

**GUIDELINES FOR APPOINTMENT AND PROMOTION OF FACULTY
COLLEGE OF APPLIED HEALTH SCIENCES
UNIVERSITY OF ILLINOIS AT CHICAGO**

Introduction:

The College of Applied Health Sciences (AHS) is composed of a highly diverse group of academicians and clinicians. In accord with the various missions of the University of Illinois at Chicago (UIC), the College considers the following three scholarly activities to be its primary missions:

- Teaching – the transmission of knowledge
- Research and the scholarly pursuit of knowledge
- Service to the public, to one's profession and the institution

This document describes the tracks in which faculty members may be appointed, procedures for faculty review in accordance with University guidelines, and general criteria for appointment, promotion, and tenure.

I. Guiding Principles

In evaluating candidates for new appointment at senior ranks or for promotion (in rank or in tenure), it is the development and dissemination of knowledge, and the application of that scholarship to teaching and real world problems that are of paramount concern.

In consideration of promotions within the tenure track, evidence in the record of focused and sustained scholarship is central. Although all candidates for tenure should be judged according to a standard of excellence in scholarship, it is anticipated that the relative distribution of accomplishments among teaching, research, and services will vary among faculty and discipline.

The diversity of its disciplines is a great strength of the College. However, this diversity also complicates the task of assessing scholarship. When evaluating faculty, we support this diversity by avoiding the use of overly prescriptive criteria which may be easy to articulate but do not convey the richness of our disciplines.

Acknowledging the value to the University and students of this diversity in emphasis, we support a definition of excellence in teaching, research, and service that focuses on the following:

- relating intellectual life to contemporary problems
- developing innovative methods and approaches,
- integrating the latest advances in knowledge,
- building vital linkages among disciplines, units and institutions, and
- creating new knowledge relevant to the applied health sciences.

The following summarizes the general expectations to be used to assess each of the major areas of faculty achievement

A. Excellence in Teaching

Excellence in teaching is a major criterion for faculty promotion. It is difficult to specify all of the elements of excellence in teaching. The College will look for demonstrated ability to:

- synthesize and integrate knowledge from diverse fields of inquiry and apply it to curriculum and course design,
- assure the relevance of course design and learning assignments to health professions practice,
- incorporate current research and developments in the world of practice into courses, assignments, and student performance evaluations,
- create a learning environment based on research and empirically-grounded methods of teaching and learning about professional practice and the social contexts that make such practices authoritative, and
- involve students in critical thinking and reflection of their own learning.

B. Excellence in Scholarship

Excellence in research, whether basic, applied, or philosophical is the central criterion for promotion. Outstanding accomplishment as a scholar generally includes demonstration of achievement in one or more of the following scholarly activities. The ability to:

- integrate, criticize, and clarify extant knowledge,
- conceptualize and theorize in an original and rigorous way,
- pursue new lines of inquiry that can “make a difference” in the comprehension of health, disability, and illness as an integral part of the continuum of human differences,
- translate original scholarship into substantive products (scholarly and lay publications, artwork, designs, instruments, media, prototypes, patentable concepts, software and other computer-based work products, clinical interventions) that are judged by one’s peers to be of exceptionally high quality, or
- communicate to a wide audience one’s original scholarship and its applicability to persistent conflicts that comprise a social environment.

C. Excellence in Service

Faculty obligations extend beyond the laboratory and the classroom to include vigorous attention to contemporary health care, social, economic, and ecological problems. In activities such as these, theory and practice provide sources of renewal as they interact and support one another.

Excellence in service is a form of applied scholarship, and substantial service to the institution or to a segment of the larger society is a criterion for promotion. Excellence in this scholarship of engagement generally includes the demonstrated ability to:

- mount a major concerted effort to meet a pressing need
- integrate and organize scholarship toward creating awareness of philosophical or applied solutions
- translate scholarship into action
- inspire students and colleagues to participation and service, and
- derive and disseminate new intellectual understandings from service.

