

Department of Health and Kinesiology The University of Texas at Tyler Non-Tenure Track Promotion Policy and Procedures.

1 PURPOSE

Promotion of a faculty member is indicative of their contributions to the profession and to the University. Accordingly, promotion of faculty members is based primarily on demonstrated performance in the following areas: (a) teaching, (b) practice (when applicable), (c) research/scholarship (when applicable), (d) service to the institution, the wider community, and to the profession, and (e) collegiality. It is the expectation that the faculty member is consistently meeting all the criteria of the rank to which he/she aspires.

The policy and procedures described in this document shall apply to all H&K non-tenure track (NTT) faculty meeting the criteria established in The University of Texas at Tyler *Handbook of Operating Procedures*. The purpose of this document is to provide clear guidelines and consistent evaluation procedures for non-tenure track faculty seeking promotion within the Department of H&K and is also intended to serve as a constructive guide to assist faculty in meeting expectations for productivity and growth. These guidelines serve to define and differentiate non-tenure track faculty appointments from the traditional academic (tenure) track. The policy and procedures are intended to support the goals of the College and University as well as provide direction for individual faculty members. In all cases, these policies and procedures shall conform to and be consistent with The University of Texas at Tyler *Handbook of Operating Procedures*.

2 DEFINITIONS

Scholarship refers to creative work, communication, and dissemination of that work, and a capacity to learn, grow and change in teaching, practice, research, and service. The following categories and definitions are adapted from Boyer, E.L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate, a special report of The Carnegie Foundation for the Advancement of Teaching* and from The University of Texas at Tyler *Handbook of Operating Procedures* and the American Association of University Professors (AAUP).

2.1 Teaching

Teaching refers to the education of future scholars and captures the interplay between knowledge of teaching and learning and educational practice. The scholarly teacher is engaged and immersed in the current knowledge of one's field and demonstrates the ability to build bridges between one's own understanding and the student's learning. This is achieved through skilled, sound pedagogical methods.

2.2 Scholarship of Practice and Research

Scholarship must include excellence in an area as evidenced by specialization in a field of knowledge specific to one's profession. This excellence may be reflected by certification as a specialist in a practice-based or other field of expertise. Scholarship may include but is not limited to publication of peer reviewed articles, case studies, peer reviewed books or book chapters, and collaboration in clinical research, quality improvement or implementation of evidence (best practice).

Research refers to the discovery and advancement of new knowledge. It is demonstrated through a record of distinctive and progressive research expertise, leadership in the advancement of knowledge, and engagement in collaborative research, translational science, quality improvement, and scholarly practice activities. Research includes the dissemination of knowledge to colleagues, students, and others, and the transformation of ideas and thoughts as a result of knowledge.

2.3 Service

Faculty members provide service and leadership to the University, department, the profession, and the community through their professional expertise. Service includes that which is internal and external to the University and can take multiple forms, such as active committee membership, community board service, professional organization membership and/or leadership, and collaboration with community partners.

2.4 Collegiality

Collegiality is a professional, not personal, criterion relating to the performance of duties. Collegiality encompasses issues such as the candidate's genuine compatibility with and support for the University's and the College's missions and goals; ability and willingness to work cooperatively, respectfully, and constructively within the department, college, and university; a willingness to engage in shared governance; and maintenance of high standards of professional integrity in dealing with colleagues and students.

2.5 Non-Tenure Track Faculty Appointments and Titles

2.5.1 Lecturer Designations

A terminal degree is not required for appointment as a Lecturer, or for promotion in the Lecturer track. Promotion through the ranks of Lecturer is not assumed. The individual must pursue and demonstrate achievement of the specific requirements for this advancement. Promotion is earned and the individual is responsible for demonstrating achievement of the specific requirements for advancement.

2.5.1.1 Lecturer: The title of Lecturer is used for individuals whose primary responsibility is teaching and whose education and experience qualify them for teaching at the university level. These persons are employed full-time and may or may not have a terminal degree in the specialty area. Lecturers have primary responsibilities for teaching in the classroom, laboratory, and/or clinical setting and participate in aspects of the academy through contributions in teaching and service.

