with the guidelines established by the DFCM, School, and University, keeping in mind the uniqueness of the individual's responsibilities and departmental mission. Specifically, an evaluation should focus on the DFCM and School criteria and the faculty member's accomplishments as related to his or her title, rank, and percent of effort distributions. Evaluations by DFCM and School Committees on Evaluation, Promotion and Tenure address the faculty member's accomplishments in scholarly and/or creative activity, teaching, service and if appropriate patient care; 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.

Evaluations will be carried out by the DFCM CPT; the committee's recommendations will be forwarded to the DFCM Chair, who will write an independent evaluation of the faculty member.

The evaluation schedule is determined by the School of Medicine & Health Sciences as outlined in the School CPT Guidelines. This evaluation is separate from the state-required annual performance evaluation. The faculty title series (Academic, Research, Teaching, Clinical) and whether the faculty member is tenured, probationary (tenure track), or on Special Appointment (non-tenure) determines the evaluation schedule. **Faculty members requesting promotion will have an evaluation that may occur outside the normal evaluation schedule.**

DFCM CPT faculty evaluations within the Academic Faculty title series shall occur at the time of initial appointment, periodically as specified in the School Guidelines, at the time of proposed promotion, and at the time of proposed awarding of tenure. For Educator and Clinician Scholar evaluation schedule see DFCM CPT Guidelines Table I. Evaluations of tenured faculty will also occur periodically as specified in the School Guidelines.

For Research and Teaching Faculty, evaluations by the SCHOOL CPT will only be conducted upon request for promotion within these title series, or upon request for a transfer to the academic faculty title series (DFCM CPT Guidelines Table II).

For Clinical Faculty with Special Appointments (UND employed), School CPT evaluations will only be conducted upon request of the faculty member, departmental chair, departmental CPT, or Dean. (DFCM CPT Guidelines Table III).

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 department and University community may be equitably assessed and documented. (Faculty Handbook I-4, 4.2). 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, i.e., peer and student evaluations, administration and external comments, etc. are analyzed and evaluated to determine the quality of performance by an individual faculty member as measured against criteria and objectives set by the department (Faculty Handbook I-4, 4.2).

The evaluation has two distinct purposes: formative and summative. Formative evaluation is that which gathers information for use by the instructor in improving his or her 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. (Adapted from Faculty Handbook, I-4, 4.3, 4 & 5).

SBHE Policy 605.1, 6 states that 'evaluations of all teaching faculty must include significant student input.' (Specifically, any faculty member with a percent of effort distribution in teaching must include student input in his or her evaluation.) In order to present a broad and accurate view

of teaching, summative data should be gathered regularly, from a wide range of classes over several semesters.

Informal Feedback. 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 (SGIDs), informal surveys, or other classroom assessment techniques and may be used by the individual teacher as he or she sees fit. Unless and until the instructor chooses to offer such data to evaluators, it should not be part of the summative evaluation process. (Faculty Handbook I-4, 4.3, 5e

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 subsequent to the evaluation shall be based solely on the evidence received by the Committee. In the event that 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 professional development plan is not successfully completed. The faculty member and DFCM Chair will annually review progress on the plan and send a progress report to the Dean.

Expectations for All Participants in the Evaluation, Promotion and Tenure Processes

Confidentiality: 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 at each review level, which will be revealed at the appropriate times by the appropriate persons. Members of promotion and tenure committees 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 to be respected at all times, not just during that particular year of review.

Composition of the DFCM Evaluation, Promotion and Tenure Committee (CPT)

Non-tenure

The DFCM CPT will consist of a minimum of three faculty members. This committee will carry out evaluations for department faculty members. The committee will include all tenured faculty members in the DFCM. Only those faculty members that are at the rank of Associate Professor or Professor, excluding the department chair, are eligible to be members of the committee. Membership on the committee will be approved by a yearly vote of the DFCM academic faculty.

If a vacancy occurs the DFCM Chair and committee chair may appoint, by mutual consent, to fill the committee position. In the event that fewer than three senior faculty reside in the DFCM, 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 DFCM faculty.

Tenure

The DFCM, at this time, does not have probationary or tenured faculty. If needed the School CPT criteria will be utilized.

CPT Committees for the Review of a Departmental Chair

DFCM faculty will select up to two senior level faculty members from outside the department to serve on the DFCM CPT for the evaluation of the DFCM chair.

Evaluation of the DFCM chair will consider his or her academic title, rank, and performances in scholarly and/or creative activity, teaching, and service. The evaluation will be based upon his or her percent of effort distributions; the dossier; and departmental and SMHS *Guidelines*. The chair's administrative performance is not to be addressed by the DFCM or School Committees on Evaluation, Promotion and Tenure.

In addition, the appropriate Associate Dean (Health Sciences or Medicine and Research), 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 DFCM CPT and Associate Dean evaluations will be forwarded to the Office of Education and Faculty Affairs.

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 the faculty member's personnel file, which includes the evaluation files. A copy of the evaluation files will be retained by the DFCM as well. A faculty member's evaluation files may be utilized only by the procedures and personnel identified in Section II-3, 3.2, IV, A-D of the Faculty Handbook. Specifically, the Academic Personnel Action Files may be utilized by the following personnel under these conditions:

- A. The individual may review his/her own file at any time that the custodian (DFCM Administrative Assistant) 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.
- B. The dean and/or the DFCM chairperson may review an individual file, but again it must be done in the vicinity of the repository.
- C. The DFCM 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 DFCM Chair and SCHOOL administration in personnel decisions (i.e., contract, job description, percentage of effort).
- D. 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 be maintained in the file repository at all times (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 DFCM 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 DFCM by the DFCM Chair at the appropriate time.

DEPARTMENTAL STANDARDS

Areas of Evaluation

Faculty will be evaluated in the areas of teaching, scholarly and/or creative activity, service (professional and community) and patient care (if appropriate). The contribution of individual faculty members to each area will be mutually agreed upon by the departmental chair, the program director or direct supervisor, and the individual faculty member, as well as based upon the needs of the DFCM 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 members' duties and goals and be appropriately weighted in accordance with the terms of the faculty member's contract (SBHE Policy 605.1, 6; Faculty Handbook I-8, 8.1, 8.1.1, 6).

Standards and Criteria

Departmental standards will include the following elements for evaluating faculty:

- A clear statement informing individual faculty members as to the method by which they will be evaluated. This would include the process, criteria and minimum expectations for evaluation, promotion and for tenure. (Faculty Handbook I-8, 8.1.1, 6; SBHE Policy 605.1, 6)
- *A statement about the use, confidentiality, and disposition of the evaluation documents, including provisions for their review and use by the Dean and CPT in deliberations on such*

matters as promotion, retention, tenure and due process. Information may be found at: Faculty Handbook II-3.

- The procedures whereby a faculty member may, in writing, withdraw a consideration of a promotion at any level of review. (Faculty Handbook I-5, 5.3, A, 2).
- The procedure for informing individual faculty members about the results of evaluations, and the procedure for the faculty member's response, in the form of a written statement, to material in his or her file. (Faculty Handbook I-5, 5.3, B, 1).
- A provision for the evaluation of scholarly teaching: the faculty member being evaluated is expected to provide evidence of effective teaching in the form of at least three sources of data, one of which must be students. (Faculty Handbook I-4, 4.3, 1).
- The timetable for evaluations. (Faculty Handbook I-4, 4.1; I-8, 8.1.1, 6.; SBHE 605.1.6)

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” (Faculty Handbook I-4.4.2).

The DFCM CPT guideline contains criteria for the documentation and demonstrated faculty accomplishments in scholarly and/or creative activity, teaching, and professional and community service, and patient care (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 expectation. The guideline describes minimal expectations of performance for promotion, and also for faculty members at rank, i.e. those faculty members already tenured or Special Appointment faculty not seeking promotion. Benchmark & Rating Table. Appendix I.

