

PROMOTION AND TENURE GUIDELINES

Promotion and Tenure Review Guidelines

The Auburn University School of Nursing (AUSON) faculty strives for excellence in the three-pronged mission of Auburn University: teaching, research/scholarship and service/outreach. AUSON recognizes the need to provide clear guidelines and consistent evaluation procedures for promotion, tenure and post-tenure review for tenure track and clinical track faculty. The purpose of this document, in conjunction with the *AUSON Faculty Annual Evaluation Guidelines*, is to provide clear guidelines and consistent evaluation procedures for tenure tract faculty seeking promotion and/or tenure and clinical track faculty seeking promotion.

The AUSON documents are designed to supplement, not supersede, the criteria for tenure/promotion for tenure track faculty and promotion for clinical title series faculty set forth in the *AU Faculty Handbook- Personnel Policies and Procedures*. It is important for faculty to review the Auburn University (AU) Faculty Handbook and the AU Guidelines for Clinical Faculty Series located in AU Access, Policies and Procedures.

Please refer to the tables included in these guidelines for the relevant positions “*Tenure Track: Promotion and Tenure Criteria by Rank*” and “*Clinical Track: Promotion Criteria by Rank*” The tables describe AUSON’s expectations within the ranks of Assistant Professor, Associate Professor, and Professor for each track. The tables may be used to guide faculty self-evaluation for progress toward goals and define expectations by rank when considering promotion (clinical track) and promotion and tenure (tenure track). To be evaluated at a specific level in each of the categories (teaching, scholarship, service/outreach), all criteria in the preceding level must be met, regardless of rank or track.

AUSON values and ascribes to all components of the AU Mission: Teaching, Research/Scholarship, Service and Outreach. The following provides a brief overview of each of the components with more specific expectations defined in the tables.

TEACHING

Teaching is central to the mission and goals of AUSON and therefore comprises the majority of most faculty appointments. Teaching includes all areas related to advisement, instruction and evaluation of students as well as course development and implementation. The percentage time allotment dedicated to teaching is established individually with the Dean upon hire and discussed during yearly evaluations with the Dean (tenure track) and/or the Associate Dean (clinical track).

Tenure Track

Tenure track faculty will apply current expertise in their specialty to classroom, online, and/or clinical instruction and promote application of theory to clinical practice. Responsibilities of tenure track faculty include course and curriculum design, implementation, leadership and evaluation.

Clinical Track

Clinical track faculty will demonstrate expertise in clinical teaching and practice. Clinical teaching should show evidence of promoting critical thinking and evidenced based interventions in the instruction of students in the clinical setting, classroom and/or online courses.

RESEARCH /SCHOLARSHIP

Research/scholarly endeavors are broadly defined in a practice-based discipline, such as nursing, and encompass all intellectual and academic activities expected by faculty in a university setting. Research/scholarly endeavors include, but are not limited to, research projects, refereed research publications and presentations, book and book chapter authorship, proposal submissions, funded proposals or grants, appointment as a manuscript reviewer for journals or books, serving as a grant reviewer for professional organizations, electronic material development, editorial publications, and invited papers and presentations. As in the category of teaching, it is expected that the focus of research and scholarly work will vary based on tenure or clinical track appointment.

Tenure Track

Tenure track faculty will establish a research/scholarship trajectory plan that guides their scholarly activities and goals that ultimately leads to extramural funding in collaborative and/or independent research. To be evaluated at a specific level in research/scholarly work, tenure track faculty must meet all the criteria in the preceding level regardless of rank or appointment track.

Clinical Track

Clinical track faculty participates in scholarly activities that include evidence-based projects or other projects that support their teaching and clinical expertise. Scholarly productivity includes participating in collaborative proposals related to clinical practice and/or teaching and disseminating the findings through presentations and publications.

SERVICE

Service to the University, School and Profession is an integral part of the faculty role. Service to the University and School includes participating in those activities essential to effective functioning, such as committee and public relations work. Professional service includes those activities that support faculty teaching and scholarly activities such as membership/ leadership in professional organizations and activities that promote clinical competence.

University, Community and School service activities will vary widely based on AUSON need, faculty interests and other faculty assignments. All faculty, tenure track and clinical track,

are expected to engage in service.

OUTREACH

Outreach is defined as the function of applying academic expertise to the direct benefit of external audiences in support of the university and unit missions. Contributions in this area will vary according to faculty interest and faculty assignments. Outreach functions may blend seamlessly into teaching, scholarship and research activities for both tenure and clinical tract faculty.