2.5.1.2 Senior Lecturer: Following five years as full-time faculty, the Lecturer can apply for appointment as a Senior Lecturer; early promotion may be considered under special

circumstances. The Senior Lecturer has all the qualifications and attributes of the Lecturer. However, the Senior Lecturer has extensive teaching experiences and expertise and assumes significant responsibilities in advancing the mission of the College and University. The Senior Lecturer excels in teaching and at least one of two aspects recognized as essential to the Department of H&K: research/scholarship and service.

2.5.1.3 Distinguished Lecturer: The Distinguished Senior Lecturer is reserved for Senior Lecturers who are stellar teachers and academic leaders. In addition to the criteria associated with the Senior Lecturer, the Distinguished Senior Lecturer excels in all aspects recognized as essential to the Department of H&K: teaching, research/scholarship, and service. Senior Lecturers may apply for promotion to Distinguished Lecturer after at least five years of service as a Senior Lecturer.

2.5.2 Clinical Professor Designations

A terminal degree in the specialty area or related field (i.e. PhD or clinical practice degree such as OTD) is required for appointment in the Clinical Professor track. Promotion through the ranks of Clinical Professorship is not assumed. The individual must pursue and demonstrate achievement of the specific requirements for this advancement. Promotion is earned, and the individual is responsible for demonstrating achievement of the specific requirements for advancement.

An individual who meets the criteria for a different track (e.g., tenure), may apply and interview on a competitive basis for an open/posted position in that track. An individual may change tracks only one time during the course of employment (e.g., non-tenure clinical track to tenure track, or vice versa).

2.5.2.1 Clinical Assistant Professor: The Clinical Assistant Professor has classroom, clinical, and/or laboratory expertise and may teach in any or all those settings. This individual may enter teaching at this level or may have prior university experience in a different capacity. The Clinical Assistant Professor contributes to the Department of H&K through teaching, research/scholarship, and service. It is expected that the Clinical Assistant Professor will contribute to the profession and the academy in such a way as to advance incrementally in rank. Following five years as full-time faculty, the Clinical Assistant Professor can apply for appointment as a Clinical Associate Professor; early promotion may be considered under special circumstances.

2.5.2.2 Clinical Associate Professor: The Clinical Associate Professor meets all the criteria associated with the Clinical Assistant Professor. However, the Clinical Associate Professor has extensive teaching experiences and assumes a significant leadership role in the specialty area or department. The Clinical Associate Professor is expected to participate in all aspects recognized as essential to the Department of H&K: teaching, research/scholarship, and service and to excel in at least two of those areas. These individuals must seek and demonstrate merit for advancement to this rank. Clinical Assistant Professors may apply for promotion to Clinical Associate Professor after at least five years of service as a Clinical Assistant Professor. In some cases, comparable service at another institution may be counted towards this minimum.

2.5.2.3 Clinical Professor: The Clinical Professor is reserved for those who excel in all the criteria associated with the Clinical Associate Professor, including persistent excellence in teaching, research/scholarship, and service. These individuals must seek and demonstrate ongoing merit for advancement to this rank. Clinical Associate Professors may apply for promotion to Clinical Professor after at least five years of service as a Clinical Associate Professor. In some cases, comparable service at another institution may be counted towards this minimum.

3 DEPARTMENTAL NON-TENURE TRACK PROMOTION COMMITTEE

3.1 Purpose and Scope of the Committee

The purpose of the Departmental Non-Tenure Track Promotion (NTTP) Committee is to evaluate a candidate's record of accomplishments in relation to the criteria for promotion and to make a recommendation as to whether those criteria have been achieved. Recommendations of the Departmental NTTP Committee will be submitted to the department head. Following the department head review, the Department Head will submit recommendations to the Dean. The information considered by the committee is limited to that included in the portfolio prepared by the candidate. The specific responsibility of the Committee is to evaluate candidates being considered for promotion and make a formal recommendation to the Department Head in that regard.