In the event that substantial chronic deficiencies are identified in the performance of a faculty member, the faculty member and DFCM Chair shall formulate a professional development plan. The faculty member and Chair will annually review progress on the plan and send a progress report to the Dean.

The professional development plan shall identify problem areas or weaknesses, state goals for addressing weaknesses, describe actions to be taken on the part of the faculty member to achieve goals, identify resources and/or allocations necessary to support the development plan, specify criteria for assessment, specify a timeline for implementation (a maximum of 3 years), describe the process for preparing progress reports, and outline possible courses of action in the event the professional development plan is not successfully implemented and demonstrating progress.

SCHEDULE AND PROCESSES FOR EVALUATION OF FACULTY:

Probationary, Special Appointment (Non-Tenured), and Tenured Faculty. Research Faculty, Teaching Faculty, and Clinical Faculty with a Special Appointment (UND employed)

Clinical Faculty NOT on a Special Appointment (not UND employed) do not follow this evaluation schedule and processes.

As per SBHE Policy, “all benefitted university system employees shall have an annual written and verbal performance development review...” (SBHE Policy 604.3) This annual evaluation is typically accomplished by the DFCM Chair. Additional evaluations are conducted by DFCM and School Committees on Evaluation, Promotion, and Tenure. The schedule of reviews by various parties is provided in School CPT guideline Tables I – IV.

“When a faculty member begins a tenure eligible appointment midyear, he/she is normally considered for tenure with the group who started at the beginning of that appointment year.” (Faculty Handbook I-8, 8.2, D) “For persons hired at mid-year, the half year of service shall count as a full year toward promotion.” (Faculty Handbook I-5, 5.3, A, 2). 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 his or her 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.

Final reviews by the DFCM Chair and DFCM CPT will be kept in the faculty member’s departmental file. Final reviews by the School CPT (which will include the DFCM Chair and DFCM CPT evaluations) will be kept in the Office of Education and Faculty Affairs.

Probationary Faculty

Refer to the School CPT guideline for discussion and evaluation schedule.

Special Appointment (non-tenure track, UND employed) Faculty: Scientist Scholar, Educator Scholar, or Clinician Scholar

Evaluations occur annually for the first through sixth year of appointment. For special appointment contracts, evaluations are for DFCM use only until the faculty member requests promotion or until the sixth year of appointment. In either situation, the evaluation will be submitted to the Office of Education and Faculty Affairs for review by the School CPT. Thereafter the evaluation shall be conducted every three years; these evaluations are for DFCM use only. To ensure completion of the evaluations, a memo signed by the chair of the DFCM and the faculty member indicating the evaluation date and a brief summary of the conclusions shall be submitted to the Office of Education and Faculty Affairs. No action by the School CPT is necessary for these evaluations.

If a department requests that a faculty member be promoted, the School CPT will evaluate the dossier and make a recommendation. The faculty member considering promotion may have his or her dossier reviewed by the DFCM and School Committees on Evaluation, Promotion, and

Tenure at least one year prior to requesting the promotion. For instructors this will ordinarily occur in their fourth year in a rank. For Assistant Professors and Associate Professors this will ordinarily occur in their sixth year in rank.

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

See **Processes** for evaluation materials to be submitted to the DFCM for a scheduled evaluation and for a request for promotion.

Table I: Academic Faculty Evaluation Schedule: for Educator Scholars or Clinician Scholars on Special Appointment Contracts

Year	Fall semester	Spring semester	Chair	Dept. CPT	School CPT
1-5		X	X	X	
6		X	X	X	X
9, 12, 15, ...		X	X	X	Every 6 years
1 year prior to request for promotion		X	X	X (optional)	X (optional)
Request for promotion	X		X	X	X

*If the faculty member has been promoted within the middle of a 6-year cycle, the schedule for review (i.e., every 6 years), is reset to '0' at the year of promotion

Tenured Faculty

Refer to the School CPT guideline for discussion and evaluation schedule.

Special Appointment Faculty (non-tenure track): Research Faculty, Teaching Faculty, Clinical Faculty on Special Appointments (UND Employed)

Clinical Faculty NOT on a Special Appointment (not UND employed) do not follow this evaluation process.

The evaluation of Teaching and Clinical Faculty on Special Appointment (UND employed) shall occur annually until the faculty member is promoted to associate professor or until the sixth year of appointment. Thereafter the evaluation shall be conducted every three years. Evaluations are for departmental use only. To ensure completion of the evaluations, a memo signed by the chair of the DFCM and the faculty member indicating the evaluation date and a brief summary of the conclusions shall be submitted to the Office of Education and Faculty Affairs. Action of the School CPT is only necessary upon request for promotion.

Evaluations by the School CPT will only be conducted upon request for promotion within this title series. *The faculty member considering promotion should have his or her dossier reviewed by the DFCM and School Committees on Evaluation, Promotion, and Tenure at least one year prior to requesting the promotion.* For instructors this will ordinarily occur in their fourth year in a rank. For Assistant Professors and Associate Professors this will ordinarily occur in their sixth year in rank.

Evaluations may be conducted at other times, if circumstances require it, as determined and

requested by the individual faculty member, the department chair or the Dean.

See **Processes** for evaluation materials to be submitted to the DFCM for a scheduled evaluation and for a request for promotion.

Table II: Evaluation Schedule for Research Faculty and Teaching Faculty

Year	Fall semester	Spring semester	Chair	Dept. CPT	School CPT
1-6		X	X	X	
9, 12, 15, ...		X	X	X	
1 year prior to request for promotion		X	X	X (optional)	X (optional)
Request for promotion	X		X	X	X

Table III: Evaluation Schedule for Clinical Faculty on Special Appointment (UND Employed)

Year	Fall semester	Spring semester	Chair	Dept. CPT	School CPT
1-6		X	X	*	
9, 12, 15, ...		X	X	X*	
Upon request	X		X	X*	X*

*Evaluations will be submitted to School CPT only if requested by the individual faculty member, departmental chair or the Dean.

PROCESSES FOR EVALUATION

Academic Evaluation Process (Non-tenure)

This section pertains to faculty undergoing scheduled academic evaluations. See section below for processes related to promotion.

At the time of initial appointment, faculty shall be informed by the DFCM Chair of the process for evaluation, the criteria, and minimum expectations for promotion and tenure. 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. Evaluations of all teaching faculty must include significant student input. (Faculty Handbook I-8.1.1.6.; SBHE Policy 605.1.6). Failure to provide these documents to new faculty at the time of initial appointment will jeopardize the faculty member's due process.

Faculty will be informed in writing and given adequate notice whenever there is a change made in the DFCM 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. (Section I-8, 8.11, 3, b, ii).

At the time of the initial appointment, the DFCM Chair should provide the faculty member with a tenure plan (probationary faculty) or professional development plan (special appointment [non-tenure] faculty). The plan should relate to a faculty member's duties and goals and be appropriately weighted in accordance with the terms of the faculty member's contract. (Faculty Handbook I-8.1.1.6).

The DFCM Chair will initiate evaluations at the appropriately scheduled intervals. The Chair will request the faculty member's evaluation materials and will set a deadline for receiving the materials.

It is the role of the faculty member, in collaboration with the DFCM Chair, to take an active part in his or her evaluation by providing materials that give a complete picture of his/her performances by organizing those materials in an accessible manner, and by making herself/himself available for discussion of those materials with peers and administrators. In addition to materials required by the DFCM, college, and university, the individual faculty member may submit any additional materials deemed appropriate to the evaluation process (Faculty Handbook I-4, 4.3.3).

The evaluation materials to be submitted to the DFCM CPT for Special Appointment (non-tenure) faculty will consist of :

1. Cover letter (personal statement) faculty member providing an overview of activity and a self-evaluation.

The self-evaluations in scholarly and/or creative activity, in teaching, and in service should communicate (a) that the faculty member takes a deliberate, effective and scholarly approach to his or her work; (b) how the individual's achievements support the mission of his or her academic unit; and (c) evidence that his or her work has substantial impact. Composing a reflective self-evaluation leads the faculty member to assess his or her accomplishments relative to long-term goals and plot his or her course for ongoing professional development. It puts the individual's work in context for the evaluators – including those outside of the discipline. (Adapted from: Hugo Schwyzer, *The Joys of Faculty Self-Evaluations*, Nov 2005). See Appendix II. for a description of preparing a personal statement.

