



**The University of Texas at El Paso
School of Pharmacy**

GUIDELINES FOR NON-TENURE TRACK PROMOTION PROCEDURES

This document adheres to the UT System policies and incorporates the processes in the UTEP Handbook of Operating Procedures (HOP) located at: <https://www.utep.edu/vpba/hoop/>. Faculty should consult the HOP for more information. This document was adapted from the UTEP College of Health Sciences Guidelines for Tenure and Promotion Procedures (September 2014). Where omissions in the HOP exists in timeline and action responsibility, the process outlined below for the School of Pharmacy will be used.

CRITERIA FOR PROMOTION

Non-tenure track faculty members are regular faculty whose assignments are higher in teaching, research or service depending on their assignments. Non-tenure track faculty may be granted the title of faculty of instruction, lecturer, clinical faculty, research faculty, or faculty of practice as outlined in the UTEP Handbook of Operating Procedures (HoOP). Non-tenured faculty may be promoted within the UTEP system.

The procedures for promotion in the non-tenure track are similar to the process for promotion of tenure-track/tenured faculty. How well a non-tenure track faculty member (i.e., the Candidate) performs their responsibilities in their applicable areas assigned (i.e. teaching, research, practice) as defined in the candidates appointment and how the assigned activities align with UTEP's mission of Access and Excellence (as well as the SOP's IDEAL) are considered in the promotion process.

DESCRIPTION OF THE PROCESS

Notification: The Candidate must notify the Department Chair and SOP Administration of the intent to apply for promotion by April 1. The Candidate seeking promotion must submit their complete electronic dossier (Appendix A) to the SOP Dean's Office by the deadline of that year (See Appendix B). Candidates will have the opportunity to add additional materials to their dossier up to the timeframe for review by the Provost.

External Review: The Candidate may submit a list of 5-10 individuals via the External Reviewer Biography Table (Appendix C) for consideration as potential External Reviewers by the defined date (Appendix B) for consideration by the Department Chair. The SOP Dean's Office, in consultation with

the Department Chair, will identify 3-5 additional scholars as potential External Reviewers. The Chair will complete the finalized External Reviewer Biography Table (Appendix C). These letters will then be solicited by the Department Chair.

Acceptable External Reviewers should: 1) be familiar with the Candidate's field of expertise, practice and scholarship; 2) have not worked closely with the Candidate; 3) have no personal relationship with the Candidate; 4) be able to critically evaluate the Candidate's scholarly and professional activities at the regional, national, and international level(s). External Reviewers should hold appointments at UTEP peer or aspirational peer institutions. The faculty rank of External Reviewers should be at or above the rank that the candidate is seeking. A written request to provide an independent, systematic and professional evaluation of quality of teaching, service, expertise/practice, scholarship, and/or creative activities of the Candidate will be sent to potential External Reviewers by the deadline outlined in Appendix B. External reviewers must be informed that UTEP applies the Boyer's Model of Scholarship (Scholarship of Teaching, Scholarship of Discovery, Scholarship of Integration, and Scholarship of Application as described by the Boyer Model for faculty evaluation (Boyer EL. *Scholarship Reconsidered: Priorities of the Professorate*. Princeton University Press: Lawrenceville: NJ. 1990. Available at: <http://matsusemi.saloon.jp/wp-content/uploads/2012/07/Scholarship-Reconsidered.pdf>). The request will inform the External Reviewers that under Texas law their evaluation letters may become public if a legal request is made. The deadline for receipt of External Reviewer evaluations is outlined in Appendix B. At least three letters from External Reviewers must be received, and all letters received from External Reviewers will become part of the Candidate's confidential file. At this point in the evaluation process, the Candidate's file will contain the dossier and the letters from External Reviewers.

School of Pharmacy Committee Review: The Dean in consultation with the Department Chair will assemble a School Committee and instruct this Committee on its purpose and function. If the School Committee does not contain a sufficient number of faculty members at the appropriate rank, the Dean, in consultation with the department chair of the candidate and Associate Dean of Academic Affairs, will invite faculty members at the appropriate rank from other Colleges/Schools/Programs (ex. Science, Health Sciences, Nursing, Psychology, etc.) to constitute the School Committee. The School Committee will have a minimum of three faculty members holding the rank appropriate for the evaluation. Individual committee members must identify any potential conflicts of interest and notify the Dean's Office of the need for replacement with a suitable alternate member.