Excellence as an academic administrator is a form of applied scholarship and as such constitutes a criterion for promotion. Excellence in administration generally includes the demonstrated ability to:

- work with faculty, students, and University administration to create a humane and intellectually vibrant atmosphere for learning and inquiry,
- translate current relevant scholarly, management, and educational theory and research into effective administrative practice and organizational design,
- work with faculty to define and develop curricula that reflect current trends and anticipate future trends in practice and research relevant to issues of health and human differences, and
- assure the quality of the unit's response to its current and potential constituencies, e.g., employers of graduates, alumni, applicants, granting organizations, professional organizations, and donors.

II Faculty Tracks/Standards for Academic Rank

A. Tenure Track

The award of tenure is reserved for faculty with major research commitments and scholarly productivity, in addition to participation in educational activities and service to public, professional, institutional, and disciplinary domains. Awarding of tenure signifies a strong commitment by UIC concerning the future of the faculty member. It confers protection from unwarranted interference with those "fundamental responsibilities" inherent in teaching, scholarship, and research.

It is an expression of confidence that the recipient will continue to be a valued colleague over the long term, maintaining excellence as an active scholar and as a leader in his/her profession. Faculty receiving a first contract for more than 50% service as assistant professor enter a probationary period not to exceed seven academic years of service, and only in the circumstances described in the UIC policy documents will any "roll back" of the deadline be considered. These appointments are normally for one year; annual reviews for renewal or non-renewal are recommended, a mid-probation review is required no later than the

mid-point of a faculty member's probationary period on the tenure track, unless a decision not to retain is reached at the level of the recommending unit before the time a formal review would be scheduled. For most probationary faculty this review will occur in their third year at UIC.

At the successful conclusion of the probationary six years, the candidate will have achieved promotion to associate professor with tenure or will be given a one-year terminal contract. Change from the tenure track to the non-tenure track is granted only in exceptional circumstances and is prohibited any later than the fourth year of the promotion cycle.

Associate Professor: The appointment of associate professor with tenure will usually require demonstration of a national reputation for contributions to his/her field. Faculty at this rank should be actively engaged in research and/or scholarship. Establishment of a research/scholarly program is a fundamental requirement for promotion. Faculty should be contributing significant new knowledge to the academic literature, should have demonstrated promise of becoming leaders in their fields, and should have attained some recognition at the national level.

Professor: The rank of professor is reserved for those faculty who excelled through scholarship with outstanding, sustained achievement in research and other scholarly activities, teaching and service. Ordinarily, the candidate will have achieved both national and international peer recognition and is considered a leader in his/her field as well as a source of mentorship for junior faculty members. This rank signifies the highest level of professional accomplishment and is never awarded solely based on years in rank.

B. Non-tenure Track

1. Clinical Track

This track is for clinical faculty with a primary commitment to, and demonstrated excellence in, teaching and service including, where applicable, patient care-related activities. Promotion in this track is usually achieved through the development and application of creative advances in patient care and the fostering of such clinical care in students through teaching excellence. In addition, scholarly activity leading to publications is expected.

Articles in refereed journals, case reports, review articles, abstracts, and book chapters may be considered to meet the requirement for publications in this track. The candidate need not be the senior author, but evidence of significant involvement in the work or in the preparation of the publications should be provided. The publications considered adequate to

meet this requirement are fewer than in the Tenure Track. Quality of publications is more important than overall quantity. Presentation of papers at scholarly meetings or conferences, especially when the papers are screened by a review committee, or participation in national and/or international meetings or organization of sessions for such meetings are important criteria for promotion. The receipt of external funds for research and other scholarly pursuits is encouraged but not required for promotion in this track.

Clinical Associate Professor: Faculty at this rank should have demonstrated excellence in teaching and patient care and should be engaged in scholarly activity that results in substantial contributions in the field. They should show promise of becoming leaders in their fields, should have demonstrated the likelihood of developing a high quality practice where appropriate, and should have attained a reputation of excellence at the local or regional level.

Clinical Professor: Faculty at this rank should have demonstrated continued excellence in their teaching and patient care activities and should be engaged in scholarly activity. They should have demonstrated leadership in their fields that brings recognition and enhanced stature to the University, should be recognized regionally or nationally for their contributions, and should normally have developed a high quality practice.