2. Current descriptive curriculum vitae

This documents activities in teaching, scholarly and/or creative activity, service and patient care (if appropriate). Each activity should be quantified, if possible (e.g., courses taught, types of lectures [e.g., team taught, course director, seminar) along with number of hours, patient care activities, grants, articles written, research funding, committees served on and role, etc.). The faculty member is responsible for providing a CV that provides all of the required information. See Appendix III for a descriptive CV template.

3. Percentage of Effort forms for each year since employment or the last evaluation
4. Job description at time of employment, last evaluation and current
5. Do not include copies of course syllabi, lecture notes, powerpoints, exams, publications, etc.

See the appropriate checklist form, Special Appointment (non-tenure), to ensure correct documents are submitted. (Appendix IV)

Once the evaluation process has commenced, materials may not be removed from the evaluation materials (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 DFCM Chair will submit the materials collected from the faculty member to the DFCM CPT. The committee will evaluate the materials and submit a written report to the DFCM Chair. Along with evaluation comments from the committee, the report will contain benchmark ratings as found in the Benchmark and Rating Table, Appendix I. If required by the evaluation schedule, the Chair will submit the committee's evaluation, his/her own letter of evaluation and the faculty evaluation materials 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 evaluation schedule. (See Appendix ??? for checklist of materials submitted to the School CPT)

The faculty member being evaluated will be informed in writing by the DFCM Chair of the results of the evaluation by the DFCM CPT, the DFCM 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 his or her file. (Faculty Handbook I-5, 5.3, B, 1).

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 North Dakota State Board of Higher Education Regulations on Nonrenewal, Termination or Dismissal of Faculty (Faculty Handbook I-8, 8.1.3; SBHE 605.3).

VII. PROMOTION OF FACULTY

PROMOTION PROCESSES

Recognition and Recommendation:

Promotions are regarded as recognition and reward for academic attainment in three areas: teaching, scholarly and/or creative activity and service (distinctive contributions to one's discipline, profession and School), and patient care (if appropriate). It is recognized that special contributions to one particular area of his/her job responsibilities may limit the time and talent commitments that a faculty member might give to other areas. Therefore, it is not necessarily expected that each faculty member should demonstrate outstanding accomplishments in all of the areas. However, it is essential that chairs and faculty understand that promotion to the upper academic ranks of associate professor and professor will occur only if:

1. Outstanding accomplishment is achieved in at least one of the areas
2. 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.

Because departments within the School have diverse missions and responsibilities, recommendations for promotion by the DFCM Chair, the DFCM and School CPT, and the Dean must be consistent with the criteria established by the DFCM.

Individual performance of faculty members should be judged in the context of resources and time made available to the faculty member to accomplish the goals as specified in his or her position description and contract.

Part time faculty may be considered for promotion. The evaluation for promotion should be consistent with the academic track 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.

Promotions in rank are initiated by a written recommendation from the DFCM Chair to the dean of their college or School. This recommendation must include a thorough evaluation of the qualifications of the candidate. This evaluation must take into account, and speak with reference to, the professional development/tenure plan or plans under which the candidate has served, specifying the candidate's duties and goals, identified by the candidate's contract(s) as required by SBHE Policy 605.1 Subpart 3 b.

Within the School of Medicine and Health Sciences, promotions in rank for probationary and tenured faculty are initiated by a written recommendation from the department chair to the Dean, who is also the University's Vice President for Health Affairs. Recommendations from the Vice President for Health Affairs are forwarded to the President. In accordance with State Board Policy 305.1, 4, d, the President will approve or disapprove the recommendation. (Faculty Handbook I-5, 5.2). Within the School of Medicine and Health Sciences, a departmental Committee on Evaluation, Promotion and Tenure serves as a recommending body to the departmental Chair, and the School Committee on Evaluation, Promotion, and Tenure 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. In the absence of an approved plan for a specific college or School, 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. (Faculty Handbook I-5.3.)

Clinical Faculty may be under contract to UND, or they may serve the School on a voluntary basis educating students in clinical practice. **The Guidelines are not applicable to Clinical Faculty NOT under contract to UND.** Evaluations and promotions of Clinical Faculty are within the purview of the School of Medicine and Health Sciences. CLINICAL FACULTY PROMOTION REQUEST Appendix V.

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. (Section I-5, 5.3, B, 3).

Criteria for Promotion

Characteristics of Rank for the Educator Scholar; Clinician Scholar; and Teaching, and Clinical Faculty are listed earlier in the Guidelines, please refer to that section of the Guideline.

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

The evaluation materials (dossier) for promotion should document activities in the following areas, as appropriate to the individual faculty member:

- Teaching
- Scholarly and/or creative activity
- Professional and community service.
- Patient Care

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

Most of the DFCM faculty members are in the Educator Scholar or the Clinician Scholar title in the Academic Title Series or in the Teaching or Clinical Faculty Series. The DFCM promotion criteria for documentation and evaluation in the areas of teaching, patient care, scholarly and creative activity, and service for the Educator or Clinician Scholar and the Teaching or Clinical Faculty (Special Appointment – UND employed) are listed below. The various Title Series have different emphases in each of the areas. For examples of activities and documenting for Scientist Scholar or Research Faculty, see the School CPT Guidelines for promotion criteria.

The dossier (evaluation materials) for promotion to be submitted to the DFCM CPT for Special Appointment (non-tenure) faculty will consist of :

1. Cover letter (personal statement) faculty member providing an overview of activity and a self-evaluation is required.
The self-evaluations in scholarly and/or creative activity, in teaching, and in service should communicate (a) that the faculty member takes a deliberate, effective and scholarly approach to his or her work; (b) how the individual's achievements support the mission of his or her academic unit; and (c) evidence that his or her work has substantial impact. Composing a reflective self-evaluation leads the faculty member to assess his or her accomplishments relative to long-term goals and plot his or her course for ongoing professional development. It puts the individual's work in context for the evaluators – including those outside of the discipline. (Adapted from: Hugo Schwyzer, *The Joys of Faculty Self-Evaluations*, Nov 2005). See Appendix I for a description of preparing a personal statement.
2. Current descriptive curriculum vitae that documents activities in teaching, scholarly and/or creative activity, service and patient care (if appropriate). Each activity should be quantified, if possible (e.g., courses taught, types of lectures [e.g., team taught, course director, seminar) along with number of hours, patient care activities, grants, articles written, research funding, committees served on and role, etc.). The faculty member is responsible for providing a CV that provides all of the required information. See Appendix II for a descriptive CV template.
3. Evaluation and, if applicable, promotion forms
4. Percentage of Effort forms for each year since employment or the last evaluation
5. Position Job description at time of employment, last evaluation and current
6. Letters of evaluation from supervisor if appropriate
7. Documentation of patient care activity if in clinician scholar track
8. Documentation of teaching activity and effectiveness
9. Documentation of research and scholarly and/or and creative activity
10. Documentation of contributions to discipline or profession, and community service
11. External letters of recommendation
12. Other material considered appropriate by the faculty member
13. Do not include copies of course syllabi, lecture notes, powerpoints, exams, publications, etc.

PROMOTION CRITERIA FOR EDUCATOR AND CLINICIAN SCHOLAR, AND FOR TEACHING AND CLINICAL FACULTY

The characteristics for rank are listed earlier in this document. Ratings of good, high and outstanding in teaching, scholarly and creative activity, service and if appropriate patient care will be determined by the DFCM CPT. The benchmark for the ratings is Appendix I.

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. Examples for Scientist Scholar and Research Faculty are listed in the School CPT guideline.

