

**University of Nebraska  
College of Allied Health Professions  
Promotion and Tenure Guidelines<sup>1</sup>**

**2017-18 Academic Year**

**Section I: Introduction**

The purpose of this document is to specify an application procedure for promotion and tenure, and to provide a set of standards and criteria upon which decisions for promotion and tenure can be based. The mission of the College of Allied Health Professions in a broad sense includes (1) education of undergraduate, allied health, and graduate students; (2) research programs designed to advance medical education and scientific understanding of health and disease, as well as advance basic scientific knowledge and educational methods; (3) provision of comprehensive patient care; and (4) health-related service and administration.

The fulfillment of this mission demands excellence in four areas of professional emphasis: (1) teaching, (2) research and other scholarly activities, (3) patient care, if applicable, and (4) service (including administration) to the University (including all of its subunits), to peer professionals and to the public.

Whereas the College of Allied Health Professions expects its faculty to demonstrate overall excellence in all aspects of its mission, the College recognizes that few faculty members can perform equally in the areas of teaching, research and scholarly activities, clinical activity, and service including administration. Nonetheless, teaching is of paramount importance and all faculty are expected to participate. For promotion to Assistant Professor it is expected that the individual is at or above average in teaching and demonstrates initial research or clinical competence. For promotion to Associate Professor, it is expected that significant achievement will be made in at least two areas of academic endeavor (teaching, research and scholarly activity, patient care, if applicable, and professional service); and competence demonstrated in at least one other area of emphasis. This record of accomplishment must document an emerging reputation of regional or national scope in the candidate's academic discipline. For promotion to Professor, it is expected that the highest level of excellence will be achieved in at least two areas of emphasis, with continued achievement in the other area(s) of emphasis. In addition, the candidate must have achieved national or international recognition for their contributions in their respective disciplines.

The criteria provided in this document are guidelines. It is recognized that not all faculty will fit unified or predefined stereotypes and that each candidate will come forward with a unique blend of activities supporting, in different ratios, the major missions of the College of Allied Health Professions. Diversity is to be expected and encouraged among faculty members. For this reason, criteria for promotion and tenure allow consideration of a variety of different professional areas of emphasis. The College and Division/Departmental Promotion and Tenure Committees must use flexibility in evaluating candidates and may depart from the guidelines when necessary;

---

<sup>1</sup> The College of Allied Health Professions Promotion and Tenure Guidelines are based on the UNMC Guidelines for Submitting Academic Promotion and Tenure Recommendations. The College of Allied Health Professions Promotion and Tenure Guidelines relate specifically to College of Allied Health Professions academic faculty and are the guidelines utilized by the College of Allied Health Professions Committee for Promotions and Continuous Appointment.

however, reasons for making such departures must be documented and explained clearly. It is a primary responsibility of the candidate, through his or her written narrative(s), and the Department Chair or Division Director through his or her accompanying letter, to clearly define how the candidate contributes, in the chosen areas of emphasis, to the mission of the College of Allied Health Professions.

## **Section II: Selection of Area of Emphasis**

The Department Chair (or Division Director, when applicable) has a responsibility to assist every new faculty appointee in selecting a major area of emphasis. All faculty members need and deserve this counsel as part of their career development. Each new faculty member will select a primary area of emphasis by agreement with his or her Department Chair or Division Director. This selection should be compatible with activities required to achieve the long term goal of promotion to full Professor. Teaching, research/scholarly activity, patient care, or service/administration may be selected as a primary emphasis.

While it is recognized that circumstances may make change in professional emphasis necessary, such changes must be carefully considered because frequent deviations may delay the faculty member's achievement of a record of professional excellence.

## **Section III: Areas of Emphasis Described**

### **A. Teaching**

This includes the ability to lead students to think purposefully and critically, to interest students in the broad problems of the subject under study, to exhibit teaching innovation, to construct reliable and valid instruments of evaluation, to interpret the results of learning evaluations impartially, to maintain sound academic standards, and finally to foster professional attitudes within students. It should be recognized that teaching within the College of Allied Health Professions may include various formats such as lectures, laboratory interaction, small group instruction, distance education, simulation experiences, development of instructional materials or innovative methods, or administrative activities such as course organization, development, and direction. Teaching also may include mentoring and supervision of graduate students and post-doctoral associates. Additional aspects of teaching may include supervision or mentoring of other faculty; health professionals; and "practitioners-in-training" performing inpatient, outpatient, procedural and laboratory service. Recognition of outstanding performance as a teacher by peers and by students can be a powerful factor in the evaluation process. Emphasis should be placed not only on the quantity of educational activities but also on their **quality**, as well as the **impact of these activities** on the faculty member's chosen area of study.

### **B. Research and Other Scholarly Activities**

Research can broadly be described as a process of investigation or inquiry that leads to the acquisition of new knowledge. Although research in the medical sciences often focuses on disease processes, it may also address the normal condition. In the study of normal and disease processes, research may be basic (laboratory-based), translational (applied) or clinical (human studies). Epidemiology, behavioral sciences, ethics, basic sciences, information science, and so forth are all suitable areas for research activity. Research in education, learning processes, and interprofessional collaborations including, but not limited to, knowledge and competency acquisition, teaching methods, instructor training, and educational environment dynamics are highly valued. New strategies and tools which positively contribute to shaping learning outcomes

and outcome assessment methods are important areas of scholarly activity which impact the mission of the College.

Scholarly activities should be interpreted broadly and should not be limited to those activities ordinarily characterized as research. Scholarly activity may also include the synthesis of new ideas, writing textbooks and monographs, and the application of fundamental knowledge to research, technology transfer, software design, website design, or other activities related to information sciences, and the development of innovative teaching methods.

Successful acquisition of extramural funds through peer-reviewed mechanisms or through corporate research programs and publications of results in the peer-reviewed literature are most often used as indicators of the quantity and quality of research/scholarly activity. Nevertheless, in the evaluation of scholarly activity, especially that conducted outside the traditional boundaries of research, emphasis should be placed not only on the quantity of the work produced but also on **quality** of the work and the **impact** the scholarly activity has on the faculty member's chosen area of study. This scholarly impact may be demonstrated through invitations to chair or organize national symposia, to edit books or provide textbook chapters and through other activities which demonstrate the regional, national and international reputation of the scholar. Of special importance in this regard are letters solicited from individuals outside the UNMC College of Allied Health Professions' community who are in a position to assess the relative importance of the faculty member's work and his or her status in the academic community.

### **C. Patient Care**

Important to the success of the College of Allied Health Professions is the delivery of patient care. Indeed, the success of the students' clinical education may depend on their association with faculty members who deliver excellent clinical care to patients. Patient care may be categorized as direct (such as within the hospital or various outpatient clinics) or indirect (as provided by specialized tests or procedures). Access to such activities is essential for allied health students and other "practitioners-in-training". In addition, a large part of the environment and resources for teaching and support for new research within the College of Allied Health Professions is provided by patient care activities. For promotion to the level of Professor, scholarly communications that illustrate the candidate's significant impact in his or her professional community are expected.

### **D. Service (including Administration) to the University, Peer Professionals, and the Public**

Administrative activities are important to the overall mission and operation of any college of allied health professions. The execution of administrative activities may be the primary function of some faculty members. Administrative activities can be performed within the various Departments or Divisions, the College of Allied Health Professions, UNMC, the University of Nebraska or affiliated clinical partner such as Nebraska Medicine. In addition to administration, professional service may include direction of local, national and international continuing medical education symposia, scientific workshops, and policy making bodies. A faculty member should demonstrate the ability to cooperate with other professionals involved in service and educational functions. There should be evidence of commitment to continued upgrading of professional knowledge and skills. Other evidence of professional service may take the form of education and leadership of peer professionals. The latter would be indicated by leadership positions in local, state, or national professional associations and societies, consultantships, service on advisory boards, service on editorial boards or as a manuscript reviewer, invited professional lectureships, and so forth. Relevant community or public service, particularly as it relates to the faculty member's professional competence, is also encouraged.