2. **Research Track**

This track may be used for faculty members whose primary commitment to the College is in research and/or scholarship. While a faculty member must be salaried greater than 50% for University-related activities to be eligible for the Research Track, in practice this track is most frequently used for full-time faculty. Faculty with the research prefix may have reduced teaching activities. Criteria for the various ranks in the Research Track are basically the same as for the Clinical Track with the recognition that faculty with the research qualifier normally have reduced teaching and service activities, but correspondingly greater research activity (particularly refereed venues).

III. **DOCUMENTATION AND GENERAL CRITERIA FOR REVIEW**

A. **Teaching**

Teaching is the heart of the academy and requires command of a body of knowledge, enthusiasm, spirit, inspiration and innovation to continually focus and motivate the learner. Working independently or in teams, faculty develop and conduct instruction in the classroom, laboratory, and/or clinical setting. Important

considerations for teaching faculty are relationships with students and colleagues, and contributions to student welfare through mentoring, advising, administrative and/or committee activities.

The categories to be used in judging teaching performance for all faculty members are listed below. It is expected that those individuals who are being recommended for promotion primarily on the basis of excellence in teaching will be able to document excellence in these categories. Documentation of teaching achievement includes:

- **Courses developed**, including those with new and/or innovative content and teaching methods. The listing includes courses taught (number, term, level, enrollment, elective/required/optional) since the last administrative action. Documentation may include course outlines, objectives, evaluation and grading policies for lecture, laboratory and/or clinical experience. Review includes Department Head's appraisal and documentation of quality by students and other faculty colleagues.
- **Student Performance.** Where applicable, objective measures, particularly external, of student progress in the courses in which the candidate teaches provide evidence of teaching achievement
- **Teaching Responsibilities:** A list of the candidate's specific teaching responsibilities for the last three years, including the number of contact hours, preparation hours, negotiating with clinical sites and committee work hours provides valuable information about the candidate's commitment to teaching. The teaching workload over a number of years indicates the scope of activity.
- **Instructional Material and Methodology.** Faculty members should provide a written description of new teaching methods, subject matter, or curriculum development. The description should include the reasons why a new teaching method was needed and an assessment of the new material or methodology. Manuals, chapters, textbooks, computer software, educational videotape, self-instructional materials or programs should also be listed.
- **Recognition of Teaching Excellence:** The faculty member should submit a list of measures or indicators of teaching excellence. This list should include awards from students, institutions, peers, professional organizations and other groups; funding received for education-related projects, educational presentations at meetings, seminars, workshops including evaluations; and curriculum consultation for other programs/institutions.

B. Research and Scholarship

Scholarship includes basic, applied, and philosophical research, development of processes, creative works or other meaningful products, and interpretive works on professional theory or trends. An ongoing research program is the foundation of continuing growth in teaching and service.

Because of the centrality of research to a research university, evidence must be presented of an original, high quality and significant research program. Research

should demonstrate a focus, be continuing or predictive of long term productivity, and a significant contribution to the field of a candidate and to the department's and College's mission. In addition, when a substantial proportion of the work is collaborative, the research program should show independent and/or primary contributions to such work and clearly show what the candidate contributed to the work.

Several factors may be used as evidence of the quality and impact of scholarship and research. Because an individual's area of scholarly work is influenced by the topic of inquiry, the existing knowledge, the methods used, the availability of extramural support, and other factors, each person's scholarship must be weighed accordingly.

There are several different indices of scholarly/research productivity that are typically used as evaluative criteria. These include: funding, publication, artistic/technical scholarly products, scholarly editorships, presentations, external recognition and supervision of graduate degree candidates. Collectively, these serve to indicate whether an individual's scholarly work is recognized as being of high quality, has had an impact in the discipline and merits recognition and support. Because patterns of accomplishment will vary from one faculty member to another, the emphasis should be on excellence in depth as well as breadth across the criteria, and on the growth and focus of the faculty member's scholarship.