Educator Scholar Promotion Criteria

Evidence of collaborative and inter-disciplinary teaching and research is encouraged as appropriate

within the job description, contract, and faculty and departmental goals and objectives.

Teaching

High to outstanding teaching is an essential criterion for promotion and must be well documented. Documentation should provide evidence of sustained quality, quantity, creativity and diversity of direct instruction and/or mentoring throughout the educational program.

Teaching need not be restricted to formal classroom activity but should indicate that the teaching effort produced a definite or desired result. Such evidence may include student evaluations, written statements by immediate supervisor or colleagues and/or some indication that teaching contributions have been incorporated into the curriculum or design of the curriculum.

The following are **examples** of teaching:

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

The following are **examples** of documentation (evaluation) of teaching effectiveness:

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

Documentation of teaching activity should include the following if applicable.

- List courses and lecture hours taught
- Level of participation in courses (e.g., course developer, course coordinator, lecturer,

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

Scholarly and 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, 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.

Following are **examples** of scholarly and creative activity appropriate for the Educator Scholar.

Educational innovation and curriculum development

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

- Leadership in program design and development
- Leadership in curriculum design and development
- Leadership in course, block, or clerkship design and development
- Case authorship - Authorship or major contribution to development of case(s) in a course, clerkship, or residency, e.g. PCL case author or substantial contribution to PCL case(s), Computer case(s), and/or Clinical exercises
- Authorship of computer-assisted instructional programs
- Authorship of freestanding audiovisual materials for instruction

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

- Evidence of significant improvements in a course, block, clerkship or program related to the Educational innovations and or curriculum development
- Evaluations from block/course/clerkship/program directors or coordinators
- Student and/or peer evaluations/letters

Educational evaluation and research

Documentation should provide evidence of substantial contributions in educational research or educational evaluation. A variety of different activities may be documented in order to

establish sufficient breadth and depth of contributions in this area.

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

- Peer-reviewed poster or oral presentations at national or international levels
- Publication of manuscripts in educational research and evaluation
- Publication of books or book chapters
- Substantial contributions to education research and evaluation through grant and/or contract activity
- Course, block, or clerkship assessment activities
- Curriculum Assessment
- Program Assessment
- Journal/book editor or reviewer
- Membership on editorial boards
- Grant reviewer

The following are **examples** of documentation of educational evaluation and research: Provide evidence of effectively developing or revising teaching materials.

- List publications (refereed, non-referred) and in the case of multiple authors list amount of involvement (e.g., lead author, collaborating author)
- List editorship and publication reviewer activity
- List editorial board membership
- List grants/contracts and area of involvement (e.g., author, principal investigator, co-investigator, consultant, collaborator, etc.). Provide funding organizations' assessment or summary of grant requests
- List grant reviewing activity.
- Provide assessment of the caliber of the faculty member's reviews from granting organizations, if available.

Professional development and/or faculty advancement in education

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

- Participation in education conference sessions (e.g., presentations and/or attendance at regional or national, or international medical and health science education meetings, such as the annual meeting of the Association of American Medical Colleges, attendance at a teaching skills conference). as appropriate for the discipline.
- Participation in education workshops (e.g., presentations and/or attendance at a PCL facilitation workshop, attendance at a test item writing workshop).
- Participation in education grand rounds (e.g., presentations and/or attendance at grand rounds specifically devoted to the enhancement of teaching, educational evaluation, educational research, etc.).
- Grant reviewer
- Consulting activity in the faculty member's discipline that involves integration of the literature and experience with a specific problem or question.

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

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

Service

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

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

Professional Services

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

Student services

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

Faculty services

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

Administrative service

- Departmental committees
- School of Medicine & Health Sciences committees
- Campus-wide or university-wide committees

- State, national, and international committees
- Administrative offices
- Hospital committees
- Course/block/clerkship/residency/graduate program coordinator/director

Community service

- Speaking to lay groups from the perspective of professional area of expertise
- Giving professional assistance to committees, agencies, or institutions

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

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

Table 4. Criteria for Promotion Educator Scholar

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
TEACHING	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must have potential for, or evidence of active and effective teaching in the education of undergraduate students, graduate students, medical students, and/or other trainees.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must have made a substantial contribution to the teaching mission of the School. The faculty member must have a demonstrated record of excellence in teaching and other educational contributions.	For appointment/promotion to PROFESSOR, the faculty member must have made a sustained and substantial contribution to the teaching mission of the School. The faculty member must have a demonstrated record of excellence, in teaching.
SCHOLARLY & CREATIVE ACTIVITY	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must demonstrate a commitment to an evidence-based approach, and show the potential to engage in the scholarship of teaching. The faculty member should have some evidence of activity in research and scholarly activity according to their position description and percentage of effort.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate a record of research or scholarly activity. The faculty member should have a peer-reviewed presentation and/or publication record, or equivalent evidence of scholarly activity in accordance with the discipline. The faculty member should demonstrate independence from senior mentors. There must be some evidence of peer recognition as an academic professional at the regional (i.e., at least at the state level) and/or national level. The faculty member should have evidence of activity in research and scholarly activity according to their position description and percentage of effort.	For appointment/promotion to PROFESSOR, the faculty member must demonstrate a sustained record of substantial research or scholarly activity, typically shown by a peer-reviewed presentation and/or publication record. Although desirable, a record of substantive funding is not required. There must be clear evidence of a national and/or international reputation of academic excellence, typically manifested by presentations at national and/or international organizations. The faculty member should have evidence of activity in research and scholarly activity according to their position description and percentage of effort.
SERVICE	For appointment/promotion ASSISTANT PROFESSOR, the faculty member must have potential for, or provide evidence of departmental service and demonstrate potential for service at the level of the School and/or University.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate active and substantial participation in service activities for the Department, the School, and the University and to other areas listed in the guidelines under service.	For appointment/promotion to PROFESSOR, the faculty member must have demonstrated leadership in service the Department, the School, the University and to the faculty member's profession. The faculty member should have demonstrated excellence in service and been recognized for service to his or her profession.

Clinician Scholar Promotion Criteria

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

Evidence of collaborative and inter-disciplinary teaching and research is encouraged as appropriate within the job description, contract, and faculty and departmental goals and objectives.

Teaching

Effective teaching in formal classroom and clinical settings is an essential criterion for promotion. Evidence for effective and/or creative teaching must be well documented. Such evidence must include student or resident evaluations and written statements by immediate supervisors or colleagues.

The following are **examples** of teaching:

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

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

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

- Collaborative work with other faculty members
- Teaching awards or honors

Documentation of teaching activity should include the following if applicable.

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

Scholarly and Creative Activity

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

Scholarly and creative activity can be accomplished in the areas of research and/or teaching. Types of scholarly activity may include clinical research, basic science research, or educational research.

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

- Case authorship - Authorship or major contribution to development of case(s) in a course, clerkship, or residency, e.g. PCL case author or substantial contribution to PCL case(s),
- Computer case(s), and/or Clinical exercises
- Design and development of new blocks/courses/clerkships/programs or substantial modification (major revision) of existing blocks/courses/clerkships/programs
- Publication of 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 resources
- Teach or provide leadership in continuing education
- Dissemination of clinical knowledge, techniques and technologies by presenting at local, regional, national or international conferences. Examples include research, critical reviews of the literature, clinical observations or case reports.
- Journal/book editor or reviewer
- Membership on editorial boards
- Grant and contract writing and funding
- Grant reviewer

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

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

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

Service

It is expected that all faculty members holding rank in the Clinician Scholar series demonstrate service contributions of two types: direct patient care and professional and community service not directly related to the provision of health care.

Patient Care

Effective patient care is essential for promotion in this series.