## **Section IV: Process of Application**

### **A. Establishment of a Divisional, Departmental or College Advisory Committee for Promotion & Tenure**

The College of Allied Health Professions expects that for each promotion and tenure cycle, a division, department or college-level Advisory Committee(s) will be established to oversee the process and assemble the application materials for forwarding to the College of Allied Health Professions' Promotion and Tenure Committee for review. It is expected that each committee, appointed by the Division Director, Department Chairperson, or CAHP Dean will consist of three or more faculty at or, preferably, above the candidate's present academic rank. Membership of tenured faculty on the Advisory Committee is also to be preferred. Nevertheless, there will be circumstances (e.g., small divisions/departments, few persons of full professor rank, or joint appointments) where the desired committee composition is not possible. In such cases, the membership of the Committee may be expanded to include faculty from other Divisions or Departments in the College of Allied Health Professions to serve. The Division Director or Department Chairperson may not serve on his or her own divisional/departmental Advisory Committee for promotion and tenure. It is recommended that some continuity in the Advisory Committee be established by utilizing staggered terms of appointment for the members.

### **B. Responsibilities of the Divisional, Departmental of College Advisory Committee**

This Committee will assemble a complete file of materials required by the College of Allied Health Professions' Promotion and Tenure Committee. It is the responsibility of the Chair of the divisional, departmental or college Advisory Committee to inform each candidate for promotion or tenure that the candidate is responsible for providing the information necessary for assembling a complete portfolio. The Committee or Division/Department Chair will solicit such letters of evaluation as are required for the promotion or tenure (see Paragraph D (5) of this Section).

When the candidate's promotion or tenure file has been completely assembled (see Paragraph D below), the Committee will meet to review the material and to make a recommendation to the Division Director or Department Chair. Candidates will be given an opportunity to review their files (minus letters of evaluation for which waivers of access have been provided) prior to the formal meeting of the Committee to consider the candidate's request for promotion or tenure. Candidates may comment in writing about items in their file. Such written comments will be appended to their promotion and tenure file.

Minutes of the divisional, departmental or college Advisory Committee meeting must be kept, and they will become a permanent part of the candidate's promotion or tenure file. The minutes must include a brief summary of the discussion, the results of the vote, and, if there is a split vote, the minority opinion must be presented. All these documents are submitted to the Division Director or Department Chair as appropriate. The summary of the discussion including the recommendation of the Committee must also be sent to the candidate.

### **C. Responsibility of the Division Director or Department Chair**

The Division Director or Department Chair is responsible for identifying individuals eligible for promotion or tenure and for forwarding the completed application for promotion or tenure to the College of Allied Health Professions Promotion and Tenure Committee. The materials submitted to the Promotion and Tenure Committee must include the minutes of the Divisional/Departmental Advisory Committee's meeting. The candidate's Director or Chair will also include a comprehensive letter of evaluation with his or her recommendation to the College of Allied Health Professions' Promotion and Tenure Committee. It is extremely important that the Director's or Chairperson's letter identify the areas of emphasis in academic endeavor [1) *teaching*, 2) *research and other scholarly activities*, 3) *patient care*, or 4) *service to the University, to peer professionals, and to the public*] upon which the recommendation is based.

The letter should address the individual's personal qualities such as integrity, reliability, collegiality, and so forth. In addition, the Division Director's or Department Chair's letter should contain summaries of teaching evaluations by undergraduate, graduate and professional students, **and peer faculty members**. If the Director's or Chair's recommendation is different from that of the Division's/Department's Advisory Committee, the letter must provide a detailed explanation of the reasons for the alternative recommendation.

#### **D. Documents**

The academic accomplishments of the candidate for promotion or tenure must be thoroughly and accurately outlined for the review and decision making process. A faculty member's academic rank will be that of their primary appointment. A faculty member holding an appointment (paid or courtesy) in more than one academic unit of the College of Allied Health Professions, or other UNMC College, shall carry his or her primary academic rank to their secondary appointments. However, the UNMC Promotion and Tenure Guidelines **require separate transmittal forms** for each appointment.

1. UNMC Transmittal Form. This form (Appendix A of the UNMC guidelines) provides the cover sheet on which the recommendations of the Division Director or Department Chair and the Divisional/Departmental Promotion and Tenure Committee are indicated. It acts as a summary sheet for all actions in a given promotion or tenure deliberation.
2. Chairperson's Letter. See Section IV, Paragraph C.
3. Curriculum Vitae (CV). Each candidate for promotion or tenure must submit a current CV in the format specified in Appendix B of the UNMC guidelines. Appendix C should be added to the CV for the purpose of documenting the teaching activities of a candidate for promotion or tenure. Faculty for whom teaching is a major area of emphasis are required to compose a more extensive **Teaching Portfolio** that can be used to help develop their teaching narrative and submitted as a separate, secondary document to their P&T application packet (see Section IV. D. 8.).
4. Academic Narrative. The candidate for promotion or tenure must prepare a clear and succinct narrative of the highlights and importance of his or her academic accomplishments in a) teaching, b) research and scholarly activities, c) patient care, if applicable, and d) service to the University, to peer professionals and to the public. This may be done in one narrative but the individual must use the previously mentioned subheadings (a-d) in describing his or her accomplishments. **The academic narrative is not meant to reiterate the curriculum vitae**. In addition to a description of previous accomplishments, it is helpful to the Promotion and Tenure Committee for candidates to highlight significant aspects of their career development and those achievements in which they take particular pride. There is no minimum length required but the documents must not be more than 8 pages in length (2 pages per subheading; 8.5" x 11" page size, 1" margins, minimum 11 pt font size).
5. External Letters of Evaluation. Applications for promotion to Associate Professor, to Professor, and for the award of Tenure must be accompanied by external letters of evaluation. Generally, external reviewers in other universities should have professional ranks at or above that being considered for the candidate and be qualified to critically evaluate the importance of the candidate's work and his or her status in the professional community. A minimum of three (3) and a maximum of six (6) letters of evaluation are required. One or more letters must be from an individual not identified by the candidate, who has not mentored or otherwise collaborated with the candidate, and labeled as such.

**Guidance:** The letter(s) from individuals “not identified by the candidate” are especially helpful to the College of Allied Health Professions Promotion and Tenure Committee. These letters, requested from academicians who may or may not have expertise in the candidate’s areas of professional emphasis, can provide an unbiased assessment of the candidate’s strengths and weaknesses. The requested letters must not be from UNMC faculty members. Ideally, the evaluator should assess whether the candidate would be promoted at their institution. An additional two to four letters from external reviewers, who may be suggested by the candidate, will ideally comment on different aspects of the candidate’s strengths and talents (teaching, research and scholarly activity, patient care, service). Letters that simply reiterate the candidate’s CV are not considered helpful to the faculty member’s application. When appropriate, assessment of the candidate’s promotability at peer institutions is encouraged. One or two letters from other UNMC departments, colleges or institutions indicating the candidate’s collaborative activities or important contributions to the enterprise may also be helpful, but do not substitute for external letters of evaluation. A letter from the leader of a multidisciplinary team detailing the candidate’s unique contributions to the program can also be of significant value. However, be mindful of the fact that submission of an excessive number of letters leads to great redundancy, is not helpful, and represents an imposition of the referees’ time.

It is important that letters to external reviewers be sent by the Chair of the Divisional/Departmental Advisory Committee for Promotion and Tenure, the Division Director or Department Chair, or the Dean (not by the candidate). The academic portfolio should include a short description of the qualifications of each reviewer, the relationship of the reviewer to the candidate, and a copy of the letter soliciting a review. The letters solicited for such a review should use neutral language that ask for an **evaluation (not a letter of support)**, and must indicate to the reviewer whether or not the candidate has waived his or her right of access to letters of evaluation. These letters should be returned to the Director or Chair of the requesting Division or Department.

6. Candidate’s Right to Access Letters of Evaluation. Candidates must determine whether they wish to waive or retain their right of access to letters of evaluation. A form (Appendix D) indicating the Candidate’s wishes regarding access to letters of evaluation must be signed before letters are solicited.
7. Copies of Publications. Candidates for promotion should submit copies of not more than five (5) of their most important publications that were printed or accepted for publication since their last promotion. Candidates for tenure also should submit copies of not more than five (5) of the most important publications.
8. Teaching Portfolio. Faculty for whom teaching is a major area of emphasis are required to compose a more extensive **Teaching Portfolio** that can be used to help develop their teaching narrative and submitted as a separate, secondary document to their P&T application packet. The Teaching Portfolio should contain only relevant materials which provide support of the significance and impact of the faculty’s teaching and reputation (local, regional, national or international). Recommendations for developing a teaching portfolio are provided at the UNMC Academic Affairs website (<http://www.unmc.edu/academicaffairs/faculty/promotion-tenure.html>).

Letters from prior trainees (but not current trainees, due to conflict of interest) may be useful in support of the candidate’s teaching activities; such letters may be included as part of a Teaching Portfolio, but should not be part of the “Letters of Evaluation.”