Because outreach presents in many different ways and is closely related to service in a practice based discipline such as nursing, the percentage of appointment to outreach and service is combined. Evaluation of outreach will be individualized.

Tenure Track: Promotion and Tenure Criteria by Rank

Category	Assistant Professor	Associate Professor	Professor
Teaching	Demonstrates collaboration and innovation in course development and implementation.	Demonstrates collaboration and mastery in course, implementation, curricular design, and evaluation.	Demonstrates leadership in course and program evaluation of course and trending program curricular.
	Identifies innovation in teaching and integrates current and relevant literature into teaching.	Employs mastery integration of current and relevant best practices in course design and student activities.	Assumes a mentoring role and provides leadership for the integration of current and relevant best practices and designing appropriate programmatic outcomes.
	Formulates and communicates a teaching philosophy.	Reflects and evaluates teaching philosophy by addressing feedback from peer, student, and administrative evaluations.	Employs a variety of philosophies in diverse teaching/learning environments.
	Applies and evaluates AUSON Curricular Outcomes in course content delivery.	Evaluates course and program outcomes for effectiveness based on identified benchmarks for student, peer, and administrative evaluations.	Maintains consistency in achieving expected outcomes based on identified benchmarks for student, peer, and administrative evaluations.

Tenure Track: Promotion and Tenure Criteria by Rank			
Category	Assistant Professor	Associate Professor	Professor
Research/ Scholarship	<ol style="list-style-type: none"> 1. Priority research area identified with a professional development plan to guide research/scholarly goal achievement. 2. Engages in <u>collaborative</u> research and scholarly activities. <ul style="list-style-type: none"> • Participates in a minimum of one presentation (poster and/or podium; invited or refereed) at a national, regional, state or local level per year. • Submits a minimum of one manuscript to a peer reviewed journal or a book chapter per year. • Submits a minimum of one internal or external research proposal or grant that supports identified priority research area within first three years. 	<ol style="list-style-type: none"> 1. Demonstrates consistent progress toward achieving research /scholarly goals. 2. Engages in collaborative and/or independent research/scholarly productivity. <ul style="list-style-type: none"> • Participates in a minimum of two presentations (poster and/or podium; invited or refereed) at a national, regional, or state level per year. • Publish at least one manuscript in a peer reviewed journal or book chapter per year and as first author 2 out of 3 years. • Collaboratively submits a minimum of two research proposals/ grants/projects (internally or externally funding), as PI, Co-PI or Co-Investigator within three years. • Successfully secure grant funding (intramural and/or extramural) that supports identified research area. • Participates as a reviewer for peer-reviewed journal(s) and/or research grant panels. 	<ol style="list-style-type: none"> 1. Demonstrates a consistent record of independent and collaborative research/scholarly productivity. <ul style="list-style-type: none"> • Yearly presentations at invited or refereed national or regional, professional meetings • Serves in leadership (e.g., 1st author) and mentoring roles in writing publications for peer-reviewed journals. • Serves in leadership (e.g, PI or Co-PI) and mentoring roles in submitting externally funded research proposals. 2. Nationally recognized as a leader and/or expert in the relevant area of research through publications and funded research projects.

Tenure Track: Promotion and Tenure Criteria by Rank			
Category	Assistant Professor	Associate Professor	Professor
Service	Participates in collaborative service on School or University committees or task forces.	Demonstrates leadership within School or University committees or task forces.	Leadership role on School, University Committee and/or Task Force committees.

	Participates in collaborative service local/community programs.	Facilitates service or planning within an area of expertise at the local, state and/or regional level community programs.	Assumes a leadership role in functions at the University, SON and/or community programs at the state/regional and/or national level.
	Provides service to professional organizations in area of expertise at local/state levels.	Participates in collaboration and consultation in area of expertise at the local/state and/or regional level. Developing a regional/national service reputation.	Demonstrates leadership in nursing profession and/or professional organizations to effect change in health care or nursing education at the regional and/or national level.
Outreach	Represents SON and/or the nursing profession to promote health to diverse populations at the local and/or state levels.	Collaborates in the planning, implementation and evaluation of innovative approaches to outreach activities to advance health care knowledge or improve the quality of life for diverse populations at the local/state and/or regional level.	Promotes change through outreach leadership activities to advance health care knowledge or improve the quality of life for diverse populations at the regional and/or national level.
		Collaboratively develops funding proposals for outreach activities.	Provides leadership and mentoring in seeking internal and external funds for implementation and evaluation of outreach activities.
		Contributes independently and/or collaboratively to the dissemination of outreach activities through presentations or publications at the state, regional or national levels.	Promotes change through leadership and consultation in the dissemination of the impact of outreach activities with presentations or publications at the regional or national levels.

