

HEALTH SCIENCES DEPARTMENTS
GUIDELINES on EVALUATION, PROMOTION and TENURE

UNIVERSITY OF NORTH DAKOTA
SCHOOL OF MEDICINE AND HEALTH SCIENCES

Approved by Majority Vote:

Department of Medical Laboratory Science
Department of Occupational Therapy
Department of Physical Therapy
Department of Physician Assistant Studies
Department of Sports Medicine
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INTRODUCTION

The Health Sciences Departments: 1) Medical Laboratory Science (MLS); 2) Occupational Therapy (OT); 3) Physician Assistant Studies (PAS); 4) Physical Therapy (PT); 5) Sports Medicine (SM) have developed procedures for the evaluation of Health Sciences faculty for promotion, non-tenure, tenure and post-tenure performance, as well as criteria/expectations of achievement for promotion from rank to rank, for the awarding of tenure, and for post-tenure performance. The Health Sciences *Guidelines for Evaluation, Promotion and Tenure (HS Guidelines)* are to be considered the primary guidelines, and are in concordance with guidelines found in the *University of North Dakota Faculty Handbook* and the *School of Medicine and Health Sciences (SMHS) Guidelines on Promotion and Tenure (SMHS Guidelines)*. Each departmental faculty member has specific responsibility for becoming familiar with each of these documents in order to fully understand principles, responsibilities, processes and expectations associated with evaluation, promotion and the award of tenure. At the present time all of the faculty within the Health Science Departments are on the Educator Scholar, Clinician Scholar or Teaching track, therefore *HS Guidelines* present the criteria only for those academic appointments.

GENERAL PRINCIPLES AND RESPONSIBILITIES

The Health Sciences Departments' standards were established based on the current version of the *SMHS Guidelines (2017)*. Although all faculty members will be evaluated according to criteria established in the general areas of teaching, scholarly and creative activity, and service, it is recognized that some individuals may make greater contributions in certain areas in comparison to their colleagues and, consequently, may not share equal responsibility in all areas. Variability in talents and therefore, expectations for productivity, should be considered by both the faculty member and department chairperson in negotiating a faculty member's professional responsibilities. This should be reflected in the *Percentage of Effort Form* completed and submitted annually for each individual faculty member and in the Tenure Plan for tenure-track faculty members.

Faculty Responsibilities:

Each faculty member will be active and productive in the areas of teaching, scholarly and creative activity, and professional and community service, in accordance with their agreed upon *Percentage of Effort Form*. Each faculty member should be familiar with the University Faculty Handbook, the *SMHS Guidelines* and the *HS Guidelines*.

Administrator (Department Chairperson) Responsibilities:

The administrator should be familiar with the *UND Faculty Handbook*, the *SMHS Guidelines* and the *HS Guidelines*. The administrator should adhere to the following principles of democratic administration (*UND Faculty Handbook*):

1. *Respect for individuals*
2. *Faith in the power of human intelligence to solve problems*
3. *The right of each individual affected by policy formation or alteration to have an equitable part in the determination of that policy*
4. *The right to act through his or her chosen representatives*
5. *The right to equality of opportunity*
6. *The exercise of fairness*
7. *The right of each individual to appeal decisions and actions affecting him or her and the right of the individual to be informed on avenues of appeal*

In the exercise of these basic principles, the administrator and the faculty, should nurture an atmosphere of mutual trust and honesty based on good communication (Faculty Handbook I-1, I.2).

Health Sciences Departmental Responsibilities

The *UND Faculty Handbook I-4, 4.2* recognizes the uniqueness of individual faculty and the departments within which they serve by stating that the main responsibility for implementation of evaluation has been placed in the departments. Accordingly, departments in the School will:

1. Develop procedures for evaluation of faculty for promotion, tenure and post-tenure performance according to the *SMHS Guidelines*.

2. Develop criteria and expectations of achievement for promotion from rank to rank, for the awarding of tenure, and for post-tenure performance. Departmental criteria and expectations may be more rigorous but cannot be less rigorous than those described in the Faculty Handbook and *SMHS Guidelines*. Each department may establish its own standards for the awarding of tenure as long as they are in conformity with the State Board of Higher Education (SBHE) tenure policies, the University Constitution, Senate By-laws and recognized University-wide interpretations as recorded in the Faculty Handbook.
3. Submit departmental standards and criteria and expectations for evaluation, promotion and tenure to the School CPT for review and approval. Prior to submission, the standards and criteria must be approved by a majority vote of all departmental academic faculty members, both tenured and non-tenured.
4. Independently evaluate each dossier submitted. Review and make recommendations on **promotion** using only the approved criteria established by the department.
5. Independently evaluate each dossier submitted. Review and make recommendations on the award of **tenure** using only the approved criteria established by the department.
6. Review and provide counsel regarding the credentials of individuals for appointment within faculty title series and rank.

SMHS Committee on Promotion and Tenure Responsibilities

The Faculty Handbook I-4, 4.2 recognizes the role of the department in reviewing departmental procedures, providing equity of assessment throughout the community. Accordingly, and as per the School Bylaws and the Faculty Academic Council, the School Committee on Evaluation, Promotion, and Tenure (School CPT) will:

1. Develop policy and procedure in the form of School Guidelines for conducting periodic performance reviews and recommendations for promotion and tenure of faculty of the School. Such policies will be based upon guidance from the University Faculty Handbook. The Faculty Academic Council must approve proposed policies developed by the School CPT before they may be promulgated.
2. Ensure that every department develops promotion and tenure guidelines for their faculty consistent with the School CPT Guidelines.
3. Approve all departmental guidelines for promotion and tenure of faculty to ensure comparable processes throughout the School and conformity with University and System rules, policies and procedures.
4. Independently evaluate each dossier submitted to the School CPT. Review and make recommendations on **promotion** using only the approved criteria established by the submitting department.
5. Independently evaluate each dossier submitted to the School CPT. Review and make recommendations on the award of **tenure** using only the approved criteria established by the submitting department.
6. Review and provide counsel regarding the credentials of individuals for appointment within faculty title series and rank.

The SMHS CPT will define what materials and documentation are needed for probationary, promotion, tenure and post-tenure reviews. The SMHS CPT must base its evaluation and recommendations solely upon the information supplied by the faculty member and department, it is imperative that the faculty member supply all necessary data and appropriate documentation. A fact cannot be assumed as known, if not stated. It is critical that promotion and granting of tenure within the School be somewhat flexible because of the unique needs of a community-based medical education system involving individuals who bring widely varying backgrounds, philosophies, skills, opportunities and needs into an academic setting. Notwithstanding such uniqueness, tenure and promotions are to be based on the consistency and quality of:

- Performance in teaching, including curriculum design, course development, content delivery, and assessment;
- Service to the department, the School, the University, the profession and society.
- Scholarly and creative activities including distinctive, peer accepted contributions to one's discipline or profession.

Faculty member's contributions to each of these areas may vary within the confines of a written job description and percent effort distributions. However, it is essential that chairs and faculty alike be aware that excelling in only one aspect of academic responsibility may slow promotion (such as promotion from Assistant to Associate Professor) or may make promotion impossible (such as promotion from Associate to Professor).

Definitions of Scholarship, Scholarly 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 scholarly and creative activity); 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 "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: Activities of Scholarly Teachers. From The Centre for Discovery in Learning, University of Saskatchewan)

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 Faculty Handbook, Chapter 8: Service and Emory College of Arts and Sciences *Principles and Procedures for Promotion and Tenure*).

FACULTY TITLES IN THE HEALTH SCIENCES

Faculty Titles (Health Sciences):

Faculty members with an academic appointment, educator scholar or clinician scholar, 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 (non-tenured).

Educator Scholar

The Educator Scholar designation is for 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

The Clinician Scholar designation is for 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 series:

Teaching Faculty

Teaching faculty are 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

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

Adjunct Faculty

Adjunct faculty appointments are for 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

Joint appointments are made for 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

Emeritus status 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: EDUCATOR SCHOLAR and CLINICIAN SCHOLAR FACULTY

Recognized Ranks

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Criteria for Rank: Educator Scholar and Clinician Scholar

The candidate must meet the criteria of the department for the rank requested. Departmental criteria should meet, at least, the minimum standards of the School and University for the rank requested as shown in **Table 1**.

Table 1. Characteristics of Academic Rank for Educator Scholar and Clinician Scholar.

Instructor	<p>Degree: Earned Bachelor’s degree, Master’s degree or equivalent training and/or Significant clinical experience commensurate with a terminal degree</p> <ul style="list-style-type: none"> • Demonstrates promise as a teacher • Engaged in professional development • Clinical experience, if applicable • Professional licensure, if applicable
Assistant Professor	<p>Degree: Earned doctorate or other degree considered a terminal degree by the discipline, and/or Significant clinical experience commensurate with a terminal degree</p> <ul style="list-style-type: none"> • Potential for effectiveness in teaching • Potential for effectiveness in scholarly and creative activity • Potential for effectiveness in professional and community service • Clinical experience, if applicable • Professional licensure, if applicable
Associate Professor	<p>Degree: Earned doctorate</p> <ul style="list-style-type: none"> • Consistent and marked effectiveness in teaching • Scholarly and creative accomplishments of appropriate quality and quantity for time in rank • Local or regional recognition for scholarly activity or professional service or teaching • Consistent and substantial contributions and service to their department, school and profession • Clinical experience, if applicable • Professional licensure, if applicable
Professor	<p>Degree: Earned doctorate</p> <ul style="list-style-type: none"> • Demonstration of continued excellence in teaching • National recognition for scholarly activity or professional service • Demonstrated leadership and superior service contributions to their department, school/university and profession • Demonstrated professional or community service • Clinical experience, if applicable • Professional licensure, if applicable

RANKS, CRITERIA FOR RANK, and CHARACTERISTICS of RANK: 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 (**Table 2**). Teaching faculty may participate in scholarly/creative activities and/or service activities of the department. A teaching faculty person may be a member of a Basic Science, Health Science, or Clinical Science department.