## **Section V: Review Process**

The Promotion and Tenure Committee of the College of Allied Health Professions is a standing committee appointed by the Dean of the College of Allied Health Professions. The committee reviews the application materials for each candidate and makes a recommendation to the Dean regarding promotion or tenure. The committee recommendation is also communicated to the candidate's Chair or Director. The Dean makes the decision regarding each candidate's application for promotion and tenure and provides a written notification to the candidate and his or her Chair (Director, if applicable) of his or her recommendation. This recommendation is then forwarded to the Chancellor for final review.

**Conflict of Interest:** To ensure objectivity during the promotion and tenure (P&T) process, any conflicts of interest that create an apparent or actual bias by evaluators must be declared and managed. All committee evaluators who have a relationship with the candidate should make that relationship known (e.g. member of same department, current or past collaborator), consistent with University policies and this guideline. A conflict of interest can occur when an evaluating party might realize professional or personal gain or loss based on the P&T outcome of a candidate.

If a candidate believes there is a potential or actual conflict of interest between themselves and a P&T committee member, the candidate may petition for that committee member to recuse themselves during the promotion and tenure decision of the candidate. These requests should be included in the candidate's Promotion and Tenure application folder. A list of P&T committee members is available from the Division Director or Department Chair, which should be passed on to the candidate.

## **Section VI: Request for Reconsideration**

As provided for in the UNMC Guidelines for Submitting Academic Promotion and Tenure Recommendations, "A negative decision at the department level may be appealed within the college/institute. ...An individual wishing to appeal a department-level decision must present his/her arguments in writing to the Dean within 15 days after receiving written notification of the Division Director or Department Chair's decision."

The Department Chair (Division Director, if applicable) or the candidate can request reconsideration of a College of Allied Health Professions Promotion and Tenure Committee recommendation. A written request for reconsideration must be submitted to the Dean within five working days after written notification of the recommendation by the Committee. An ad hoc committee, appointed by the Dean, will review the request for reconsideration and will forward a recommendation to the Dean within 30 days of the request for reconsideration.

Decisions by the Dean to deny promotion or tenure will normally be considered final for that year, with the exception that an individual who alleges that the decision of denial of promotion or tenure was prejudiced or capricious may submit a written appeal to the Chancellor within 15 days after receiving written notification of the Dean's decision.

## **Section VII: Promotion and Tenure in Different Academic Appointments**

It is recognized that all faculty considered for promotion and tenure under these guidelines hold one of the types of faculty appointments in the College of Allied Health Professions authorized by Section 4.4 of the Bylaws of the Board of Regents of the University of Nebraska. Specific Term Appointments (Section 4.4.2 of the Bylaws of the Board of Regents) are not used by the UNMC College of Allied Health Professions.

### **A. Guidelines for Promotion.**

The **promotion** component of the Promotion and Tenure Guidelines applies to the following types of appointments:

1. Health Professions Faculty Appointment. Members of the full-time permanent faculty at the University of Nebraska Medical Center may be employed by a "Health Professions Faculty Appointment" established by the Board of Regents on May 6, 1988 in Section 4.4.7 of the Bylaws of the Board of Regents.

**Any person serving on a Health Professions Faculty Appointment may apply for promotion and/or tenure.** Applications for promotion and tenure will be reviewed in accordance with the University of Nebraska Medical Center standards for promotion and continuous appointment (tenure) as approved by the Chancellor pursuant to Section 4.5 of the Bylaws of the Board of Regents.

2. Special Appointments. Special Appointments are described in Section 4.4.1 of the Bylaws of the Board of Regents. Academic-administrative appointments in this category **do not** lead to the acquisition of tenure. Any person serving on a Special Appointment may apply for promotion according to the Promotion and Tenure Guidelines. Special Appointments also include:
  - a. *Part-time Appointments*: These Special Appointments are described under Section 4.4.1 (2) of the Bylaws of the Board of Regents and comprise faculty who are hired at less than full-time (1.0 FTE).
  - b. *Courtesy Appointments*: An appointment in an academic department for an individual who is on an active pay status in some other department or unit of the University of Nebraska. (See Section IV.D. per COM policies.)
  - c. *Adjunct Appointments*: A non-pay appointment in an academic department for an individual who is on a volunteer (non-pay) status and is not on active pay status with any other unit at the University of Nebraska.
  - d. *Clinical Appointments*: These Special Appointments are described under Section 4.4.1 (9) of the Bylaws of the Board of Regents and comprise faculty who are hired, regardless of FTE, for the primary purpose of providing health care with varying responsibility for teaching or research. The "Guidelines for Promotion of Clinical Faculty" (see Section X, Sub-Section A and B) and "Examples of Activities for Promotion of Faculty" (see Section X, Sub-Section C) apply to this type of Special faculty appointment.
3. Continuous Appointment. Continuous Appointments are described in Section 4.4.3 of the Bylaws of the Board of Regents. Faculty who have obtained continuous appointment are eligible for promotion.

### **B. General Criteria for Advancement to Each Rank.**

All criteria for advancement in rank are cumulative, e.g., a candidate for Associate Professor must meet the criteria listed for Assistant Professor plus those listed for Associate Professor.

Candidates for promotion to each rank below must meet both the general and specific criteria as described in Table 1 (Section IX). General criteria must be met before specific criteria are

applied. Examples of activities that can be utilized to demonstrate excellence and productivity in each of the four areas of emphasis (teaching, research and other scholarly activity, patient care, and service) are detailed in Section IX. Generally, Level 1 activities in each area are those expected of Assistant Professors, Level 2 activities are those expected of Associate Professors, and Level 3 activities are those expected for Professors in their chosen areas of academic endeavors. Multiple examples of activities must be met to demonstrate meeting the specific criteria for each area. Because the possible combinations of activities are individually variable, a clear presentation and documentation of the rationale for their selection is the responsibility of the candidate and his or her Division Director/ Department Chair.

1. Assistant Professor. Individuals being recommended for promotion to this rank should have completed the terminal degree and/or certification(s) that are standard prerequisites for an academic appointment in their discipline. Exceptions to this requirement will be limited to those cases where documented professional accomplishments are sufficient to merit waiver of the standard. Each candidate must demonstrate initial research or clinical competence, be board-eligible or board-certified in his/her primary specialty (if applicable), and be documented at or above average in teaching. Additionally, the candidate must reach Level 1 in one of the following areas: teaching, research and other scholarly activity, patient care, or service to the university, peer professional or the public (see Table 1).
2. Associate Professor. Prior to eligibility for promotion to the rank of Associate Professor, an individual normally will have served four-to-six (or more) years at the rank of Assistant Professor. It is possible for a candidate to be promoted to Associate Professor after less than four years at the rank of Assistant Professor; however, such a recommendation usually represents exceptional accomplishments on the part of the candidate.

To be promoted to Associate Professor, an individual must be board certified in his/her subspecialty (if applicable), demonstrate independence, leadership and creativity, and display an **emerging regional or national reputation**. The candidate must demonstrate a sustained record of significant accomplishments (Level 2 or above) in two of the areas of academic endeavor (teaching, scholarly activity, patient care, if applicable, or professional service); and competence (Level 1 or above) demonstrated in at least one other area of emphasis (see Table 1).

The two areas of academic endeavor that are of prime importance may vary by discipline and department, as well as by individuals within a unit. The record of accomplishment must document the faculty member's emerging reputation of regional or national scope in the candidate's academic discipline. Professional publications will be an important element to assess regional or national recognition, although other factors and achievements will also be considered (e.g. evidence that the candidate is a key member of a scholarly team or plays a key role in supporting the activities of multiple investigators, or developed educational/curricular materials delivered to other universities or presented regionally). If the candidate's accomplishments are primarily limited to two areas of academic endeavor, he/she must still maintain competency in a third area.

3. Professor. An individual being considered for promotion to Professor normally will have served in the rank of Associate Professor for five-to-seven (or more) years. It is possible for a candidate to be promoted to Professor after less than five years at the rank of Associate Professor; however, such a recommendation usually represents exceptional accomplishments on the part of the candidate.

The candidate must demonstrate clear evidence of leadership, make lasting contributions appropriate to the mission of the College, and enhance the prestige of the College and UNMC. Further, the candidate must have fully **achieved national or international recognition** for his/her contributions to their discipline.