External reviews are particularly important in documenting the impact of the candidate's research on the field at a national level. The content of these reviews are most influential in the decision when the external reviewers have not had previous close relationships with the candidate; are themselves well recognized authorities in the field; and are willing to carefully read and comment on the candidate's contributions by placing them within the context of development of the field.

While indices of scholarly activity may differ by discipline and by rank, evidence of achievement includes:

Publications. The quality of publications, the consistency of productivity, and the number of publications are all factors that will be considered. Considerations in judging the quality of scholarly work include whether or not the journals are refereed, books and chapters published by quality academic presses, the number of authors, and the role of the candidate in the execution of a project. It is recognized that disciplines have different norms for order of authorship, and an explanation of the norms for the candidate's discipline should be provided. Publications that are not yet in print but have been accepted should be appropriately documented.

Support for Research. The organization and execution of a creative, productive, and sustained research program provide significant evidence of scholarly capabilities. Grants obtained as a principal investigator after peer review at the national level are particularly important for appointment or promotion to the rank of Associate Professor or Professor in the Tenure Tracks for those researchers in scientifically based fields. Other types of research grants that will contribute to the scholarly bodies of knowledge are also important. Unfunded grants that are favorably reviewed may be taken into account.

Product Development: This may take the form of an apparatus, media product, graphic illustration, prosthesis, adaptive wearing apparel or utensils, software, computer-based work product, nutritional product, nomogram or measuring instrument, or an investigative or diagnostic procedure that may be patented or copyrighted. With increasing cooperation between universities and industry, these efforts have been more encouraged than in the past. Supporting research articles may or may not appear in refereed journals because of pending patents. The candidate is strongly encouraged to perform evaluative research concerning the product's utility and quality. Faculty conducting such projects should devise strategies for evaluation and documentation that can be communicated to and assessed by peers. Evaluation of quality and importance to the candidate's profession or field of research should be the focus of such documentation.

National Recognition: The following constitute evidence of national recognition normally based upon one's scholarly achievement.

- **Presentations at Scholarly Meetings and Conferences.** Research stature can be assessed, in part, by invited papers presented at scholarly meetings and conferences. In addition, papers given at meetings or conferences that have been screened by a review committee should be indicated. Invitations to participate in national or international meetings or to organize sessions for such meetings may be considered evidence of peer recognition of research accomplishments.
- **Awards for Research:** A list of any awards for research from scientific or professional organizations.
- **Appointment to Editorial Boards of Professional Journals.** Service on editorial boards of professional journals and/or academic book series, or as peer reviewers of manuscripts provides evidence of the candidate's stature within his/her discipline.
- **Invited Seminars.** A list of research seminars given by the candidate at other institutions provides evidence of research stature.
- **Service on National Advisory Boards.** Service on study sections for NIH, NSF, or other national research advisory boards provides evidence of national stature in a research field.
- **Election** to office in influential national organizations.

C. Service

Significant contributions in the form of service to the university, profession and public should be described and documented by the candidate. To substantiate the quality and quantity of such service activities, letters are suggested from the Department Head; professional peers at local, state, national or international levels; former students; other faculty members; community leaders; etc. Documentation should include evidence of:

- Administration of a department or other formally organized unit of instruction
- Director of special departmental or interdepartmental training or research programs
- Service as a class or student advisor.
- Member of department, program, College, or University governing bodies.
- Member or chairperson of department, program, College, or University committees.
- Representative of the department, program, College, or University to outside agencies.
- Chairperson of course committees.
- Participation in the design or delivery of continuing education programs. A list of such programs and the candidate's role and documentation concerning the quality of the candidate's contributions should be submitted.
- Presenting to the public. Describe the general nature of these presentations, the nature and size of the audiences reached, and the impact of such presentations.
- Appointment or election to offices in local, regional and national professional societies.
- Consulting activities, describing their nature and relationship to professional activities
- Participation in Public Service Organizations. Describe present and past service on local, state, or national councils, boards, advisory committees, and other public service as well as their relationship the University missions.