Table 2. Characteristics of Academic Rank for Teaching Faculty.

Instructor	<p>Degree: Earned Bachelor’s degree, Master’s degree or equivalent training, and/or Significant teaching experience commensurate with a terminal degree</p> <ul style="list-style-type: none"> • Potential for effectiveness as a teacher
Assistant Professor	<p>Degree: Earned doctorate or other degree considered to be a terminal degree by the discipline, and/or significant clinical experience commensurate with a terminal degree.</p> <ul style="list-style-type: none"> • 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
Associate Professor	<p>Degree: Earned doctorate or other degree considered to be a terminal degree by the discipline, and/or significant clinical experience commensurate with a terminal degree.</p> <ul style="list-style-type: none"> • Demonstrated record of excellence in teaching with high student evaluations and may also include 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 and/or area of discipline • Demonstrated effectiveness in departmental, school/university, and professional service
Professor	<p>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.</p> <p>Degree: Earned doctorate or other degree considered to be a terminal degree by the discipline, and/or significant clinical experience commensurate with a terminal degree.</p> <ul style="list-style-type: none"> • Continued superior performance, achievement, and recognition as a scholarly teacher • Demonstrated sustained scholarly productivity in the area of education and/or area of discipline • Demonstrated leadership roles in education and curriculum development • Demonstrated leadership in departmental activities and/or the professional discipline • Demonstrated continued contributions to the department, school/university and profession

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 scholarly and creative activity, 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

Education:

- Earned Bachelor's degree or equivalent training

Experience:

- Demonstrated potential as a teacher or with scholarly and creative activity
- Engaged in professional development

Adjunct Assistant Professor

Education:

- Possession of a terminal degree for the profession

Experience:

- 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

Education:

- Possession of a terminal degree for the profession

Experience: 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 for scholarly and creative activity (if applicable)
- Demonstrated evidence of high impact and quality teaching in departmental educational or scholarly and creative activity 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

Education:

- Possession of a terminal degree for the profession

Experience:

- 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 scholarly and creative activity consistent with his or her role as an adjunct faculty member
- National or international recognition for clinical care, clinical scholarly and creative activity, education, and/or service
- Demonstrated leadership in national and international organizations

Joint Faculty and Joint Faculty Rank

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.

Criteria for a Joint Faculty

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). The Emeritus Faculty Rank is equivalent to the rank at which the faculty member was appointed prior to retirement. 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.

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 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).

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 department, School, and University, keeping in mind the uniqueness of the individual’s responsibilities and departmental mission. Specifically, an evaluation should focus on the departmental and school criteria and the faculty member’s accomplishments as related to his or her title, rank, and percent of effort distributions. Evaluations by departmental and School Committees on Evaluation, Promotion and Tenure address the faculty member’s accomplishments in scholarly and/or creative activity, teaching, and service; 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.

Faculty evaluations within the Academic Faculty title series shall occur at the time of initial appointment, periodically as specified in the *SMHS Guidelines* (Table 1, *SMHS Guidelines*), at the time of proposed promotion, and at the time of proposed awarding of tenure as specified in the *SMHS Guidelines*. Evaluations of tenured faculty will also occur periodically as specified in the *SMHS Guidelines*.

For 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.

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 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 Departmental Committee on Evaluation, Promotion, and Tenure

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

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

In addition to departmental faculty members, departments may also choose to include outside faculty members in their evaluation committees, but such additional members must be at the level of associate professor or professor and approved by a majority vote of the departmental faculty members.

CPT Committees for the Review of a Departmental Chair

Departmental faculty will select up to *two senior level faculty members from outside the department* to serve on the departmental CPT for the evaluation of the departmental chair. Evaluation of the departmental 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 SMSH *Guidelines*. The chair's administrative performance is not to be addressed by the departmental or School Committees on Evaluation, Promotion and Tenure. *For Departments within the Health Sciences*, the Associate Dean for Health Sciences 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 departmental 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 should be retained by the Department 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:

- The individual may review his/her own file at any time that the custodian is available to withdraw it from the file. The review must be by appointment with and in the presence of the custodian, and file returned to the custodian upon its completion.

- The dean and/or the department chairperson may review an individual file, but again it must be done in the vicinity of the repository.
- Provision shall be made in colleges/departments for the utilization of the Academic Personnel Action Files in the University-wide review procedures for academic personnel decisions.
- 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 departmental 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 Department by the Department Chair at the appropriate time.

HEALTH SCIENCES STANDARDS

Areas of Evaluation

Faculty will be evaluated in the areas of scholarly and creative activity, teaching, and professional and community service. The contribution of individual faculty members to each area will be mutually agreed upon by the departmental chair and individual faculty member, as well as based upon the needs of the department and the background, abilities and interests of the faculty member. ***Contributions within each area will be reflected in 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.* (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)

Health Science Departments' 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 Health Science Departments (Medical Laboratory Science, Occupational Therapy, Physician Assistant Studies, Physical Therapy, Sports Medicine) shall establish a common set of guidelines that apply to all health science faculty with criteria for the documentation and demonstrated faculty accomplishments in scholarly and/or creative activity, teaching, and professional and community service. **The criteria shall differentiate 'good,' 'high,' and 'outstanding' performances at each rank.** Each department shall establish 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. Each department will have established expectations for accomplishments in scholarly and/or creative activity, in teaching, and in service. ***Examples of conditions whereby the faculty member would NOT meet expectations should also be clearly articulated.***

In the event that substantial chronic deficiencies are identified in the performance of a faculty member, the faculty member and departmental chair shall formulate a professional development plan. The faculty member and departmental 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), Tenured Faculty and Teaching Faculty

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 departmental chair. Additional evaluations are conducted by departmental and School Committees on Evaluation, Promotion, and Tenure. The schedule of reviews by various parties is provided in **Tables 3 to 5**. ***"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 chairperson and departmental evaluation committee will be kept in the faculty member's departmental file. Final reviews by the School CPT (which will include the chairperson and departmental CPT evaluations) will be kept in the Office of Education and Faculty Affairs.

Probationary Faculty

Evaluation of probationary appointees shall be conducted early the second semester of their first year, and toward the end of their third semester so that there will be a reasonable basis for decisions to reappoint in accordance with the schedule in the North Dakota State Board of Higher Education Regulations on Academic Freedom and Tenure; Academic Appointments. Evaluation of probationary appointees shall also be conducted during the Spring semester of their third and fourth years and during the Fall semester of their fifth and sixth years (Table 2).

Table 3. Evaluation Schedule for Probationary (tenure-track) Faculty.

Year	Fall Semester	Spring Semester	Chair	Dept. CPT	School CPT	Dossier Content for School CPT (See Checklist for Probationary Faculty)
1		X	X	X		
2		X	X	X		
3		X	X	X	X	Complete CV Chair & Dept. CPT Letters, Years 1-3 Content/Support Documents from Years 1-3
4		X	X	X		
5	X		X	X	X	Complete CV. Chair & Dept. CPT Letters, Years 1-5 Dossier Content/Support Documents, Years 1-5
6	X		X	X	X	Complete CV Chair & Dept. CPT Letters, Years 1-6 Content/Support Documents, Years 1-6

A tenure-eligible Assistant Professor ordinarily must put forth an application for promotion to Associate Professor and the award of tenure in his or her sixth year. If the Assistant Professor does not achieve promotion to Associate Professor, then the President will recommend that his or her tenure application also be denied. (Faculty Handbook Section I-8, 8.2, P).

Special Consideration: Early tenure (after four or five years) will be recommended only in exceptional cases. The probationary period of six years of continuous academic service to the institution may be shortened under those unusual circumstances when the faculty member's qualifications support a grant of early tenure in less time than the ordinary probationary period. In these cases, the faculty member bears the burden of demonstrating that his or her achievements unequivocally meet the stated criteria for tenure as established the University. (Faculty Handbook I8, 8.1.1, 3, b). The evaluation for the award of early tenure shall proceed in accordance with the procedures used for ordinary tenure reviews. (Faculty Handbook Section I-8, 8.2, E). A faculty member may be considered for early tenure only once. If a faculty member does not receive a favorable evaluation for the award of early tenure, his or her established probationary period will continue, at the end of which their ordinarily scheduled evaluation for tenure will occur. (Faculty Handbook Section I-8, 8.2, E).

Evaluations of all faculty occur annually; for probationary contracts, evaluations during years one, two and four are for departmental use only. To ensure completion of the evaluations, a memo signed by the chair of the department and the faculty member indicating the evaluation date and a brief summary of the conclusions shall be submitted to the Office of Education and Faculty Affairs. No action by the School CPT is necessary for these evaluations. Evaluations of faculty on probationary contracts during years three, five and six shall be submitted to the Office of Education and Faculty Affairs for review by the School CPT. The final evaluation of faculty on probationary contracts shall be completed by the departments and submitted to the Office of Education and Faculty Affairs by November 15th of their fifth and sixth year.