Promotion to this rank should be reserved for those individuals who have a sustained record of outstanding accomplishment (Level 3) in at least two areas of academic endeavor (teaching, scholarly activity, patient care, if applicable, or professional service); and achieved at least Level 2 in another area of academic endeavor (see Table 1). As with promotion to Associate Professor, the area of academic endeavor that is of prime importance may vary by discipline and department, as well as by individuals within a unit. Professional publications will be an important element in the assessment of national or international recognition, although other factors and achievements will be considered (e.g. evidence that the candidate is a key member of a scholarly team or plays a key role in supporting the activities of multiple investigators or developed educational/curricular materials used nationally by other universities).

### **C. Guidelines for Tenure (Continuous Appointment)**

Continuous appointment or tenure is an attainment by a faculty member who has demonstrated the professional and personal qualifications required for acceptance as a permanent faculty member. It is the most significant reward by the University and, therefore, should be made separately and independently of other reward systems such as promotion and salary increases. Individuals holding a Health Professions Faculty Appointment, as described in Section 4.4.7 of the Bylaws of the Board of Regents of the University of Nebraska, are eligible to be considered for tenure.

A recommendation for tenure will be made only on the basis of demonstrated and documentable academic achievement using the Criteria for Promotion and Tenure (Section IX. of these Guidelines). The recommendation for tenure will be based on the academic endeavors achieved in teaching, research and other scholarly activity, and service. Patient care cannot be used as a criterion for continuous appointment. Evaluation of academic achievements will be made by considering quality of publications, effective teaching, development of new and improved teaching or learning methods, and excellence in the faculty member's field of specialization as demonstrated by recognition of his or her achievements and recommendations by peers not only within the University of Nebraska but also, where practicable and feasible, at other major Universities.

Each recommendation for tenure should emphasize the contribution that the candidate has made to the educational needs of the Division, Department, College, or UNMC.

### **Section VIII. Post-Tenure Review**

The UNMC guidelines for Post-Tenure Review are detailed in Section VI. of the "UNMC Guidelines for Submitting Academic Promotion and Tenure Recommendations." Please refer to those guidelines for the post-tenure review process.

As indicated by the footnote in Section VI. 2. a. (1) of the UNMC document noted above, each unit (College or Institute) is required to define the standards for substantial and chronic deficiency. Attached as Appendix E to the "College of Allied Health Professions Promotion and Tenure Guidelines" is the approved document that defines "substantial and chronic deficiency" for the College of Allied Health Professions.

**Section IX. Criteria for Promotion and Tenure in the Health Professions Faculty Appointment, for Promotion in the Continuous Appointment, and for Promotion of Faculty on Special Appointments (including Courtesy Faculty Appointment).**

**A. Eligibility**

Individuals should have completed the terminal degree and/or certification(s) that are standard prerequisites for an academic appointment in their discipline and who teach, perform basic/clinical/educational research or other scholarly activity, provides professional service and/or patient care in the College of Allied Health Professions.

**B. Criteria**

Both general and specific criteria are to be applied in evaluating teaching, research and scholarly activity, patient care, and service. **The General Criteria provided in the following Table must be met before Specific Criteria are applied.** Competency in teaching is expected of all faculty at all ranks. Although there are no exact time requirements, it is unusual for promotion to occur less than 4-to-6 years after achieving the rank of Assistant Professor and 5-to-7 years after achieving the rank of Associate Professor. Note that the criteria are cumulative, e.g., a candidate for Associate Professor must meet the criteria listed for Assistant Professor plus those listed for Associate Professor.

Examples of activities for Levels 1, 2, and 3 in the areas of Teaching, Research and Other Scholarly Activity, Patient Care, and Service are provided in Sub-Sections C, D, E, and F of this Section. It is recognized that these area of professional emphasis frequently overlap in practice, although presented herein as distinct entities.

Descriptions of Performance Levels:

Level 1= demonstrated competence with promise for further professional growth,

Level 2= significant achievements attained and record of sustained accomplishments,

Level 3= highest level of excellence consistently exhibited with a sustained record of outstanding accomplishments

**Table 1.** Criteria for Promotion and Tenure of faculty with Health Professions, Continuous or Special Appointments.

	General Criteria	Specific Criteria
Assistant Professor	<ul style="list-style-type: none"> <li>• Demonstrates initial research or clinical competence</li> <li>• Board-eligible or board-certified in primary specialty, if applicable</li> <li>• Documented at or above average teacher</li> </ul>	Level 1 in <u>one</u> of the following areas: <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Research &amp; Other Scholarly Activity</li> <li>• Patient Care</li> <li>• Service</li> </ul>
Associate Professor	<ul style="list-style-type: none"> <li>• Board-certified in subspecialty (if applicable)</li> <li>• Independence, leadership, creativity</li> <li>• Emerging regional or national reputation</li> </ul>	Level 2 in <u>two</u> of the following areas plus Level 1 in <u>one</u> other area : <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Research &amp; Other Scholarly Activity</li> <li>• Patient Care</li> <li>• Service</li> </ul>
Professor	<ul style="list-style-type: none"> <li>• Clear evidence of leadership</li> <li>• Makes lasting research or clinical contributions appropriate to the mission of the College</li> <li>• Enhances prestige of College</li> <li>• Established national reputation in their discipline</li> </ul>	Level 3 in <u>two</u> of the following areas plus Level 2 in another area: <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Research &amp; Other Scholarly Activity</li> <li>• Patient Care</li> <li>• Service</li> </ul>
Tenure	<ul style="list-style-type: none"> <li>• Makes continuing valuable contributions to the academic mission of the College</li> </ul>	A minimum of Level 2 in the following <u>three</u> areas: <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Research &amp; Other Scholarly Activity</li> <li>• Service</li> </ul> Clear evidence of sustained level 2; and evidence that performance at level 2 or higher is expected to continue long-term

### **C. Examples of Activities Demonstrating Teaching**

Recognition of outstanding performance as a teacher by both peers and students can be a powerful factor in the evaluation process. Because divisional/departmental missions are variable and unique, each division/department has its own procedures to evaluate faculty teaching performance in an objective, fair and rigorous manner. In all cases, however, it is strongly recommended that peer evaluation comprise a significant part of this process. Further, each division/department should utilize a standardized methodology to assess the quality and quantity of the teaching activities of the faculty member.

**Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank.**

**Level 1**      *Whenever possible, these activities should be recognized, by means of peer and/or student evaluations, locally as being competent.*

- Provides instruction to students, residents, or peers in health professions training programs or the graduate college
- Instructs in laboratory sessions for health science students
- Presents teaching rounds or patient conferences
- Precepts students on experiential rotations
- Supervises trainees performing outpatient or inpatient clinical service
- Participates in teaching or supervision of graduate students and/or postdoctoral fellows in a research laboratory
- Member of dissertation or thesis/capstone committees
- Participates in postgraduate or continuing education courses that serve a local audience
- Participates as a mentor in student and/or faculty/peer mentoring program
- Completes a significant series of faculty development/improvement activities designed to improve teaching skills
- Participates in an extensive training program (e.g., UNMC's Interprofessional Academy of Educators) for development and implementation of innovative teaching strategies and skills
- Develops and delivers presentations at local conference focused on teaching
- Consistently serves as a facilitator for IPE learning experiences
- Contributes to the development and utilization/implementation of innovative teaching strategies

**Level 2**      *As appropriate, these activities should be recognized, by means of peer and/or student evaluations, regionally as being proficient.*

- Develops new educational materials (courses, PBL/IPE cases, educational software, online modules, etc.)
- Writes a chapter for a peer reviewed print or electronic textbook used regionally or nationally
- Supervises or coordinates teaching by other faculty, fellows, residents, or graduate students (e.g., course or seminar director)
- Develops/directs a postgraduate or continuing education course that serves a state or regional audience
- Invited to present lectures at the state or regional level
- Invited lecturer at other institutions of higher education or research and development institutes (e.g., universities, health professions schools, NIH, AHRQ)
- Develops and participates in the teaching of major portions of a graduate course

- Serves as primary advisor for students pursuing graduate degrees, and/or postdoctoral fellows, or residents
- Chairs dissertation, thesis or capstone committee
- Publishes peer-reviewed article(s) related to teaching or curriculum development
- Publishes in professional journals that serve the teaching mission of the College
- Participates as a mentor on NIH/equivalent training grants
- Receives a Division, Department or College teaching award, or is nominated for a University-wide, regional, or national teaching award
- Develops, coordinates, or presents a faculty development program
- Record of successful mentoring, as evidenced by the success of previous mentees/protégé's (e.g., publications, tenure-track faculty positions, or significant positions in industry)
- Develops and delivers presentations at conferences focused on teaching at the regional level
- Introduces innovative pedagogical approaches to student learning
- Serves as primary mentor to junior faculty.