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

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

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

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

- Involved with standardized health care quality measurement, e.g., Centers for Medicare & Medicaid Services (CMS), Minnesota Community Measurement

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

- Maintenance of professional licensure
- Clinical competence. Information from peer review groups, quality assurance reports, hospitals, clinics, health insurers, etc.
- Clinical practice that is up-to-date (use of innovative approaches and state-of-the-art practice in diagnosis, procedures, therapeutics or systems of patient care consistent with evidence-based outcomes studies)
- Adherence to accepted standards of care.
- Attendance at continuing education conferences and/or presenting at conferences.
- Clinical training obtained to maintain and/or increase scope of practice Certification in clinical specialty area or equivalent
- Recognition by peers as an outstanding clinician (e.g., awards, regional referrals)
- Evaluation by peers as providing excellent direct and/or indirect patient care.
- Patient numbers and productivity comparisons (local, regional, national)
- Patient surveys evaluating care, professionalism and satisfaction Evaluations by peers of the quality of precepting and/or consulting
- Highly sought after for clinical services
- Quality of patient care by assessment (level of attainment of quality indicators) of disease states with standardized health care quality measurements.

Service

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

Professional Services

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

Student services

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

Faculty services

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

Administrative service

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

Community service

- Presentations to service lay groups
- Patient and/or community education
- Professional assistance to committees, agencies, or institutions

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

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

Table 5. Criteria for Promotion Clinician Scholar

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
TEACHING	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must show potential for excellence in teaching. The faculty member should also show a potential for contributing to curriculum and/or program development.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate active and continuing involvement in education with a demonstrated record of excellence in teaching. The faculty member must document a significant contribution to curriculum and/or program development.	For appointment/promotion to PROFESSOR, the faculty member must demonstrate a leadership role in education with recognition for excellence in teaching. The faculty member must demonstrate a leadership role in curriculum and/or program development.
SCHOLARLY & CREATIVE ACTIVITY	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member should be involved in the dissemination of clinical knowledge, techniques, and technology through scholarly publications, computer based material or professional communications. A potential for scholarly activities such as clinical observations, and case reports, original articles, reviews, chapters, and/or extramural funding should be demonstrated. The faculty member should have some evidence of activity according to their position description and percentage of effort	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate a record of scholarly activity appropriate to position description and percent of effort, including the publication of clinical observations, and case reports, reviews, and/or success in obtaining extramural funding. The faculty member should have some evidence of activity in research and scholarly activity according to their position description and percentage of effort.	For appointment/promotion to PROFESSOR, the faculty member must demonstrate a substantial record of scholarly activity including the publication of clinical observations, and care reports, reviews of the literature, and/or success in obtaining extramural funding. The faculty member should have some evidence of activity in research and scholarly activity according to their position description and percentage of effort.
SERVICE	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member should demonstrate the potential for a high level of clinical and/or scientific competence as evidenced by membership and participation in professional societies, leadership roles in the department, and leadership roles in the clinic, or hospital. The clinician should document participation in faculty development and Continuing Medical Education courses. The faculty member must provide evidence of departmental service and demonstrate potential for service at the level of the School and/of University.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member should document a high level of clinical and/or scientific competence as evidenced by membership and participation in professional societies, leadership roles in the department, and leadership roles in the clinic, or hospital. The faculty member must demonstrate active and substantial participation in service activities for the Department, the School, and the University and to the faculty member's profession.	For appointment/promotion to PROFESSOR, the faculty member should show recognition for service to the academic and professional community. The faculty member should demonstrate leadership roles in professional societies as well as in service activities at the Department, School, and University levels.

PATIENT CARE	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must demonstrate potential for recognition by peers and/or patients in patient care activities.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate excellence in patient care.	For appointment/promotion to PROFESSOR, the faculty member must demonstrate a regional or national reputation for excellence in patient care activities.
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Clinical Faculty with a Special Appointment (UND employed) Promotion Criteria

This section applies to Clinical Faculty members who are primarily clinicians and have a Special Appointment (UND employed). Their primary role is to contribute to the educational and scholarship missions of the School and they may occasionally contribute to the service and administrative missions as well.

Clinical Faculty NOT on a Special Appointment (not UND employed) do not follow this promotion process. CLINICAL FACULTY PROMOTION REQUEST form, Appendix V.

Teaching

Effective teaching in formal classroom and clinical settings is an essential criterion for promotion. Evidence for effective and/or creative teaching must be well documented. Such evidence must include student or resident evaluations and written statements by immediate supervisors or colleagues.

The following are **examples** of teaching:

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

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

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

- material presented. Degree of preparation, structure and balance within a presentation
- Availability and guidance during rotation or training program
- Acceptance and encouragement of differing student opinions in discussion
- Development of instructional aids and class projects
- Maintenance of high academic standards by students
- Contributions to interdisciplinary instructional programs
- Collaborative work with other faculty members
- Teaching awards or honors

Documentation of teaching activity should include the following if applicable.

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

Scholarly and Creative Activity

Each faculty member's activity in this area must be evaluated relative to his/her individual duties and responsibilities as outlined in their position description and percentage of effort.

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

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

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

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

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

Service

Patient Care

Effective patient care is essential for promotion in this series.

Examples of appropriate evidence are listed below:

- Evidence of a high level of clinical competence of regional referral
- Board eligibility or certification or equivalent
- Clinical practice adhering to regional "standard of care"
- Recognition or potential for recognition by peers and patients as an outstanding clinician
- Quality of patient care by assessment (level of attainment of quality indicators) of disease states with standardized health care quality measurements.

Service

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

Professional Services

- Membership in professional societies and/or offices held
- Membership in study sections or ad hoc grant reviews
- Case reviews

- Membership on editorial boards
- Review of professional journal manuscripts or book chapters
- Service on accreditation committees
- Consultant work not listed elsewhere (industry, education, or government)

Student services

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

Faculty services

- Advising and counseling Assisting in career development Faculty development

Administrative service

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

Community service

- Presentations to lay groups
- Patient and/or community education
- Giving professional assistance to committees, agencies, or institutions

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

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

Table 6. Criteria for Promotion, CLINICAL Faculty (Special Appointment)

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

Clinical Faculty not on Special Appointment (Volunteer)

It is recognized that Clinical Faculty may serve the School on a voluntary basis educating students in clinical practice. The above evaluation and promotion guidelines do not pertain to this group of faculty. Evaluations and promotions of volunteer faculty are within the purview of the School of Medicine and Health Sciences.

Clinical Faculty NOT on a Special Appointment (not UND employed) do not follow this promotion process. See CLINICAL FACULTY PROMOTION REQUEST form, Appendix V.

Teaching Faculty

The major criterion for promotion of Teaching Faculty is teaching excellence and teaching productivity. Service activities, which are to be negotiated between the faculty member and department chair, will be considered towards promotion but are not required.

Productive teaching, as demonstrated by high quality and scholarly teaching and its significance to the department or program, is essential for promotion to associate and full professor. These accomplishments should be evaluated, not merely enumerated. The discipline of the candidate should be taken into account in assessing productivity since course requirements, teaching methodologies, class sizes, course level (undergraduate, graduate, or postdoctoral), and discipline specific requirements (accreditation) may vary amongst disciplines.

The following are **examples** of teaching:

- Mentoring of graduate students, residents, health profession students, and/or research assistants.
- Curriculum delivery
- Lectures, Grand Rounds
- Laboratory experiences
- Seminars
- Group Facilitating
- Clinical or Fieldwork experiences
- Demonstration of skills, techniques, etc.
- Tutorials

- Discussion leadership
- Participation in Residency or Training Programs
- Outpatient and/or inpatient bedside teaching

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

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

Documentation of teaching activity should include the following if applicable.

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

Table 7. Criteria for Promotion, Teaching Faculty

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
For appointment/ promotion to TEACHING ASSISTANT PROFESSOR, the faculty member must have potential for or demonstrated ability to conduct Scholarly Teaching	For appointment/promotion to TEACHING ASSOCIATE PROFESSOR, the faculty member must have evidence of major teaching responsibilities and demonstrated excellence in the Scholarly Teaching	For appointment/promotion to TEACHING PROFESSOR, the faculty member must have demonstrated sustained excellence in Scholarly Teaching. The faculty member must have demonstrated educational leadership and contributed to presentations and/or publications related to Scholarly Teaching and/or the Scholarship of Teaching and Learning. Recognition for excellence in teaching is expected.

