

**West Texas A&M University
Department of Nursing**

Standards for Faculty Promotion and Tenure

To be eligible for consideration for tenure and/or promotion, a candidate should show evidence of success in the categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service that meets or exceeds the disciplinary standards set forth by the candidate's department. A tenure-track faculty member seeking promotion and/or tenure, or a tenured faculty member seeking promotion, is strongly encouraged to work with his/her department head to clearly define, articulate, and outline departmental expectations regarding the promotion and tenure process (refer to the West Texas A&M University Faculty Handbook, III. D "Faculty Advancement" for operational policies regarding tenure and promotion and guidelines and procedures for processing promotion and tenure recommendations). The guidelines listed below are considered minimum criteria for consideration for promotion and/or tenure in the Department of Nursing.

Evaluation Scale:

The scale for evaluation is as follows:

- **OUTSTANDING:** Truly exceptional level of achievement matched by few in the University; level of achievement is considered significant when compared nationally.
- **EXCELLENT:** The level of achievement is well above normal expectations for full-time faculty in the department or college, but is not considered "outstanding." A faculty member must significantly exceed the minimum expectations for this rating.
- **SATISFACTORY/EXCELLENT:** The level of achievement is above expectations for full-time faculty in the department or college, but is not "excellent." Performance is valued and eligible for merit increases. However, tenure and/or promotion is only available to those with "excellent" and/or "outstanding" ratings.
- **SATISFACTORY:** Meets expectations for faculty performance as established by the department and/or college. Merely meeting minimal expectations is inadequate performance for promotion, tenure, or merit.
- **UNSATISFACTORY:** The faculty member's performance ranks below minimum expectations. The faculty member must improve performance in this area and should be given a written set of expectations for improvement.
- **NOT APPLICABLE:** Based upon the faculty member's job description and/or academic rank, there is no expectation of performance in the area described by this factor; this designation shall not be used as a substitute when "Unsatisfactory" is the appropriate evaluation; the N/A rating carries no point value and is not used in calculating an average rank score.

Promotion Criteria:

To be eligible for *Promotion to the Rank of Associate Professor*, a faculty member must be considered "Outstanding" or "Excellent" in the evaluation categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service (based on the definitions for each of these ratings in the Annual Review of Faculty Performance) and "Acceptable" in the category of Collegiality and Professionalism. Faculty members with evaluations lower than

“Satisfactory/Excellent” in any category of evaluation during the last two years in the tenure-track appointment shall not be considered eligible for promotion and/or tenure. (Section 4.2)

To be eligible *for Promotion to the Rank of Professor*, a faculty member must have served a minimum of four years in the rank of Associate Professor. The applicant must be considered “Outstanding” in at least one of the two evaluation categories of Instructional Responsibilities or Intellectual Contributions and “Excellent” in the other of these two categories and in the category of Professional Service (based on the definitions for each of these ratings in the Annual Review of Faculty Performance). The applicant must be rated as “Acceptable” in the category of Collegiality and Professionalism. Faculty members with evaluations from all administrative levels lower than “Excellent” in the appropriate categories of evaluation during the three years preceding their application for promotion shall not be considered eligible for promotion. Faculty members with evaluations from all administrative levels lower than “Satisfactory/Excellent” in any category of evaluation during the last two years in the tenure-track appointment shall not be considered eligible for promotion and/or tenure. (Section 4.3)

Tenure Expectations:

An Assistant Professor must be considered “Outstanding” or “Excellent” in the evaluation categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service (based on the definitions for each of these ratings in the Annual Review of Faculty Performance) and “Acceptable” in the category of Collegiality and Professionalism. Faculty members with evaluations lower than “Excellent” or in the appropriate categories of evaluation must not be considered eligible for promotion and/or tenure. (4.4.1)

Candidates for tenure who were employed at the rank of Associate Professor or (full) Professor must achieve the performance standards required for promotion to the rank that they presently hold to be eligible for tenure consideration. (4.4.2)

A tenure-track candidate who holds the rank of Associate Professor and who chooses to seek both the award of tenure and promotion to the rank of Professor may be awarded tenure even if promotion is denied. (4.4.3)

The process for an assistant professor becoming tenured as specified in 5.5.7 of the University’s Promotion and Tenure Policy indicates that a candidate must be recommended for promotion before being considered for tenure.