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

Evaluations of all faculty occur annually. For special appointment contracts, evaluations are for departmental 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, as is the case for tenured faculty; these evaluations are for departmental use only. To ensure completion of the evaluations, a memo signed by the chair of the department and the faculty member indicating the evaluation date and a brief summary of the conclusions shall be submitted to the Office of Education and Faculty Affairs. Action by the SMHS CPT isn't necessary for the evaluations (**Table 4**).

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 should have his or her dossier reviewed by the Departmental 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.

Table 4. Faculty Evaluation Schedule: for Educator Scholars, or Clinician Scholars on Special Appointment Contracts.

Year	Fall Semester	Spring Semester	Chair	Dept. CPT	School CPT	Dossier Content for School CPT (See Checklist for Special Appointment Contract Checklist for Promotion)
1 - 5		X	X	X		
6		X	X	X	X	Complete CV. Dossier Content (Letters and Content/Support Documents) focused on all years since appointment.
9, 12, 15, 18, ...		X	X	X	every 6 years	Complete CV. Dossier Content (Letters and Content/Support Documents) focused on the past 6 years.*
One-year prior to a request for promotion				X	X	Complete CV. Dossier Content (Letters and Content/Support Documents) focused on all years since appointment, or if previously promoted, the years since the last promotion.
Request for Promotion	X		X	X	X	Complete CV. Dossier Content (Letters and Content/Support Documents) focused on all years since appointment, or if previously promoted, the years since the last promotion.

*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

The evaluation of tenured faculty shall occur every 3 years by the departmental chair and CPT, and every 6 years by the School CPT. Evaluations conducted every three years are for departmental use. To ensure completion of the evaluations, a memo signed by the departmental chair and the faculty member indicating the evaluation date and a brief summary of conclusions shall be submitted to the Office of Education and Faculty Affairs. Evaluations conducted every 6 years by the School CPT will be submitted to the Office of Education and Faculty Affairs. Evaluation by the School CPT will also occur when the faculty member is requesting promotion to Professor. It is recommended that a tenured faculty member that is considering promotion have his or her dossier reviewed by the departmental CPT at least one year prior to requesting the promotion. 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. Unless the tenured faculty member is requesting promotion, dossiers forwarded to the School CPT should focus on activities of the past 6 years. If a promotion is requested, the dossier should focus on the accomplishments since the last promotion or activities of the last 6 years, whichever is the longer timeframe (Table 5).

Table 5. Evaluation Schedule for Tenured Faculty.

Post-Tenure Year	Fall Semester	Spring Semester	Chair	Dept. CPT	School CPT	Dossier Content for School CPT (See Checklist for Post-Tenure)
3, 9, 15...		X	X	X		
6, 12, 18 ...		X	X	X	X	Complete CV. Chair & Dept. CPT letters since last School CPT review (usually the past 6 years). Content/Support documents for all years since last School CPT review.
Promotion	X		X	X	X	Complete CV. Chair & Dept. CPT letters since last promotion. Content/Support documents for all years since last promotion.

Special Appointment Faculty: Teaching Faculty

The evaluation of Teaching Faculty on special appointment contracts shall occur annually until the faculty member is promoted to associate professor or until the sixth year of appointment (**Table 6**). Thereafter the evaluation shall be conducted every three years. Evaluations are for departmental use only. To ensure completion of the evaluations, a memo signed by the chair of the department and the faculty member indicating the evaluation date and a brief summary of the conclusions shall be submitted to the Office of 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 departmental 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.

Table 6. Evaluation Schedule for Teaching Faculty.

Year	Fall Semester	Spring Semester	Chair	Dept. CPT	School CPT	Dossier Content for School CPT (See Checklist for Promotion)
1 - 6		X	X	X		
9, 12, 15 ...		X	X	X		
One year prior to a request for promotion				X	X	Complete CV. Chair & Dept. CPT letters since last promotion. Content/Support documents for all years since last promotion.
Request for Promotion	X		X	X	X	Complete CV. Chair & Dept. CPT letters since last promotion. Content/Support documents for all years since last promotion.

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

PROCESSES

Evaluation Process

At the time of initial appointment, faculty shall be informed by the department chair of the process for evaluation, the criteria, and minimum expectations for promotion and for 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 shall be informed promptly in writing and given adequate notice whenever there is a change made in those criteria by the department. Contract provisions shall be reviewed and, when appropriate, objectives may be revised as a part of the faculty member's periodic evaluations. (Section I-8, 8.11, 3, b, ii). For probationary (pre-tenure) faculty only, if evaluation criteria are changed at any time during the probationary period, a tenure candidate in years 1 - 3 will be evaluated under the new criteria. Probationary faculty in years 4 – 6 may choose to use the Guidelines in effect at the time of their initial appointment or the new criteria. ***At the time of the initial appointment, the chair should provide the faculty member with a tenure plan (probationary faculty) or professional development plan (special appointment 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). It shall be the responsibility of the department chair to initiate evaluations at the appropriately scheduled intervals. Evaluation materials submitted to the Office of Education and Faculty Affairs shall include:

- Job description, goals, objectives, and Percentage of Effort forms for each year of employment • A current curriculum vita
- Documentation of activities in scholarly and/or creative activity, teaching, and professional and community service.
- External letters of evaluation as appropriate
- Summary of findings and recommendations by the departmental evaluating committee
- Summary of findings and recommendations by the departmental chair

See the appropriate checklists for examples and to ensure correct documents are submitted (See Appendix). Once the evaluation process has commenced, materials may not be removed from the 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 department chair, at the request of the faculty member, initiates the evaluation process by submitting the candidate's name and supporting documents to the departmental CPT. The departmental committee will submit its report to the chair. The chair will submit the departmental evaluation, his/her own letter of evaluation, and the dossier to the Office of Education and Faculty Affairs. The Office of Education and Faculty Affairs will distribute the materials to the School CPT according to the evaluation schedule. The faculty member being evaluated will be informed in writing of the results of the evaluation by the departmental committee, the departmental 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).

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, including distinctive contributions to one's discipline, profession and school. It is recognized that special contributions to one particular area of his/her job responsibilities may limit the time and talent commitments that a faculty member might give to other areas. Therefore, it is not necessarily expected that each faculty member should demonstrate outstanding accomplishments in all of the areas. However, it is essential that chairs and faculty members understand that promotion, particularly to the academic ranks of associate professor and professor, will ordinarily occur only if:

- **Outstanding** accomplishment is achieved **in at least one of the areas**
- **At least high** accomplishment is achieved **in a second area** and
- **At least good** accomplishment is achieved **in the third area.**

The relative importance of each area shall be determined by the Health Science's Departments and included in *HS Guidelines* document. Performance expectations generally should match the effort that the faculty member expends in each of the activity areas (as reflected in the faculty member's Percentage of Effort Form), with the best performance expected in the area where the faculty member devotes the majority of his/her time.

Because departments within the School have diverse missions and responsibilities, recommendations for promotion by the departmental chair, CPT, and the Dean must be consistent with the criteria established by the awarding department. The performance of individual 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 professional development/tenure plan.

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 department chairs 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, or they may serve the School on a voluntary basis educating students in clinical practice. The Guidelines are not applicable to volunteer faculty. Evaluations and promotions of volunteer faculty are within the purview of the School of Medicine and Health Sciences.

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.

Criteria for Promotion

The specific benchmark criteria for promotion in the Health Sciences Departments are found in the Appendix.

Procedure for Promotion

Recommendations for promotion are normally initiated within the department either by the faculty member desiring promotion, a department committee, or the department chairperson. Because of the close and frequent professional association between the initiating committee or the department 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 department chairperson of the basis for the recommendation. (Faculty Handbook Section I-5, 5.3, A, 1). 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), with the exception of year 6 of a probationary contract.

Eligibility for promotion will be reviewed for instructors in their fourth year in rank, assistant professors in their sixth year in rank and associate professors in their seventh year in rank whenever promotion to the next rank has not been recommended earlier. The time periods specified are not intended to indicate normal or usual time spent in a particular rank prior to promotion. Promotion may occur at an earlier time; however, promotion after less than three years in rank will require clearly superior performance in all areas and/or unique circumstances. The criteria for evaluation of promotion should be the same regardless of when such a review occurs. (Faculty Handbook I-5, 5.3, A, 2),

For persons hired at midyear (*January 1*), 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.

All recommendations from the department 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 Office of Education and Faculty Affairs on or before November 15th.

Documentation for Requests for Promotion

When a probationary faculty member is being reviewed for promotion *and* tenure, 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 may submit the same supporting materials for both processes. (Faculty Handbook I-5, 5.3, B, 3).

Documentation of the criteria for promotion shall include the following:

1. Completed Checklist forms in the Appendix for Promotion and Tenure
2. Letters of recommendation:
 - a. From the department chair and the departmental CPT committee
 - b. From external reviewers

For promotion to the rank of associate professor and professor at least three outside letters that evaluate the suitability of the proposed promotion and/or awarding of tenure shall be solicited by the department chair from recognized peers outside the University. The candidate may submit a list of names to the department chair, but the department 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 departmental guidelines for promotion and tenure for the evaluative process. (In the event that the department does not yet have approved promotion and tenure guidelines, a copy of the School *Guidelines* should be included.) External reviewers are to specifically address their association, if any, with the faculty member being considered for promotion and/or tenure. External reviewers should receive instructions to evaluate the faculty member's performance based on the criteria stated in the departmental guidelines for promotion and tenure. Moreover, when evaluating faculty performance, external reviewers should utilize the standardized terminology for faculty performance (i.e. outstanding, high, or good). The external evaluation letters must be included in the initial review by the departmental committee and chair.