Procedure for Promotion

The faculty member desiring the promotion, the DFCM CPT, or the DFCM Chair can initiate a request for promotion. Because of the close and frequent professional association between the DFCM CPT or the DFCM Chairperson and the faculty member, appropriate consideration should be given to the Chairperson's recommendation at all stages of the reviewing process. If the recommendation is negative, the faculty member must be informed in writing by the Chairperson of the basis for the recommendation. (Faculty Handbook Section I-5, 5.3, A, 1). A faculty member may inform the DFCM CPT Chair and the DFCM Chair, in writing, of their withdrawal of consideration of a promotion at any level of review, (Faculty Handbook I-5, 5.3, A, 2), with the exception of year 6 of a probationary contract..

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 should be the same regardless of when such a review occurs. (Faculty Handbook I-5, 5.3, A, 2),

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

All recommendations from the DFCM Chairperson, the Dean, and the Vice President for Health Affairs, must be in writing, and each must include a statement supporting the recommendation. Both the recommendation and the statement must be made part of the promotion file. After each recommendation is made, the candidate for promotion must be informed of said recommendation and must be given access to the promotion file in order to review the recommendation and respond, if desired, in the form of a written statement, to any material in his or her promotion file. (Faculty Handbook I-5, 5.3, B, 1).

Timeline

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

Documentation for Requests for Promotion

Documentation for promotion shall include the following:

- Completed forms in Appendix VI (COMMITTEE ON PROMOTION & TENURE CHECKLIST) and VII (RECOMMENDATION FOR PROMOTION IN ACADEMIC RANK)
- Letters of recommendation:
 - From the DFCM Chair and the departmental DFCM CPT
 - From external reviewers*. For promotion to the rank of associate professor or professor at least three outside letters that evaluate the suitability of the proposed promotion and/or awarding of tenure shall be solicited by the department DFCM Chair from recognized peers outside the University of North Dakota. The candidate may submit a list of names to the DFCM Chair, but the 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 chair should provide the faculty member's curriculum vitae and the DFCM CPT 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 DFCM CPT guidelines. Moreover, when evaluating faculty performance, external reviewers should utilize the standardized terminology for faculty performance (i.e. outstanding, high, or good). The external evaluation letters must be included in the initial review by the departmental committee and chair.

*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 his or her own career, nor a personal interest in the career advancement of the faculty member under review.

- Other documents considered appropriate by the faculty member






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

Routing for Approval

The DFCM Chair provides all necessary documentation to the Office of Education and Faculty

Affairs. After insuring 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.

Routing Sequence for Documents Related to Promotion

PROMOTION		
DEPARTMENT CHAIR		DEPARTMENT COMMITTEE on EVALUATION, PROMOTION AND TENURE
		
OFFICE OF EDUCATION and FACULTY AFFAIRS		SCHOOL COMMITTEE on EVALUATION, PROMOTION and TENURE
		
UND PRESIDENT (probationary & tenured faculty)		SCHOOL DEAN AND UND VICE PRESIDENT for HEALTH AFFAIRS (special contract faculty requests complete)

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 DFCM chairperson, the Dean of the college or School involved (Faculty Handbook I-5, 5.3, B, 1 and I-5. Promotion decisions for probationary and tenured faculty are complete at the level of the President.

All recommendations from the DFCM 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 a written statement, to any material in his or her promotion file. (Faculty Handbook. Section I-5, 5.3,.B,.1.).

Advisory Groups: The DFCM chairperson must seek the advice of the DFCM 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. (Adapted from Faculty Handbook I-5, 5.3, B, 2).

Appeal of a Decision on Promotion

Outlined in Faculty Handbook, Section I-5, 5.3, C.

VIII. TENURE

At present the DFCM does not have faculty in tenure-eligible appointments, and defers to the SCHOOL Evaluation, Promotion and Tenure Guidelines for the criteria for obtaining tenure.

APPENDICES

Appendix I

BENCHMARK AND RATINGS TABLES

For the following benchmark tables the individual does not meet expectations if the rating for each category is below a 'Good' rating when considering his or her professional development plan and percent of effort distributions. An individual need not achieve every benchmark in order to achieve a given rating, but the preponderance of evidence should support the rating assignment.

CLINICIAN SCHOLAR TRACK

PATIENT CARE			
	GOOD	HIGH	OUTSTANDING
VOLUME	Meets benchmarks for RVU's or equivalent for practice Building practice	Exceeds benchmarks for RVU's or equivalent for practice Practice busy	Substantially exceeds benchmarks for RVU's or equivalent for practice Practice closed
QUALITY	In summation meets minimum standard on quality indicators for various disease states. Results of patient satisfaction surveys good	In summation often exceeds standard on quality indicators for various disease states. Results of patient satisfaction surveys very good	In summation regularly exceeds standard quality indicators for various disease states. Results of patient satisfaction survey excellent
RECOGNITION	Building reputation	Receives local recognition and awards Some referrals from other physicians	Received statewide or national recognition and awards Many referrals from other physicians
PROFESSIONAL DEVELOPMENT	Meets requirements for continuing clinical education/professional development	Applies new clinic knowledge to practice	Shares clinical knowledge/skills

TEACHING			
	GOOD	HIGH	OUTSTANDING
HOURS/COURSES	Based on the contract, contributes to teaching mission of UND, SCHOOL, department and/or program	Exceeds contract expectations for the teaching mission of UND, SCHOOL, department and/or program	Exceeds contract expectations and seeks out multiple teaching opportunities for the teaching mission of UND, SCHOOL, department and/or program
LEVEL/METHODOLOGY	Teaches at one level and by one method	Teaches at multiple levels or by multiple methods	Teaches at multiple levels and by multiple methods
EVALUATION	In summation learner evaluations from instruments, e.g., Likert Scale, and/or comments are average . Peer evaluations are not provided.	In summation learner evaluations from instruments, e.g., Likert Scale, and/or comments are above average. Peer evaluations on content and delivery are positive but also contain suggestions for improvement.	In summation learner evaluations from instruments, e.g., Likert Scale, and/or comments are excellent. Peer evaluations on content and delivery are positive for all areas.
INNOVATION	Makes some additions/improvements to curriculum	Develops new curriculum	Shows leadership in developing new curricular areas
MENTORING/ADVISING	Relates clinical practice to teaching	Advisor for 1-3 students in thesis/scholarly projects, professional development	High quality practice informs and enhances teaching Advises multiple
			students in thesis/scholarly projects Mentor for new faculty in educational methodology
PROFESSIONAL DEVELOPMENTS	Maintains educational knowledge and skills	Applies new knowledge and skills to educational activities	Shares new knowledge and skills

RESEARCH/SCHOLARLY ACTIVITY			
	GOOD	HIGH	OUTSTANDING
INNOVATION	Creates new learning materials (for example create a new PCL case).	Collaborates in creating new courses/clerkships/programs	Creates new courses/clerkships/programs
PUBLICATIONS	Newsletters, state and local publications	Authors/co-authors non peer reviewed articles	Authors/co-authors peer reviewed journals, articles, book chapters
PRESENTATIONS	Presents at local meetings	Presents at state and regional meetings	Presents at national/international Meetings
PUBLICATION REVIEWER/EDITOR	Reviews a single manuscript for publication	Reviews manuscripts for publication	Edits professional Journals
GRANTS	Contributes to grant proposal development	Periodically serves on extramural grant and/or program	Serves frequently on extramural grant and/or program