IV. PROCEDURES FOR CONDUCTING REVIEWS

Note: Because the tenure papers go to the campus Promotion and Tenure Committee without department representation, the goal of the committee is to bring the departments to the point that they can develop tenure papers that can stand on their own. To achieve this, it will be necessary for the Committee, the department heads, and the Dean's office to cooperate in a process of education and encouragement to meet that goal. This process will depend heavily on the College and departments' investment of the time required to master the nuances of the process. For a period of three years beginning in academic year 2003, the Committee will invite the department head to attend the initial part of the committee's review. The intent is to allow the committee to ask questions of the department head and clear up any ambiguities. Beginning in academic year 2006, the department heads will not be present at the committee's deliberations.

A. Mid-probation review:

To facilitate both the mid-probation review and the ongoing process of feedback, each faculty member must annually report performance and achievement to the Department Head by utilizing the Applied Health Sciences Faculty Performance Report.

The mid-probation review is an opportunity for the department to provide feedback and guidance to the faculty member concerning his/her progress on the tenure track. Although the mid-probation review represents a formal collection, analysis and sharing of information, it should be part of a larger and ongoing process in which the tenure-track faculty member receives feedback and guidance from the Department Head and senior faculty members. It should be made clear to the faculty member that the purpose of the mid-probation review is to provide feedback and give guidance and does not represent an assessment of what the ultimate outcome of promotion and tenure review will be. *It is the strong recommendation of the Committee that the Department Head perform an annual review for every faculty member.*

The mid-probation review shall be evaluated by the College Promotion and Tenure committee and such other external reviewers that the department deems necessary. For the mid-probation review, the faculty member should document his/her progress, completing the entire set of papers, except for the sections related to the Department Head's evaluations. If external letters of reference are requested for the departmental review, they should be submitted to the Committee.

In keeping with its procedures, each review package will be presented to the Committee by primary and secondary reviewers who are not from the same department as the person under review. The Chair will appoint the primary and secondary reviewers.

The chair and reviewers will collaborate to prepare a letter to the Department Head and a copy to the Dean, summarizing the important issues discussed in the review.

B. Review for Tenure and Promotion

Review of a faculty member for promotion and tenure is a multi-stage process involving evaluation of the candidate's activities at several levels: the department, the College, and the University. The process is guided by the Academic Personnel Action Policies and Procedures of the University and by College and departmental bylaws, policies and procedures. Early in the first year of appointment, the Department Head should provide each faculty member with a copy of University Policies and Procedures, the Faculty Evaluation for Personnel Action forms, a copy of this document (AHS Guidelines for Promotion and Tenure) and copies of all relevant departmental documents.

This document provides additional direction to guide the deliberations of Department and College-level committees. All faculty members should make themselves familiar with all policy documents and with the standard UIC Faculty Evaluation for Personnel Action forms that are obtained from the Office of the Vice Chancellor for Academic Affairs. These forms must be completed in conjunction with any promotion and tenure action.

1. Department-level Review Committee

Departments may choose to have a departmental review of candidates for promotion and tenure or may chose to have the initial review performed by the College's Promotion and Tenure Committee.

Current University policies and procedures do not specify how departmental review is to be carried out and so the department should set the procedure. However, each department should have a written description of their procedures in place and provide a copy to the College's Promotion and Tenure Committee.

C. College Promotion and Tenure Committee

The College's Promotions and Tenure Committee now includes every tenured faculty member in the College without an administrative position. The full Committee will review all promotions to Associate Professor in any of the tracks. Only the Committee members who are Professors will review promotions to Professor.

The Committee reviews and recommends approval or disapproval for cases as follows:

- new appointments at the associate and full professorial rank, including tenured, clinical and research tracks
- recommendations for all academic promotions above the rank of assistant professors in all tracks
- all appointments carrying tenure

The responsibilities of the Committee include the following:

- review and act upon requests and documentation materials for faculty appointments, promotions from one rank to another, admission to tenure candidacy and tenure status. Recommendations of the Committee are referred to the Dean of the College. The Dean will forward them to the Department Heads.