Note: External reviewers should be wholly disinterested, i.e., what has traditionally been known as "at arm's 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.

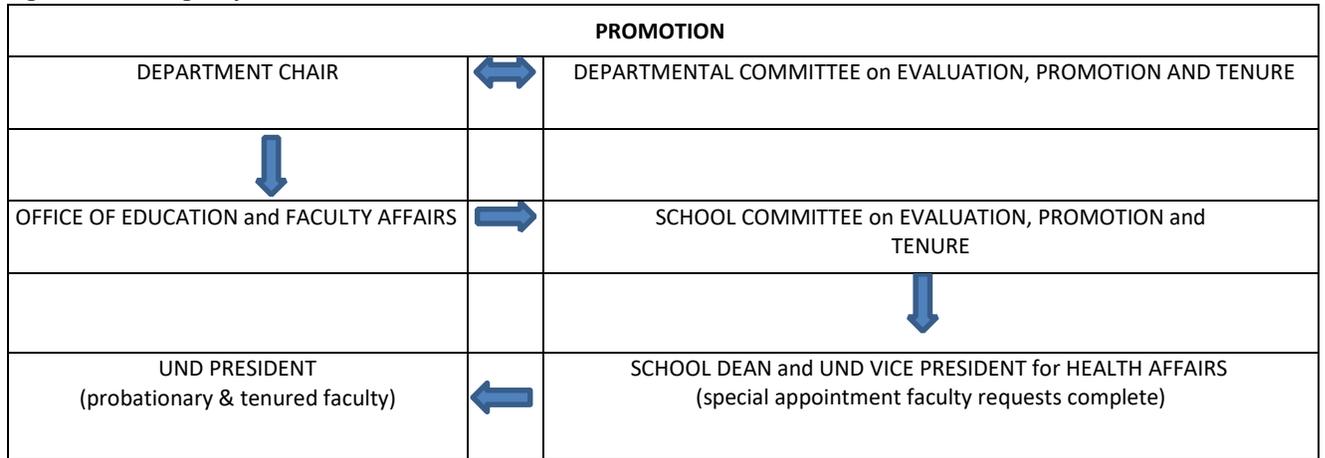
- c. Department guidelines may require additional letters.

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 department 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 School CPT; School CPT recommends an action to the Dean. For promotions of probationary and tenured faculty, the Dean submits his/her decision to the President (**Figure 1**). The President approves or disapproves the recommendation for promotion. For faculty members on special appointment contracts, the final level of decision-making shall be the Vice President of Health Affairs.

Figure 1. Routing Sequence for Documents Related to Promotion.



Recommending Authorities and Advisory Groups

As previously noted, promotions for probationary and tenured faculty are normally made by the President upon recommendation by the department chairperson, the dean of the college or school involved, and the Vice President for Academic Affairs (Campus) or the Vice President for Health Affairs (School). (Faculty Handbook I-5, 5.3, B, 1 and I-5. Promotion of Special Appointment Faculty). Promotion decisions for School special appointment faculty are complete at the level of the Vice-President for Health Affairs.

All recommendations from the department chairperson, 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 I-5, 5.3, B, 1). Advisory Groups: The department chairperson must seek the advice of a department 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.

TENURE

For tenure appointments in the Health Sciences, the criteria for the award of tenure, procedures for tenure evaluation, timeline for tenure eligibility, documentation for tenure review, routing for approval, recommending authorities, advisory groups, appeals, and appointments with tenure will follow the guidelines in the SMHS CPT Guidelines. The criteria for the ongoing evaluation of presently tenured faculty are the same as the criteria for Educator Scholar faculty on Special Appointments.

ADMINISTRATIVE APPOINTMENTS

Administrative appointments will follow the guidelines set forth in the SMHS CPT Guidelines and the UND Faculty Handbook.

APPENDICES

DATA TO BE COLLECTED FOR CONSIDERATION OF A PROMOTION

The faculty member assumes the responsibility of maintaining the necessary documentation and making it available in the proper form on a timely basis. The faculty member being evaluated is responsible for gathering data and compiling the information that will be included in the evaluation or promotion portfolio and presenting it to the department chairperson in a timely manner prior to the evaluation deadline. The department chairperson will request the following required materials from the faculty member being evaluated for pre-tenure, tenure, non-tenure, post-tenure review, and/or promotion:

1. A summary and self-evaluation of teaching, scholarly and creative activity, and service activities.
2. A job description and Percentage of Effort Forms for each year of employment within the review period.
3. A current curriculum vita.
4. A Professional Development Plan.
5. 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. Such evidence may include student evaluations, written statements by immediate supervisor or colleagues or some indication that teaching contributions have been incorporated into the curriculum or design of the curriculum.
6. Letter(s) from chair(s) or senior member(s) of committee(s) on which the faculty member has served as member or chair may be included.
7. For **promotion to the rank of associate professor and professor** at least **three outside letters** that evaluate the suitability of the proposed promotion and/or awarding of tenure shall be solicited by the department chair from recognized peers outside the University of North Dakota (the letters are not required for reviews that don't include promotion). The candidate may submit a list of names to the department chair, but the department chair may solicit letters from other qualified peers. The use of previous mentors, co-authors or close collaborators should be avoided to minimize the appearance of personal bias. When external reviewers are confirmed, at a minimum the chair should provide the faculty member's curriculum vitae and the departmental guidelines for promotion and tenure 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 departmental guidelines for promotion and tenure. Moreover, when evaluating faculty performance, external reviewers should utilize the standardized terminology for faculty performance (i.e. **Outstanding, High, or Good**). The external evaluation letters must be included in the initial review by the departmental committee and chair.
8. Other documents or information felt essential by the faculty member.

PROCEDURE FOR EVALUATION FOR PROMOTION

1. Initiation of evaluation and data collection may occur at any time during the Academic Year.
2. Recommendations for promotion will normally be initiated by the department chairperson. Faculty members may request consideration for promotion in accordance with *SMHS Guidelines*.
3. Faculty members may request a review of their eligibility for promotion by the Department CPT prior to submitting their formal promotion portfolio. The department chairperson will request data as required in this document from the individual to be evaluated. The request usually will occur on approximately September 1 and these materials will be due in the departmental office thirty (30) days before the evaluations are due in the Office of Academic Affairs. The timeline will follow the *SMHS Guidelines*.
4. Evaluation procedures for promotion will be conducted as described in this document.
5. The department chairperson will transmit the following materials to the Office of Academic Affairs by the date established by that office:
 - a. The appropriate forms for promotion/recommendation (see Appendix of *SMHS Guidelines*).
 - b. The department chairperson's letter of evaluation and recommendation regarding promotion.
 - c. All other accompanying documentation.
6. The faculty member has the right to withdraw from the promotion process at any point prior to the submission of evaluation materials to the Office of Academic Affairs.

HEALTH SCIENCES PROMOTION CRITERIA

The following criteria are to be used in evaluating Health Sciences departments' faculty members. All Health Sciences faculty members are in the Educator Scholar track, unless otherwise negotiated. The criteria listed are meant to be a comprehensive listing that **may** be used to evaluate the performance of faculty members. Please note that not all faculty members will have duties and responsibilities assigned to them for each of the criteria. **Therefore, each faculty member must be evaluated relative to their individual duties and responsibilities. Table 7 describes faculty scholarship for the Health Sciences.**

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

- A. **Teaching Effectiveness**
- B. **Scholarly/Creative Activity**
- C. **Service Activity**

A. TEACHING EFFECTIVENESS

Documentation of teaching

High to outstanding teaching is an essential criterion for promotion beyond assistant professor and must be well documented. Documentation should provide evidence of sustained quality, quantity, creativity and diversity of direct instruction and/or mentoring throughout the educational program. Teaching need not be restricted to formal classroom activity, but should indicate that the teaching effort produced a definite or desired result. Such evidence must include student evaluations, written statements by immediate supervisor or colleagues, or some indication that teaching contributions have been incorporated into the curriculum or design of the curriculum.

Each faculty member being evaluated is expected to provide evidence of effective teaching in the form of at least three (3) sources of data in consultation with the chair, one of which **must** be from students.

- **Student-Provided Data** may be gathered using SELFI or other student feedback forms, and/or by carefully documenting student feedback gathered by the department chair or immediate teaching supervisor. All student data will be offered voluntarily.

The other two (2) sources of data to be used in the evaluation of teaching may vary and may include:

- **Instructor-Provided Materials/Portfolios** may include reflective statements on teaching, syllabi, descriptions of class activities, writing assignments, tests, videotapes, evidence of scholarly activity related to teaching, lists of classes taught, scholarly projects supervised, graduate committees served on, reports on curriculum development work, written responses to student feedback, etc.
- **Documented Evidence of Student Learning or Performance** – student work samples, performances, test results, etc.
- **Documented Data from Peers** - based on formal observation of classroom teaching, review of teaching materials/portfolios, or observations of other teaching-related work (in graduate committees, curriculum planning sessions, etc.).
- **Documented Data from the Chair** - based on formal observation of classroom teaching, review of teaching materials/portfolios, or observations of other teaching-related work (in graduate committees, curriculum planning sessions, etc.).