SERVICE			
	GOOD	HIGH	OUTSTANDING
DEPARTMENT/SCHOOL	Serves on department and School committees	Participates/makes a significant contribution on department and School committees	Takes leadership role on department and School committees
UNIVERSITY	Serves on university committees	Participates/makes a significant contribution on university committees	Takes leadership role on university committees
PROFESSIONAL	Member of professional societies	Active in professional societies	Leads professional Societies
HEALTH RELATED COMMUNITY EDUCATION ACTIVITY	Serves on health related community education committees	Actively participates in health related community education committees	Leads health related community educations committees

EDUCATOR SCHOLAR TRACK

TEACHING			
	GOOD	HIGH	OUTSTANDING
HOURS/COURSES	Based on the contract, contributes to teaching mission of UND, SCHOOL, department and/or program	Exceeds contract expectations for the teaching mission of UND, SCHOOL, department and/or program	Exceeds contract expectations and seeks out multiple teaching opportunities for the teaching mission of UND, SCHOOL, department and/or program
LEVEL/METHODOLOGY	Teaches at one level and by one method	Teaches at multiple levels or by multiple methods	Teaches at multiple levels and by multiple methods
EVALUATION	In summation learner evaluations from instruments, e.g., Likert Scale, and/or comments are average. Peer evaluations are not provided.	In summation learner evaluations from instruments, e.g., Likert Scale, and/or comments are above average. Peer evaluations on content and delivery are positive but also contain suggestions for improvement.	In summation learner evaluations from instruments, e.g., Likert Scale, and/or comments are excellent. Peer evaluations on content and delivery are positive for all areas.
INNOVATION	Makes some additions/improvements to curriculum	Develops new curriculum	Shows leadership in developing new curricular areas
MENTORING/ADVISING		Advisor for 1-3 students in thesis/scholarly projects, professional development	Advises multiple students in thesis/scholarly projects Mentor for new faculty in educational methodology
PROFESSIONAL DEVELOPMENTS	Maintains educational knowledge and skills	Applies new knowledge and skills to educational activities	Shares new knowledge and skills

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

PUBLICATION REVIEWER/EDITOR	Reviews a single manuscript for publication	Reviews manuscripts for publication	Edits professional journals
GRANTS	Contributes to grant proposal development	Periodically serves on extramural grant and/or program	Serves frequently on extramural grant and/or program

SERVICE			
	GOOD	HIGH	OUTSTANDING
DEPARTMENT/SCHOOL	Serves on department and School committees	Participates/makes a significant contribution on department and School committees	Takes leadership role on department and School committees
UNIVERSITY	Serves on university committees	Participates/makes a significant contribution on university committees	Takes leadership role on university committees
PROFESSIONAL	Member of professional societies	Active in professional societies	Leads professional societies
HEALTH RELATED COMMUNITY EDUCATION ACTIVITY	Serves on health related community education committees	Actively participates in health related community education committees	Leads health related community education committees

APPENDIX II

Personal Statement

The Personal Statement is an opportunity for faculty members to provide a clear, self-reflective overview of their major contributions to teaching, scholarly and/or creative activity and service that are not readily evident in their CV. In their own words they can discuss their work, productivity and the impact they make to the SMHS and their profession. It helps the DFCM Chair and CPT understand the faculty's specific activities contained in their CV but also is a vehicle to document activities that are not easily listed in a CV. The content of the Statement will vary with each faculty member. However, it should be concise and generally be limited to 1-3 pages.

The Statement could include a history of the candidate's academic training and appointments, any major honors or awards received by the candidate, and highlights of the focus of their academic interests. The Statement should include discussion on each major area of involvement (teaching, research and scholarly activity, service, and patient care if appropriate). You may want to discuss your activity in each area as it pertains to your percentage of effort form. Do not copy and paste activities that are listed in the CV. The CV already lists courses taught, topics covered, hours, presentations, publications, etc.

The letter should clearly indicate why the candidate believes they have satisfied the DFCM criteria for evaluation and/or promotion.

Examples of discussion points in the statement include but are not limited to:

- Aims, goals, and career accomplishments
- Areas of the CV that may be unclear
- Effort in each of the major area not reflected in the CV
- Areas of noteworthy accomplishments or achievements – areas where you have succeeded
- Summary of evaluations (peer, student, conference, etc.)
- How teaching may have changed, improved (from peer and/or student evaluations) over the time period being evaluated
- Involvement in courses, (curriculum development, course director, etc)
- Educational innovation
- Significance of awards if not understood from the CV
- Goals and plans for improvement
- Changes in job description
- Nature of service and involvement to the University, SMHS, Dept, Program, Profession, community, etc
- How your research and scholarly activity has impacted or enhanced the curriculum, your teaching methods, clinical practice, etc.
- Process used to ascertain that course content is up-to-date and relevant
- Future plans or innovations being considered. What do you want to accomplish?
- Relevance (importance) of your scholarly activity. Discuss contributions in collaborative efforts.
- Intention of seeking promotion and what you are doing to fulfill the criteria for promotion

APPENDIX III

DESCRIPTIVE CV TEMPLATE (EXAMPLE)

First Name Last Name, Degree(s)
Academic Rank (e.g., Assistant Professor); Academic Series
(Educator Scholar, Clinician Scholar, or Research Faculty)

Street Address

City, State zip code

e-mail address

Office telephone number

Fax number

This is a CV template with descriptions of what to include under each section. The descriptions are italicized and are a smaller font size. In addition, examples of formatting are included for several of the sections. Please do not include the actual wording of descriptions or examples in your CV.

The CV will be used by the DFCM CPT for your academic evaluation, which is scheduled by Faculty Affairs based on your appointment or last promotion date.

You may want to look over the DFCM CPT Guidelines for examples of activities in the areas of teaching, scholarly activity and service. Pay attention to what is expected for each level of academic appointment.

The CV must be current, dated and pages numberd.

Academic Appointments

Include all academic appointments (Professor, Associate Professor, Assistant Professor, Instructor, Community Title series) in reverse chronological order, including those from other universities

Associate Professor 2005-present
Department of Family & Community Medicine
UND School of Medicine & Health Sciences
Grand Forks, ND

Assistant Professor 1998-2005
Department of Family Medicine
University of Minnesota
Minneapolis, MN

Administrative Positions

List in reverse chronological order, job title, employer, location, brief description of position

Director of _____ Years
University
City, State

Education

List institutions attended in reverse chronological order; include all degrees, residencies, fellowships, internships, post-doctoral training, etc

Residency Start and end date
Name of Institution
City, State

Degree type, Field of Study Month, Year
University
City, State

Other Professional Experience or Employment

e.g., hospital, government, consulting positions, volunteer (past and present); list in reverse chronological order; position held; employer; location; brief description of position

Formulary & Therapeutics Committee, Chair 2006-2008
XYZ Health Center
City, ND

Certification and Licensure

State (s) where Licensed or Registered (varies by profession), year(s) received
Diplomat, your ABMS Board, year of last recertification
Subspecialty Certification, your Subspecialty Board, year received
Other certifications earned (varies by profession), year(s) received

Professional Memberships

List in reverse chronological order; include years, leadership positions and other positions held

Honors and Awards

List in reverse chronological order, include name of award, reason for award, organization granting award, (also include competitive scholarships, fellowships, assistantships)

Teaching

- Identify your teaching activities (course title if applicable); lecture title; year(s); number of contact hours; number of students, residents, etc. These teaching duties are part of your university job description.

Presentations outside of your normal activities (grand rounds, dean's hour lecture, special lectures, etc.) should be included below under Abstracts & Presentations (Oral Presentations)

- List in reverse chronological order, describe your role (course developer, new lectures, course director, lecturer, etc.)
- Include resident, professional student, graduate student and/or undergraduate teaching and mentoring
- Identify teaching residents or students in a clinical setting
- Include advising responsibilities

Preceptor - 2 days/wk 2005-present
Hospital Teaching Service and Family Medicine Clinic
ABC Family Medicine Residency, 12 residents/year
ABC Health System
City, ND

Lecturer 2010
Anti-Epileptic Drugs - 2 hours, new lecture developed 2006-present
Antimicrobials - 6 hours 2005-2006
Lipid-Lowering Agents - 2 hours
UND School of Medicine & Health Sciences, about 60 students/year
Grand Forks, ND

Scholarly Activity

Each activity in the following sections should be numbered.

