

**PERFORMANCE GUIDELINES  
FOR TENURE AND PROMOTION**

**Anderson College of Nursing and Health Professions  
University of North Alabama**

Approved by Tenured Faculty: April 28, 2021

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Approved FOC: April 29, 2021

## 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 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. The expectations for faculty achievement include effectiveness in teaching, in scholarly and creative endeavors, and in service. Not all faculty members will excel in all three areas, but each faculty member should show active participation in all areas and meet the minimum criteria for the appropriate rank. Faculty in the lecturer position applying for promotion to senior lecturer shall demonstrate effectiveness in teaching and service only, as their rank does not include scholarship.

There are minimum requirements for faculty members to achieve in each category. These are expectations that all faculty must meet as a part of the role of faculty members. Faculty members who do not meet minimum requirements are not eligible for promotion and/or tenure consideration. The department chairperson will determine if a faculty member meets minimum requirements before submitting the candidate's *curriculum vita* and portfolio to the Peer Review Committee. The chairperson or dean can make exceptions to minimum requirements if the chair/dean determines that the faculty member's performance in one or more areas is exceptionally outstanding.

There are four levels of achievement beyond the minimum requirements that faculty should meet for promotion and/or tenure. The level of achievement required depends on the faculty member's academic rank or the rank one is seeking for promotion and/or tenure. Each successive rank's criteria show increasing levels of activity. Some activities may overlap as evidence in two or more categories (teaching, scholarly/creative endeavors, and service). However, each activity may count in only one category. Additionally, faculty members will receive credit for a particular activity only one time. For instance, activities used as evidence for promotion from assistant to associate professor will not count as evidence for subsequent promotion from associate to full professor. Evidence must show continued active progress and productivity in each category. To merit consideration as evidence of meeting criteria in a particular category, data must not be over five years old. However, the candidate's *curriculum vita* should be complete and should show a picture of consistent productivity over one's professional career. The quantity, quality, and consistency of all professional activities are a part of the evaluation process for those seeking promotion and/or tenure. For instance, holding membership in an organization by paying dues will not suffice. One must show evidence of active involvement in the organization. It is the responsibility of the individual candidates to demonstrate effectiveness

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 load 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/portfolio 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 portfolios 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.



- 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.

Group Faculty Benchmarks for Teaching are:

- Faculty earn an overall score of 3 or higher on student course evaluations. Benchmark: 80%
- Faculty participate in a teaching-learning workshop annually. Benchmark: 80%

### **Scholarly or Creative Performance (Not applicable to lecturer positions)**

The second category of faculty achievement required for promotion and/or tenure is evidence of scholarly activities or creative performance. These intellectual activities vary from discipline to discipline. Nursing, as a unique discipline, defines scholarship as any professional activity in which the faculty member strives to advance education, nursing, and health care knowledge; provide for the educational and health needs of society; and assume leadership and other roles that effect positive changes in systems and policies.

#### Minimum Criteria

- Active member in professional organization
- CEUs earned (minimum required by state)
- Terminal degree in program of study
- Skills update activity (ex. BLS; computer software program update)
- Data gathering activity for department or college

#### Promotion or Tenure Criteria

- Evidence of publications
  - Published article in peer-reviewed journal
  - Published article in non-refereed journal or magazine
  - Published book
  - Published book chapter
  - Published pamphlet or other professional document
  - Published PowerPoint/Case study for professional entity
  - Published policy paper for professional entity
  - Unpublished thesis or dissertation
- Evidence of professional publication editing or reviewing
  - Edited professional journal article
  - Edited book
  - Edited textbook/chapter
  - Textbook/chapter review
  - Professional web site development/editing
  - Published book review
  - Professional abstract/poster review
  - Peer reviewer for scholarly journal

- 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

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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 their time to service on various levels, both within the university community and the surrounding community.

### Minimum Criteria

- University committee membership
- University accreditation activities
- Departmental committee service
- Student advisement
- Student recruitment
- SOAR advisement (if applicable)

### Promotion or Tenure Criteria

- University service
  - Committee membership (more than two per academic year)
  - Committee officer
  - Ad hoc committee membership (e.g. search committee)
  - University representative at events
  - University recognition for service
  - Commencement marshal
- ACONHP service
  - Departmental committee service and participation (more than two per academic year)
  - Committee officer
  - ACONHP representative at events
  - Faculty mentoring

- 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

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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 Service are:

- Faculty participate in University committees. Benchmark: 50%

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