

Best Practices

I. Mentoring

1. Mentoring is an important part of the development of both tenure-track and non-tenure track faculty. There should be a mentoring plan for each faculty member which guides the candidate toward rank and/or tenure and the candidate should receive feedback on current work as part of this mentoring process.
2. Chairs and Deans should mentor for service.
3. Chairs and Deans should be mindful not to burden individual faculty with too much committee work.
4. Candidates should be mentored to do community service and to include a list of such service in their dossier.
5. When candidates have demanding clinician duties, there is a need to mentor the candidate to develop lines of inquiry in which the candidate can be part of a collaborative team and at least contribute as co-author if not first author.
6. Non-tenure-track faculty need clarity from their deans as to what they need to do for promotion.

II. Letter Writers

1. Deans' letters should offer more than a mere summary of the school/college committee letter and they should provide context of the candidate's contributions.
2. Chairs' and Deans' letters should explain expectations of the particular clinician-educator duties and explain why someone who is clinician-educator has no clinical site.
3. If the circumstances under which candidates apply for rank and tenure are unique, UCRT needs an explanation.
4. Deans should explain why a candidate was put on the TT or NTT initially since this is not always clear and yet makes a major difference to the faculty member as well as the department and even the profession.
5. Deans and chairs should explain any understandings or agreements at time of the candidate's hire.
6. Deans should explain if a candidate's chair's letter comes from someone other than the current academic department chair.
7. Letter writers should explain the impact of the candidate's work and whether, per Boyer's scholarship of application, the candidate's scholarship should not be measured by more traditional measures such as impact factor.

8. It is important for the chairs, deans, and school/college committees to articulate what is considered quality teaching and scholarship for the clinician-educator in order to help UCRT evaluate the quality of the candidate's contributions. The Department of Medicine has a metric for quality and chairs could use something similar.
 9. In cases of early tenure, if years were counted toward the candidate's tenure clock at the time of the hire, that should be indicated by letter writers and by the candidate in the Faculty Profile.
 10. Reviewers should have the department or school/college guidelines and should address them in their letter.
 11. Requests from the dean's office should direct letter writers to speak to the requirements.
 12. Any shifts in the candidate's duties should be made clear, especially for candidates in administrative roles, and especially if it is a change from what was written in the original contract.
 13. Dean's choice letters should be marked on the document or clearly identified within the candidate's file.
 14. In cases when deans cannot get external letter writers, deans should include an explanation.
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III. Committees

1. College and school committee members should sign the committee letters.
2. Letters should articulate the rationale for the vote.
3. Committee letters should include actual committee votes with numbers (not just "unanimous").
4. Committee members should recuse themselves if they are letter writers for or co-authors with the candidate.
5. Each school should have a checklist of materials to be included in the dossier.
6. Exemplars for CV and Faculty Profiles should be available for candidates.

IV. UCR&T

1. The Committee may consider developing template letters for Chairs, Deans and Schools.
 2. If the clock was stopped (e.g., due to Covid-19), this should be included in UCRT archives, but not necessarily explained (because the reasons may be confidential).
 3. UCRT should make candidates aware of the different deadlines relative to the college/school since often colleges/schools have earlier deadlines than the University.
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V. Dossiers

1. CVs should not include manuscripts not yet accepted, although it is proper to list "works in progress" as they are labeled as such.
2. When describing contributions, candidates should match their contributions to the standards to show how they fulfill the standards.
3. Candidates should make their case in the Faculty Profile and address any weaknesses.
4. The suggested length for the Faculty Profile is 4-6 pages, although sometimes longer is needed.

5. Faculty Profiles should not just repeat CVs.
 6. CVs can and perhaps should be annotated offering explanations of contributions.
 7. Any charts representing something like a candidate's teaching should indicate who compiled the chart.
 8. Faculty profiles should be written in first person so the authorship is clear.
 9. The candidate should include both external and internal letters.
 10. The candidate should seek letters from those with the rank for which the candidate applies.
 11. Candidates should abide by the Faculty Handbook and have the minimum 6 letters.
 12. While 2 external letters are the minimum for a dossier, more is helpful, especially in applications to Professor when impact of scholarship should be addressed.
 13. The Faculty Handbook does not indicate a minimum of internal letters, but candidates should include some internal letters especially for tenure applications.
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VI. Standards

1. There is a need for clarity regarding what is considered teaching for clinician-educator (e.g., bedside, medical students, fellows, residents) and what counts as good teaching.
 2. There should be clarity as to what counts as service, and whether service to Creighton is required in addition to service at a clinical site such as a hospital.
 3. Standards should allow for moving beyond student evaluations as the sole form of evidence of teaching effectiveness.
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Respectfully submitted,

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