The SOP Dean's Office will provide the School Committee access to the Candidate's electronic dossier and letters from External Reviewers. The School Committee will review all components of the Candidate's file, and consider the Candidate's Scholarship of Teaching, Scholarship of Discovery, Scholarship of Integration, and Scholarship of Application as described by the Boyer Model for faculty evaluation (Boyer, EL. *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass; 1997 (Appendix A) as well as consider recommendations from External Reviewers. The Committee members will collectively produce a written recommendation summarizing the Candidate's teaching, research/scholarship/creative activity, and service. The Chair of the School Committee will conduct a vote on the recommendation of the Candidate for promotion. The results of the vote will be recorded to

indicate the number of votes for, against and abstentions, and the number of Committee members voting.

The School Committee will provide its recommendation to the Department Chair and Dean no later than the deadline (see Appendix B). The School Committee Chair will prepare a recommendation letter to the department chair summarizing the Committee's discussion and explicitly indicating the number of votes for, against and abstentions, and the number of Committee members voting. The School Committee's recommendation will be added to the Candidate's file. At this point in the promotion evaluation process, the Candidate's file will contain: (a) the dossier, (b) the letters from External Reviewers, and (c) the recommendations of the School Committee.

Department Chair Review: The Department Chair will make an independent recommendation and transmit the complete application, reports from the external reviewers, the School Committee's recommendation including a summary of votes, and the Department Chair's recommendation to the Dean, no later than the deadline (see Appendix B). The review will consider all components of the Candidate's file, and the Department Chair's letter should include, but is not limited to, a summary of the Candidate's teaching, service, and scholarship of teaching, scholarship of discovery, scholarship of integration, and/or scholarship of application as described by the Boyer Model for faculty evaluation (Boyer, EL. *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass; 1997 (Appendix A). At this point in the evaluation process, the Candidate's file will contain: (a) the dossier, (b) the letters from External Reviewers, and (c) the recommendations from the School Committee and Department Chair.

The evaluation by the Department Chair is a critical component of the promotion process because the Department Chair is uniquely positioned to comment on all aspects of a Candidate's performance from a perspective relevant to the field. In the context of the Boyer Model, the Department Chair should provide powerful insight towards the Candidate's teaching, scholarship, and service; and the Candidate's potential for continued productivity.

Dean's Review: The Dean of the SOP will complete an independent review of all materials in the Candidate's file, inform the Department Chair of the decision, and provide a recommendation to the Provost. No later than the deadline (Appendix B), the Dean will forward the Candidate's complete file to the Provost. At this point in the evaluation process, the Candidate's file will contain: (a) the dossier; (b) the letters from External Reviewers; (c) the recommendations from the School Committee, Department Chair, and Dean.

Provost's Review: The Provost may seek additional opinions regarding the contribution of a candidate to the Department, College or School, and University and initiate any other review he or she considers appropriate.

Candidate Notification: The Department Chair will keep the candidate apprised of recommendations regarding their promotion as per the HOP.

Appeals Process: Appeals to promotion recommendations/decisions will be made according to procedures outlined in the HOP and with guidance from the Provost's Office.

APPENDIX A

THE PROMOTION DOSSIER

The Candidate must first review the Promotion Guidelines document to understand the criteria required for achieving promotion. Promotion policies are defined in The Handbook of Operating Procedures available at: <https://www.utep.edu/vpba/hoop/section-3/academic-policies-and-faculty-personnel-matter.html>

It is the responsibility of each Candidate for promotion to prepare and present for evaluation a complete, well-organized, well-documented, and clear application file (Dossier) so as to accurately reflect their record.

The Promotion Dossier materials are to be submitted in an electronic format (e.g. Adobe Acrobat). All materials are to be combined into a single, indexed portfolio file. Original documents not in electronic form are to be scanned with sufficient quality to be clear and legible for review. Future submission of the Promotion Dossier may be required through Digital Measures.

The Dossier should be arranged and sectioned according to the Table of Contents below, and sections should be clearly delineated. Where possible, imbedded links to associated sections/materials (e.g. bookmarks) should be included to facilitate easy navigation of the overall packet.

The Promotion Dossier should be organized and ordered as indicated below. However, this list should not be interpreted to exclude the incorporation of additional, important material.

PROMOTION EVALUATION DOSSIER

1. GENERAL DOCUMENTS

1.1. Curriculum Vitae (CV)

1.2. Statement of Philosophy on the following activities. (1-2 pages each)

- 1.2.1 Teaching
- 1.2.2 Research
- 1.2.3 Service

Note: These statements should include a reflection on how each philosophy aligns with UTEP's mission of Access and Excellence as well as the SOP's IDEAL.