Faculty members are evaluated by their students, their peers, and by their department head each year. In determining a faculty member’s annual ratings and their application for promotion and tenure, a holistic approach is employed. While activity in each category is expected, it is the totality of a faculty member’s accomplishments that must be evaluated.

Evaluative Weights:

For a standard tenure track position, the following weights should be adhered to and will be used in the evaluation faculty performance. These weights will be established conjointly with the faculty member and their department head each evaluation cycle.

Instructional Responsibilities	55% - 65%
Intellectual Contributions	20% - 35%
Professional Service	5% - 20%

Evaluative Criteria:

The faculty of the College of Nursing and Health Sciences are an integral part of the achievement of the college's mission, goals and objectives through their roles in teaching, scholarship, and professional service. Our faculty believe:

Teaching is the primary function of the faculty role. Through engaged teaching, students are educated for professional work and life. It is the area in which a faculty member devotes the majority of his/her time, talents and energy in contribution to the university and its students. A CONHS faculty member should continuously make strides to develop and maintain high personal and professional standards in this aspect of his/her career at this university. Instructional Responsibilities should be given considerable weight in determining tenure and promotion at all levels (comprising 55%-65% of the effort in a standard tenure track or tenured position). The departmental standards for teaching are as follows:

- demonstrate a command of the subject;
- be prepared for all scheduled classes;
- establish, communicate and respect policies, procedures, and learning objectives appropriate for the course as outlined in a distributed syllabus;
- distribute assignments that can effectively evaluate a student's performance in a manner appropriate for the degree of difficulty of the topic and course;
- be available to assist students outside of the scheduled class time;
- improve teaching by attending workshops, seminars and other venues aimed at teacher development; consult with peers, colleagues, and supervisors within and outside of the university to gather and share ideas concerning teaching;
- when appropriate, apply technology to enhance the scope and accessibility of the course;
- conduct and apply approved university measures of teaching evaluation such as student evaluations (e.g. the CIEQ) or other measures designated by the university);
- conduct self evaluations, peer evaluations, or annual evaluations by the respective department head.

Intellectual Contributions is broadly defined in the health professions. The faculty values the scholarship associated with discovering new knowledge, the scholarship of applying new knowledge and evaluating outcomes (evidence-based practice or EBP), and the scholarship of teaching (Boyer, 1990).

The scholarship of application /practice is essential in the health and wellness professions. This type of scholarship ensures that the most current practices and treatments based on the latest research are implemented in the care of patients and clients and that patient outcomes are evaluated for effectiveness of professional judgments and actions. To that end, scholarly activity can include a wide range of acceptable products, including, but not limited to, scientific research reports, quantitative and qualitative research reports, health initiative evaluation reports, case studies, health-related equipment evaluation, clinical protocols, comprehensive community

health assessments, translation of medical/health related research into patient teaching/lay documents.

Because of the current critical shortage of health professionals and increases in morbidity and mortality associated with clinical errors, the scholarship of teaching is a high priority for health professions programs. Various governmental and professional agencies have called for comprehensive overhauls of health professions education to include more interdisciplinary educational practices and other educational strategies that will decrease the number of health care errors and increase retention in health professions programs. To this end, pedagogical research is an important scholarly activity of the faculty in health professions programs and is considered of equal weight and merit in the broad range of scholarly activity.

The Department of Nursing recognizes, but does not restrict, the following activities as constituting Intellectual Contributions (comprising 20%-35% of the effort in a standard tenure track position).