The H&K NTTP Committee has the responsibility to review this policy annually to ensure that the Departmental criteria, policies, and procedures are consistent with those in the University's *Handbook of Operating Procedures*.

3.2 Committee Membership

The H&K NTTP Committee shall consist of three H&K faculty members (clinical or tenured associate/full professors and/or senior/distinguished lecturers), excluding the Department Chair. The members will be elected by a vote of all full-time faculty in the H&K. The NTTP Committee members shall serve staggered 3-year terms. The H&K faculty shall elect members to vacant positions on NTTP Committee in the fall semester prior to any deliberations of the committee.

No individual shall serve on the Departmental NTTP committee during an academic year in which he or she is under consideration for promotion. Further, a committee member shall not take part in the evaluation and shall not vote on a promotion consideration to a faculty rank higher than that held by the committee member.

3.3 Committee Policies and Procedures

- The Department Chair shall activate the H&K NTTP Committee at an appropriate time when a faculty member seeks promotion.

- The H&K NTTP Committee will elect a chair at its first meeting.
- If the Committee does not contain 3 members who are eligible to vote on the promotions being considered for a given academic year, the Department Chair will appoint additional ad hoc members as necessary.
- All discussions and deliberations shall be strictly confidential, except for the final report(s) submitted to the Department Chair. The discussions are expected to be professional and constructive.
- A final vote shall be taken on each application by secret ballot.
- In the case of a split decision, any committee member or group of members may submit a signed minority dissension report to the Department Chair.
- A report of the majority decision and recommendation, including exact tally or tallies of votes will be developed and signed by each committee member.
- The committee shall submit the recommendation to the Department Chair.

4 PROMOTION REVIEW PROCESS

The promotion process begins when a faculty member notifies the Department Chair of her/his intent to apply for promotion during the upcoming academic year.

4.1 Notification and Schedule

A faculty member who wishes to be considered for promotion must request such consideration by **June 1st** of the year in which he or she wishes to be considered. The request must be in writing to the department chair with a copy to the dean. Upon receipt of the request, the department chair will notify the individual of the date by which the required documents and evaluation portfolio must be submitted. The content of the evaluation portfolio is discussed in Section 5 of this policy and is presented in the appendix.

4.2 Notification and Timeline for Promotion Application

Dates	Process	To Do
Minimum of 5 academic years (AY) following date of appointment	NTT track faculty have minimum of 5 academic years [AY] from their date of employment to achieve promotion <i>if they so desire</i> . Early promotion may be considered for exceptional circumstances	Assemble and maintain supporting documentation in evaluation portfolio. <ul style="list-style-type: none"> • Refer to Section 6, Table 6.0 and 6.1 for specific promotion criteria.
June 1st preceding the AY of intent to apply for promotion.	Intent to apply for promotion	Notify departmental chair with copy to the dean in writing of intent to apply for promotion.
September 1st	Portfolio due to Departmental NTT Promotion Committee	Submit evaluation portfolio
September 15th	Departmental Recommendations to Chair	Candidate may withdraw application for promotion if circumstances warrant
October 1st	Chair Recommendations to Dean	

November 1st	Dean Recommendations to Provost	
December 15th	Notification of Decision to Applicant	

5 EVALUATION PORTFOLIO

The evaluation portfolio is a document prepared by the candidate within Faculty 180 that presents his or her accomplishments in a clear and succinct manner. The content and organization of the portfolio adopted by the Department of H&K follows the format required by the Office of Academic Affairs and is included in the Appendix. It is recommended the candidate begin preparing the portfolio at least three months before it is due.

The purpose of the evaluation portfolio is for the candidate to present the basis upon which a successful promotion recommendation can be made. Faculty members are responsible for maintaining, assembling, and presenting documentation in support of their request for promotion. Within the cover letter, the candidate should state why he or she is deserving of promotion. The documentation presented in the rest of the portfolio should support this position. The cover letter should not exceed two pages.