Examples of acceptable forms of a commitment to teaching

- Teaching by multiple methods (lecture, seminar, laboratory, facilitation, tutoring, workshop).
- Teaching in multiple courses/programs.
- Teaching at multiple levels (undergraduate, graduate or peer).

- Mentoring of graduate students, undergraduate students, advisees, and/or teaching assistants.
- Directing graduate student scholarly or creative activity on campus and with distance students.
- Preparation and teaching distance education/online courses.
- Involvement in teaching and collaborative activities with other departments or programs within or outside of the University.
- Participation or attendance at state, regional or national health science education meetings.

Materials/methods that may be used to evaluate teaching effectiveness

- Student evaluations
 - 1) student evaluation forms (e.g. Department/Program, School or University)
 - 2) student comments
 - 3) letters from former students
 - 4) student interviews
 - 5) student surveys
- Peer evaluations regarding
 - 1) quality and appropriateness of course material
 - 2) degree of preparation, structure and balance within a lecture class
 - 3) availability and effective guidance outside of class
 - 4) acceptance and encouragement of differing student opinions in discussion
 - 5) development of instructional aids and class projects
 - 6) maintenance of high academic standards by students
 - 7) contributions to interdisciplinary instructional programs
 - 8) collaborative work with other faculty members
 - 9) value of the faculty member's scholarly contributions to the Department/Program
 - 10) documented formal observation of classroom teaching
 - 11) review of teaching materials/portfolios
 - 12) review of teaching related work (graduate committee, curriculum planning, etc)
- Documentation generated by the faculty member being considered for promotion
 - 1) materials relevant to preparation, instruction, or evaluation of the faculty's class
 - 2) substantial course changes, video productions, computer software usage
 - 3) innovative teaching techniques
 - 4) developing and incorporating technological innovation into teaching methods
 - 5) evidence of involvement in continuing education activities
 - 6) teaching awards and honors
- Documentation of teaching responsibilities
 - 1) weekly contact hours
 - 2) level of participation (primary or assistant)
 - 3) new course development
 - 4) mentoring of faculty colleagues
 - 5) coordinating and/or directing academic programming
- Teaching awards or honors
- Teaching/lecturing in other Departments/Programs outside your own Serving on other Department's/Program's thesis/dissertation committees

B. SERVICE ACTIVITY

Professional and community service and contributions to society must be in the area of one's professional discipline but not necessarily confined to University related activities. This includes service activities related to professional, faculty and administrative services. This involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the institution, the University System, professional associations, or external communities at the local, state, regional, national, or international levels. The focus is oriented toward the service of others.

- **Professional Service.** Service to the faculty member's profession.
 - 1) Community and/or public service
 - 2) Professional service at local, state, regional or national level
 - 3) Consultation service
 - 4) Clinical practice, with direct patient care
 - 5) Membership in professional organization(s)
 - 6) Participation in accreditation site visits as a member of an accreditation team
 - 7) Participation in reviewing self-study materials for an accrediting agency
 - 8) Peer reviews of practice
 - 9) Onsite reviewer for accreditation or other agencies
 - 10) Grant reviewer

- **Faculty Service.** Service to the department, School and University. Services may include, but are not limited to, the following:
 - 1) Mentoring of clinicians and faculty members to foster professional development
 - 2) Participation in student recruitment sessions, tours and presentations to pre-professional students and families
 - 3) Presentations to community groups and organizations
 - 4) Public service announcements

- **Academic Advising.** Criteria that may be used to evaluate academic advising activities include:
 - 1) Advisement of pre-professional and/or professional students
 - 2) Involvement with student organizations
 - 3) Involvement with new student orientation sessions and activities
 - 4) Serving on other Department's/Program's thesis/dissertation committees
 - 5) Assisting students in identifying and accessing institutional support services
 - 6) Advisement and mentoring of students' scholarly projects and independent studies

- **Administrative Service**
 - 1) Departmental committees
 - 2) School of Medicine & Health Science Committees
 - 3) Campus-wide or university-wide committees
 - 4) State, national and international committees
 - 5) Administrative offices
 - 6) Hospital committees
 - 7) Course/block/residency/graduate program coordinator/director

C. ADMINISTRATION

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

- 1) Organization, administration, planning, development, and ongoing evaluation of the program
 - recruit, orient, supervise, and evaluate faculty and staff
 - ensure institutional policies and procedures are followed and program compliance with ADA professional practice/licensing laws, EEO Affirmative Action
 - ensure appropriate databases, records, and documents are maintained
 - establish goals and objectives consistent with institution mission and goals
 - direct and delegate activities of faculty and staff
 - ensure compliance with accrediting agencies
 - conduct faculty/staff meetings and establish committees as needed
- 2) Student admission planning and management
 - prepare enrollment projection
 - develop promotional and recruitment materials and/or activities
 - promote affirmative action in student recruitment and selection
 - participate in the student selection process
- 3) Budget planning, development, and management
 - develop capital expenditure plan
 - approve expenditures within budget
 - monitor revenues and expenditures
 - seek external funding through grants and contracts
- 4) Provide academic leadership
 - encourage curriculum and/or program revision as required to meet needs or trends
 - promote academic excellence and innovation
 - ensure program maintains accreditation standards and maintains accreditation
 - maintain on-going self-study process and assessment of graduate outcomes
 - obtain institutional support and approval for curriculum and program initiatives
- 5) Provide student services
 - advise and counsel students
 - develop student grievance policy and procedure
 - develop student manual/handbook
 - assist students to access institutional support services
- 6) Provide personal and professional leadership
 - encourage community and professional service
 - encourage and demonstrate scholarship
 - encourage personal and professional development
 - promote affirmative action and respect for cultural diversity
 - promote life-long learning in students, faculty and staff
 - serve on institutional committees
 - promote a positive working/learning environment
- 7) Represent the program/department/profession to external and internal constituencies at the local, state, and national level
 - represent program at institutional functions and advisory committee meetings
 - interpret and articulate the program's mission and goals
 - facilitate alumni relations
 - involvement in fundraising activities by the department
- 8) Develop and maintain adequate clinical education sites
 - manage budget needs for clinical education site visits
 - maintain current clinical affiliation agreements with clinical sites
- 9) Grant writing
 - Develop capital expenditure plan
 - Monitor revenues and expenditures within the budget

- 10) Plan, develop, organize, and administer additional programs (e.g. Graduate Program Director)
- 11) Satellite Program Coordinator, Fieldwork Coordinator, Director of Clinical Education, Residency Director
- Ensure institutional policies and procedures are followed and program is in compliance with ADA, professional practice/licensing laws
 - Ensure appropriate databases, records, and documents are maintained
 - Establish goals and objectives consistent with institutional mission and goals
 - Direct and delegate activities of faculty and staff
 - Ensure compliance with accrediting agencies
 - Develop promotional and recruitment materials and/or activities
 - Update and maintain student grievance policy and procedure
 - Update and maintain student manual/handbook

D. SCHOLARLY AND CREATIVE ACTIVITY

1. Description of Scholarship

Scholarly activity requires active participation in one’s discipline or field. It includes the Scholarship of Discovery, Integration, Application/Practice, and Teaching (**Table 7**). Scholarly activity also includes the attributes of distribution within professional and public realms, endeavors upon which others can build, inquiry and investigation.

Table 7. Description of Faculty Scholarship Examples for the Health Sciences.

If the scholarly work	It is typically	Within a scholarly agenda, accomplishment is typically demonstrated by	And is documented by (as appropriate for the activity)
<p>Contributes to the development or creation of new knowledge</p> <p>(Scholarship of Discovery)</p>	<ul style="list-style-type: none"> • Primary empirical research • Historical research • Theory development • Methodological studies • Philosophical inquiry 	<ul style="list-style-type: none"> • Peer-reviewed publications of research, theory, or philosophical essays • Peer-reviewed/invited professional presentations of research, theory, or philosophical essays • Grant applications/awards in support of research or scholarship (PI, co-PI, consultant) • Positive peer evaluations of the body of work 	<ul style="list-style-type: none"> • Bibliographic citation of the accomplishments • Positive external assessment of the body of work • Patents
<p>Contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study</p> <p>(Scholarship of Integration)</p>	<ul style="list-style-type: none"> • Inquiry that advances knowledge across a range of theories, practice areas, techniques or methodologies • Includes works that interface with a variety of disciplines 	<ul style="list-style-type: none"> • Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others • Publication of systematic reviews/meta-analysis • Patents • Publication in books (author, editor, contributor) • Positive peer evaluations of contributions to integrative scholarship • Interdisciplinary grant awards • Peer-reviewed/invited professional presentations • Policy papers designed to influence organizations or governments 	<ul style="list-style-type: none"> • Bibliographic citation of the accomplishments • Positive external assessment of the body of work • Documentation of role in editorial/ review processes

