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UNIVERSITY OF OKLAHOMA COLLEGE OF NURSING

CRITERIA FOR FACULTY APPOINTMENT AND PROMOTION

INTRODUCTION

The College of Nursing accepts the traditional functions of the University: the transmission of knowledge and cultural values, the development and validation of new knowledge, and the application of knowledge gained through research or creative achievement. Therefore, appointment, promotion, and tenure decisions will be based upon the following factors:

“Above all else, the University exists for learning and scholarship of a breadth and depth that result in excellence in all of the University's major functions: teaching, research, and service. Each academic unit has an obligation to contribute to each of the three functions of the University. Faculty members play a central role in the realization of these functions and fulfill the obligations of the academic unit by contributing their unique expertise and competence. Decisions regarding tenure, promotions, and salary increases are based upon an assessment of the faculty member's performance and contribution to the total mission of the University (Section 3.2., 3.7, 3.9.4, and 3.11).”*

Faculty rank, together with the promotional process, provides a means of recognizing the achievement of individual faculty members. Appointment, promotion, and tenure decisions are based on the individual's accomplishments in the role for which employed, as well as on contributions to the functions of the University and to the goals of the College.

In considering a faculty member for promotion and tenure, emphasis is placed on contributions since the preceding appointment or promotion. Faculty will be considered for promotion under the criteria in effect at their present rank. At all ranks, all faculty with clinical responsibilities must demonstrate clinical competence in a specialty area. Non-nurse faculty shall have an appropriate major. All candidates considered for promotion must have accepted responsibility for the missions of the University as defined above. Participation in continuing professional learning activities is an expectation of all faculty.

Faculty should be encouraged to meet the criteria for promotion. They should be recommended for promotion as soon as they meet the essential requirements for the next academic rank and their achievement for that rank can be documented. Generally,

*Faculty Handbook (1999, January). University of Oklahoma Health Sciences Center, Oklahoma City Campus, 3.6 p. 3-21.

faculty should not be promoted to the Associate Professor and Professor ranks unless they have been granted tenure or have been recommended for tenure by the College.

INSTRUCTOR

Essential Minimum Requirements

1. Master's degree in nursing.
2. Minimum of two years of experience in clinical practice.
3. Demonstrated competence in field of specialty.
4. Evidence of beginning scholarship.
5. See **asterisks** for other essential requirements.

Guidelines for Documentation of Achievement

1. Evidence of Scholarship in Teaching:

- a. (*) Demonstrates skill in teaching.
- b. Participates in ongoing curriculum development activities.
- c. Exhibits concern for student welfare as reflected in student and peer evaluations.
- d. Contributes to course planning and evaluation activities.
- e. Applies research literature in teaching activities.
- f. Assists students in scholarly projects.

2. Evidence of Scholarship in Research and/or Other Scholarly Activities:

- a. (*) Participates with others in research activities. (This includes attending research conferences and the like.)
- b. Publishes and/or presents papers, posters, or other media at local or state meetings.

3. Evidence of Scholarship in Service:

- a. (*) Participates effectively in University or College governance.
- b. Participates in professional organizations, health related community services, and/or clinical settings.
- c. Serves on committees in professional and/or health related organizations at local or state level.
- d. Demonstrates clinical competence in a specialty area.
- e. Applies research findings in service activities.

ASSISTANT PROFESSOR

Essential Minimum Requirements

1. Doctorate degree or completed coursework for doctorate, a second master's degree in a related area, or advanced professional degree.
2. Minimum of three years teaching experience, at least two of which were in a senior college or university. (An earned doctorate may be substituted for one year of the teaching requirement.)
3. Minimum of two years of experience in clinical practice.
4. Effective contribution in teaching and service and shows promise in research.
5. See asterisks for other essential requirements.

Guidelines for Documentation of Achievement

1. Evidence of Scholarship in Teaching:

- a. (*) Demonstrates skill in teaching.
- b. Participates effectively in ongoing curriculum development activities and in developing creative teaching strategies.
- c. Exhibits concern for student welfare as reflected in student and peer evaluations.
- d. Participates in course coordination or other leadership activities.
- e. Applies research literature in teaching activities.
- f. Assists students in scholarly projects.

2. Evidence of Scholarship in Research and/or Other Scholarly Activities:

- a. (*) Participates with others in research activities or conducts independent research.
- b. (*) Publishes and/or presents papers, posters, or other media at local or state meetings.

3. Evidence of Scholarship in Service:

- a. (*) Participates effectively in University or College governance.
- b. Participates in professional organizations, health related community services, and/or clinical settings.
- c. Serves on committees in professional and/or health related organizations at local or state level.
- d. Demonstrates clinical competence in a specialty area.
- e. Applies research literature in service activities.