6 CRITERIA FOR GRANTING OF PROMOTION

Expectations for promotion for lecturer-track faculty is based on performance in teaching, research/scholarship, and service. Clinical track faculty promotion is closely tied to clinical practice and instruction as it relates to teaching, research/scholarly practice, and service endeavors. Research/scholarship for non-tenure-track faculty may be directly in the field of study or in pedagogy related to the field of expertise.

The tables below address the criteria required for promotion. The weight of the decision to grant promotion rests on clear evidence of continued accomplishments and productivity logically inferred from a consistent pattern of past performance of distinction.

Promotion criteria delineate expectations for faculty scholarly productivity and apply to all H&K faculty. The criteria were determined with consideration of the goals of The University of Texas at Tyler, the *Carnegie Foundation report on Scholarship Reconsidered*, and criteria for promotion in other Colleges of The University of Texas at Tyler, as well as other aspirational universities.

In congruence with the University's tenure and promotion guidelines as published in the *Handbook of Operating Procedures*, the areas of teaching, scholarly practice/research and service contributions along with consideration of collegiality will be used as criteria for determining a recommendation for non-tenure track promotion.

Presentation of one or more evidence criteria is required for each criterion and is not exclusive. Selected evidence criteria are required and signified by asterisk and bolding. Other applicable

evidence may be added to demonstrate proficiency. *Note: publications shall be in a journal respected in the discipline rather than a predatory journal.

6.1 NON-TENURE TRACK PROMOTION CRITERIA (Senior Lecturer, Distinguished Lecturer)

Presentation of two or more evidence criteria is required for each criterion and is not exclusive. Selected evidence criteria are required and signified by *asterisk. Other applicable evidence may be added to demonstrate proficiency.

TEACHING		
Criterion	Senior Lecturer	Distinguished Lecturer
<p>Criterion 1: Demonstrates teaching effectiveness.</p>	<p>*Required: Receives ratings of “<i>meets expectations</i>” or “<i>exceeds expectations</i>” on annual evaluations for teaching.</p> <p>Plus at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> Syllabi demonstrate above average planning and evaluation of pedagogical strategies, and appropriate revision as needed to ensure effectiveness. Demonstrates consistent and proficient use of innovative and creative teaching strategies. Examples of student work demonstrate proficiency in facilitating student learning. Develops new courses; revises or evaluates existing courses reflecting evidence-based practice. Implements substantive revision of an existing course. Active participation in activities and programs designed to improve teaching effectiveness. Consistently incorporates student feedback to facilitate student development. Contributes to the development of training grants and funded educational programs. Nominated for or receives a significant teaching award. 	<p>*Required: Receives mostly <i>exceeds expectations</i> on annual evaluations for all teaching criteria.</p> <p>Plus at least <u>four</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> Syllabi demonstrate excellent planning and evaluation of pedagogical strategies, and appropriate revision as needed to ensure effectiveness. Demonstrates consistent expertise in the use of innovative and creative teaching strategies Examples of student work demonstrate expertise in facilitating student learning. Leads in new course development, revisions and/or evaluation of existing courses reflecting evidence-based practice. Provides leadership in activities and programs designed to improve teaching effectiveness. Systematically incorporates student feedback for programmatic improvement. Provides leadership in the development of training grants and funded educational programs. Nominated for or receives a significant teaching award.
<p>Criterion 2: Demonstrates competence in area(s) of content expertise.</p>	<p>Demonstrates at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> Evidence of continuing education in areas of teaching and clinical responsibility. 	<p>Demonstrates at least <u>four</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> Evidence of continuing education in areas of teaching and area of expertise.