**Level 3**      *These activities should be recognized nationally or internationally as proficient (as being highest level of excellence).*

- Editor/author of a textbook adopted or translated for teaching at other institutions
- Develops a course, curricular component, educational software, or evaluation materials that are used nationally or internationally
- Develops an instructional method recognized as being innovative by a national or international audience
- Invited to organize and participate in a national or international educational meeting
- Supervises a training program that has a national or international audience
- Serves as Principal Investigator on NIH/equivalent training grants (HRSA, DOE, DOD etc.)
- Receives a UNMC, University-wide, regional, or national teaching award
- Develops a new concentration or program with national impact
- Invited to present lectures at the national or international level
- Serves as a mentor to mid-level and senior faculty

#### **D. Examples of Activities Demonstrating Research and Other Scholarly Activity**

For promotion to the level of Associate Professor or above, demonstration of continued scholarly productivity illustrating the candidate's significant impact in his or her professional community is expected. The traditional categorization of research, which was often seen as "laboratory or clinically oriented", has been extended in the academic community to include a much more diverse set of activities that better describe a lifetime of learning and scholarship (Ernest Boyer, *Scholarship Reconsidered - Priorities of the Professoriate*, the Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey, 1990). This recognition of scholarly diversity describes several important areas: the scholarship of discovery ("traditional research"); the scholarship of integration (new ideas from crossroads of disciplines); the scholarship of application (translation into practice); and, the scholarship of teaching (transforming and extending transmission of knowledge). The University of Nebraska Medical Center supports this more encompassing description of scholarship and encourages each Promotion and Tenure process to consider it. For those candidates whose scholarly activities reside outside of the traditional boundaries of research, letters of evaluation will be especially important in assessing the candidate's professional impact. **Appropriate publication activity**

**(see below) must also be fulfilled corresponding to the academic endeavors/accomplishments Level being sought for rank advancement or tenure. Publications may be original scholarly articles in peer-reviewed journals, review articles, case reports or book chapters.**

Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank.

**Level 1**      *Whenever possible, these activities should be recognized, by means of peer/colleague evaluations, locally as being competent.*

- Evidence of initial publication success
- Actively involved in clinical, basic science or educational research/scholarly activity investigation
- Local presentation of research results (seminars, grand rounds, local scientific programs, etc.)
- Disseminate projects and results related to educational scholarship
- Evidence of application as a Principal Investigator for research grants or contracts locally or regionally
- Submit disclosure of inventions; file patents
- Co-investigator/collaborator/consultant status on funded grants

**Level 2**      *As appropriate, these activities should be recognized, by means of peer/colleague evaluations, regionally as being proficient*

- Evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications (e.g., minimum of 5 publications since last promotion) having a significant impact to the field of study
- Success in obtaining extramural, NIH-defined peer-reviewed grants or contracts; success in obtaining investigator-initiated basic/applied research through grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Success in obtaining extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Successful development of interdepartmental and/or interdisciplinary collaborative educational, clinical or basic science research
- Recognition as an ad hoc journal reviewer or ad hoc member of review committees or study sections
- Consultant for private sector foundations or corporations
- Invited presentation of scholarly activity or peer-reviewed research at regional or national professional meetings
- Inventions licensed; patents issued
- Site PI in a multi-center trial
- Director of a core laboratory or comparable facility

**Level 3**      *These activities should be recognized nationally or internationally as proficient (as being highest level of excellence).*

- Evidence of a significant portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications (e.g., minimum of 5 publications since last promotion) having a significant impact to the field of study

- Directs scholarly activity of other faculty or post-doctoral appointees
- Continued success in obtaining extramural, e.g., NIH/equivalent<sup>2</sup> grants or contracts, or investigator-initiated grants or contracts with pharmaceutical, instrumental or other commercial enterprises
- Continued success in obtaining extramural peer-reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies
- Recognition as a journal editorial board member or editor
- On-going member of a special review committee or study section
- Invited to organize and/or present at a major national or international scientific meeting
- Patented/licensed invention has a major impact on field of practice; invention generates University resources
- Consults at the national level (e.g., Board of Scientific Advisors)
- Coordinates research at a national level in a multi-center trial

### **E. Examples of Activities Demonstrating Patient Care**

Patient care may be direct (such as within the hospital or outpatient clinics) or indirect (as provided by specialized tests or procedures). It is expected that Divisional/Departmental criteria for quality and productivity in patient care would be established and achieved at each rank. **For promotion to Professor, scholarly communications illustrating the candidate's significant impact in his or her professional community are expected.**

Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank.

**Level 1**      *Whenever possible, these activities should be recognized, by means of peer/colleague evaluations, locally as being competent.*

- Demonstrates competence and promise of excellence in clinical, diagnostic, procedural or other professional work
- Major participation in clinical or professional program
- Considered a very good clinician or professional as evaluated by peers, colleagues or clinical supervisor
- Consults at the local level
- Completes significant self-improvement activities designed to improve medical knowledge and clinical skills (e.g., continuing education, IPE activities, TeamSTEPPS)
- Participates in activities that promote patient advocacy, healthcare quality and patient safety (e.g., active participation in hospital committees, public policy)

**Level 2**      *As appropriate, these activities should be recognized, by means of peer/colleague evaluations, regionally as being proficient*

- Emerging reputation as a consulting practitioner or professional at regional level
- Considered an excellent clinician or professional as evaluated by local and regional peers
- Develops and/or directs a clinical or professional program
- Recognized at a regional level for special clinical or procedural skills

<sup>2</sup> Including but not limited to NIH, NSF, DOE, DOD, VA, HRSA, AHRQ, AHA, ACS, SBIR, STTR, etc.

- Devises or implements a new method, procedure or improved process (diagnosis, therapy, critical pathway or standard, etc.)
- Officer in local or regional professional society relating to patient care, advocacy, or clinical service (e.g., AHA, ACS, MS Society)
- Involvement in healthcare advocacy or community service that shapes public policy or health care at the local or regional level
- Directs or coordinates activities in the workplace which promote healthcare quality and patient safety
- Assumes greater than average share of clinical duties as measured by patient volume, RVUs, procedure logs, or other measures reflecting clinical productivity

**Level 3**      *These activities should be recognized nationally as proficient (as being highest level of excellence).*

- Established consultant on a regional or national level as reflected in letters of evaluation, honors, awards, or institutional evaluation
- Devises a new method or procedure that receives national recognition
- Provides major contribution to national guidelines
- Contributes as a clinical expert to board examinations (e.g., test preparation in specialty or subspecialty)
- Officer in national professional society relating to patient care, advocacy, or clinical service
- Makes major clinical contributions appropriate to the mission of the College
- Provides effective leadership at site of clinical practice (e.g. director of clinical service or clinical laboratory, division/department chair or head of interdisciplinary healthcare team)
- Provides effective leadership of programs focused on improving healthcare quality or patient safety at a national level
- Involved in healthcare advocacy, community service or other activities that shape public policy or health care at the national level.
- Routinely assumes greater than average share of clinical duties as measured by patient volume, RVUs, procedure logs, or other measures reflecting clinical productivity

#### **F. Examples of Activities Demonstrating Service**

Service includes, but is not necessarily limited to, activities in the following units and subunits: College of Allied Health Professions, other UNMC colleges or institutes, Nebraska Medicine, Children's Hospital & Medical Center, VA Nebraska-Western Iowa Health Care System, and University of Nebraska System.

Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank.

