

**UNIVERSITY OF TENNESSEE AT CHATTANOOGA
SCHOOL OF NURSING
GUIDELINES FOR PROMOTION, TENURE, AND REAPPOINTMENT**

The School of Nursing uses the criteria found in Chapter Three of the University of Tennessee at Chattanooga Faculty Handbook to evaluate faculty for reappointment, promotion and tenure. Examples of suggested activities appropriate to the discipline of nursing for use in faculty performance evaluation are attached. Neither the committee bylaws nor suggested guidelines should be understood to conflict with general university policy as found in Chapter Three of the University of Tennessee at Chattanooga Faculty Handbook.

Since teaching is regarded as the primary mission of the University of Tennessee at Chattanooga, the College and the School; excellence in teaching is expected. Teaching and advisement are to be demonstrated and continuously improved. Scholarship and Professional Activities are further expected and reflective of the rank held. "These criteria should be considered as guides and are assigned varying degrees of weight. Deficiencies in some criteria ought to be counterbalanced adequately by superiority in others." (University of Tennessee at Chattanooga Faculty Handbook 3.2.1)

Faculty seeking reappointment or tenure must show evidence of meeting the attached guidelines for achievement at the rank they currently hold.

It is the responsibility of the faculty member seeking reappointment or merit to provide documentation to support that request. Please note: guidelines presented show an increase in scope and depth as rank increases.

Criteria for reappointment, promotion and tenure are as cited in the University of Tennessee at Chattanooga Faculty Handbook, Chapter Three. Activities suggested by the School of Nursing to meet these criteria for promotion, tenure, and reappointment are listed below in three major categories of 1) teaching and advising, 2) research, scholarship and creative activities, and 3) professional activities.

Faculty seeking a rise in rank must show ongoing evidence of achievement for the rank sought.

Promotion, Tenure, Reappointment

This document is to be used as a guideline to plan and evaluate activities for promotion, tenure, and reappointment. Increasing depth and scope are expected at each higher rank. This list is not intended to be exclusive. Other activities may be added by the faculty members for inclusion in their review as appropriate. Activities from the lower ranks are subsumed under each higher rank.

In developing the criteria for promotion, tenure, and reappointment, faculty reviewed and accepted the AACN Position Statement entitled, "Position Statement on Defining Scholarship for the Discipline of Nursing" (AACN, 1999), based on the work of Boyer (1990), Diamond & Adam (1995), Donaldson & Crowley (1978), Stevenson (1988), and AACN (1993, 1995, 1997, 1998). It is the faculty responsibility to document a pattern of performing these activities with increasing depth and scope.

I. ACTIVITIES FOR TEACHING AND ADVISING

Teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

1. Uses course syllabi, materials and evaluation instruments that support the overall curriculum plan of the School of Nursing.
2. Demonstrates teaching competence.
3. Assess student progress and collaborates to choose strategies to best achieve progress.
4. Mentors students in the development of professional behaviors.
5. Keeps current in discipline.
6. Promotes harmonious relationships with staff of community agencies, preceptors, and adjunct faculty.
7. Demonstrates ability to relate effectively to students and professional colleagues.

Suggested activities for inclusion at the specific rank indicated:

LECTURER	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
8. Participates in 4 group advising sessions and 2 weeks walk-in advising sessions per year.	8. Participates in 4 group advising sessions and 2 walk-in advising sessions per year and advises own assigned advisees.	8. Participates in 4 group advising sessions and 2 walk-in advising sessions per year and advises own assigned advisees. Mentors new faculty in advising activities.	8. Participates in 4 group advising sessions and 2 walk-in advising sessions per year and advises own assigned advisees. Mentors new faculty in advising activities.
	9. Revises courses and assists in the development of new courses as needed by the School of Nursing.	9. Develops new courses as needed. Must be documented.	9. Mentors faculty in the development and revisions of courses. Must be documented.
	10. Participates in curricular revisions.	10. Proposes curricular revisions as needed based on evaluation data and needs of communities of interest. Must be documented.	10. Guides faculty in curricular revisions based on evaluation data and current or projected health care delivery needs. Must be documented.

	11. Uses at least one experiential teaching strategy in the classroom.	11. Uses a variety of teaching strategies based on the needs of the learners. Must be documented.	11. Serves as consult to faculty regarding the use of teaching strategies. Must be documented.
			12. Educates faculty concerning trends in nursing education and health care.

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Scholarship is identified in 4 areas as the scholarship of discovery, the scholarship of teaching, the scholarship of integration, and the scholarship of practice. Each requires dissemination of the scholarship in an appropriate forum.

The Scholarship of Discovery is defined as inquiry that produces disciplinary and professional knowledge.

The Scholarship of Practice is defined as all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied.

The Scholarship of Teaching is defined as conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

The Scholarship of Integration is defined as writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way.