	<ul style="list-style-type: none"> • Maintains one’s own area of content expertise. • Advisor for student independent study or honors program. • Obtains/maintains certification in area of content expertise. 	<ul style="list-style-type: none"> • Demonstrates mastery in one’s own area of content expertise. • Exemplifies mastery in teaching strategies for students, colleagues, and clinical staff. • Advisor for student independent study or honors program. • Obtains/maintains certification in area of content expertise.
RESEARCH AND SCHOLARSHIP		
Criterion	Senior Lecturer	Distinguished Lecturer
Criterion 1: Demonstrates productivity and collaboration in scholarship in area of expertise.	<p>*Required: Receives ratings of “<i>meets expectations</i>” or “<i>exceeds expectations</i>” on annual evaluations for scholarship.</p> <p>Plus at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Demonstrates consistent integration of research and/ or evidence-based practice. • Engages in research or scholarly activity, either independently or in collaboration with other faculty. • Evaluates research literature for application in courses or practice. • Contributes to the body of literature through publication of a manuscript or book chapter as author or co-author. • Presents professional oral or poster presentations at local, regional, state, or national meetings. • Assists students with honors projects or similar (e.g., independent studies, etc.) 	<p>*Required: Receives mostly <i>exceeds expectations</i> on annual evaluations for scholarship.</p> <p>Plus at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Demonstrates consistent integration of research and/or evidence-based practice. • Conducts independent research or scholarly activity. • Independently or collaboratively contributes to the body of literature through publication of a manuscript or book chapter. • Presents professional oral or poster presentations at regional, state, or national meetings as lead author. • Consistently evaluates research literature for application in courses or practice. • Serves as co-author with students for reports of honors projects or similar (e.g., independent studies, etc.)
SERVICE		
Criterion	Senior Lecturer	Distinguished Lecturer
Criterion 1: Service to Department, College and University	<p>*Required: Active participation on department, college, and/or university committees.</p> <p>Fulfills at least <u>one</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Fulfills administrative appointments and assignments within the department and/or college. • Actively participates in planning and implementation of major college or community events (e.g., Fitness Expo or similar) 	<p>*Required: Active participation on department, college, and/or university committees.</p> <p>Fulfills at least <u>one</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Provides leadership on department, college, and/or university committees. • Fulfills administrative appointments and assignments within the department, college, and/or university. • Provides leadership in planning and implementation of major college or community events (e.g., Fitness Expo or similar)

Criterion 2: Service to Community and Profession	<p>*Required: Demonstrates service to the community and to the profession.</p> <p>Fulfills at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Active participation as a member in a local, state, regional, national, or international organization. • Serves on committees in professional organizations at the local and state levels. • Serves on committees in community agencies and organizations at the local and state levels. • Contributes to enhancing knowledge and visibility of the department and college. • Collaborates with the community in the development of programs and/or services. • Presents at workshops and/or continuing education programs for professional groups. • Presents at workshops and/or continuing education programs for community groups. • Obtains and/or maintains professional certifications and other specialty credentials. 	<p>*Required: Demonstrates service leadership to the community and to the profession.</p> <p>Fulfills at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Serves as an officer in a local, state, regional, national, or international organization. • Serves in position of leadership in professional organizations at the local, state, national, or international level. • Serves in positions of leadership in community agencies and organizations at the local, state, national, or international level. • Provides leadership in enhancing knowledge and visibility of the department and college. • Provides leadership in the development of community programs and/or services. • Provides leadership with organizing workshops/continuing education programs for professional groups. • Provides leadership with organizing workshops/continuing education programs for community groups. • Obtains and/or maintains professional certifications and other specialty credentials. • Mentors individuals external to the university.
COLLEGIALITY		
Criterion	Senior lecturer	Distinguished Lecturer
Demonstrates respect for others, cooperative working relationships, professional integrity, and supports shared governance within the University, College, and Department.	<p>*Evidence: (all must be met)</p> <ul style="list-style-type: none"> • Annual evaluations consistently reflect “meets expectations.” • Actions reflect respect for others. • Actions reflect integrity and support of the university/department’s mission and culture. • Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness). • Consistently attends convocation, graduation, faculty meetings and retreats. 	<p>*Evidence: (all must be met)</p> <ul style="list-style-type: none"> • Annual evaluations consistently reflect “meets expectations.” • Actions reflect respect for others. • Actions reflect integrity and support of the university/department’s mission and culture. • Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness). • Consistently attends convocation, graduation, faculty meetings and retreats.