1.3. Faculty self-evaluation with respect to progress toward achieving career goals (3-6 pages), ensuring that the following elements are addressed.

- 1.3.1 Teaching, Mentoring, and Advising
- 1.3.2 Research
- 1.3.3 Service

1.4. Faculty annual performance evaluation summaries since initial appointment or most recent UTEP promotion.

2. TEACHING ACTIVITIES

2.1. Professional Information

- 2.1.1 Statement of teaching goals
- 2.1.2 List of courses and lectures taught and/or coordinated at the school and/or university level (including experiential learning and guest lectures)
- 2.1.3 List of postgraduate training experiences (e.g. residencies, fellowships, etc.)
- 2.1.4 List of new courses and/or major course revisions
Examples: conversions to online teaching, hybrid format, flipped classroom, addition of service learning components
- 2.1.5 Teaching load information including level and class size for each academic year
- 2.1.6 Evidence of curriculum development
Examples: including sample syllabi and course materials
- 2.1.7 Demonstrated creativity in teaching
Examples: teaching awards, established new clinical site for teaching, developed new teaching-learning activity, media production such as videos and software
- 2.1.8 Professional development in teaching
Examples: workshops and seminars presented and attended
- 2.1.9 Advising of undergraduate and graduate students

2.2. Evidence of Teaching Quality

- 2.2.1 Student/Learner evaluations and comments, tabulated and summarized (include actual student evaluations as an appendix)
- 2.2.2 Projects, Thesis and Dissertations supervised
- 2.2.3 Honors and awards earned by supervised students
- 2.2.4 Community and/or school-based projects guided and produced in connection with courses

- (e.g. service-learning experiences)
- 2.2.5 Copies of peer evaluations from UTEP faculty who have observed classes or reviewed course materials
- 2.2.6 Honors or awards for teaching excellence
- 2.2.7 Intramural and/or extramural funds awarded for instruction, innovation, facilities, and/or student support
- 2.2.8 Other evidence

3. RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

Refer to Marta Nibert. 2.5.1 Boyer's Model of Scholarship. In *Faculty Guidebook: A Comprehensive Tool for Improving Faculty Performance*. Eds: Beyerlein, Holmes, Apple. Plainfield, IL, Pacific Crest; 2007.

3.1 Scholarship of Teaching (Each of the elements below must demonstrate a scholarly approach towards achievement of teaching. A combination of the following elements should be used to demonstrate success in this area.)

- 3.1.1 Development of innovative education program and methods of teaching
 - 3.1.1.1 Incorporation and evaluation of new technology in the classroom
 - 3.1.1.2 Teaching an innovative interdisciplinary or interprofessional education class at the school and/or university level
 - 3.1.1.3 Participation in innovative teaching beyond the university (e.g. visiting professor or invited scholar)
 - 3.1.1.4 Obtaining educational teaching grant to develop a new course or innovations in teaching that are significant for the School of Pharmacy
 - 3.1.1.5 Developing and evaluating innovative clinical practice sites for experiential education of pharmacy students
- 3.1.2 Dissemination of knowledge in teaching
 - 3.1.2.1 Presentation of educational posters or oral presentations for regional, state, national or international meetings while highlighting those that are peer reviewed
 - 3.1.2.2 Development or organization of educational workshops, conferences, seminars in other colleges or universities
 - 3.1.2.3 Publication in refereed education journals on educational studies, projects, educational innovations, curricular change, teaching strategies, assessment measures or creative new ideas in pharmacy education
 - 3.1.2.4 Publication of textbooks or other learning materials
 - 3.1.2.5 Participation in task forces or assemblies at the state, national, or international level that develop teaching guidelines, standards, or position papers dedicated to education
 - 3.1.2.6 Publication as author or contributor to textbooks on teaching methods or evaluation of teaching
- 3.1.3 Recognition as an expert in educational topics
 - 3.1.3.1 Receipt of regional, state, national, or international recognition for excellence in teaching

- 3.1.3.2 Invitation to serve on committees, taskforces, or special-interest groups at the regional, state, national, or international level for facilitating educational change
- 3.1.3.3 Invitations to present educational topics at the regional, state, national, or international level
- 3.1.3.4 Participation as a reviewer, editorial board member, or editor of educational publications on teaching and learning
- 3.1.3.5 Review and/or contribution to writing of test items on national licensure or certification examinations
- 3.1.3.6 Evidence of involving learners in research (e.g. student support by intramural/extramural funding, articles co-authored with students, student presentations at conferences/seminars)
- 3.1.3.7 Mentoring of research trainees (e.g. support by intramural/extramural funding, articles co-authored, presentations at conferences/seminars)
- 3.1.3.8 Receipt of an award of recognition for scholarship of teaching

3.2 Scholarship of Application/Engagement (Each of the elements below must demonstrate a scholarly approach towards achievement of application. A combination of the following elements should be used to demonstrate success in this area.)

