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GUIDELINES FOR PROMOTION AND TENURE COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES

INTRODUCTION

Achieving tenure and promotion are hallmarks of one's academic career. Obtaining promotion and tenure are not the result of merely being employed for a certain number of years, but a result of demonstrated excellence in teaching, scholarship and service. The focus of this College document is on the values associated with teaching, scholarship and service. General standards are elucidated as are general documentation guidelines. Departmental guidelines should outline the specific standards and documentation required by candidates for tenure and/or promotion. Programs within the College of Nursing, Health, and Human Services have a long tradition of community engagement and experiential learning. Each of the categories of teaching, scholarship, and service may include examples of community engagement and experiential learning as noted below.

Upon appointment to a faculty position, the faculty member should receive an appointment letter that outlines the term of the pre-tenure, probationary period and the expectations for the appointed position at the University level. Annual pre-tenure evaluations should give a specific indication of the faculty member's progression towards tenure and promotion. With tenure, the faculty member becomes eligible for reappointment unless the University can demonstrate a financial exigency or just cause. In return, faculty members agree to commit to excellence in their faculty role and to enhance the departmental, College and University missions.

Faculty must be judged objectively against the stated criteria for performance in rank. Departmental standards for excellence in teaching, scholarship and service must be in line with the College and University criteria. The same can be said for the documentation required for submission by the individual faculty member. The annual evaluation and re-appointment letters specified in the pre-tenure process must follow the University guidelines which are rooted in the American Association of University Professors (AAUP) guidelines. In all cases, the Departmental guidelines and processes do not supersede the College guidelines and College guidelines do not supersede the *University Handbook*.

The Departmental review committee and Department Chair have an important role in judging a faculty member's progress towards tenure and promotion. Evaluation of the documentation submitted must be objective and made within the context of a faculty member's formal assignment within the Department. If the faculty member has been given special responsibilities which may have prevented meeting standards in any of the three areas (teaching, scholarship or service) the evaluation must take into consideration how those responsibilities have affected the faculty member's ability to meet standard performance. In addition, if the appointment letter has waived the terminal degree as a condition of appointment, the Department and College committees must adhere to the conditions of appointment given to the faculty member. In sum, the appointment letter that outlines the years to be served in a probationary status, the expectations for the faculty role, and any other conditions, as well as specific Departmental standards and guidelines, must serve as a foundation for the yearly pre-tenure and the tenure and promotion reviews. If a pre-tenure faculty member is given conditions to continued reappointment, the responsibility rests with the faculty member to demonstrate that conditions have been met when the next evaluation occurs. Further, the Department and College committees must also evaluate progress towards tenure using the conditions as a basis for further evaluation.

The College review committee's job is to review the candidate's portfolio against established Departmental guidelines and standards. In addition, the College review committee's job is to approve the Departmental guidelines for promotion and tenure in light of the College guidelines. Further the College review committee's job is to see that the Departmental review committee and the Department Chair have adhered to the Departmental and College guidelines when judging a faculty member's performance. If the College review committee has any question about whether standards have been achieved, the College committee should defer to the Department's guidelines and standards. In addition the College committee has an important role in ensuring that AAUP guidelines have been adhered to.

LEVELS OF REVIEW AND TIMELINE FOR REVIEW

The timeline for the annual reviews is set by the Office of the Provost and Vice-President for Academic Affairs. The Department Chair receives the timeline from the Dean of the College. The Department Chair is responsible for notifying all pre-tenure faculty and faculty eligible for promotion and the Departmental Review Committee of the timeline for submission of materials. The Department Chair and the Departmental Review Committee have the joint responsibility for coaching faculty members on how and when to submit the appropriate documentation for review. A mentoring system is strongly encouraged.

All pre-tenure faculty must receive an annual review at the Department level by the Departmental Committee and Department Chair; and, at the College Level by the College Committee and the Dean before materials are forwarded to the Provost for review. At both the Department Level and the College Level the faculty member must receive

written feedback and the Department Chair and the Office of the Dean must meet with the faculty member in person to go over the results of the evaluation.

In the event of a negative review by the Departmental Committee, Department Chair, College Committee or College Dean, the faculty member may provide additional material in 48 hours after being informed of the negative decision. Those additional materials will be sent to the Department Committee, then Department Chair, College Committee and Dean to be considered for reevaluation. Please note the faculty member may also follow the appeals process outlined in the University Handbook Section III with or without submitting additional materials to the Departmental Committee, Department Chair, College Committee or College Dean.

STANDARDS FOR TENURE AND PROMOTION

The following standards are the basis from which individual Departments should develop their own standards for tenure and promotion. **These standards outline the expected level of performance for appointment and promotion to each academic rank.** It is assumed that at the time of tenure and promotion, those appointed at the assistant professor level will have achieved the standard for the associate professor level as tenure includes promotion to the associate professor level. All documentation should be accompanied by some self-reflective statement regarding, teaching, scholarship and service. The committees rating the candidate's document should rank the materials as specified in the **University Handbook, Section III; "Policy for Promotion and Tenure Reviews, which states "Evidence of unsatisfactory performance, insufficiency of evidence, and any other matter which might serve as a basis for conditional reappointment or subsequent non-renewal of the appointment shall be clearly specified in the notification. Means of remediation for conditionally reappointed faculty shall also be specified in writing"**. It is assumed that in all areas, faculty have sustained performance that meets University, College and Departmental standards and guidelines; and, that the faculty member has attended to areas of needed improvement. This document assumes that the Assistant Professor level is the level of initial appointment, unless otherwise stated.