6.2 NON-TENURE CLINICAL TRACK PROMOTION CRITERIA

Presentation of two or more evidence criteria is required for each criterion and are not exclusive. Selected evidence criteria are required and signified by ***asterisk and bolding**. Other applicable evidence may be added to demonstrate proficiency.

TEACHING		
Criterion	Clinical Associate Professor	Clinical Professor
<p>Criterion 1: Demonstrates teaching effectiveness.</p>	<p>*Required: Receives ratings of “<i>meets expectations</i>” or “<i>exceeds expectations</i>” on annual evaluations for teaching.</p> <p>Plus at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Syllabi demonstrate above average planning and evaluation of pedagogical strategies, and appropriate revision as needed to ensure effectiveness. • Demonstrates consistent and proficient use of creative teaching strategies. • Examples of student work demonstrate proficiency in facilitating student learning. • Implements substantive revision of an existing course. • Chairs or provides a substantive contribution to curricular development or revision at the local, state, or regional levels. • Engages in development, implementation, and evaluation of a continuous education program. • Demonstrates capacity for mentoring and supervising novice faculty in the academic and clinical setting. • Development, implementation and evaluation of a continuous education program. • Consistently incorporate student feedback to facilitate student development. • Contributes to the development of training grants and funded educational programs. • Nominated for or receives a significant teaching award. 	<p>*Required: Receives mostly <i>exceeds expectations</i> on annual evaluations for teaching.</p> <p>Plus at least <u>four</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Pedagogical strategies show consistent planning, continuous evaluation, and appropriate revision to ensure effectiveness. • Demonstrates consistent expertise in the use of a variety of pedagogical strategies that address the diversity of student learning styles. • Demonstrates consistent expert use of creative teaching strategies. • Examples of student work demonstrate expertise in facilitating student learning. • Development of a new course or teaching program. • Maintains a leadership role in curriculum development or revision. • Development, implementation, and evaluation of a continuous education program. • Systemically incorporates student feedback for programmatic improvement. • Mentors faculty in identified areas of growth and development. • Develops training grants and serves as PI or Co-investigator. • Develops or contributes to development of national curricular standards. • Nominated for or receives a significant teaching award.
<p>Criterion 2: Demonstrates competence in area(s) of content expertise.</p>	<p>Provides evidence of at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Evidence of continuing education in areas of teaching and/or clinical responsibility. • Shows evidence of intellectual engagement and immersion in one’s own area of content expertise. 	<p>Provides evidence of at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Shows evidence of intellectual engagement and is recognized as a content expert for his/her specialty area (i.e., serves as a consultant, author for lay publications, interviewed as content expert).

	<ul style="list-style-type: none"> • Maintains currency in professional specialty area (e.g., certifications, conferences) • Consistent record of authorship in peer reviewed publications. • Advisor for student independent study or honors program. • Obtains/maintains certification in area of content expertise. 	<ul style="list-style-type: none"> • Maintains currency in professional specialty area (e.g., certifications, conferences) • Consistent record of authorship in peer-reviewed publications, some of which reflect the candidate’s program of practice and/or clinical scholarship. • Recognized for expertise in teaching/mentoring students in practicums or areas of expertise. • Advisor for student independent study or honors program. • Obtains/maintains certification in area of content expertise.
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PROFESSIONAL EXPERTISE AND SCHOLARSHIP