ASSOCIATE PROFESSOR

Essential Minimum Requirements

1. Earned doctorate.
2. Minimum of five years teaching experience, at least four of which were in a senior college or university.
3. Recognized for knowledge of nursing in general and/or a specialty field.
4. Contributions to each of the areas of teaching, research, and service.
5. Demonstrated scholarship in at least two of the three areas (teaching, research, and service) with satisfactory performance in the third.
6. See asterisks for other essential requirements.

Guidelines for Documentation of Achievement

1. Evidence of Scholarship in Teaching:

- a. (*) Demonstrates skill in teaching.
- b. Exhibits leadership in curriculum development and development of creative teaching strategies.
- c. Participates in academic counseling and concern for student welfare.
- d. Serves as course coordinator and/or in other leadership position (administrative appointment) involving several other faculty.
- e. Serves as member on thesis and/or dissertation committee(s).

2. Evidence of Scholarship in Research and/or Other Scholarly Activities:

- a. (*) Receives intramural** funding as Principal Investigator or Co-Principal Investigator/Project Director or Co-Project Director of research grants.
- b. Is recognized for expertise in defined area or program of research as reflected in publications, presentations, etc.
- c. Distribution of publications evidences:
 - Sustained contributions to professional literature.
 - (*) Authorship in refereed journals, books, book chapters, articles, monographs, or in other media.
- d. Presents scholarly works (papers, posters, or other media) at regional or national meetings.

****Intramural is defined as any source of funding within the University of Oklahoma; extramural is any other funding.**

ASSOCIATE PROFESSOR (continued)

Guidelines for Documentation of Achievement (continued)

3. Evidence of Scholarship in service:

- a. (*) Participates actively in University or College governance.
- b. (*) Exhibits effective service in professional organizations, health related community services, and/or clinical settings.
- c. Participates as committee chair and/or board member in state and/or regional professional and/or health-related organizations.
- d. Consults with professional and/or health related organizations at local, state, or regional organizational levels.
- e. Demonstrates clinical competence in a specialty area.
- f. Receives intramural funding as Principal Investigator or Co-Principal Investigator/Project Director or Co-Project Director of program or training grants.

PROFESSOR

Essential Minimum Requirements

1. Earned doctorate.
2. Minimum of six years teaching experience, at least five of which were in a senior college or university as full or associate professor.
3. Nationally and/or internationally recognized for knowledge of nursing in general and/or a specialty field.
4. Demonstrated scholarship in teaching, research, and service.
5. See asterisks for other essential requirements.

Guidelines for Documentation of Achievement

1. Evidence of Scholarship in Teaching:

- a. (*) Demonstrates excellence in teaching.
- b. Contributes significantly to curriculum development and in developing creative teaching strategies.
- c. Exhibits recognized administrative contribution in higher education (administrative competence).
- d. Exhibits recognized ability for major academic advising with undergraduate and/or graduate students.
- e. Mentors students in publication and research.
- f. Serves as chair of thesis and/or dissertation committees.

2. Evidence of Scholarship in Research and/or Other Scholarly Activities:

- a. (*) Receives extramural** funding as Principal Investigator or Co-Principal Investigator/Project Director or Co-Project Director of research grants.
- b. Distribution of publications evidences:
 - (*) Sustained contributions to professional literature.
 - First authorship and refereed status.
 - Investigations completed and reported in refereed publications.
 - Publications such as books, book chapters, articles, or monographs, or other media.
- c. Presents scholarly papers/posters at national or international meetings.
- d. Receives research honors and awards.

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PROFESSOR (continued)

Guidelines for Documentation of Achievement (continued)

3. Evidence of Scholarship in service:

- a. (*) Demonstrates leadership in University or College governance.
- b. (*) Demonstrates leadership in professional organizations, health-related community organizations, and/or clinical settings.
- c. Participates as committee chair and/or board member in state, regional, or national professional and/or health-related organizations.
- d. Consults with professional and/or health-related organizations at local, state, national, or international organizational levels.
- e. Participates actively in University and/or College committees.
- f. Demonstrates clinical competency in a specialty area.
- g. Evidence of extramural funding as Principal Investigator or Co-Principal Investigator/Project Director or Co-Project Director of program or training grants.
- h. Mentors faculty in publication and research.
- i. Serves as editor of journals, books, editorial board membership, or manuscript reviewer.
- j. Serves as proposal reviewer at regional or national level.

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DL/5/18/93/dl/08/01

FILE: Criteria for Faculty Appointment

UNIVERSITY OF OKLAHOMA COLLEGE OF NURSING

CRITERIA FOR TENURE

The following excerpt from the Faculty Handbook gives a general description of the criteria for use in the decision to grant tenure to faculty members. The criteria and standards of performance listed under the categories of teaching, research or scholarly achievement, and service were approved by the College of Nursing's Council of Tenured Faculty (3/01).