Clinical Track: Promotion Criteria by Rank			
Category	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
Teaching	Demonstrates collaboration and innovation in course development and implementation.	Demonstrates collaboration and mastery in course implementation, curricular design, and evaluation.	Demonstrates leadership in strategic oversight in evaluation of course and program curricular trending.

	Identifies innovation in teaching and integrates current and relevant literature into classroom and clinical teaching.	Employs mastery integration of current and relevant best practices in classroom and clinical teaching.	Assumes a mentoring role and provides leadership for the integration of current and relevant best practices and designing appropriate programmatic outcomes in classroom and clinical settings.
	Formulates and communicates classroom and clinical teaching philosophy.	Reflects and evaluates teaching philosophy by addressing feedback from peer, student, and administrative evaluations.	Employs a variety of philosophies in diverse clinical and teaching/learning environments.
	Applies and evaluates AUSON curricular outcomes in course and clinical content delivery.	Evaluates course and program outcomes for effectiveness based on identified benchmarks for student, peer, and administrative evaluations.	Maintains consistency in achieving expected outcomes based on identified benchmarks for student, peer, and administrative evaluations

Clinical Track: Promotion Criteria by Rank

Category	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
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Scholarship	<ol style="list-style-type: none"> 1. Participates in scholarly/creative activities, including evidence-based projects that support teaching and clinical expertise. 2. Engages in collaborative projects that support scholarly inquiry related to teaching and clinical field. <ul style="list-style-type: none"> • Submit proposal for a minimum of 1 podium or poster presentation at a local/state/regional/national level per year. • Collaboratively participate in writing a manuscript, book chapter, OR project proposal (internally or externally funding) that supports scholarly inquiry related to teaching and clinical field at least every other year. 	<ol style="list-style-type: none"> 1. Demonstrates consistent progress in scholarly productivity relative to clinical field. <ul style="list-style-type: none"> • Demonstrates collaborative and independent leadership skills in promoting, planning, and implementing evidence-based scholarly/creative activities. • Acceptance to a minimum of 2 podium or poster presentations at a local/state/regional/national level per year. • Publish a teaching or clinically relevant article to a peer-reviewed professional journal or book chapter at least every other year. • Collaboratively participates in developing project proposals (internally or externally funding) that support scholarly inquiry related to teaching and clinical field at least every other year. 	<ol style="list-style-type: none"> 1. Establishes a consistent record of independent and collaborative evidence-based scholarly/creative activities. <ul style="list-style-type: none"> • Demonstrates a consistent record of independent and collaborative presentations at national levels. • Demonstrates a consistent record of publications in peer-reviewed practice journals. • Provides leadership and mentoring in writing project proposals that support scholarly inquiry related to teaching/clinical areas of expertise. 2. Nationally recognized as a leader in professional practice and teaching through projects and/or scholarly productivity in area of clinical expertise.
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Clinical Track: Promotion Criteria by Rank			
Category	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
Service	Participates in collaborative service on School or University committees or task forces.	Provides consistent service on School or University committees or task forces.	Provides leadership on School and/or University committees, task forces, and service activities.

	Promotes service or consultation representing SON to local/community programs and/or activities.	Facilitates service or planning within their area of expertise at the local/state and regional level.	Assumes a leadership role related to efforts in service and consultation activities at the local/state/regional/national level.
	Collaborates in professional organizations in area of expertise at local/state levels.	Collaborates and consults in area of expertise at the local and state level and developing a state or regional professional reputation.	Demonstrates leadership in professional organizations in areas of expertise that has an impact at the state/regional and/or national levels.
Practice/Outreach	Maintains currency in clinical practice and contributes to the health of diverse community via service or faculty practice.	Develops opportunities for clinical service within clinical specialty at agencies and/or community levels.	Established reputation for excellence in clinical practice at the state/regional and/or national level.
	Preparing for national certification in clinical specialty and attains within two years of employment.	Maintains certification in clinical specialty.	Plans and implements service programs/projects at state, regional and national levels.

METHODS OF EVALUATION WHEN CONSIDERING PROMOTION AND TENURE

As set forth in the AUSON Faculty Annual Evaluation Guidelines, ‘meets expectations’ is ... a worthy benchmark. Meets expectations should be achieved consistently.... in order to build a strong case for promotion and/or tenure. Performance at the ‘exceeds expectations’ or ‘exemplary’ level is considered for substantial merit. Consistent with the *AUSON Annual Evaluation Guidelines*, the promotion and tenure requirements put forth in the *AUSON Promotion and Tenure Review Guidelines* set the expected level *that is* consistent with similar University Schools of Nursing.