Criterion	Clinical Associate Professor	Clinical Professor
Criterion 1: Demonstrates progressive productivity and collaboration in scholarship in area of expertise.	<p>*Required: Receives ratings of “<i>meets expectations</i>” or “<i>exceeds expectations</i>” on annual evaluations for scholarship.</p> <p>Plus at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Maintains active involvement in area of expertise (i.e., clinical practice, consultant, practicum instruction) • Evaluates research findings for application into practice. • Demonstrates beginning leadership in the development, implementation, and evaluation of [practice] innovations in collaboration with members of the profession, community/target population. • Serves as an investigator in a research/practice project. 	<p>Required: Receives mostly <i>exceeds expectations</i> on annual evaluations for all scholarship criteria</p> <p>Plus at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Maintains active involvement in area of expertise (i.e., clinical practice, consultant, practicum instruction) • Develops evidenced-based practice reviews and guideline development. • Leads development of innovative practice models and/or development of national/international clinical practice guidelines. • Initiates research/ practice projects as principal investigator or project director.
Criterion 2: Contributes to the community of scholars.	<p>*Required: Minimum of 2, high quality, substantive publications in the last 5 years that are currently relevant. (publications are in peer-reviewed, non-predatory journals.)</p> <p>Plus at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Serves as first author on at least one peer-reviewed publication. • Acceptance of paper and/or poster presentations at state, regional, and national meetings [presentation pending funding availability]. • Co-constructs findings and reports and disseminates findings in collaboration with community/target population. 	<p>*Required: Minimum of 1, high quality, substantive publication(s) per year that are currently relevant. (publications are in peer-reviewed, non-predatory journals.)</p> <p>Plus at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Annual track record of publications in peer reviewed national and international journals as evidenced by publications that reflect mentoring activities with mentees as first authors.; and publications are in peer-reviewed, non-predatory journals. • Demonstrates consistent track-record of serving as first author or corresponding author on peer-reviewed publications.

		<ul style="list-style-type: none"> • Acceptance of paper and/or poster presentations at national and international meetings [presentation pending funding availability]. • Demonstrates consistent and systematic approaches to disseminate findings and reports, to community/target population.
Criterion 3: Contributes to the community of scholars in practice, the profession or research.	<p>Provides documentation of at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Serves on regional, or national research/grant review committees, boards, or commissions. • Serves as a reviewer for professional scholarly journals. • Serves on practice councils and/or review committees within the institution or for specialty organizations at the state or national level. • Serves as sponsor for non-course related student research applications or scholarly practice activities. • Serves as core faculty for research training grants or scholarly practice activities. • Submits funding proposals for research or to support programs in the college. • Serves as a consultant in area of expertise. • Serves as a Board Member in Specialty Area. • Reports of clinical demonstration projects • Co-authors accreditation or other comprehensive program report 	<p>Provides documentation of at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Serves on national or international research/grant review committees, boards, or commissions. • Serves as an editor or member of an editorial board for professional scholarly journals. • Provides leadership in professional organizations whose primary focus is scholarship or research. • Serves in a leadership position on practice councils and/or review committees within the institution or for specialty organizations at the national or international level. • Recognized by former mentees for having influenced their research or scholarly project achievement. • Collaborates in development and implementation of research training grants, or scholarship activities. • Serves as program director or co-director for grants related to research training or scholarship. • Obtains funding for research or to support programs in the college. • Serves as a Board Member in Specialty Area. • Reports of clinical demonstration projects • Authorship of accreditation or other comprehensive program report.
SERVICE		
Criterion	Clinical Associate Professor	Clinical Professor
<u>Criterion 1:</u> Service to Department, College and University	<p>Provides documentation of at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Active participation on a college or university committee. • Mentors in areas of teaching, professional expertise, clinical practice, or research/clinical scholarship. 	<p>Provides documentation of at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Chairs a college and/or university committee. • Mentors in area of teaching, professional expertise, clinical research, or practice.