Publications

- List in reverse chronological order under each section (see below)
- Highlight your name in **bold print**
- Include author(s) with your name in bold print, title, journal, date, volume, pages (journal citation)
Smith AB, **Jones DC**, Johnson EF. The Development of Whatever. International Journal of Developments. 2009;23:4-10.
- Follow this order and sections
 - Peer-reviewed publications
 - Non-peer-reviewed publications
 - Articles accepted for publication
 - Books and monographs
 - Evidence of works in progress (complete articles published in conference proceedings, book chapters, review articles, editorials as indicated)
 - Development and/or publication of educational materials
 - Development of major curricular offerings or innovative educational programs, non-print materials, published abstracts

Abstracts and Presentations

Oral Presentations

- National/International Meetings
- Local/Regional Meetings
- List these in reverse chronological order, beginning with National/International presentations as a category followed by Local/Regional meetings
- Note if invited presentation, you helped organize meeting

- Include title of presentation, name of conference (if applicable), name of sponsoring organization, location, date, type of presentation (grand rounds, part of CME conference, Dean's noon hour lecture, etc.)

Posters

- National/International Meetings
- Local/Regional Meetings
- List these in reverse chronological order, beginning with National/International presentations as a category followed by Local/Regional meetings
- Note if invited poster, you helped organize meeting
- Include title of poster, name of conference (if applicable), name of sponsoring organization, location, date, type of presentation (grand rounds, part of CME conference, Dean's noon hour lecture, etc.)

Grants and Contracts

- List under sections of current, pending, past, and not awarded
- List in reverse chronological order under each section
- Include the title of grant
- Identify the granting agency and grant number, and project period
- Note award total, demarcating total direct and indirect costs
- State all of your roles (writer, PI, study coordinator, budget director, etc.), identify the PI if you are not the PI, and percent of effort

Examples:

Current Awards

Source and ID [Funder - No.] - Project Title - Amount Awarded - Project Period - Role and Percent of Effort - Description:

Pending Awards

Source and ID [Funder - No.] - Project Title - Amount Awarded - Project Period - Role and Percent of Effort - Description:

Past Awards

Source and ID [Funder - No.] - Project Title - Amount Awarded - Project Period - Role and Percent of Effort - Description:

Grants Not Awarded

Submitted to - Project Title - Amount of Project - Project Period - Description:

Contracts

Source and ID [Funder - No.] - Contract Title - Contract Period - Role and Percent of Effort - Description:

Service

Committee and Administrative Services

List in reverse chronological order (list date), include leadership positions held

List under sections: National, University of North Dakota (UND, UND SMHS, Dept, Program or Center), Local and Regional, and Community

Personal Faculty Development Activities

List in reverse chronological order (list date)

Include any national, regional, local or on-line meetings and/or activities done to improve your teaching and knowledge

Patient Care Activities (if appropriate to position)

List in reverse chronological order (list date)

List direct and indirect patient care activities, scope of procedures performed, patient education activities, and clinical training to maintain and/or increase scope of practice

Editorship and Referee Work

List in reverse chronological order. Include dates.

List editorship and publication reviewer activity; editorial board membership; grant review committees and study sections; reviewer for professional societies or scientific meetings

APPENDIX IV

**EVALUATION SPECIAL APPOINTMENT (NON-TENURE)
COMMITTEE ON PROMOTION & TENURE CHECKLIST**

Name _____

Department _____

Chair's Letter _____

Department CPT Letter _____

Department CPT Membership _____

Curriculum Vitae _____

Position Description (actual description of job duties, NOT pg. 2 of contract) _____

Percent Effort Forms (Pg. 2 of contract) _____

SMHS Annual Performance Evaluations _____

Statement of Teaching _____

 Student Evaluations _____

 Peer Evaluations _____

 Administrative Evaluation _____

Statement of Scholarly Activity _____

Statement of Service _____

Self-Evaluation _____

Optional Materials

Appendix _____

Additional documents can be added as an appendix limited to five. Include only most important documents that demonstrate accomplishments.

Please place this page in the front pocket of your dossier.

Appendix V

CLINICAL FACULTY PROMOTION REQUEST



Name:
Department:
Campus:
Promotion requested:
Board Certified: [] YES [] NO [] NOT APPLICABLE

- Must Attach:
[] Current CV
[] Letter from Department Chair
[] Position Description
[] Board Verification (if applicable)
[] Proof faculty meets criteria for requested rank
[] Personal statement from faculty member

Recommendation of Department Chair

[] Remain at current rank [] Promote to _____

Department Chair _____ Date _____

Recommendation of Senior Associate Dean for Medicine and Research

[] Remain at current rank [] Promote to _____

Marc Basson, M.D., Ph.D., M.B.A. _____ Date _____
Senior Associate Dean for Medicine and Research

Recommendation of Senior Associate Dean for Education

[] Remain at current rank [] Promote to _____

Kenneth Ruit, Ph.D. _____ Date _____
Associate Dean, Education & Faculty Affairs

Approval of Dean

[] Remain at current rank [] Promote to _____

Joshua Wynne, M.D., M.B.A., M.P.H. _____ Date _____
Vice President of Health Affairs and Dean

A letter of promotion should be sent to the above named person outlining the responsibilities and parameters of the position and requesting that he or she sign that letter indicating acceptance. Please return the signed letter to Education and Faculty Affairs, Stop 9037.

Office of Education and Faculty Affairs use only:

- [] Return copy of completed form to Department
[] Acceptance letter of promotion received
[] Update database and Versatile
[] Create ID Card/certificate, send to department and notify campuses

APPENDIX VI
PROMOTION
COMMITTEE ON PROMOTION & TENURE CHECKLIST

Name _____

Department _____

Promotion from _____ to _____

Recommendation For Promotion in Academic rank (Form) _____

Chair's Letter _____

Department CPT Letter _____

Department CPT Membership _____

Curriculum Vitae _____

Position Description (actual description of job duties, NOT pg. 2 of contract) _____

Percent Effort Forms (Pg. 2 of contract) _____

SMHS Annual Performance Evaluations _____

Statement of Teaching _____

 Student Evaluations _____

 Peer Evaluations _____

 Administrative Evaluation _____

Statement of Scholarly Activity _____

Statement of Service _____

External Evaluation (3 letters) _____

Self-Evaluation _____

Optional Materials

Appendix _____

Additional documents can be added as an appendix limited to five. Include only most important documents that demonstrate accomplishments.

Promotion from Instructor to Assistant Professor *does not need* 3 external letters and the statement of teaching, scholarly activity and service can be a combined statement no longer than two pages.

Please place this page in the front pocket of your dossier.

APPENDIX VII

RECOMMENDATION FOR PROMOTION IN ACADEMIC RANK



Appendix I

RECOMMENDATION FOR PROMOTION IN ACADEMIC RANK

Name of Faculty Member: _____ Date of Submission: _____
Current Academic Rank: _____ Years in Current Rank: _____ Years at UND: _____
Academic Department: _____ Highest Degree: _____

As to the recommendation for promotion to the rank of: _____

Action of the Departmental Committee on Promotion and Tenure	
_____ Recommend promotion	Votes for _____
_____ Does not recommend promotion	Votes against _____
_____ Signature, Dept. CPT Chair	

Action of the Department Chair

_____ Recommend promotion
_____ Does not recommend promotion

Signature of Departmental Chair

Action of the School Committee on Promotion and Tenure	
_____ Recommend promotion	Votes for _____
_____ Does not recommend promotion	Votes against _____
_____ Signature, School CPT Chair	

Action of the Dean

_____ Recommend promotion
_____ Does not recommend promotion

Signature, Dean SMHS