**Level 1**      *These activities should be recognized locally as being competent.*

- Demonstrates skills in managing activities or programs
- Contributes and actively serves on Division/Departmental/CAHP committees
- Participates on state-level professional organization committees
- Conducts tests, procedures or data handling in support of a clinical or service laboratory
- Consults at local level

**Level 2**      *These activities should be recognized regionally as being significant achievements.*

- Independently develops or directs a major program/project/research laboratory
- Oversees a major research project as principal investigator, which involves management of personnel and finances
- Administrative appointment (e.g., Chair, Director, Associate Director, Dean, etc.) elevates the reputation of the college or division regionally
- Consults regionally regarding service-related activities
- Chairs medical subspecialty or professional society committee
- Attracts substantial gifts or endowments to the College of Allied Health Professions
- Service as a regular or ad hoc member on a national research, educational or clinical review committee
- Serves as officer or major committee member/chair in state or regional professional society
- Recipient of local or regional service award.
- Chairs a departmental faculty search committee
- Member of a division, department, college P&T Advisory Committee
- Documented leadership within a major committee or organization within the CAHP or UNMC (e.g., CAHP Governance, IP Academy of Educators, Faculty Senate)
- Provides service(s) for the community or organizations within the community that are not directly associated with UNMC

**Level 3**      *These activities should be recognized nationally or internationally as being highest level of excellence.*

- Administrative appointment (e.g., Chair, Director, Associate Director, Dean, etc.) elevates the reputation of the college or division nationally or internationally
- Consults nationally and internationally regarding service-related activities
- Attracts substantial gifts or endowments to the College of Allied Health Professions and/or UNMC
- Service as a regular or ad hoc member on a significant national or international research or clinical review committee
- Serves as an elected officer on the Executive Board of a national or international professional society
- Chairs or has a significant leadership role in a major committee or organization within the CAHP, UNMC or University of Nebraska (e.g., Executive Board of Faculty Senate, IP Academy of Educators, University-wide Awards Committee, Graduate College)
- Chairs or serves as a member of a Dean, Vice-Chancellor or Chancellor search committee
- Chairs a division, department, or college P&T Advisory Committee
- Makes major service contributions appropriate to the mission of the College
- Established consultant at national or international level.
- Recipient of national service awards.
- Non-peer reviewed publications and other scholarly activities with evidence of significant national or international impact (e.g., professional organization position statements, national clinical practice guidelines, or governmental policies).
- Significant participation in innovative health care, professional or public health policies or programs that have significant national or international impact.

## Section X: Criteria for Promotion in the Clinical Faculty Appointment

### A. Eligibility

Board certified in primary specialty holding the terminal degree (minimum of a bachelor's degree) and certification(s) that are standard prerequisites in their professions and hired for the primary purpose of providing health care with varying responsibility for teaching, research, or professional service.

### B. Criteria

The promotion criteria for faculty members holding Clinical Faculty Appointments are noted in Table 2. Both the General Criteria and Specific Criteria are to be applied in evaluating a clinical faculty member for promotion. Although there are no exact time requirements, it is unusual for promotion to occur less than 4-to-5 years after achieving a given rank.

Faculty members holding Clinical faculty appointments are required to adhere to the relevant sections of the Promotion and Tenure Guidelines.

**Examples of activities for Levels 1, 2, and 3 are described in Sub-Section C of this Section. Additional activities for Levels 1, 2, and 3 can be found in Sub-Section C, D, E, and F of Section IX. Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank.**

**Table 2. Criteria for Promotion of Candidates with Clinical Faculty Appointments**

<b>Rank</b>	<b>General Criteria</b>	<b>Specific Criteria</b>
<b>Clinical Assistant Professor</b>	<ul style="list-style-type: none"><li>• Demonstrates clinical competence and shows promise in the areas of teaching, scholarship and other professional service.</li></ul>	Level 1
<b>Clinical Associate Professor</b>	<ul style="list-style-type: none"><li>• Board-certified in subspecialty (if applicable)</li><li>• Independence, leadership and creativity in clinical practice</li><li>• Emerging regional reputation for clinical excellence</li></ul>	Level 2
<b>Clinical Professor</b>	<ul style="list-style-type: none"><li>• Clear evidence of leadership</li><li>• Makes lasting clinical contributions appropriate to the mission of the University</li><li>• Enhances prestige of the College</li><li>• Established reputation for clinical excellence with scholarly activity nationally or internationally</li></ul>	Level 3

### C. Examples of Activities for Promotion of Clinical Faculty

Because the main criteria for advancement are clinically based, and because the clinical criteria used for advancement will vary from specialty to specialty, it is expected that each department/division will develop its own specific criteria for quality and productivity in patient care. These criteria should be fulfilled for each academic rank.

**Level 1**      *Whenever possible, these activities should be recognized, by means of peer/colleague evaluations, locally as being competent*

- Demonstrates competence and promise of excellence in clinical and professional practice
- Actively participates in clinical education or professional program
- Precepts students on experiential rotations
- Supervises trainees performing outpatient or inpatient clinical service
- Considered very good clinician by faculty peers
- Participates as a contributing member of CAHP committee or task forces
- Maintains membership in professional organizations
- Contributes to development, implementation, and evaluation of student learning experiences
- Begins to participate in scholarly activity

**Level 2**      *These activities should be recognized regionally as being significant achievements.*

- Serves as a clinical and/or teaching learning resource to colleagues
- Clinic director/lead or director of other clinical or professional program
- Member of major hospital committee(s)
- Develops a new quality management protocol, active in cost containment activities or devises a new method or procedure
- Contributes/leads in professional organizations or community activities
- Receives recognition for professional service/practice at regional level
- Demonstrates evidence of building scholarship in a focused clinical area
- Disseminates results of scholarship through publication, presentations and/or continuing education offerings at regional level
- Receives a department/division or College teaching award, or is nominated for a University-wide, regional teaching award

**Level 3**      *These activities should be recognized nationally, or internationally as being highest level of excellence.*

- Known nationally as an expert clinician/professional
- Devises a new method or procedure that receives national recognition
- Organizes educational programs for students or residents
- Serves in leadership role in clinical/professional society or organizations
- Develops and directs health-related public service programs
- Chair of major hospital committee(s)
- Organizes professional educational programs
- Demonstrates expertise in use of evaluation data for curricular decision-making
- Collaborates/leads in the development of interprofessional or community educational activities external to the CAHP
- Advocates for professions in the CAHP in health-related legislation and policy
- Disseminates practice knowledge through peer-reviewed publications and presentations at national/international level.
- Contributes substantially to grants that support CAHP professionals
- Receives a UNMC, University-wide, or national teaching award

## **D: Promotion in the Clinical Faculty Appointment**

Faculty members holding a clinical faculty appointment are not eligible for tenure. Examples of activities for Levels 1, 2 and 3 of clinical service are described in sub-section C of this Section. Criteria for accomplishments defined by this document do not specify any set number that should be demonstrated for promotion to a specific rank. Accomplishments are arranged in areas for the clinical rank and illustrate advancing achievement across the ranks. Note that within each Level these activities are in no particular order of importance, do not all have to be met, nor is this list necessarily comprehensive.

Consideration is usually a reflection of accomplishments during the last 5-7 years or since the last promotion date. Candidates should follow the *Process of Application* outlined in Section IV of the CAHP Promotion and Tenure Guidelines.

## **Section XI: Criteria for Promotion in the Adjunct Faculty Appointment**

### **A. Eligibility**

Individuals should have the professional credentials, experience and/or terminal degree pertinent to their profession and for the duties and responsibilities in the CAHP's Division/Department to which the Adjunct Faculty Appointment is sought. Candidates for an Adjunct Faculty Appointment must have a minimum of one year of experience in their field. An Adjunct Faculty Appointment may be awarded to a professional, on a non-pay status (volunteer), who teaches, provides clinical service, or performs basic, educational or clinical research in the College of Allied Health Professions.

Exceptions to the degree requirement will be limited to those cases where documented professional accomplishments are sufficient to merit waiver of the requirement.

### **B. Criteria**

The promotion criteria for faculty members holding Adjunct Appointments are provided in Table 3. Both the General Criteria and the Specific Criteria are to be applied in evaluating an Adjunct faculty member for promotion. Although there are no exact time requirements, **it is unusual for promotion to occur less than 4-to-5 years after achieving a given rank.**

Faculty members holding Adjunct Faculty Appointments are required to adhere to the relevant sections of the CAHP Promotion and Tenure Guidelines. Adjunct faculty are required to furnish written narratives (1-2 pages) of the highlights and importance of his or her academic accomplishments in a) teaching, b) research and scholarly activities, c) patient care, and/or d) service to the University, to peer professionals and to the public. Adjunct faculty are **not** required to provide outside letters of evaluation.