- review, revise and develop policies and procedures related to the Committee and the processes involved with appointment, promotion, or tenure status. Recommendations of the Committee on Policy and Procedures are referred to the faculty of the College and its Executive Committee for approval before implementation, and
- periodically review the College's Guidelines for Promotion and Tenure.

In keeping with its procedures, each review package will be presented to the Committee by primary and secondary reviewers who are not from the same unit as the person under review. The Chair will appoint the primary and secondary reviewers.

Voting will be by secret ballot. Together with the Chair, they will write a summary letter to the Dean, who will then forward it to the Department Head. In the cases where the positive vote is 75% or less, the letter will be detailed.

The individual comments of all reviewers shall be kept confidential. To this end, the Department Head should compose a summary report in the form of a letter to the candidate. In this letter he/she should include a summary of the content of the review along with his/her own independent assessment. The letter should include recommendations for continued development.

A questionnaire, created by the Chair, will be included with each set of tenure papers when they are delivered to the members of the Committee. The questionnaire will allow a structured discussion of each candidate. The primary and secondary reviewers will complete the questionnaire before the meeting. Each Committee member will be encouraged to complete the review summary page before attending the meeting.

Voting in absentia is permitted only when faculty are present (in person or via teleconferencing) during discussion of the merit of a given candidate(s) work.

All questionnaires will be destroyed immediately at the conclusion of each presentation.

UIC College of Applied Health Sciences

Appointment and Promotion in the Lecturer and Instructor Tracks

A central element of the Mission of the College of Applied Health Sciences to which all faculty members are expected to contribute is the delivery of academic programs that achieve the highest disciplinary and professional standards for excellence. The departmental teaching need(s) may be influenced by variation in enrollments and faculty absences/vacancies. Lecturers and Instructors are part-time or full-time non-tenure track faculty. These positions provide adaptability, breadth and depth to our academic programs thereby supporting units in their efforts to fulfill this crucial element of the college mission.

Lecturer

The primary responsibility of Lecturers, who have a graduate degree in an appropriate field of specialization, is teaching. The criteria and processes governing appointment, annual evaluation, and promotion in the rank of Lecturer are as follows:

1. Appointment

The departmental teaching need(s) and the specific job responsibilities associated with the appointment will be discussed with and provided to the lecturer by the department head, the latter in the form of a letter at the time of appointment.

2. Annual Evaluation

Each semester, each course taught by lecturers will be evaluated by students using standard departmental procedures. On an annual basis, lecturers will be evaluated by peer review. Peer review can be conducted by clinical- and tenure track faculty but at least one reviewer should be an Associate Professor or Professor. The student evaluations and peer reviews will be maintained by the department in the lecturer's personnel file.

Annually, each lecturer will be evaluated in person by the department head in accordance with the specific job responsibilities established at the time of the appointment and any formally amended responsibilities. The results of the annual review, which form the basis for contract renewal, will be conveyed in the form of a letter to the lecturer. The lecturer will have an opportunity to respond, in writing, to the contents of the review. The lecturer will sign a copy of the letter to signify that the discussion with the department head occurred and that the information contained in the letter was discussed.

3. Promotion to Senior Lecturer

a. Departmental Review

Lecturers who have completed at least three academic years as a lecturer within a five year period with at least a 50% appointment in the unit may be considered for promotion to Senior Lecturer.

The process will adhere to the *Calendar of Dates and Deadlines* published annually by the Office of the Vice Provost for Faculty Affairs.¹

The promotion paperwork will be reviewed by the departmental Promotions and Tenure committee during its regularly scheduled meetings, according to the departmental Policies and Procedures and the departmental Norms and Standards for Promotion to Senior Lecturer. The promotion paperwork, which will include the departmental committee vote and the endorsement/non-endorsement of the department head, will be forwarded for review by the AHS Promotion and Tenure Committee. The entire process must meet the timeframe established annually by the Office of the Dean, College of Applied Health Sciences.

College Review

The promotion paperwork will be reviewed by the AHS Promotions and Tenure committee during its regularly scheduled meetings, according to the college Policies and Procedures. The promotion paperwork will be forwarded for review by the Dean who will consider the advisory comments from the unit and college Promotion and Tenure committees, and the department head in making the final decision regarding promotion.