- Intellectual contributions can take the forms of research, oral presentation of scholarly and/or applied practice, or a form appropriate to a specific discipline.
- Intellectual Contributions include pedagogical publications, particularly those concerned with the scholarship of teaching and learning
- Grants or other forms of external funding for the research and production of Intellectual Contributions are highly encouraged;
- Intellectual Contributions should be peer reviewed;
- Intellectual Contributions delivered by a faculty member who has been invited to participate in a form of Intellectual Contributions based on her/his acknowledged professional competency is considered and evaluated in the same way as work that was peer reviewed;
- Intellectual Contributions documentation and/or participation must occur in one or more of the following form(s): publications, portfolios, peer reviews, books, the presentation of papers, the conducting of workshops in area of expertise, panel discussions, evaluating grant applications on behalf of other entities, serving as a scholarly reviewer for professional publications and/or presentations, and other means appropriate to the discipline as set forth by the department.
- Intellectual Contributions can be produced by an individual or in collaboration with others

A faculty member is highly encouraged to provide consistent evidence of annual and ongoing Intellectual Contributions/Creative Works in compliance with departmental standards.

The general guideline for the *necessary minimum criteria* to qualify for *consideration of promotion and tenure* are:

- at least 2 peer-reviewed, scholarly publications in well-respected print-media in 5 year period, *and*
- at least two scholarly presentations at professional meetings

Professional Service is comprised of being a good citizen of the university and the professional community requires involvement in various activities including, but not limited to, committees, task forces, boards, consultation, memberships and participation in organizations and associations, and other activities. Through this service, the faculty members share their gifts of knowledge, skill and problem-solving toward dealing with issues that face the university and the communities and professions we serve. Professional Service pertains directly to the faculty member's role as educator and/or expert in his/her discipline (comprising approximately 5%-20% of the effort in a standard tenure track position). Departmental standards define and clarify the expectations of professional service in all areas within one's specific discipline:

- Professional Service to the college means the faculty member is an active participant and/or leader on departmental, college and/or university committees.
- University service also includes attendance and participation in student-centered activities, organizations and ceremonies encouraging and/or recognizing student achievement.
- Service to the profession means that the faculty member is an active participant and/or leader in professional organizations or associations pertaining to the individual's area of expertise.
- Professional Service to the community means that a faculty member gives of his/her time and/or expertise for the benefit or enlightenment of a civic group whether compensated or uncompensated.

Collegiality and Professionalism are inherent components in the areas of Instructional Responsibilities, Intellectual Contributions/Creative Works and Professional Service, and all work should be approached with high ethical standards. A balance should be maintained between a faculty member's academic and scholastic freedoms and his/her collaboration with employees of the university on all academic and administrative levels. While Collegiality and Professionalism should foster the traditions of healthy academic debate, Collegiality and Professionalism implies conduct that is mature, tolerant and constructive. **As noted above, for a faculty member to receive tenure and/or promotion, the faculty member must receive a rating of *ACCEPTABLE* in Collegiality.**

Administrative Roles are a necessary function for the college and tenure-track faculty may be asked to serve in this capacity. Tenure track and tenured faculty serving in administrative roles, such as department heads, coordinators of programs or other assigned roles, will receive the allowed reassigned time for those duties. Additionally, the faculty member may negotiate the "weights" assigned to the three roles above to more appropriately reflect the workload expectations of their unique roles.

This change will be clearly determined during performance evaluations or at the time of appointment to the new role. Appropriate documentation will accompany these adjusted weights for each faculty member. Each evaluative cycle, the faculty's immediate administrative superior will construct a letter documenting the change in weights and their justification, as well as the new expectations for the position as reflected in the expectations for faculty performance. The documentation letter will be attached to the Annual Performance Summary of the faculty member and be placed in the faculty's tenure and promotion folder.

These changes in weights will not reflect a change in tenure expectations; instead the adjusted weights will serve to ensure that these faculty members are evaluated in a manner that reflects their expectations of duty in their unique roles on campus.