**Examples of activities appropriate for adjunct faculty are included in Sub-Section C of this Section. Additional activities for Levels 1, 2, and 3 can be found in Sub-Section C, D, E, and F of Section IX. Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank.**

Table 3. Criteria for Promotion in the Adjunct Faculty Appointment

Rank	General Criteria	Specific Criteria
Adjunct Instructor	<ul style="list-style-type: none"> <li>• Demonstrates potential in teaching, clinical practice or scholarship relevant to their field</li> <li>• Does not possess terminal degree in their field and/or has limited experience</li> </ul>	For those holding the minimum eligibility criteria but has not yet demonstrated Level 1 in any area.
Adjunct Assistant Professor	<ul style="list-style-type: none"> <li>• Demonstrated competence in teaching, clinical practice or scholarship</li> <li>• Board-eligible or board-certified in primary specialty (if applicable)</li> <li>• Documented at or above average teacher</li> </ul>	Level 1 in one area.
Adjunct Associate Professor	<ul style="list-style-type: none"> <li>• Board-certified in subspecialty (if appropriate)</li> <li>• Leadership potential</li> <li>• Creativity in clinical practice, teaching or scholarship</li> <li>• Participates in scholarly activity related to practice area</li> <li>• History of dedicated service to the institution and/or the profession</li> <li>• Makes significant teaching contributions to the College.</li> </ul>	Level 2 in two areas.
Adjunct Professor	<ul style="list-style-type: none"> <li>• Clear evidence of leadership in teaching, clinical practice and/or scholarship</li> <li>• Enhances prestige of College</li> <li>• History of outstanding service to the institution and/or the profession</li> <li>• Recognition as an outstanding teacher</li> </ul>	Level 3 in two areas.

**C. Examples of Activities for Promotion of Adjunct Faculty**

Adjunct (volunteer) faculty frequently play a major role in the education of allied health and other health professions students, and graduate students. In addition, Adjunct faculty are frequently involved in local, regional, statewide, and national service activities that benefit the mission of the College of Allied Health Professions, UNMC, and the University of Nebraska.

In assessing the teaching role of the Adjunct faculty member, the duration of involvement, as well as the quantity and quality of the educational contribution, should be considered significant in assigning the appropriate level.

Multiple activities comparable to the examples shown for Levels 1, 2, and 3 as outlined in Sub-Sections C, D, E, and F of Section IX and those listed below will strengthen the application for promotion at each rank.

Level 1 *Whenever possible, these activities should be recognized, by means of peer/colleague evaluations, locally as being competent.*

- Supervises and mentors allied health professions trainees in private health care offices, clinics, hospitals or extended care facilities
- Serves on Division, Departmental, College of Allied Health Professions, UNMC, Nebraska Medicine, Children's Hospital & Medical Center, and/or VA Nebraska-Western Iowa Health Care System committees
- Participates in community-based organizations (e.g., American Red Cross, Lions' Eye Bank, Ronald McDonald Children's Charities, American Cancer Society)
- Co-investigator/collaborator/consultant on a health professions related grant or clinical study
- Considered a very good clinician, teacher or professional as evaluated by their colleagues and the faculty
- Participates in teaching or supervision of UNMC graduate students in a research laboratory

Level 2 *These activities should be recognized regionally as being significant achievements.*

- Coordinates educational programs in private health care offices, clinics, hospitals or extended care facilities
- Plays a major role or serves as an officer in community-based organizations (e.g., American Red Cross, Lions' Eye Bank, Ronald McDonald Children's Charities, American Cancer Society)
- Participates in regional and national professional societies or professional subspecialty programs
- Consistently receives excellent teaching/preceptor evaluations from students
- Receives a teaching award from a Division or Department
- Site principal investigator on a health professions related grant or clinical study
- Considered an excellent clinician or professional as evaluated by local and regional peers
- Known as an excellent clinician with special skills at a regional level
- Serves as primary advisor for UNMC graduate students

Level 3 *These activities should be recognized nationally or internationally as being highest level of excellence.*

- Plays a leadership role in regional and national professional societies or professional subspecialty programs
- Invited to organize and participate with a major role at a regional or national educational meeting
- Participates as a member of major advisory groups benefiting UNMC (e.g. UNMC Board of Councilors, The Nebraska Medical Center Board of Directors, Nebraska Medicine Advisory Board, UN Foundation)
- Attracts substantial gifts or endowments to the College of Allied Health Professions
- Receives a major College of Allied Health Professions teaching award

- Involved in healthcare advocacy, community service and/or other activities that shape public policy or health care at the regional, national, or international level
- Known regionally or nationally as an expert teacher, clinician, researcher or for their professional service
- Contributes to development, implementation and evaluation of curriculum for the Division

**ACCEPTANCE OF THE CAHP P&T GUIDELINES**

Approved by the Chancellor's Office: August 28, 2017

Approved by the General Faculty: September 8, 2017

**APPENDIX A**

**UNMC TRANSMITTAL FORM  
for  
Recommending Promotion and/or Tenure\***

Name \_\_\_\_\_ Degree(s) \_\_\_\_\_  
 Department/ \_\_\_\_\_ Division \_\_\_\_\_ College/Institute \_\_\_\_\_  
 Initial UNMC \_\_\_\_\_ Rank \_\_\_\_\_ Date of Initial Rank \_\_\_\_\_  
 Current \_\_\_\_\_ Rank \_\_\_\_\_ Date of Last Promotion \_\_\_\_\_

Appointment Type:      Special \_\_\_\_\_      Health Professions \_\_\_\_\_      Continuous \_\_\_\_\_

Effective Date, if approved, of promotion and/or tenure: July 1, \_\_\_\_\_

Tenure Requested:              Yes \_\_\_\_\_      No \_\_\_\_\_

Promotion Proposed:              Yes \_\_\_\_\_      No \_\_\_\_\_      Proposed Rank \_\_\_\_\_

Are you petitioning that a Committee Member be recused from your P&T decision process?      \_\_\_ Yes      \_\_\_ No

If yes, which Committee Member? \_\_\_\_\_

RECOMMENDATIONS

<u>Department/Division</u>	<u>Promotion</u>		<u>Tenure</u>		<u>Signature</u>
Department Committee	Yes _____	No _____	Yes _____	No _____	_____
Department Chairperson	Yes _____	No _____	Yes _____	No _____	_____

Individual notified in writing on: \_\_\_\_\_

<u>College/Institute</u>	<u>Promotion</u>		<u>Tenure</u>		<u>Signature</u>
College Committee	Yes _____	No _____	Yes _____	No _____	_____
Dean/Director	Yes _____	No _____	Yes _____	No _____	_____

Individual notified in writing on: \_\_\_\_\_

<u>Chancellor's Office</u>	<u>Promotion</u>		<u>Tenure</u>		<u>Signature</u>
Chancellor	Yes _____	No _____	Yes _____	No _____	_____

Individual notified in writing on: \_\_\_\_\_

Dean of College/Institute Director notified in writing on: \_\_\_\_\_

Appeals

Appeal(s) filed:    Yes \_\_\_\_\_    No \_\_\_\_\_    (If Yes, Attach all Documentation)

\*Faculty members holding appointments (paid or courtesy) in more than one academic unit, must concurrently pursue the documentation and review processes in each department in which promotion is proposed. Separate Transmittal Forms are required.

## APPENDIX B

### The University of Nebraska Medical Center Curriculum Vitae Format

Name in full

Campus address

Education (indicate years attended<sup>1</sup> and degrees granted)

Post-degree training (include years<sup>1</sup>)

Continuing education training (optional)

Academic appointments reverse chronological order, (i.e., list present position first) indicating years<sup>2</sup>

Certifications and licenses

Grant/contract support in reverse chronological order, (i.e., list present support first) and for each grant supply the following information:

- grant title
- funding agency
- start and end dates
- total dollars (direct cost)
- name of principal investigator and name of co-investigator

Study Sections (list agency, study section title, role, begin and end dates)

Patents (list both those pending and those awarded)

Other appointments or positions not given above (e.g., private practice)<sup>2</sup>

Consulting positions<sup>2</sup> (academic, government, and industry; also include editorial duties)

Military service<sup>2</sup>

Honors and awards

Memberships and offices in professional societies

Committee assignments (list service on departmental, medical staff, college, medical center, and university committees since appointment or last promotion; note years of service<sup>1</sup> and chairs)

Presentations (include primarily invited presentations at regional, national, and international meetings; and invited seminar presentations at institution outside the University of Nebraska Medical Center. Presentations associated with voluntary, non-refereed abstracts or preliminary communications also may be included.)

---

<sup>1</sup>Indicate month and year (i.e., September 2005 to June 2007)

<sup>2</sup>These items should comprise a complete list of gainful employment since acquisition of the terminal degree. If there are gaps in this chronology, an explanation should be offered, including dates as defined in footnote 1.

## Curriculum Vitae Format (Continued)

### Publications

Publications are to be organized under the following headings. Please note that inclusive pagination is required where appropriate.

