

Criteria for Tenure and Promotion for Nursing Faculty

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2024-2025)

“Each department shall expand institutional definitions of Teaching, Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty.”

The criteria below apply to tenure, promotion to associate professor, and promotion to full professor.

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Assistant Professor to Associate Professor with Tenure

For faculty employed Fall 2009 and thereafter: 2.11.1 Criteria. The following are criteria for initial appointment and promotion in faculty rank. For promotion decisions, only accomplishments since the last promotion shall be considered. All of the minimum years specified for promotion are true minimums to be observed for only the most outstanding faculty members.

Associate Professor: To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation as defined institutionally and departmentally. A terminal degree is required. Candidates apply for promotion to associate professor simultaneously with application for tenure or thereafter; they may not apply for promotion to associate professor before application for tenure. Candidates then must have six years of service at the level of Assistant Professor before making application for promotion to Associate Professor, including three years of service in that rank at another institution if such service was written into the initial appointment. Tenure track instructors at the University of Montevallo may petition to include up to three years of service at that rank toward promotion to the rank of Associate Professor as long as annual evaluations have been positive—meeting expectations in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation.

Promotion from Associate Professor to Full Professor: Professor: To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation as defined by the institution and the department. The high quality of the candidate’s work has been widely acknowledged and the candidate has provided meaningful professional leadership. A terminal degree is required. Candidates may apply for promotion to full professor after five years of service at the rank of Associate Professor. Candidates may include three years of service at the rank of Associate Professor from another institution if such service was written into the initial appointment.

Promotion from Instructor/Clinical Instructor to Senior Instructor/Senior Clinical Instructor: A faculty member who has completed five years of service (consecutive or non-consecutive) at the rank of Instructor or Clinical Instructor at UM is eligible to apply for promotion to Senior Instructor or Senior Clinical Instructor, a non-tenure track appointment that is subject to renewal on a multi-year basis. The faculty member should apply for promotion through the tenure-granting body/committee in the department or academic unit in which they are housed. Promotion is based on documented and sustained excellence in teaching, advising, and service as outlined below under the guidelines of Teaching and Service.

Teaching

Demonstrates consistently high-quality teaching to include innovative practice, teaching effectiveness, and positive learning outcomes for students as reflected by the indicators below. Any exemplar of teaching submitted by the candidate should be related to teaching, advising/mentoring, curriculum development, and/or instructional development.

Indicators:

- **Student evaluations indicate a high percentage of elevated ratings and documents a positive impact on learning through emerged themes.**
- **Development and/or revision of courses to align with accreditation standards.**
- **Assessment practices enhance student learning.**
- **Actively engaged in curriculum development and program assessment. (For promotion to professor: Assumes a leadership role or is constantly engaged in this process).**
- **Pedagogical practices facilitate student learning.**
- **Evidence of effective advising/mentoring and student supervision**
- **Peer evaluation(s) of teaching effectiveness.**
- **Evidence of continuous course improvement.**
- **Participates voluntarily in professional development activities to improve teaching quality.**
- **Development/writing of NCLEX test items or textbook instructional resources (e.g., case studies, learning activities).**
- **Maintains Professional licensure, clinical expertise, and/or certifications required for teaching assignments.**

Research/Creative Endeavor

Demonstrates a strong and sustained pattern of meeting or exceeding expectations for performance in Scholarship/Creative Endeavor, **including application of research evidence in practice settings.** The Tenure and Promotion Committee for the Nursing Program will consider all work completed at previous institutions, based on the contractual agreement with the Vice President for Academic Affairs. The committee expects ongoing evidence of scholarly activities as a faculty member at the University of Montevallo.

The following guidelines have been provided as a framework for evaluating the scholarship and creative endeavors performance of faculty within the Nursing Program being reviewed for tenure and/or promotion. Scholarly and creative endeavors pertinent to the discipline and profession of nursing must meet the parameters as outlined by the American Association of Colleges of Nursing (AACN), [Defining Scholarship for Academic Nursing \(2018\)](#). These guidelines provide several options for faculty members to engage in scholarship and creative endeavors that support their strengths. The guidelines provide examples of specific criteria, which the candidate must submit in their dossier, demonstrating substantial achievement in the areas described. **Candidates should understand these expectations represent minimum thresholds for endorsement for tenure and/or promotion. Additional contributions make more persuasive cases.**

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Research/Creative Endeavors.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Research/Creative Endeavors.

Assistant Professor

The appointee will ordinarily hold the recognized terminal degree. Candidates are expected to make sustained/steady

progress toward attaining tenure.

Each candidate selects one of the following three options:

OPTION ONE: Submit three pieces of work from the following categories, with one coming from Category I and two from Category II; or two pieces of work from Category I.