II. ACTIVITIES FOR RESEARCH, SCHOLARSHIP AND CREATIVITY

LECTURER	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
	1. Serves as a member of graduate student thesis/project committees and/or Honors project.	1. Serves as chair and member of graduate student thesis/project committees or Honors project.	1a. Serves as chair and member of graduate student thesis/project committees or Honors project.
			1b. Mentors assistant and associate professors in the role of thesis or project chair.
2. Reviews current research for class/clinical preparation.	2. Participates in the development of research projects and is a	2. Serves as co-investigator of research projects and disseminates	2. Serves as principal investigator of research projects and disseminates

	member of the dissemination team.	findings at the state and national level.	findings at the national/international level.
	4. Contributes to the development of scholarly or creative materials and disseminates it appropriately.	4. Develops and/or contributes to the development of scholarly or creative materials and disseminates it appropriately.	4. Develops scholarly or creative materials and presents the work regionally and/or nationally.
	5. Contributes to or submits grant proposals at the University level.	5. Contributes to or submits grant proposals beyond the University level.	5. Contributes to or submits grant proposals at the national/federal level.
	6. Demonstrates scholarly contribution to the literature by submitting a minimum of one manuscript to a peer-reviewed journal.	6. Demonstrates a pattern of scholarly contribution to the literature by submitting a minimum of two manuscript to a peer-reviewed journal.	6. Demonstrates a pattern of scholarly contribution to the literature through an ongoing established track record of publications.
	7. Demonstrates the use of practice activities that are creative and significant to the profession	7. Demonstrates creative practice activities that can be documented, replicated or elaborated	7. Demonstrates creative practice activities that are documented and peer reviewed.

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Professional Service is defined as provision of expertise and leadership to the University, the discipline, and the public.

III. ACTIVITIES FOR PROFESSIONAL SERVICE

1. Actively participates in School of Nursing committees.
2. Maintain membership in professional organizations.
3. Participate in conferences/workshops/seminars.

The following are suggested activities for inclusion at the specific rank indicated:

LECTURER	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
		4. Participates in professional or community organizations.	4. Provide leadership in professional or community organizations.
		5. Serves as a resource to communities of interest.	5. Designs conferences and symposia. Serves as a resource to communities of interest.
	6. Participates on University committees.	6. Provides leadership on School, College or University committees.	6. Provides leadership in committees within and outside the University community.

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University of Tennessee at Chattanooga
School of Nursing
External Review Criteria for Promotion and Tenure at the Rank of Associate Professor and Professor

Criteria for submission of documents for achieving promotion and tenure at the rank of Associate Professor:

In addition to the Promotion, Tenure & Reappointment (PTR, 2009) guidelines as determined by the School of Nursing (SON) PTR document, a candidate must meet the following criteria:

Associate Professor

- a. The doctorate in nursing or related field;
- b. Established reputation as a teacher;
- c. Established record in research and scholarly or professional attainment;
- d. Participating in professional activities other than teaching and research;
- e. Normally, a minimum of four years in rank as Assistant Professor;
- f. Demonstrated ability to relate effectively to students and professional colleagues.

(Reviewed and revised from the UTC Faculty Handbook, 2006)

Criteria for submission of documents for achieving promotion and/or tenure at the rank of Professor:

In addition to the PTR (2009) guidelines as determined by the SON PTR document, a candidate must meet the following criteria:

Professor

- a. The doctorate in nursing or related field;
- b. Established reputation as a teacher;
- c. Established record in research and scholarly or professional attainment;
- d. Record of effective participation in professional activities other than teaching and research;
- e. Normally, a minimum of five years in rank as an Associate Professor;
- f. Demonstrated ability to relate effectively to students and professional colleagues.

(Reviewed and revised from the UTC Faculty Handbook, 2006)

1. It is recommended the candidate seeking promotion and/or tenure be mentored by a SON faculty member of a higher rank.
2. The faculty member must follow the guidelines for PTR as outlined in the SON PTR document and follow the calendar for submission of documentation as outlined in the UTC Faculty Handbook, Chapter 3.3.2.1 and Chapter 3.4.2.

Use of External Reviewers in Promotion and Tenure Decisions

1. An external reviewer must be at a faculty rank senior to the candidate and have an earned doctorate in nursing or a related field within the candidate's scope of specialization as attested to by the external reviewer's own scholarship or other accomplishments.

Procedure

1. The candidate seeking promotion and/or tenure will submit the names of **three (3)** external faculty reviewers to the Chair of the SON PTR Committee. The external reviewers should be affiliated with other public universities that have the same Carnegie designation as UTC and that offer similar nursing programs.
2. The Department Head and Chair will contact the reviewers requesting their credentials and agreement to serve in this process.
3. The PTR committee will select one reviewer who meets the external reviewer criteria.
4. When the external reviewers have agreed to serve, they are provided electronic copies of the candidate's supporting materials, the School of Nursing Guidelines for Promotion and/or Tenure, and the UTC Faculty criteria for the rank/tenure level the candidate seeks. The supporting materials to be sent to external reviewer are (a) the candidate's vita; (b) at least three examples of scholarly work of the candidate's choice; (c) a summary of candidate's professional service; and (c) summary data of candidate's teaching evaluations by students from the last three years.
5. The Chair will assure that a letter of instruction and deadlines for the reviewer's response are included with the candidate's materials submitted to the external reviewer.
6. The assessment of the external reviewer will be reviewed by the PTR Committee.

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Evaluation of Adjunct Faculty

Adjunct faculty are evaluated each semester through the UTC University Student Evaluation Process, and formative and summative feedback from the full time faculty that he/she is paired with or mentored by in the course assigned. If issues are assessed, the faculty mentor and/or Level Coordinator in the Undergraduate Program in which the course resides address these with the adjunct faculty immediately. In concert, the Coordinators in the Graduate Program address issues if they arise with Adjunct Faculty teaching in the specific concentration. If the issue is not resolved, the Director is notified and a formal discussion will ensue and recommendation for continuation of employment will be determined.

Adjunct faculty are formally evaluated annually. The Director also completes an evaluation of all adjunct faculty with input from faculty which is then forwarded to the Dean of CHEPS.

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