- a. Articles published in scholarly journals
- b. Articles accepted for publication in scholarly journals (please attach copy of letter of acceptance)
- c. Articles submitted for publication in scholarly journals
- d. Books published (also note books in preparation, submitted or in press)
- e. Chapters in books
- f. Books or journals edited
- g. Abstracts and preliminary communications (limit to one page of most recent)
- h. Published audiovisual or computer-based educational materials and computer software (video, audio, multimedia slides and video, slides and audio, broadcast, etc.).
- i. Published continuing education materials

### Community service

## APPENDIX C

### Teaching Activities

Documentation in support of Teaching Activities should be provided since the last major review or a minimum of the last two years using the following items as a guide. Examples of teaching activities include: classroom teaching, course coordinator or faculty participant, clinical instruction, research supervision, continuing education, interprofessional educational activities, innovative teaching methods, community outreach, and educational scholarship (the latter of which has the greatest potential impact for “double-dipping” in teaching and scholarly activity). Do not provide specific teaching materials, lecture outlines, etc.

- a. Listing of lectures given in team-taught courses (include **number** of lectures)
  - b. Listing of courses for which you were coordinator/supervisor
  - c. Listing of courses (course number and name, only) taught by you giving the total number of hours involved in course/courses
  - d. Information on teaching of Graduate Students, especially as pertains to supervision of thesis and dissertation research
  - e. Information on teaching activities related to those in residency training (medical, pharmacy, etc.)
  - f. Listing of continuing education lectures/courses given
  - g. Course/lecture/training evaluation materials and outcome assessments
- 

### **CAHP Addendum:**

**Teaching Portfolio** *The Teaching Portfolio is a separate document and should not be included in Appendix C.*

CAHP Faculty who have a major teaching role are required to develop a Teaching Portfolio which can be used to help develop the teaching narrative and provide supporting evidence of the significance and impact of their teaching. Faculty will submit their Teaching Portfolio as a separate, supplemental document for review by the P&T Review Committee.

General information for developing a teaching portfolio is available and detailed on the UNMC [Academic Affairs website](#).

**APPENDIX D**

The University of Nebraska College of Medicine

**Letters of Evaluation for Faculty Promotion or Tenure**

2017-18

Name: \_\_\_\_\_  
(please print or type name)

Department: \_\_\_\_\_

As you know, letters of evaluation reflect the national reputation of the candidate and assist the Promotion and Tenure Committee in discerning the impact of a candidate's contributions. Unbiased letters are important, and are likely to be most credible if you allow them to be confidential. You do have the right to waive or retain your rights to read letters as you indicate below.

**Please check one box:**

I, \_\_\_\_\_,  waive  retain my right to see the letters of evaluation obtained for my promotion or tenure review.

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

## APPENDIX E

### UNIVERSITY OF NEBRASKA COLLEGE OF ALLIED HEALTH PROFESSIONS

#### **CAHP Promotion and Tenure Committee Recommendation for Post-Tenure Review**

#### **Definition of “Substantial and Chronic Deficiency”**

July 1, 2017

#### INTRODUCTION

The Board of Regents approved a Post-Tenure Review Policy on February 28, 1998. In compliance with this policy, Section VI. Post-Tenure Review was added to the *University of Nebraska Medical Center Guidelines for Submitting Academic Promotion and Tenure Recommendations*. This Section states that, “The standards for substantial and chronic deficiency shall be determined by the faculty in each unit (College or Institute) and, when approved by the appropriate Dean or Institute Director and the Chancellor, shall become part of its evaluation procedures.” Therefore, the CAHP’s Promotion and Tenure Committee developed the following document to address this issue.

#### WORKING ASSUMPTIONS

1. Faculty are responsible for teaching, research/scholarship, clinical service (if applicable), and service/administration. A faculty member demonstrating “substantial and chronic deficiency” in performing the activities that initially resulted in the granting of tenure could be subject to a post-tenure review.
2. Clearly defined, circumscribed issues such as personal illness, family leave, or similar events would not be considered in invoking “a substantial and chronic deficiency.” However, if health or family issues persist the faculty member must seek accommodation for the ongoing limitation with specific efforts to accomplish the core functions of the position.
3. The faculty member retains the right to submit an appeal if the rating of “needs improvement” or “unsatisfactory” is assigned in an unfair or capricious manner.
4. The Division/Department administrator has established “areas of emphasis” regarding faculty member’s contributions to teaching, research/scholarship, clinical service (if relevant), and service/administration. It is expected that faculty members may shift areas of emphasis during the course of a career through agreement with the Division/Department administrator.
5. Issues of scientific misconduct and poor compliance in patient care will be resolved through the relevant UNMC policies.
6. Egregious clinical or professional misconduct may be addressed through suspension/termination based on division, departmental or university guidelines.

## **DEFINITION OF SUBSTANTIAL AND CHRONIC DEFICIENCY**

**Substantial** – an assessment of one “unsatisfactory” or two “needs improvement” evaluations on the annual Faculty Evaluation and Planning document.

**Chronic** – the continuation of “substantial” problems in performance into the next annual evaluation.

An important assessment would be that the faculty member is performing at a level below that for which tenure was initially granted.

The Division/Department administrator reviewing a faculty member who has had such a substantial deficiency should provide a written statement of the issues to the faculty member and assist in defining steps necessary for its resolution. Chronicity becomes relevant if the deficiencies are not resolved or moving in the direction of significant resolution by the next review cycle.

**TIME LINE** (Excerpted from Section IV, *UNMC Guidelines for Submitting Academic Promotion and Tenure Recommendations.*)

- 2a. A faculty member shall be reviewed [required review] in accordance with the post-tenure review process when the faculty member receives, after the fourth year of being on continuous contract:
1. A written annual evaluation from the Division/Department administrator that identifies a substantial and chronic deficiency in the faculty member’s performance and clearly states that if the faculty member does not make substantial, acceptable progress toward remedying the deficiency by the next annual evaluation, a post-tenure review will be initiated; and
  2. Notification deriving from the next annual review that the Division/Department administrator has determined that the substantial and chronic deficiency identified in the previous evaluation has not been remedied, that a post-tenure review is appropriate, and that the Dean or Institute Director concurs. Ordinarily, the faculty member shall be provided notification by June 30 that a review will be scheduled for the following academic year.

### TIME LINE EXAMPLE (for illustrative purposes only)

Annual Evaluations for each fiscal year are usually due to the Dean's Office by April 30.

- April 30, 2018      The annual evaluation is considered to demonstrate a "substantial" deficiency.  
The Division/Department administrator discusses with the faculty member a plan to remedy the deficiency. The administrator clearly states in writing that if the faculty member does not make substantial, acceptable progress toward remedying the deficiency by the next annual evaluation, a post-tenure review may be initiated.
- April 30, 2019      If the annual evaluation shows that the deficiency has not been remedied and the Division/Department administrator determines that a post-tenure review is appropriate and that the Dean concurs, then the faculty member will be notified by June 30, 2019 that a post-tenure review will be scheduled for the following academic year, i.e., July 1, 2019 - June 30, 2020.

### EXAMPLES OF SUBSTANTIAL PROBLEMS

#### Teaching:

- A pattern (i.e., in the prior academic year) of refusing to teach.
- A pattern of not preparing relevant materials for class.
- A pattern of canceling lectures without explanation or "not showing."
- Persistent use of inaccurate scientific materials.
- Uncorrected deficiencies identified through peer reviewed assessments.

#### Research/Scholarship:

- Research efforts are not resulting in publishing information in peer reviewed journals.
- A pattern of not seeking external funding if that is a core responsibility.
- A pattern of not presenting abstracts or lectures at relevant scientific organizations.

#### Clinical Service:

- A pattern of not cooperating clinically with faculty doing similar work.
- Persistent difficulty in documentation of patient care.
- Unavailability for assigned clinical responsibilities.
- A pattern of not responding to relevant emergencies.
- Practicing beneath the standard of care for the specialty.
- Not willing or poorly contributing to the clinical teaching mission.

#### Service/Administration:

- Failure to accept committee assignments consistent with one's responsibilities.
- Does not actively participate in or contribute to assigned committee work.
- Repetitive inability to perform assigned administrative tasks.

### **ACCEPTANCE OF THE CAHP P&T GUIDELINES FOR POST-TENURE REVIEW**

Approved by the Chancellor's Office: August 28, 2017

Approved by the General Faculty: September 8, 2017