- 3.2.1 Provision of service to the community linked to faculty's discipline
- 3.2.2 Provision of service to the university
- 3.2.3 Facilitation of student involvement in community service
- 3.2.4 Advising students on academic matters
- 3.2.5 Advising students in professional organizations which foster professional growth
- 3.2.6 Provision of service to industry, government or nonprofit sectors as an expert external consultant
- 3.2.7 Collaboration in committee involvement in policies addressing problems which impact communities and society
- 3.2.8 Provision of service as an outside evaluator for grants
- 3.2.9 Dissemination of new knowledge that promotes health care delivery, disease prevention, improvement in patient care and patient safety
- 3.2.10 Evidence of involving learners in research (e.g. student support by intramural/extramural funding, articles co-authored with students, student presentations at conferences/seminars)
- 3.2.11 Mentoring of research trainees (e.g. support by intramural/extramural funding, articles co-authored, presentations at conferences/seminars)
- 3.2.12 Receipt of an award of recognition for scholarship of application

3.3 Scholarship of Application through Clinical Practice (Each of the elements below must demonstrate a scholarly approach towards achievement of application through clinical practice. A combination of the following elements should be used to demonstrate success in this area.)

- 3.3.1 Obtaining certification from a specialty board
- 3.3.2 Receiving an award that recognizes clinical expertise

- 3.3.3 Documentation of evidence of continued practice expertise through continuing education credits
- 3.3.4 Documentation of evidence of practice through involvement in a collaborative practice agreement and/or development of policies and/or procedures
- 3.3.5 Patient referrals/clinical consults from practitioners
- 3.3.6 Serving as a consultant with regard to practice expertise and/or patient care (e.g., third-party payment groups, courts, health organizations, etc.)
- 3.3.7 Reporting improved patient care programs/health outcomes through data analysis of practice
- 3.3.8 Publication of peer reviews of practice such as case reports, patient outcomes
- 3.3.9 Presentation of clinical findings related to practice as peer reviewed seminars or forums
- 3.3.10 Documentation of application of current evidence-based methods in patient care
- 3.3.11 Obtaining and managing grant proposals to improve health care delivery system models, outcomes, and access to health care
- 3.3.12 Membership on a specialty examining board
- 3.3.13 Holding a joint appointment with an outside institution for clinical service
- 3.3.14 Holding leadership roles in hospital, clinic, or pharmacy/healthcare organizations
- 3.3.15 Selection for a fellowship that denotes a high level of clinical competency within professional organizations
- 3.3.16 Presentation of research and/or scholarship findings related to the scholarship of clinical practice (e.g. abstracts, invited presentations, poster presentation)
- 3.3.17 Evidence of involving learners in research (e.g. student support by intramural/extramural funding, articles co-authored with students, student presentations at conferences/seminars)
- 3.3.18 Mentoring of research trainees (e.g. support by intramural/extramural funding, articles co-authored, presentations at conferences/seminars)

3.4 Scholarship of Integration (Connections within and between disciplines and/or professions. Each of the elements below must demonstrate a scholarly approach towards achievement of application through Integration. A combination of the following elements should be used to demonstrate success in this area.)

- 3.4.1 Collaboration across disciplines to develop research projects
- 3.4.2 Development of interdisciplinary or interprofessional workshops, educational programs and service projects
- 3.4.3 Obtaining interdisciplinary/interprofessional grants
- 3.4.4 Publishing an interdisciplinary/interprofessional article, book chapter, book or monograph
- 3.4.5 Service as a reviewer/referee for an interdisciplinary/interprofessional journal
- 3.4.6 Receipt of an award of recognition for scholarship of integration
- 3.4.7 Presenting an invited lecture addressing interdisciplinary/interprofessional context

- 3.4.8 Presenting research and scholarship findings related to the scholarship of integration (e.g. abstracts, invited presentations, poster presentation)
- 3.4.9 Evidence of involving learners in research (e.g. student support by intramural/extramural funding, articles co-authored with students, student presentations at conferences/seminars)
- 3.4.10 Mentoring of research trainees (e.g. support by intramural/extramural funding, articles co-authored, presentations at conferences/seminars)

3.5 Scholarship of Discovery (Utilizes original research to expand or challenge current knowledge of discipline. Each of the elements below must demonstrate a scholarly approach towards achievement of application through Discovery. A combination of the following elements should be used to demonstrate success in this area.)