Teaching

Teaching is the facilitation of the learning process through the stimulation of intellectual curiosity and critical thinking in preparation for the interpersonal competency, technological skill and clinical/professional judgment necessary for sound practice. Teaching is a collaborative, cooperative enterprise of inquiry, scholarly achievement and service pursued within a climate of mutual respect among faculty and students. Teaching involves the transmission and transformation of knowledge that promote student learning and skills and attitudes necessary for continuing self-development and lifelong learning. Teaching happens in a variety of settings and involves multiple activities, including but not limited to teaching in *traditional classroom and distance venues, supervision, and advising and mentoring.*

Teaching Standards by Rank

Assistant Professor

Demonstrate fulfillment of the usual University expectations for teaching and show a sustained pattern of effort and activity directed at pedagogical improvement. By the time a candidate has achieved tenure, performance at the level expected at the Associate Professor level.

Associate Professor

Demonstrate a clear pattern of responsiveness to teaching evaluation and, where deficiencies have been identified, show evidence of improvement. In addition, evidence of the integration of current research and trends in the various disciplinary courses (s) taught and active participation in any necessary programmatic curriculum development/revision is required.

Professor

Demonstrate continuing effective teaching (as defined for Associate Professor) across the time period since the last promotion or date of appointment. In addition, teaching activities must demonstrate clear improvement – if teaching evaluations have revealed any consistent pattern of deficiency.

Documentation of Teaching

Documentation of what is to be included is largely determined at the Department level. The documentation may include:

- Course preparation materials
 - Syllabus
 - Web materials
 - Other class materials
- Peer review
- Student evaluation
- Evidence of continuing education
- Participation in curriculum work such as revisions and accreditation reports
- Documentation of evaluation of advising
- Self-reflective statement including a philosophy of teaching
- Examples of Experiential Learning Activities

Scholarship

Scholarship, as outlined by Boyer (1990), can take on many forms and is largely determined by disciplinary norms and standards. Scholarly activities are inextricably linked to other aspects of the faculty role (Edgerton, O'Meara, & Rice, 2005). No matter the form of scholarship, it should be peer reviewed at the regional/national or international levels and could take the form of articles, grants, book chapters, books, conference presentations or other creative works accepted by the discipline. The quantity and kinds of scholarship required for tenure and/or promotion are largely determined by the Department. Whether or not external review of scholarship is necessary is also determined by the Department.

The scholarship of teaching is the systematic investigation of classroom activities for the purpose of assessing efficacy of teaching practices and learning outcomes.

The scholarship of discovery is the generation of disciplinary knowledge through systematic inquiry.

The scholarship of application, sometimes called **the scholarship of engagement**, could generally be conceived as the application of theoretical knowledge which advances the discipline or solves practical/clinical problems. **This includes research with community partners.**

The scholarship of integration is synthesizing disciplinary knowledge in new ways which in turn advances the discipline.

Scholarship Standards by Rank

Assistant Professor

Has the potential for developing a program of scholarship when appointed to a faculty position.

Associate Professor

Scholarship at the associate professor level is peer reviewed at the regional and/or national and international levels. The body of scholarly works demonstrates a level of commitment to development of scholarship throughout a faculty member's career.

Professor

At the professor level, the level of scholarship is sustained and judged exemplary at primarily the national and international levels.

Documentation of Scholarship

Documentation of what is to be included is largely determined at the Department level. The documentation may include:

- Copies of articles, book chapters, book cover pages
- Grants (funded and unfunded)
- Conference proceedings
- Letters of acceptance for not yet published works
- Copies of CD, software, or links to webpages
- External reviews, if applicable
- Self-reflective statement regarding the current body of scholarship and creative works.
- Community Research Projects

Service

Service encompasses both academic contributions and ongoing committed professional and practical service for the community at-large.

University service includes participation and leadership on Department, College and University standing and *ad hoc* committees. **Professional service** includes contribution to professional societies, organizations and/or agencies related to some degree to issues of higher education, pedagogy and/or a specific discipline of the faculty member's area of expertise. Service may include consulting relationships (paid or unpaid) with discipline related facilities, educational institutions, professional organizations or publications, businesses/industries, or governmental organizations. Service to **the community at large** includes activities related to the faculty discipline for a community.

Service Standards by Rank

Active service is expected and is characterized by activities such as serving as an officer, committee member, discussion leader, peer reviewer, session chairperson, or editor.

Assistant Professor

After a period of acclimation to the academic role and opportunity to begin a program of scholarship, membership on departmental committees is expected. As a faculty member approaches tenure, leadership on departmental committees and membership on College and perhaps University committees is expected.

Associate Professor

Sustained and active service at Department, College and University, and initiation at the professional and community levels.

Professor

Sustained and active service and leadership at department, college and university, professional and community levels.

Documentation of Service

Documentation of what is to be included is largely determined at the Department level.

Documentation of service may include:

- Appointment letters
- Copies of minutes
- Letters acknowledging service
- Evidence of Community Projects
- Self-reflective statement that summarizes contributions and future directions

References

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie for the Advancement of Teaching.

Edgerton, R., O'Meara, K.A, Rice, R.E. (2005) *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. San Francisco, CA: Jossey-Bass, Inc.