If the scholarly work	It is typically	Within a scholarly agenda, accomplishment is typically demonstrated by	And is documented by (as appropriate for the activity)
<p>Applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community</p> <p>(Scholarship of Application/ Practice)</p>	<ul style="list-style-type: none"> • Development of clinical knowledge • Application of technical or research skills to address problems 	<ul style="list-style-type: none"> • Activities related to the faculty member's area of expertise (e.g., consultation, technical assistance, policy analysis, program evaluation, development of practice patterns) • Peer-reviewed/invited professional presentations related to practice • Consultation reports, technical assistance, program evaluation, development of practice patterns • Reports compiling and analyzing patient or health services outcomes • Products, patents, license copyrights • Peer reviews of practice • Grant awards in support of practice • Reports of meta-analyses related to practice problems • Reports of clinical demonstration projects • Policy papers related to practice • Participation/attendance in education conferences or workshops 	<ul style="list-style-type: none"> • Formal documentation of a record of the activity and positive formal evaluation by users of the work • Bibliographic citation • Documentation of role in multi-authored products • Positive external assessment of the body of work
<p>Contributes to the development of critically reflective knowledge about teaching and learning</p> <p>(Scholarship of Teaching)</p>	<ul style="list-style-type: none"> • Application of knowledge of the discipline or specialty applied in teaching-learning • Development of innovative teaching and evaluation methods • Program development and learning outcome evaluation • Professional role modeling • Educational innovation and curriculum development (documentation should provide evidence of improvements in course) 	<ul style="list-style-type: none"> • Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories • Educational effectiveness studies • Successful applications of technology to teaching and learning • Positive peer assessments of innovations in teaching • Published textbooks, manuals or other learning aids • Grant awards in support of teaching • Peer-reviewed/invited professional presentations related to teaching • Authorship of computer assisted instructional programs, audiovisual materials for instruction • Development of new courses, substantial revision of existing courses or cases • Leadership in program or curriculum design and development • Curriculum or Program assessment • Participation in education conferences or workshops (presentations/attendance at state, regional or national health science education meetings) • Implementation of new teaching methodologies 	<ul style="list-style-type: none"> • Bibliographic citation of the accomplishments • Documentation of scholarly role in creation of multi-authored evaluation reports • Positive external assessment of the body of work • Successful course or program outcomes • Peer reviewed publications

2. General Expectations for Faculty Scholarship

- Each faculty member is expected to pursue productive and creative activity that is independent or collaborative in nature.
- Scholarly and creative activity should be evidenced by peer reviewed publication, presentations, and products in recognized forms.
- Each faculty member should be encouraged to pursue the funds necessary to supplement or sustain their long-term scholarly and creative activities, understanding that intramural funds (defined as monies available to UND investigators derived from funds exclusively owned, administered, and distributed by the University of North Dakota) are acceptable for many departmental scholarly and creative activities.
- Faculty members should be active in state and national professional/academic organizations. This ordinarily will involve travel to state, regional, national, or international meetings in a leadership role and/or for presentation of scholarly/creative activity.

Table 8. General Promotion Criteria for Educator Scholars in the Health Sciences Departments.

	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 and graduate health sciences students.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must have made a substantial contribution to the teaching mission of the Department/School with a demonstrated record of excellence in the education of health sciences students.	For appointment/promotion to PROFESSOR, the faculty member must have made a substantial and continued commitment to the teaching mission of the Department/School with a demonstrated record of continued excellence in the education of health sciences students.
SERVICE	For appointment/promotion to 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 the faculty member's profession.	For appointment/promotion to PROFESSOR, the faculty member must have demonstrated leadership in service to the Department, School, and University and to the faculty member's profession. The faculty member should have demonstrated excellence in service and been recognized for service to their profession.
RESEARCH/SCHOLARLY 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. Although not required, it is desirable that the faculty member has evidence of contributions to refereed publications in appropriate journals.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate a record of scholarly activity as defined in this document. 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 state, or regional or national level.	For appointment/promotion to PROFESSOR, the faculty member must demonstrate a sustained record of substantial scholarly productivity as defined in this document. Although desirable, a record of substantive funding is not required. There must be clear evidence of a national reputation of academic excellence, typically manifested by presentations at the national level.

Table 9. General Promotion Criteria for Clinician Scholars in the Health Sciences Departments.

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
TEACHING	For appointment/promotion to ASSISTANT PROFESSOR, the faculty member must show potential for excellence in teaching students and/or other trainees. 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 the education of students and/or other trainees 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 the education of students and/or other trainees with recognition for excellence in teaching. The faculty member must document a leadership role in curriculum and/or program development.
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, hospital or both. The clinician should document participation in faculty development and Continuing Medical Education courses. The faculty member must provide evidence of departmental service and demonstrate potential for service at the level of the School and/or University.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member should document a high level of clinical and/or scientific competence as evidenced by membership and participation in professional societies, leadership roles in the department, hospital or both. The faculty member must demonstrate active and substantial participation in service activities for the Department, the School, and the University and to the faculty member's profession.	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 patients as an outstanding clinician.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate an emerging regional reputation for excellence in clinical practice.	For appointment/promotion to PROFESSOR, the faculty member must demonstrate a regional or national reputation for excellence in clinical practice and as an authority in a clinical field.
RESEARCH/SCHOLARLY 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, case reports, original articles, reviews, chapters, and/or extramural funding should be demonstrated.	For appointment/promotion to ASSOCIATE PROFESSOR, the faculty member must demonstrate evidence of significant scholarly activity including the publication of clinical observations, case reports, original articles, reviews, chapters, and/or success in obtaining extramural funding.	For appointment/promotion to PROFESSOR, the faculty member must demonstrate a substantial and continued record of scholarly activity including the publication of clinical observations, case reports, original articles, reviews, chapters, and/or success in obtaining extramural funding. The faculty member should demonstrate a local/national reputation of excellence.

Table 10. General Promotion Criteria for Teaching Faculty in the Health Sciences Departments.

	TEACHING ASSISTANT PROFESSOR	TEACHING ASSOCIATE PROFESSOR	TEACHING PROFESSOR
Teaching	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 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.
	Teaching faculty may participate in scholarly and creative activities along with other activities (i.e. service) to support the Departmental mission and goals. Examples of some scholarly and service activities are available in Tables 17-19 of this document.		

Table 11. Benchmarks and ratings for evaluation of Educator Scholars for promotion from Instructor to Assistant Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Good student evaluations • Peer assessment of teaching indicates knowledge of discipline specific content • Contributes to course design and development to reflect current knowledge 	<ul style="list-style-type: none"> • High student evaluations • Peer assessment of teaching indicates knowledge and application of discipline specific content • Develops course content that reflects current knowledge • Evidence of topic/module changes based on student or peer feedback 	<ul style="list-style-type: none"> • Outstanding student evaluations • Peer assessment of teaching indicates integration and application of discipline specific content • Evidence of course changes based on student or peer feedback and current best evidence • Initiates course design and development and contributes to curriculum planning and design
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintains professional licensure • Participates in committees at the department level 	<ul style="list-style-type: none"> • Membership in professional organization(s) at the state level • Actively participates in standing committees at the departmental level • Participates in student advisement and recruitment activities 	<ul style="list-style-type: none"> • Membership in professional organizations at the national level • Serve on committees at the school or university level • Professional service or committee work at local or regional level • Implementation of recruitment materials
Scholarly Activity	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Attendance at continuing education programs or courses at the local level • Develops a scholarly agenda • Assists students in successful completion of scholarly project 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at school • Dissemination of scholarly work at the school level 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the state or regional level • Dissemination of personal scholarly work at the state or regional level • Presentation or development of continuing education materials

Table 12. Benchmarks and ratings for evaluation of Educator Scholars for promotion from Assistant Professor to Associate Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Good student evaluations • Peer assessment of teaching indicates good quality • Develops course content that reflects evidence based knowledge 	<ul style="list-style-type: none"> • High student evaluations • Peer assessment of teaching indicates high quality • Contributes to course design and development that reflects evidence based knowledge • Evidence of topic/module changes based on student or peer feedback • Participation in school's or university's professional development activities 	<ul style="list-style-type: none"> • Outstanding student evaluations • Peer assessment of teaching indicates outstanding quality • Evidence of course or curriculum changes based on student or peer feedback • Involvement in course design and curriculum planning • Presentations at school's or university's professional development activities
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintains professional licensure • Membership in professional organization(s) at the state level • Participates in student recruitment activities • Participates in committees at the department level • Participates in student advisement and recruitment activities 	<ul style="list-style-type: none"> • Membership in professional organizations at the national level • Serve on committees at the school or university level • Development of recruitment materials • Professional presentations to community groups or organizations • Guides students to successful completion of program requirements 	<ul style="list-style-type: none"> • Professional service work at state or regional level • Local award for service activity • Leadership in the service mission of the department or School or University • Implementation of recruitment materials • Advisor to student groups or organizations • Mentoring of other faculty members
Scholarly Activity	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Attendance at continuing education programs or courses at the local level • Dissemination of scholarly work at the school level 	<ul style="list-style-type: none"> • Successful mentoring of student scholarly projects • Mentoring students to present scholarly project results at the state or regional level • Dissemination of personal scholarly work at the state or regional level • Presentation of continuing education courses at the local level 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the state or national level • Development and presentation of peer reviewed continuing education courses at regional or national venues