Category I

- Peer reviewed publications including publications outside of the discipline provided the publication has relevance for nursing clinical practice, policy, research, education, or is aligned with the faculty member's research agenda. Multiple-author publications should demonstrate evidence of strong collaboration, contribution, and have relevance to the faculty member's research agenda.
- Major responsibilities in the data analysis, preparation, writing, and administration of program effectiveness methods for accreditation reports.
- Principal authorship of funded grants that demonstrate substantial investment of time and academic expertise.
- Chapters in refereed books, including textbooks.
- Research mentorship to students through undergraduate research, independent study, McNair Scholars Program, or outside research mentorship experiences.
- Serving as editor of a professional journal.
- Presentation (poster, podium, workshop) at an international, national or regional conference, which was peer reviewed for acceptance.
- Collaborates and/or independently develops products, patents, or license copyrights.

Category II

- Independent or collaborative article in a professional organization newsletter
- Submission and principal authorship of external contracts/grants related to area of expertise for support of teaching, research, evidence-based initiatives and/or community outreach projects that demonstrates substantial investment of time and academic expertise.
- Collaboratively submits external contracts/grants related to area of expertise for support of teaching, research, evidence-based initiatives and/or community outreach projects.
- Presentation (poster, podium, workshop) at a state or local professional organization or conference
- Serving as a peer reviewer or in an editorial capacity for a professional journal, averaging at least one article review per year.
- Book review published in an academic/discipline journal

OPTION TWO: Publication of a book or textbook in one's academic discipline.

OPTION THREE: Published edited book (served as primary editor) in one's academic discipline.

Criteria for Evaluating Service and Professional Obligation

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Service/Professional Obligations. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in

Service/Professional Obligations.

Assistant Professor

The appointee will ordinarily hold the recognized terminal degree. Candidates are expected to make sustained/steady progress toward attaining tenure.

Promotion from Instructor/Clinical Instructor to Senior Instructor/Senior Clinical Instructor: A faculty member who has completed five years of service (consecutive or non-consecutive) at the rank of Instructor or Clinical Instructor at UM is eligible to apply for promotion to Senior Instructor or Senior Clinical Instructor, a non-tenure track appointment that is subject to renewal on a multi-year basis. The faculty member should apply for promotion through the tenure-granting body/committee in the department or academic unit in which they are housed. Promotion is based on documented and sustained excellence in teaching, advising, and service.

The following guidelines have been established as a framework for evaluating the Service and Professional Obligation of faculty members in the Nursing Program. While these guidelines provide examples of specific criteria, each candidate must submit a file demonstrating substantial achievement in the activities that the faculty member selects. The faculty member must demonstrate service in Categories I, II, and III. In addition, the faculty member must demonstrate commitment to, and actions consistent with, Category IV.

Category I: Service to the University of Montevallo, College of Health Professions, and the Nursing Program

- Chairing a university or college committee and/or a special task force
- Making substantial contributions to a university, college, or program committee and/or special task force as a member
- Representing the university, college, and/or program at “on” and “off” campus activities and events
- Actively participating in College of Health Professions, Department of Nursing and Health Sciences, and Nursing program work including attendance at meetings, retreats, roundtable discussions, and activities/events.
- Active participation in program accreditation preparation and site visits.
- Fulfilling administrative appointments such as Chair of Programs and/or Program Coordinator

Category II: Service to the Community

- Service to the world of practice in a setting related to one’s professional expertise (**Required**)
- Member of a community agency or educational organization’s Board of Directors or advisory board
- Professional Consultation or clinical practice
- Invited speeches or interviews related to one’s academic expertise
- Service to the community through volunteer work with a state, county, city, for-profit or non-profit agency or program.
- Other professionally related service that demonstrates substantial time and use of one’s academic expertise

Category III: Service to the Profession

- Current membership in a state, regional, national, or international professional organization related to the Nursing profession or related discipline.
- Officer or Board member of a professional organization related to the Nursing profession or related discipline.
- Chair of a committee of a professional organization related to the Nursing profession or related discipline.
- Member of a committee of a professional organization related to the Nursing profession or

- related discipline with evidence of substantial contributions to the committee
- Member of an accreditation team with evidence of active participation.
- Other active participation in professional societies at the local, state, regional, national, and/or international level, including yearly attendance at a professional conference related to the Nursing profession or related discipline.
- Mentoring/precepting nurse educator volunteers and/or students.

Category IV: Professionalism

- Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to service and professional obligations.

Promotion to Professor: After a faculty member is promoted to Associate Professor, the above requirements must be replicated for promotion to Full Professor

Criteria for Peer Assessment of Faculty Teaching Performance

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Teaching. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching.

Assistant Professor

The appointee will ordinarily hold the recognized terminal degree. Candidates are expected to make sustained/steady progress toward attaining tenure.