The criteria delineated in this document specify expectations at the Assistant Professor, Associate Professor, Professor, Assistant Clinical Professor, Associate Clinical Professor and Clinical Professor ranks. The expectations of Assistant Professor or Assistant Clinical Professor are the expectations of performance on hire and early (1-2years) in a faculty member’s service in AUSON. For promotion to the Associate Professor or Associate Clinical Professor rank as well as the Professor or Clinical Professor rank, the faculty member will consistently meet all of the criteria of the rank to which he/she aspires. Collegiality is important and it is expected that all faculty members will demonstrate an attitude of respect, cooperation, and collaboration in implementing the three pronged mission of the University.

In order to be considered for tenure, tenure track faculty must first meet all of the expectations at the Associate Professor rank. Further considerations for tenure or in the cases where a faculty was appointed Associate Professor or Professor on hire include:

- 1) Consistent contributions to the development and achievement of AUSON goals.
- 2) Continuous professional growth and potential for continued growth and productivity.
- 3) Expertise in teaching in area of specialization.
- 4) Recognition of service/outreach accomplishments that support a reputation beyond AU.
- 5) Evidence of consistent trajectory of research/scholarly endeavors.
- 6) Continuous and effective leadership within the School.

Tenure Track Promotion Expectations by Rank

As stated in the *AUSON Faculty Annual Evaluation Guidelines* “Although assignments may vary if needed, the majority of the faculty appointments {for tenure track faculty} are:....teaching-60%, research/scholarly endeavors-25%, outreach/service-15%”. Percent of designated effort may vary and will be taken into account during the annual evaluation process, third year review and tenure review. It is the expectation that the faculty member is consistently meeting all of the criteria in this document of the rank to which he/she aspires.

Clinical Track Promotion Expectations by Rank

As stated in the *AUSON Proposal for Clinical Title Series* “Clinical education is an essential and critical component of baccalaureate nursing education representing almost 50% of

all instructional activities. The quality of clinical learning is strongly dependent upon the effectiveness of the clinical teacher. Clinical faculty are the best qualified to instruct students in the practice areas because they have the most current knowledge. Faculty members who primarily engage in clinical practice, who provide clinical services, and who can supervise the clinical experiences of students both on and off campus, greatly augment and complement the tenure track faculty, and enrich the development of thoughtful and competent practitioners.”

As this document suggests, expectations for promotion for clinical track faculty are closely tied to clinical practice and instruction as it relates to teaching, service/outreach and research/scholarly endeavors. The typical designated effort for clinical track faculty is 80% teaching, 10% outreach/service, 10% research scholarly endeavors, although exceptions can be made. In cases where the typical percentage is not assigned, percent of designated effort will be taken into account. It is the expectation that the faculty member is consistently meeting all of the criteria of the rank to which he/she aspires.

Promotion and Tenure Committee

The Promotion and Tenure (P&T) Committee is responsible for the functions of the P&T process

A. Membership

1. All tenured faculty in AUSON
2. The Chair will be elected by the tenured faculty.
3. The Chair shall serve a two-year period with election in Summer Semester and service beginning in Fall Semester.
4. Representative from Clinical Series Faculty is selected by the Clinical Track faculty with election in Summer Semester and service beginning in Fall Semester.

B. Functions

1. Recommend policies and criteria that support and amplify the AU’s P&T policies.
2. Establish and implement procedures and guidelines for P&T of faculty.
3. Follow the P&T procedures and policies for Auburn University.
4. Establish meeting times to be held at least once per semester.
5. Candidates are to be provided, by the Chair of the committee, with a written deadline of the date their dossiers are to be completed. Dossiers are the responsibility of the candidate and are submitted to the Chair of the P&T Committee.
6. Tenured faculty are to review dossiers prior to the scheduled meeting and should come to the meeting prepared to discuss the candidates.
7. Representative from Clinical Series Faculty will be included in the dossier review process of Clinical Series Faculty.
8. The Clinical Series faculty will be present and vote on clinical track faculty only.
9. All members shall adhere to strict confidentiality of all discussions and procedures carried out during meetings.

C. Functions regarding tenure and/or promotion

1. The first meeting in Fall Semester will be held to review potential candidates' timeline for tenure and/or promotion consideration during the academic year.
2. Deadlines for submission of dossiers for tenure and/or promotion are decided by the Chair. It is anticipated that the candidate's dossier will be provided to the AUSON P&T committee at least two months before the deadline for submission to the University P&T Committee.
3. A dossier will be compiled by the candidate according to the University's format with the addition of a brief summary table of contributions and a summary table of the candidate's perception of meeting the criteria of aspired rank. The summary table reflects the more detailed information documented in the dossier in the relevant categories of teaching, research/scholarship, and outreach/service
4. Candidates being nominated or seeking the rank of Associate or Full Professor in the tenure track are required to have external review letters from peers in their area of specialty.