The choices that the University makes in granting tenure are crucial to its endeavors toward academic excellence. A decision to grant tenure must reflect an assessment of high professional competence and academic performance measured against national standards in the discipline or professional area. Tenure should never be regarded as a routine award based upon length of service.

The tenure decision shall be based on a thorough evaluation of the candidate's total contribution to his/her college and the mission of the University and the candidate's adherence to the fundamentals of faculty accountability as noted in Section 3.5. While specific responsibilities of faculty members may vary because of special assignments or because of the particular mission of the academic unit, all evaluations for tenure shall address the manner in which each candidate has performed in:

1. Teaching (Section 3.6.1)
2. Research /Scholarly Achievement (Section 3.6.2)
3. Service (Section 3.6.3)

All candidates for tenure must have displayed a record of substantial accomplishment in each of the three areas (teaching, research/scholarly achievement, and service) and evidence of excellence in two areas. Above all else, it is essential to any recommendation that tenure be granted that the faculty member has clearly demonstrated scholarly attainment in teaching, research/scholarly achievement and service.

Each college, with the participation and approval of the dean and the Senior Vice President and Provost, shall establish and publish specific criteria for evaluating faculty performance in that unit, including specific expectations for evaluation of faculty performance in teaching, research/scholarly achievement and service. These criteria must be in accord with and do not supersede the criteria described in this section. The criteria for tenure will be in full force unless an exception is specified in the contract. It should be noted that the criteria which the departments and colleges establish normally reflect more specific standards for both promotion and tenure than those described in general terms in the

Faculty Handbook, 3.9.4 and 3.9.5. Consequently, all faculty should become familiar with the departmental, college, and University criteria.

Any exception to the policy that faculty will be evaluated on their performance in the three areas of teaching, research/scholarly achievement, and service must be documented in a specific contract at the time the assignment is made, agreed upon by the faculty member and the department chair, and approved in writing by the dean, and Senior Vice President and Provost. The initial conditions of employment set forth in the letters of offer and acceptance do not exempt the faculty member from this policy.

As part of the overall promotion and tenure process, junior faculty should be given helpful advice on a regular basis as they develop their careers. Annual written evaluations of junior faculty by department chairs are essential to the faculty development process, and are an annual requirement each department chair must fulfill.

If the criteria for tenure are changed by the Regents during a faculty member's pretenure period the faculty member may elect to be evaluated under the criteria approved by the Regents in effect at the start of his/her pretenure period. This policy applies to College of Nursing-specific criteria.

The award of tenure carries with it the expectation that the University shall continue to need the services the faculty member is capable of performing and that the financial resources are expected to be available for continuous employment. It also carries the expectation that the faculty member will maintain or improve upon the level of attainment which characterized the qualifications for tenure. The performance of all faculty, both prior to and following the granting of tenure, is to be evaluated annually as part of the University's faculty evaluation process (Section 3.7).

TEACHING

Teaching, which is the transmission of knowledge and cultural values, focuses upon helping students to learn. Teaching refers to academic activities that promote learning among those individuals or groups with whom a faculty member interacts. The term teaching as used here includes, but is not restricted to, giving regularly scheduled instruction, directing graduate work, and counseling and advising students. This includes the direction or supervision of students in reading, research, internships, residencies, or fellowships. (Faculty Handbook, pp. 3-21).

Faculty members who excel in teaching exhibit their command over the subject matter in classroom discussions or lectures, and they present material to

students in an objective, organized way that promotes the learning process. They are recognized by their students and university colleagues as persons who guide and inspire their students. They strive continuously to broaden and deepen their knowledge and understanding of their discipline, seek to improve the methods of teaching their subject, keep informed about new developments in their field, use appropriate instructional technologies, and prepare educational materials that are up-to-date and well-written.

Their influence and reputation as teachers may be demonstrated by student and peer evaluation as well as by authoring textbooks and by lectures and publications on pedagogy, by the publication of such instructional materials as laboratory manuals and videotapes, or development of multimedia instructional materials and computer assisted learning techniques. Excellence in academic advising may serve to augment evidence of excellence in teaching.

Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching. Faculty performing non-administrative professional and clinical duties for which they are employed shall be regarded as engaged in teaching when these activities contribute to the academic mission. (Faculty Handbook, pp. 3-21 and 22).

A. Criteria for Teaching

1. Evidences creativity in the development of course materials, learning aids, and instructional approaches, which have made a significant impact on the curriculum.
2. Provides consultation in teaching for other faculty members.
3. Demonstrates in a consistent manner excellence in classroom and clinical teaching.
4. Demonstrates leadership in developing and implementing the curriculum.