Table 13. Benchmarks and ratings for evaluation of Educator Scholars for promotion from Associate Professor to Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • A record of Good student evaluations • Peer assessment of teaching indicates good quality • Evidence of topic/module changes based on student or peer feedback • Mentors student scholarly projects • Presentations at university level related professional development activities 	<ul style="list-style-type: none"> • A record of High student evaluations • Peer assessment of teaching indicates high quality • Evidence of course or curriculum changes based on student or peer feedback • Presentations at state level related professional development activities • Mentor other faculty members at department level or university level 	<ul style="list-style-type: none"> • A record of Outstanding student evaluations • Peer assessment of teaching indicates outstanding quality • Formal recognition of teaching performance • Directs curriculum changes in program based on outcome assessment data • Leadership in curriculum planning, design and implementation • Presentations at regional or national level related professional development activities • Mentor other faculty members at national level
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintains professional licensure • Membership in professional organization(s) at the state level • Participates in student recruitment activities • Advisor to student groups or organizations • Participates in committees at the department level • Participates in student advisement and recruitment activities 	<ul style="list-style-type: none"> • Membership in professional organizations at the national level • Leadership on committees at the school or university level • Development of recruitment materials • Consulting services to state organizations • Committee work for professional organizations at state level • Manuscript reviewer for non-peer reviewed journal • Guides students to graduation meeting graduate school requirements 	<ul style="list-style-type: none"> • Leadership positions or offices at a state, regional or national level • Service work for professional organizations at a national level • Significant contribution to professional development by mentoring other faculty members and clinicians • Consulting services to regional or national organizations • Manuscript reviewer for peer reviewed journal • Editorial board member for professional journal

Scholarly Activity	<p>The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.</p>	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the local level • Dissemination of scholarly work at the school level • Submission of grant proposals at the university level • Presentation of continuing education courses at school or university level • Presentations (poster/platform) at state 	<ul style="list-style-type: none"> • Mentoring students to present scholarly projects results at the state or regional level • Dissemination of personal scholarly work at the state or regional level • Submission of grant proposals • Presentation of continuing education courses at the state level • Publication in non-peer journal • Peer reviewed presentations (poster/platform) at state or regional level 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the national level • Presentations (poster/platform) at national level • Funded grant proposals • Development and presentation of peer reviewed continuing education courses at regional or national level • Publication in peer-reviewed journal • Publication of book chapters
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Table 14. Benchmarks and ratings for evaluation of Clinician Scholars for promotion from Instructor to Assistant Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Good student evaluations • Peer assessment of teaching indicates knowledge of discipline specific content • Contributes to course design and development to reflect current knowledge 	<ul style="list-style-type: none"> • High student evaluations • Peer assessment of teaching indicates knowledge and application of discipline specific content • Develops course content that reflects current knowledge • Evidence of topic/module changes based on student or peer feedback 	<ul style="list-style-type: none"> • Outstanding student evaluations • Peer assessment of teaching indicates integration and application of discipline specific content • Evidence of course changes based on student or peer feedback and current best evidence • Initiates course design and development and contributes to curriculum planning and design
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintains professional licensure • Participates in committees at the department level 	<ul style="list-style-type: none"> • Membership in professional organization(s) at the state level • Actively participates in standing committees at the departmental level • Participates in student advisement and recruitment activities 	<ul style="list-style-type: none"> • Membership in professional organizations at the national level • Serve on committees at the school or university level • Professional service or committee work at local or regional level • Implementation of recruitment materials
Scholarly Activity	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Attendance at continuing education programs or courses at the local level • Develops a scholarly agenda • Assists students in successful completion of scholarly project 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results within school • Dissemination of scholarly work at the school level 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the state or regional level • Dissemination of personal scholarly work at the state or regional level • Presentation or development of continuing education materials

<p style="text-align: center;">Patient Care</p>	<p>The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.</p>	<ul style="list-style-type: none"> • Meets norms of quality assurance measures • Results of patient satisfaction surveys good (Patient feedback) • Building reputation • Meets requirements for continuing clinical education/professional development 	<ul style="list-style-type: none"> • Exceeds norms of quality assurance measures • Results of patient satisfaction surveys very good (Patient feedback) • Applies evidenced knowledge to practice 	<ul style="list-style-type: none"> • Significantly exceed norms of quality assurance measures • Results of patient care satisfaction survey excellent (Patient feedback) • Receives local recognition or awards • Shares clinical knowledge and skills
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Table 15. Benchmarks and ratings for evaluation of Clinician Scholars for promotion from Assistant Professor to Associate Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Good student evaluations • Peer assessment of teaching indicates good quality • Develops course content that reflects evidence based knowledge 	<ul style="list-style-type: none"> • High student evaluations • Peer assessment of teaching indicates high quality • Contributes to course design and development that reflects evidence based knowledge • Evidence of topic/module changes based on student or peer feedback • Participation in school's or university's professional development activities 	<ul style="list-style-type: none"> • Outstanding student evaluations • Peer assessment of teaching indicates outstanding quality • Evidence of course or curriculum changes based on student or peer feedback • Involvement in course design and curriculum planning • Presentations at school's or university's professional development activities
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintains professional licensure • Membership in professional organization(s) at the state level • Participates in student recruitment activities • Participates in committees at the department level • Participates in student advisement and recruitment activities 	<ul style="list-style-type: none"> • Membership in professional organizations at the national level • Serve on committees at the school or university level • Development of recruitment materials • Professional presentations to community groups or organizations • Guides students to successful completion of program requirements 	<ul style="list-style-type: none"> • Leadership in the service mission of the department or School or University • Professional service work at state or regional level • Local award for service activity • Implementation of recruitment materials • Advisor to student groups or organizations • Mentoring of other faculty members
Scholarly Activity	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Successful mentoring of student scholarly projects • Attendance at continuing education programs or courses at the local level • Dissemination of scholarly work at the school level 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the state or regional level • Dissemination of personal scholarly work at the state or regional level • Presentation of continuing education courses at school or university level • Submission of grant proposals at the university level 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the national level • Development and presentation of peer reviewed continuing education courses • Leadership in curriculum design and development • Peer reviewed poster or oral presentation • Peer reviewed publication • Funded grant proposals

<p style="text-align: center;">Patient Care</p>	<p>The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.</p>	<ul style="list-style-type: none"> • Meets norms of quality assurance measures • Results of patient satisfaction surveys good (Patient feedback) • Building reputation • Meets requirements for continuing clinical education/professional development 	<ul style="list-style-type: none"> • Exceeds norms of quality assurance measures • Results of patient satisfaction surveys very good (Patient feedback) • Applies evidence based knowledge to practice 	<ul style="list-style-type: none"> • Significantly exceed norms of quality assurance measures • Results of patient care satisfaction survey excellent (Patient feedback) • Receives local recognition or awards • Shares clinical knowledge and skills
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Table 16. Benchmarks and ratings for evaluation of Clinician Scholars for promotion from Associate Professor to Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • A record of Good student evaluations • Peer assessment of teaching indicates good quality • Evidence of topic/module changes based on student or peer feedback • Mentors student scholarly projects • Presentations at university level related professional development activities 	<ul style="list-style-type: none"> • A record of High student evaluations • Peer assessment of teaching indicates high quality • Evidence of course or curriculum changes based on student or peer feedback • Presentations at state level related professional development activities • Mentor other faculty members at department level or university level 	<ul style="list-style-type: none"> • A record of Outstanding student evaluations • Peer assessment of teaching indicates outstanding quality • Directs curriculum changes in program based on outcome assessment data • Leadership in curriculum planning, design and implementation • Presentations at regional or national level related professional development activities • Mentor other faculty members at national level • Formal recognition of teaching performance
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintains professional licensure • Membership in professional organization(s) at the state level • Participates in student recruitment activities • Advisor to student groups or organizations • Participates in committees at the department level • Participates in student advisement and recruitment activities 	<ul style="list-style-type: none"> • Membership in professional organizations at the national level • Leadership on committees at the school or university level • Development of recruitment materials • Consulting services to state organizations • Committee work for professional organizations at state level • Manuscript reviewer for non-peer reviewed journal • Guides students to graduation meeting graduate school requirements 	<ul style="list-style-type: none"> • Leadership positions or offices at a regional or national level • Service work for professional organizations at a national level • Significant contribution to professional development by mentoring other faculty members and clinicians • Manuscript reviewer for peer reviewed journal • Consulting services to regional or national organizations • Editorial board member for professional journal

<p style="text-align: center;">Scholarly Activity</p>	<p>The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.</p>	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the local level • Dissemination of scholarly work at the school level • Submission of grant proposals at the university level • Presentation of continuing education courses at school or university level • Presentations (poster/platform) at state 	<ul style="list-style-type: none"> • Mentoring students to present scholarly projects results at the state or regional level • Dissemination of personal scholarly work at the state or regional level • Submission of grant proposals • Presentation of continuing education courses at the state level • Publication in non-peer journal • Peer reviewed presentations (poster/platform) at state or regional level 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the national level • Presentations (poster/platform) at national level • Development and presentation of peer reviewed continuing education courses at regional or national level • Publication in peer-reviewed journal • Publication of book chapters • Funded grant proposals
<p style="text-align: center;">Clinical Practice</p>	<p>The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.</p>	<ul style="list-style-type: none"> • Meets norms of quality assurance measures • Results of patient satisfaction surveys good (Patient feedback) • Building reputation • Meets requirements for continuing clinical education/professional development 	<ul style="list-style-type: none"> • Exceeds norms of quality assurance measures • Results of patient satisfaction surveys very good (Patient feedback) • Applies evidence based knowledge to practice 	<ul style="list-style-type: none"> • Significantly exceed norms of quality assurance measures • Results of patient care satisfaction survey excellent (Patient feedback) • Receives local recognition or awards • Shares clinical knowledge and skills

