

PERFORMANCE GUIDELINES
FOR TENURE AND PROMOTION

Anderson College of Nursing and Health Professions
University of North Alabama

Approved by Tenured Faculty: April 28, 202

Undergraduate Department

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ANDERSON COLLEGE OF NURSING AND HEALTH PROFESSIONS GUIDELINES FOR TENURE AND PROMOTION

Introduction

This document serves as a guide for faculty members as they prepare for promotion or tenure in the Anderson College of Nursing and Health Professions (ACONHP). The document also serves as a guide for Recruitment, Retention, and Promotion Committee members and Department Chairs as they evaluate faculty. The basis of the document is the Criteria for Promotion, Tenure and Appointment of the current Faculty Handbook as well as current and accepted practice that may be unique to the discipline of nursing and nursing education.

within the scope of their unique responsibilities. Again, the chairperson or dean can make exceptions to promotion/tenure criteria if the chair/dean determines that the faculty member's performance in one or more areas is exceptionally outstanding.

Faculty holding the rank of full professor or senior lecturer are eligible for performance incentives. Faculty seeking performance incentives may only count activities that were performed after their promotion to professor. Senior lecturers applying for performance incentives may only count activities from the five years since their last performance incentive increase. Full professors applying for merit incentives must continue to demonstrate productivity in teaching, scholarship, and service that is expected of a full professor rank. Senior lecturers applying for merit incentives must continue to demonstrate productivity in teaching and service that is expected at the senior lecturer rank.

Faculty in Lecturer Positions

All new, full-time, non-tenure-track faculty members enter the institution with the rank of Lecturer, with a standard 5-5 teaching and performance evaluation based upon teaching and service only. Faculty may move from lecturer to a tenure-track assistant professor rank upon completion of a terminal degree. For faculty who remain in the Lecturer rank, Lecturers serve on one-year, renewable contracts for the first five (5) years of employment. After five (5) years of uninterrupted, meritorious service, Lecturers may immediately apply for promotion to Senior Lecturer, via submission of a dossier/pd to be evaluated through the UNA tenure and promotion processes. Upon promotion to Senior Lecturer, incumbents would receive a salary increase and a five-year (renewable) employment contract. After five additional years of service, Senior Lecturers are eligible to apply for a performance incentive, based upon excellence in teaching and/or service; and can do so every five years thereafter. Non-tenure-track faculty are not eligible for promotion or tenure, other than noted above, but do share during the period of employment the general responsibilities, privileges, and benefits accorded regular faculty.

Faculty members are to follow the *Faculty Handbook* guidelines for applying for promotion to senior lecturer, submitting appropriate documentation and adhering to the prescribed dates. Specific ACONHP criteria are below. Candidates must explicitly state which criteria they have met and must specify the sections of the portfolio that contain the evidence of meeting the criteria.

Faculty applying for promotion to senior lecturer must achieve Level III criteria as defined below:

Level III All minimum criteria; at least four promotion/tenure activities in teaching and service

Senior lecturers applying for a performance incentive must achieve Level IV criteria as defined below:

Level IV All minimum criteria; at least five promotion/tenure activities in teaching and service

Explanations of activities required to achieve each level are in each respective category below.

Faculty in Tenure-Track or Tenured Positions

Faculty members are to follow the *Faculty Handbook* guidelines for applying for promotion or tenure, submitting appropriate documentation and adhering to the prescribed dates. Specific ACONHP criteria are below. Candidates must exp

- Active and applied learning incorporated into class/clinical
- Multimedia and other technology integrated into course
- Creation of innovative learning environments that support diversity
- Professional role modeling
- Adequate knowledge of subject
- Evidence based teaching
- Professional practice standards incorporated
- Development, implementation, evaluation of student outcomes
- Achievement of goals/learning outcomes
- Favorable student evaluation of faculty member
- Student community service incorporated (if applicable to teaching assignment)
- Availability for counseling/advisement
- External testing scores meet minimum criteria (if applicable to teaching assignment)

Promotion and/or Tenure Criteria

- Development of new course
- Modification of traditional course for web delivery
- Development of a high-fidelity simulation scenario
- Development of case studies
- Supervision of independent studies
- Departmental, university, state, regional, national, international recognition for teaching
- Counseling/advisement beyond office hours commitment
- Exceptional external testing scores
- Exceptional student evaluations
- Exceptional peer evaluations
- Current Certified Nurse Educator (CNE) certification
- Course(s) Quality Matters (QM) certified