Until that time at which specific instructions are issued from the Office of the Vice Provost for Faculty Affairs regarding the format of paperwork for promotion to Senior Lecturer, the content and format of the paperwork will consist of the relevant sections of that for Clinical Non-Tenure Track that minimally includes, but is not limited to:

- (1) Cover Sheet
- (2) Table of Contents
- (3) Academic and Employment Information
- (4) Summary of Committee reviews
- (5) Statement of College/Unit Norms, Expectation, and Standards of Excellence
- (6) Teaching Activities (sections A-G)
- (7) Evaluations (sections D-E)².
- (8) Appendices: Include promotion-related materials that do not fall into the above categories

Instructor

The primary responsibilities of Instructors, who have a terminal degree in an appropriate field of specialization (current instructors without a terminal degree will be grandfathered in this policy), are teaching and service. In some cases, at the discretion of the department head, instructors may be provided with the opportunity to pursue research/scholarly activity.

The criteria and processes governing appointment, evaluation, reappointment and promotion in the rank of Instructor are as follows:

¹ <http://faculty.uic.edu/promotionandtenure/>

² from the Promotion Forms 2014-15

1. Appointment

The departmental teaching needs, service need(s) and the specific job responsibilities associated with the appointment will be discussed with and provided to the instructor by the department head, the latter in the form of a letter, at the time of appointment.

2. Annual Evaluation

Each semester, each course taught by instructors will be evaluated by students using standard departmental procedures. On an annual basis, instructors will be evaluated by peer review. Peer review can be conducted by clinical- and tenure track faculty but at least one reviewer should be an Associate Professor or Professor. The student evaluations and peer reviews will be maintained by the department in the instructor's personnel file.

Annually, each instructor will be evaluated in person by the department head in accordance with the specific job responsibilities established at the time of the appointment and any formally amended responsibilities. The results of the annual review, which form the basis for contract renewal, will be conveyed in the form of a letter to the instructor. The instructor will have an opportunity to respond, in writing, to the contents of the review. The instructor will sign a copy of the letter to signify that the discussion with the department head occurred and that the information contained in the letter was discussed. The signed letter will be maintained by the department in the instructor's personnel file.

3. Promotion to Senior Instructor

a. Departmental Review

Instructor's who have completed at least three academic years as an instructor within a five year period with at least a 50% appointment in the unit may be considered for promotion to Senior Instructor.

The process will adhere to the *Calendar of Dates and Deadlines* published annually by the Office of the Vice Provost for Faculty Affairs.¹

The promotion paperwork will be reviewed by the departmental Promotions and Tenure committee during its regularly scheduled meetings, according to the departmental Policies and Procedures and the departmental Norms and Standards for Promotion to Senior Instructor. The promotion paperwork, which will include the departmental committee vote and the endorsement/non-endorsement of the department head, will be forwarded for review by the AHS Promotion and Tenure Committee. The entire process must meet the timeframe established annually by the Office of the Dean, College of Applied Health Sciences.

College Review

The promotion paperwork will be reviewed by the AHS Promotions and Tenure committee during its regularly scheduled meetings, according to the college Policies and Procedures. The promotion paperwork will be forwarded for review by the Dean who will consider the advisory

comments from the unit and college Promotion and Tenure committees, and the department head in making the final decision regarding promotion.

Until that time at which specific instructions are issued from the Office of the Vice Provost for Faculty Affairs regarding the format of paperwork for promotion to Senior Instructor, the content and format of the paperwork will consist of the relevant sections of that for Clinical Non-Tenure Track that minimally includes, but is not limited to:

- (1) Cover Sheet
- (2) Table of Contents
- (3) Academic and Employment Information
- (4) Summary of Committee reviews
- (5) Statement of College/Unit Norms, Expectation, and Standards of Excellence
- (6) Teaching Activities (sections A-G)
- (7) Service Activities
- (8) Evaluations (sections D-E)².
- (9) Appendices: Include promotion-related materials that do not fall into the above categories