Table 17. Benchmarks and ratings for evaluation of Teaching Faculty for promotion from Teaching Instructor to Teaching Assistant Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Good student evaluations • Peer assessment of teaching indicates knowledge of discipline specific content • Contributes to course design and development to reflect current knowledge • Participates in student advisement activities 	<ul style="list-style-type: none"> • High student evaluations • Peer assessment of teaching indicates knowledge and application of discipline specific content • Develops course content that reflects current knowledge • Evidence of topic/module changes based on student or peer feedback 	<ul style="list-style-type: none"> • Outstanding student evaluations • Peer assessment of teaching indicates integration and application of discipline specific content • Evidence of course changes based on student or peer feedback and current best evidence • Initiates course design and development and contributes to curriculum planning and design • Participates in student advisement and University advisement sessions
Teaching faculty MAY participate in scholarly and creative activities along with other activities (i.e. service) to support the Departmental mission and goals.				
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintain professional licensure • Professional organization membership at the state level 	<ul style="list-style-type: none"> • Membership in professional organization at the state level • Committee service at the department level 	<ul style="list-style-type: none"> • Committee service at the School and/or University. • Membership in professional organization
Scholarly Activity	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Attendance at continuing education programs to maintain licensure • Develop a scholarly agenda 	<ul style="list-style-type: none"> • Dissemination of scholarly work at the school level 	<ul style="list-style-type: none"> • Dissemination of personal scholarly work at the state or regional level • Presentation or development of continuing education materials

Table 18. Benchmarks and ratings for evaluation of Teaching Faculty for promotion from Teaching Assistant Professor to Teaching Associate Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Good student evaluations • Peer assessment of teaching indicates good quality • Develops course content that reflects current evidence based knowledge • Participates in student advisement activities • Mentors student scholarly projects 	<ul style="list-style-type: none"> • High evaluations by students and peers • Contributes to course design and development to reflect current knowledge • Evidence of topic/module changes based on student or peer feedback • Guides students to graduation meeting graduate school requirements • Appropriate design, implementation, evaluation, and updating of courses or curricula to reflect current knowledge • Appropriate design and development of units or courses to reflect current knowledge • Mentors student scholarly project 	<ul style="list-style-type: none"> • Outstanding evaluations by students and peers • Evidence of course or curriculum changes based on student or peer feedback • Involvement in course design and development, curriculum planning, design and implementation to reflect current knowledge • Presentations at college and/or university education related professional development activities • Appropriate design, implementation, assessment, and updating of courses or curricula to reflect current knowledge
Teaching faculty MAY participate in scholarly and creative activities along with other activities (i.e. service) to support the Departmental mission and goals.				
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintains professional licensure • Membership in professional organization(s) at the state level • Participates in committees at the department level • Participates in student advisement and recruitment activities 	<ul style="list-style-type: none"> • Membership in professional organizations at the national level • Committee service at the school or university level • Committee work for professional organizations at local or state level 	<ul style="list-style-type: none"> • Service work for professional organization at state or regional level • Leadership in the service mission of the department or School or University • Award for service activity • Mentoring of other faculty or staff

<p style="text-align: center;">Scholarly Activity</p>	<p>The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.</p>	<ul style="list-style-type: none"> • Attendance continuing education programs or courses at the local level 	<ul style="list-style-type: none"> • Successful mentoring of student scholarly projects/Activity • Dissemination of personal scholarly work at the state level 	<ul style="list-style-type: none"> • Dissemination of scholarly work and/or presentation (poster/platform) at regional or national level • Presentation of continuing education courses at school or university level
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Table 19. Benchmarks and ratings for evaluation of Teaching Faculty for promotion from Teaching Associate Professor to Teaching Professor. An individual is **not expected** to achieve every benchmark listed in order to achieve a given rating. However, the preponderance of evidence should support the rating assignment.

	Does Not Meet Expectations	GOOD	HIGH	OUTSTANDING
Teaching	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • A record of Good student evaluations • Peer assessment of teaching indicates good quality • A record of team teaching responsibilities • Participate in student advisement activities • Appropriate design and development of units or courses to reflect current knowledge • Presentation at university level related professional development activities 	<ul style="list-style-type: none"> ○ A record of High student evaluations ○ Peer assessment of teaching indicates high quality • Course director in at least one course ○ Contribute to course design and development to reflect contemporary practice • Evidence of course or curriculum changes based on student or peer feedback • Guide students to graduation meeting graduate school requirements • Presentation at local professional development activities • Mentor other faculty members at department level 	<ul style="list-style-type: none"> • A record of Outstanding student evaluations • Peer assessment of teaching indicates outstanding quality • Direct curriculum change in program based on outcome assessment data • Leadership in curriculum planning, design and implementation • Presentation at regional or national level professional development activities • Mentor other faculty member in school or university • Formal recognition of teaching performance
	Teaching faculty MAY participate in scholarly and creative activities along with other activities (i.e. service) to support the Departmental mission and goals.			
Service	The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.	<ul style="list-style-type: none"> • Maintains professional licensure • Membership in professional organization at the state level • Participate in student recruitment activities • Advisor to student group or organization • Participate in committee at the department level 	<ul style="list-style-type: none"> • Membership in professional organization at the national level • Leadership on committees at the school or university level • Consulting services to state organization • Manuscript reviewer for non-peer reviewed journal 	<ul style="list-style-type: none"> • Leadership position or office at a regional or national level • Significant contribution to professional development by mentoring other faculty member and clinician • Manuscript reviewer for peer reviewed journal

<p style="text-align: center;">Scholarly Activity</p>	<p>The individual does not meet the minimal expectations associated with a 'Good' rating when considering his or her professional development plan and percent of effort distributions.</p>	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the local level • Dissemination of scholarly work at the school level • Presentation of continuing education courses at school or university level 	<ul style="list-style-type: none"> • Mentoring students to present scholarly projects results at the state or regional level • Dissemination of scholarly work at the state or regional level • Presentation of continuing education courses at the state level • Publication in non-peer journal • Submission of grant proposals 	<ul style="list-style-type: none"> • Mentoring students to present scholarly project results at the national level • Presentation (Poster/Platform) at national level • Funded grant proposals Development and presentation of peer reviewed continuing education courses at regional or national level • Publication of book chapters • Publication in peer reviewed journal
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**OT, PT and Sports Medicine Definitions
of Good, High, and Outstanding Student Ratings of Teaching**

The following definitions are a guideline for differentiating hallmarks of good, high and outstanding student ratings of teaching. The Student Evaluation of Learning and Feedback for Instructors (SELI) will be a required component for faculty evaluation, promotion and tenure reviews. The overall score from an individual SELFI is the “summary total score” developed from all factors and questions represented on the SELFI form. In reviewing the SELFI student ratings of teaching, consideration should be given to the specific type of course, course objectives, class enrollment and the SELFI response rate. The student ratings are considered one component for evaluating effective teaching and should be considered in the context of the entire faculty dossier for evaluation, promotion and tenure decisions.

Good student evaluations	An overall average score of 3.5 to 3.74 for assigned courses. In the narrative of contributions to teaching, the faculty member addresses teaching strategies and develops a plan for addressing specific areas of concern.
High student evaluations	An overall average score of 3.75 to 3.99 for assigned courses. In the narrative of contributions to teaching, the faculty member reflects on teaching strategies and correlates the strategies to student learning and mastery of the content. Narrative reflects tenets of active learning, adult learning, and appropriate incorporation of technology and innovation.
Outstanding student evaluations	An overall average score of 4.00 or higher for assigned courses. In the narrative of contributions to teaching, the faculty member reflects on teaching strategies and correlates the strategies to student learning and mastery of the content. Narrative reflects tenets of active learning, adult learning; the individual faculty member articulates a personal teaching philosophy that reflects best practices in education and innovation in the classroom.

**Department of PA Studies and MLS Student Evaluation Classification Rubric
Definition of Good, High, and Outstanding Teaching Evaluations**

The following definitions are a guideline for differentiating hallmarks of good, high and outstanding teaching evaluations. The Student Evaluation of Learning and Feedback for Instructors (SELI) will be a required component for faculty evaluation, promotion and tenure reviews (if supported by UND Institutional Research). In reviewing the SELI Student Course Evaluations and scores, consideration should be given to specific course objectives, course enrollment, departmental goals (such as increased active learning components resulting in greater long term retention of content), the SELI response rate and the faculty narrative on teaching. The student evaluations are considered one component for evaluating effective teaching and should be considered in the context of the entire faculty dossier for evaluation, promotion and tenure decisions.

GOOD EVALUATIONS	HIGH EVALUATIONS	OUTSTANDING EVALUATIONS
<p>Overall average of 3.5-3.74* Some positive student comments with moderate recommendation of instructor As evidenced in the faculty narrative on teaching and/or supporting documentation, the instructor has thoughtfully analyzed student evaluation feedback, begun to address teaching strategies and is taking action based on specific areas of concern in response to student evaluation feedback.</p>	<p>Overall average of 3.75-3.9* Moderate positive student comments with strong recommendation of instructor As evidenced in the faculty narrative on teaching and/or supporting documentation, the instructor has thoughtfully analyzed student evaluation feedback, has addressed best practice and innovation in teaching strategies in correlation with student mastery of content and has begun to monitor action based on specific areas of concern in response to student evaluation feedback.</p>	<p>Overall average of ≥ 4.0* Many positive student comments with near unanimous recommendation of instructor As evidenced in the faculty narrative on teaching and/or supporting documentation, the instructor has thoughtfully analyzed student evaluation feedback, has addressed best practice and innovation in teaching strategies in correlation with student mastery of content and has monitored data-driven action and resultant change based on specific areas of concern in response to student evaluation feedback.</p>

**on scaled questions related to the instructor/teaching; based on a 5-point Likert scale where 5.0 is 'strongly agree'*