Instructor/Clinical Instructor

For appointment at the rank of Instructor or Clinical Instructor, a faculty member is expected to hold an earned master's degree and to offer evidence or promise of competence in teaching, academic advising, service to the University, and, in the case of clinical instructors, clinical supervision. An instructor appointment is a non-tenure track appointment that is subject to renewal on an annual basis or a multiyear basis. Continuation of the appointment is based on the availability of funding and on satisfactory performance as determined through annual performance review.

Teaching: Demonstrated excellence in teaching or as a librarian and in the performance of professional responsibilities.

3. Meets or Exceeds expectations in teaching
 - a. Evaluated by formal and informal teaching evaluations and peer review. Peer review includes co-teaching, direct observation of teaching or observation of recorded teaching. The peer review will address assessment of organization/preparation, delivery, and engagement.
 - b. Evidence of continual improvement in courses and development of new courses when needed
 - c. Quality advising and mentoring of students.

Faculty members in the Nursing Program will be assessed annually in the area of teaching performance by at least one peer. The peer assessment will be made using a predetermined rubric (see Appendix B). Pre- and Post-Conferences will be conducted to discuss the assessment. The purpose of the peer assessment is to provide positive feedback and suggestions for improvement to the professor being observed and assessed. In addition, the assessor will benefit from the observation by being exposed to the creative teaching of another faculty member. The peer assessment may either be an in-class observation or a videotape assessment. The faculty member being assessed can choose his/her peer assessor each year. The faculty member must choose a different peer assessor each year.

4. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to teaching.

Appendix A

Third-Year Review

(Refer to Section 2.08 in [Faculty Handbook](#))

The purpose of the third year review is to assess overall performance to date and provide faculty with structured, documented feedback as they move toward tenure and promotion. Mirroring the University and departmental standards, processes, and format of the tenure and promotion application, this process can be used by faculty as an assessment tool for gauging their progress towards future application for tenure and promotion.

Timeline:

Years granted toward tenure:	Third Year Review during:	Eligible for tenure and promotion in:
0	3 rd year	6 th year
1	3 rd year	5 th year
2	2 nd year	4 th year
3	1 st year	3 rd year

Deadlines:

January, 1st week of classes: FAR document due to Department Chair

January, 3rd Friday: Application including FAR due to committee

February, 2nd Friday: Committee report due to chairs

February, 3rd Friday: Report due to Deans

March, 1st Friday: Report due to Provost

Content:

As the Third-Year Review will follow standards, procedures, and policies regarding annual faculty evaluation and application for tenure and promotion, please refer to Faculty Handbook section 2.09 and Appendix B as well as departmental standards and requirements.

Process:

1. Probationary faculty under third year review will submit a Faculty Activity Report (FAR) to Chair or Library Director at the above date. Chair or Library Director will conduct an annual review to be included in the application portfolio to the Review Committee.

2. A review committee composed of the department's tenured faculty members will review the submitted portfolio according to departmental standards for tenure and promotion. When there are not at least three tenured faculty members available to serve, the Department Chair and College Dean, in consultation with the candidate, shall select the needed number of Committee members elsewhere within the respective college or if necessary the University. This review will focus on both completed progress and projected performance towards the tenure and promotion application. The committee will compile an assessment report of progress and demonstrated potential for tenure and deliver that to the Chair or Library Director.
3. Chairs review the committee report and application materials and offer feedback to the applicant. Once the applicant has an opportunity to respond to feedback, a report summary including the applicant response is forwarded from the Chair to the Dean.
4. Deans assess reports for consistency across college expectations and standards and audit contract renewal/non-renewal recommendations before forwarding the summary to Provost.
5. Note: applicants have the option to request additional review of the submitted portfolio by the Dean and/or Provost as part of their feedback response.

Appendix B

SCORING RUBRIC FOR PEER/CHAIR OBSERVATION OF TEACHING PERFORMANCE

INSTRUCTOR NAME:

DATE OF OBSERVATION:

COURSE NAME and #:

EVALUATOR NAME:

Rating Scale:

(4) Excellent, Area of Strength (3) Proficient, On Target (2) Needs Improvement (1) Unsatisfactory

Indicator Scoring: O = Observed O/C = Observed with Concerns N/O = Not Observed

<u>Effective Teaching Traits</u>	4	3	2	1	<u>Comments</u>
1. Lesson objectives were clearly stated					
2. Lesson presentation was well-organized, flowed smoothly (proper progression was followed)					
3. Instructor was knowledgeable about the subject					
4. Instructor provided clear explanations and concrete examples to help students understand difficult concepts					
5. Instructor was energetic and enthusiastic about the course material					
6. Instructor used a variety of teaching strategies (direct instruction, discussion, inquiry, demonstration, laboratory experiences, etc.)					
7. Instructor modeled appropriate written and spoken language and voice qualities such as tone of voice, volume, and pitch					
8. Instructor demonstrates appropriate nonverbal communication					

9. Instructor encouraged student questions and responded appropriately to student questions					
10. Instructor's delivery of the lesson sparked the students' interest					