	<ul style="list-style-type: none"> • Serves on dissertation, or doctoral scholarly project committees. • Interim departmental leadership for substantive period. • Serves on special, called task forces. • Peer observer for teaching effectiveness. 	<ul style="list-style-type: none"> • Serves in another administrative/leadership role in the department or college for a substantive period. • Chair on dissertation, or Faculty Mentor doctoral scholarly project committees. • Member on dissertation, or doctoral scholarly project committees. • Chairs special, called task forces.
<p>Criterion 2: Service to Community and Profession -- Demonstrates civic and moral responsibility through service to the community and profession.</p>	<p>Provides documentation of at least <u>two</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Serves as an officer or board member in a local, state, regional, national, or international organization. • Achievement of a local, regional, national, or international award for professional service. • Serves as editorial board member related area of expertise. • Provides consultation services relevant to expertise. • Provides education to community, civic, governmental or professional organizations relevant to one's expertise. • Provides direct care services to meet community health care needs. 	<p>Provides documentation of at least <u>three</u> of the Selected Evidence Criteria:</p> <ul style="list-style-type: none"> • Chair of national or international organization committee. • Active participation as a committee member in a national or international organization. • Serving as an officer or board member in a national or international organization. • Serves as an external peer reviewer for T&P candidate external to the university. • Serves as editorial board member related area of expertise. • Achievement of a national or international award for professional service. • Lead collaborative initiatives to address community health care needs. • Provides direct care services to meet community health care needs.

COLLEGIALITY

Criterion	Clinical Associate Professor	Clinical Professor
<p>Demonstrates respect for other, cooperative working relationships, professional integrity, and supports shared governance within the University, College, and Department.</p>	<p>*Evidence: (all must be met)</p> <ul style="list-style-type: none"> • Annual evaluations consistently reflect “meets expectations.” • Actions reflect respect for others. • Actions reflect integrity and support of the university/department’s mission and culture. • Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness). • Attends graduations, convocations; participates in faculty meetings, retreats; works with faculty teaching same courses to ensure consistency, responds to email in a timely fashion; completes assigned tasks on time; submits required 	<p>*Evidence: (all must be met)</p> <ul style="list-style-type: none"> • Annual evaluations consistently reflect “meets expectations.” • Actions reflect respect for others. • Actions reflect integrity and support of the university/department’s mission and culture. • Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness). • Attends graduations, convocations; participates in faculty meetings, retreats; works with faculty teaching same courses to ensure consistency, responds to email in a timely fashion; completes assigned tasks on time; submits required

	documentation for program analysis in a timely manner.	documentation for program analysis in a timely manner.
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APPENDIX

GUIDELINES FOR THE EVALUATION PORTFOLIO IN FACULTY 180

Candidates being considered for non-tenure track promotion are responsible for providing accurate, thorough, and clear documentation of achievements for review. Each candidate will complete an e-portfolio in Faculty 180. All routine items included in the annual evaluation should be documented in Faculty 180. These include the sections: Teaching; Reassigned Duties; Scholarly Contributions; Grants; Professional Enhancement Activities; Institutional Committees; Other Service; Professional Appointments; Professional Service; Community Engagement; Advising; Student Mentoring; and Consulting. In addition, the following sections will be added for consideration of promotion:

I. Teaching Philosophy and Teaching Evaluation Summary

- a. Include a one-page teaching philosophy.
- b. The Teaching Evaluation Summary includes courses taught and mean scores on evaluation over the previous 3-year timeframe.

II. Statement about Research/Creative Activity.

- a. A one-page statement about professional research/scholarship or practice activity that includes how a research/scholarship program is being built and expanded, including accomplishments to date, plans for future research/scholarship, and the role of research/scholarship in relationship to teaching and service.

III. Statement on Service Activities

- a. Include a one-page summary of service and its relationship to teaching and scholarship.

IV. Supporting Documents

- a. The Record of Review cover sheet is located on the Office of Academic Affairs website.
- b. This section contains the letters of recommendation from the department and college peer review committees, the department chair, and the dean. These are placed in the portfolio by the department chair or the dean.
- c. External reviews are not required for non-tenure track promotion.
- d. Annual evaluations from the previous five-years of should be uploaded.
- e. A third-year review is not required for non-tenure track promotion.
- f. A separate CV is optional as Faculty 180 will automatically generate a CV. If submitting a separate supplemental CV, follow guidelines required by the Office of Academic Affairs.
- g. Under “Departmental Tenure and Promotion Guidelines, include / upload this document (“HK NTT Promotion Policy and Procedures”)
- h. Unsolicited letters/ emails are optional.