Candidates seeking the rank of Clinical Full Professor are required to have external review letters from peers in their area of specialty.

External review letters are requested by the Dean.

- The candidate can submit three-five names of persons who hold at least the rank of the aspired rank from comparable institutions to be considered for contacting. These names need to be submitted to the Dean at least three months prior to deadline for submission to the University Promotion Tenure Committee.
 - Candidates are not permitted to see support letters from external reviewers.
5. Tenured faculty are individually responsible for writing letters to support their vote on individual candidates and are directly added to the candidates' dossier. Representative from Clinical Series Faculty only reviews and writes letters to support his/her vote on Clinical Faculty candidates
 6. Votes on tenure and/or promotion are counted by two persons and are submitted to the Dean with a summary recommendation letter written by the AUSON P&T Chair.
 7. It is the responsibility of the Dean to inform the candidate of the vote, who then decides whether or not to submit the candidate's dossier to the University P&T Committee.

D. Functions regarding mandatory third year review

Tenure Track

1. Tenure track faculty appointments are considered probationary and the probationary period should not exceed seven years.
Refer to AU policy on Academic Tenure for more specific details.
2. The Chair of the P&T committee will inform those candidates in the fall semester of their third academic year of materials to be submitted spring semester.
3. AU policies recommend the third year review to be completed no later than 32

- months after initial appointment.
4. Normally, a candidate must serve at least four complete years of full-time appointment in current rank to qualify for promotion consideration.
 5. It is common (but not required) that consideration for tenure and promotion from Assistant to Associate Professor is requested at the same time if qualifications are appropriate.
 6. A candidate who is especially meritorious may be recommended for early promotion by the department head/chair or unit head.
 7. The third year review meeting will be held in the spring semester to review candidates who have completed their third year review packet. Deliberations will discuss progress towards tenure criteria. Candidates will be reviewed in regards to teaching, scholarly productivity, and service/outreach contributions performance as defined in PTR guidelines.
 8. A confidential vote will be taken and counted by two persons on progression and retention recommendations. If the candidate is being considered for both tenure and promotion, separate votes must be documented for each request.
 9. The committee, in concert with the Chair, will prepare a written confidential report on the candidate for the candidate's file and submitted to the Dean. This report is not to be shared with the candidate. The Dean is responsible for sharing the vote of the committee with the faculty member.

Clinical Track

1. There is no mandatory third-year review for clinical track faculty.
2. The clinical tract faculty or the Associate Dean or Dean can request a third-year review of the candidate at the completion of the third year if there is a request for consideration of promotion.
3. Normally, a candidate spends at least four complete years on full time appointment at Assistant Clinical Professor level before he/she may be nominated for promotion to Associate Clinical Professor. Likewise, a candidate must serve at least four complete years on full-time appointment at the Associate Clinical Professor level before he or she may be nominated for promotion to Clinical Professor.
4. A candidate who is especially meritorious may be recommended for early promotion by the department head/chair or unit head.
5. Clinical faculty may be reappointed annually without limitation on the number of years.
6. The timeline and school-level process for submitting and reviewing materials for the third year review of clinical track is the same as the tenure track. However, the promotion decision is made by the Dean at the School level and not the University PTR Committee.
7. The Clinical Series Faculty Representative on the PTR Committee is required to be actively involved in the review process and voting for all Clinical Faculty considering promotion.

DEADLINES FOR PROMOTION AND TENURE

Deadlines each year vary slightly and are circulated from the Provost's office. However,

general time line is as follows:

Early May – Candidate declares intent to P & T Committee in seeking promotion and/or tenure

Early August – Selected materials from dossier sent to external reviewers
(Prior to this date, each candidate should have complete contact information on 5 appropriate external reviewers who have been contacted and agreed to do the review to the Dean.)

Early September – external review letters due back to Dean

Early October - Completed dossiers submitted to SON Promotion and Tenure Chair. No external letters can be added to the dossiers after this point. Committee members individually complete a summary of their review based on relevant criteria.

Late October – Promotion and Tenure Committee meets for discussion and summary of their deliberations and vote.

Early November – Chair of Promotion and Tenure Committee provides letter of recommendation to the Dean that includes vote summary.

Early December – All recommendations and dossiers are due to the Office of the Provost.