LEVELS

Level I	All minimum criteria; at least two promotion/tenure activities
Level II	All minimum criteria; at least three promotion/tenure activities
Level III	All minimum criteria; at least four promotion/tenure activities
Level IV	All minimum criteria; at least five promotion/tenure activities

Expected outcomes of faculty as a group are evaluated and analyzed annually. Aggregate data are used to identify faculty development needs and support budget decisions. Because many ACONHP faculty teach in both undergraduate and graduate programs the data presented here reflect outcomes for all ACONHP faculty. Faculty outcomes with benchmarks are outlined below.

- Evidence of professional activities
 - Current Certified Nurse Educator (CNE) certification
 - Quality Matters (QM) peer reviewer certification
 - CEU presentation
 - Professional consultation
 - Paper or poster presentation at professional conference
 - Professional recognition or award at professional conference/meeting
 - Professional work featured in mainstream media (TV, film, etc.)
 - Panel discussion participant
 - Expert legal witness
 - Legal consultation
 - Developed workshop/symposium/conference
 - Professional certification
 - Active position in professional organization (officer, committee chair, etc.)
 - Professional board member
 - Evidence of continuing professional education
 - Enrollment in certification program
 - CEU's above minimum required by state
 - Other professional education

- Evidence of professional practice
 - Provision of patient care (paid or voluntary) or other clinical nursing activities (other than in faculty role)
 - Clinical certification
 - Evidence of research activities
 - Principal or assistant research investigator
 - Principal or assistant grant recipient
 - Professional surveys (developed, administered, analyzed)

- Evidence of college/departmental activities
 - Authored policy/procedure manual
 - Authored handbook

LEVELS

Level I	All minimum criteria; at least two promotion/tenure activities
Level II	All minimum criteria; at least three promotion/tenure activities
Level III	All minimum criteria; at least four promotion/tenure activities
Level IV	All minimum criteria; at least five promotion/tenure activities

Expected outcomes of faculty as a group are evaluated and analyzed annually. Aggregate data are used to identify faculty development needs and support budget decisions. Because many

ACONHP faculty teach in both undergraduate and graduate programs the data presented here reflect outcomes for all ACONHP faculty. Faculty outcomes with benchmarks are outlined below.

Group Faculty Benchmarks for Scholarship are:

All tenure-track faculty in the second year of employment outline a research or scholarship plan in their annual goals. Benchmark: 100%

Faculty participate in dissemination of scholarly work annually. Benchmark: 30%.

Service

The third category of achievement for faculty is in the area of service. The Anderson College of Nursing and Health Professions highly values participation and leadership in service to the University, to the community, and to the profession. The expectation is that nursing faculty members will apply their professional expertise in developing new programs and services, providing solutions to problems, and guiding the strategic direction of the ACONHP. Furthermore, faculty members are to contribute to the governance of the University or its various units, and to the diversity and intellectual life of the University and the community. Faculty members are to devote reasonable amounts of time in various ways, both within

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- Specialized student mentoring
- Tutoring or remediation activities
- ACONHP or Student Nurses Association (SNA) events speaker
- ACONHP recognition for service
- Recruitment activities
- Student advisement (between school terms, excluding SOAR)
- Student service
 - Student organization advisor
 - Student organization volunteer
 - Other student-centered volunteer activities
- Professional service
 - Professional organization officer
 - Local, state, regional, national, international committee service
 - Conference planner or host
 - Professional board membership
- Community service
 - Community education
 - Community or organizational consultation
 - Community agency board membership
 - Healthcare organization service coordination (academic or clinical)
 - Clinical practitioner
 - University/ACONHP liaison

LEVELS

Level I	All minimum criteria; at least two promotion/tenure activities
Level II	All minimum criteria; at least three promotion/tenure activities
Level III	All minimum criteria; at least four promotion/tenure activities
Level IV	All minimum criteria; at least five promotion/tenure activities

Expected outcomes of faculty as a group are evaluated and used annually. Aggregate data

Faculty serve in leadership roles in university, professional or community settings.
Benchmark: 30%