B. Standards of Performance

1. Give evidence of substantial contribution according to above criteria.
2. If considered an area of excellence, give evidence of superior achievement.

RESEARCH/SCHOLARLY ACHIEVEMENT

Research, is the development, validation and dissemination of new knowledge. The term **research** as used here is understood to mean systematic, original investigation directed toward the expansion of human knowledge or the solution of contemporary problems. **Scholarly achievement** is understood to mean significantly original or imaginative accomplishment within the framework of the academic unit. Examples of scholarly achievement might also include synthesis of new ideas as gleaned from published data, technology transfer successes, new application of information technology to improve education or health care, etc. The criteria for judging the original or imaginative nature of research or scholarly accomplishments must be the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as research or scholarly achievement, the results of the endeavor must be disseminated either through publication in peer reviewed journals or presentation at national or international symposia, conferences, and professional meetings, and subject to critical peer evaluation by established authorities outside the University of Oklahoma in a manner appropriate to the discipline or professional area. It is expected that the significance of the research/scholarly activity will be evaluated at the national and international levels. One element of such an evaluation would be the ability of the faculty member to successfully compete for, and acquire, peer-reviewed, extramural grant or contract funding. (Faculty Handbook, p. 3-22).

A. Criteria for Research

1. Investigation of problems relevant to nursing with dissemination of findings.

B. Criteria for Scholarly Achievement

1. Produce scholarly works which demonstrate original or imaginative accomplishments.

OR

2. Produce inventions, new techniques, procedures, media, models, or similar innovations.

C. Standards of Performance

1. Using above criteria, give evidence of substantial contribution in the category of research.
2. If considered as an area of excellence, give additional evidence of superior achievement in either or both of the categories.

PROFESSIONAL SERVICE

- a) Professional service, which is the application of knowledge gained through research or scholarly achievement, focuses upon resolving contemporary problems, identifying new areas for inquiry and development, and sharing knowledge with the larger community. Except as noted in (b) and (c) below, the term professional service always refers to activities directly related to the faculty member's discipline or profession. Included in professional services are such activities as artistic or humanistic presentations; official service in relevant commissions, advisory boards, or agencies (public or private), related to the faculty member's discipline or profession; service to professional communities outside the University; health care delivery; clinical leadership as evidenced by serving as head of a division, department, or specific clinic service; acquisition, introduction or development of new health care techniques, procedures, or clinical approaches; demonstrable improvement (quality, utilization, access) in delivery of health care; development of community health-related outreach programs; improvement in clinical management; management of facility based functions such as quality improvement, infection control, utilization review, etc.; consultation; participation in a specialized professional capacity in programs sponsored by student, faculty, or community groups; editing professional journals or other publications; the development and preparation of proposals for research, training or other purposes; book reviews in professional journals; refereeing of research papers submitted for publication; and service within the University that reflects an application of specialized knowledge or skill to the institution's affairs. (Faculty Handbook, pp. 3-22 and 23).
- b) The nature of the academic enterprise is such that the faculty properly shares in responsibilities involving the formulation of the University's policies by participation in university governance. The faculty has a major responsibility in making and carrying out decisions affecting the educational and scholarly life of the University. Faculty members have a responsibility to contribute to the government of the University through timely participation on committees, councils, or other advisory groups at the department, college, or University level. (Faculty Handbook, pp. 3-22 and 3-23).
- c) Other areas of activity in which faculty members may have assignments include:

- 1) Administration. Many faculty members are called upon to perform administrative tasks. These include service in such positions as department chair, associate or assistant dean, or director of a program or special center. (Faculty Handbook, pp. 3-22 and 3-23).
- 2) Public Relations. On occasion, the University's interests are served by faculty members requested to perform public relations tasks that might not necessarily involve the faculty member's discipline. These may include participation in a professional capacity in programs sponsored by student, faculty, or community groups; or appearances as a University representative before government bodies or citizen groups. (Faculty Handbook, pp. 3-22 and 3-23).

A. Criteria for Professional Service

1. Participation in the activities of professional organizations.
2. Demonstration of leadership in application of knowledge and expertise toward resolution of contemporary problems in nursing, clinical practice, or society.
3. Timely participation on University and College committees, councils, task forces and the like.
4. Performance of administrative tasks within the College or University which contribute to the furtherance of the missions.

B. Standards of Performance

1. Give evidence of substantial contribution according to the above criteria.
2. If considered an area of excellence, give evidence of superior achievement.

**Updated, Council of Tenured Faculty, July, 2001
Approved by Provost, September 2001**

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FILE: Tenure Criteria