- 3.5.1 Evidence of success in securing extramural funding (e.g. proposals funded, pending, and/or submitted)
- 3.5.2 Evidence of success in securing intramural funding (e.g. proposals funded, pending, and/or submitted)
- 3.5.3 Presentation of research and scholarship findings (e.g. abstracts, oral presentations, poster presentation)
- 3.5.4 Publications in peer-reviewed research journals (e.g. original research and review articles)
- 3.5.5 Publications including books, book chapters or monographs related to research
- 3.5.6 Presenting an invited lecture on research findings
- 3.5.7 Moderating a research panel, conference session, or symposium
- 3.5.8 Participation as reviewer, editorial board member, or editor of a research publication
- 3.5.9 Evidence of works cited or reviewed by other scholars
- 3.5.10 Receipt of a peer-reviewed award of recognition for research
- 3.5.11 Evidence of involving learners in research (e.g. student support by intramural/extramural funding, articles co-authored with students, student presentations at conferences/seminars)
- 3.5.12 Mentoring of research trainees (e.g. support by intramural/extramural funding, articles co-authored, presentations at conferences/seminars)

4. SERVICE ACTIVITIES

4.1. Evidence of Service to University

- 4.1.1 Service on departmental, school, or university committees at UTEP
- 4.1.2 Leadership in departmental, school, or university committees at UTEP
- 4.1.3 Supervision of student organizations at UTEP
- 4.1.4 Service in an administrative appointment at UTEP
- 4.1.5 Mentoring of faculty in the department, school, or university
- 4.1.6 Receipt of an award of recognition for service to department, school, or university

4.2. Evidence of Service to Community, Regional, National, or International Organizations

- 4.2.1 Service on professional and community boards/committees/organization
- 4.2.2 Leadership in professional and technical societies
- 4.2.3 Service to the profession, including editorships, editorial boards, participation on panel reviews, regular and ad-hoc reviewer for journals
- 4.2.4 Consulting work or clinical practice
- 4.2.5 Program review for state/national accreditation bodies
- 4.2.6 Conference-related organization and/or hosting
- 4.2.7 Other service activities involving community partners, service learning, or collaborative projects
- 4.2.8 Presentations to community and professional audiences and organizations
- 4.2.9 Other outreach activities
- 4.2.10 Receipt of an award of recognition for service to community, regional, national, or international organizations
- 4.2.11 Mentoring of faculty outside of UTEP

EXTERNAL REVIEWER PACKET

A copy of the electronic dossier will be sent to External Reviewers.

APPENDIX B

**CYCLE OF PROMOTION
REVIEW***

Item No.	When	What	Who
1	April 1	Notification by Candidate to Chair and SOP Dean's Office of Intent to Apply for Promotion	Faculty
2	May 1	List of 5-10 suggested external reviewers submitted to Dean's Office	Faculty
3	May 31	Faculty Electronic Dossier is submitted to Dean's Office	Faculty
4	June 1	External Reviewer request letters are sent	Chair
5	September 1	External Review Letters due	External Reviewers
6	September 1	Schedule School Committee meetings for promotion review process	Chair of School Committee, Dean's Office
7	October 15	School Committee recommendation due to Chair	School Committee
8	November 1	Chair recommendation due to Dean's Office	Chair
9	January 2	Dean's recommendation due to Provost's Office	Dean
10	February 10	Deadline for Candidate to provide Dossier updates to the Dean's Office (cc Chair)	Faculty
11	February 15	Updates to Dossier submitted to the Provost's Office	Dean's Office

**Note: Dates on this timeline are subject to change by the Provost's Office. Please refer to most current version of promotion process deadlines: <https://www.utep.edu/provost/administrators/evaluation.html>*

APPENDIX C

EXTERNAL REVIEWERS BIOGRAPHY TEMPLATE

Suggested Reviewer #_

Reviewer Name, Degree, Title, Department	
Reviewer qualification(s)	
Rank & Institution	
Email Address	
Phone and Fax Number	
Mailing Address	