



OHIO
UNIVERSITY

SCHOOL OF NURSING

Promotion and Tenure Guidelines

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PART I: INTRODUCTION AND OVERVIEW

The Ohio University School of Nursing (SON) is dedicated to building the educational competencies required by undergraduate and graduate students in meeting diverse health care needs. Specifically, the School prepares pre-licensure student at the associate degree and baccalaureate levels, registered nurses through the RN to BSN program, and graduate students at the master's level. The curricula for these various programs are delivered through face-to-face pedagogy as well as online and blended format. The Associate of Applied Science, Nursing (ADN) is a pre-license program offered at the Chillicothe, Southern and Zanesville campuses. A four year generic or traditional pre-licensure Bachelor of Science, Nursing (BSN) program is offered on the Athens, Chillicothe, Southern and Zanesville campuses. The RN to BSN program is an online program for practicing registered nurses. The Master of Science, Nursing (MSN) program is offered through the Athens campus as both a blended and an online program.

The vision of the SON is to provide accessible state-of-the discipline nursing education for undergraduate and graduate students. The School focuses on fostering preservation, promotion, and restoration of health in the global community. The goal is to prepare graduates who will be regarded as highly competent practitioners, leaders, and scholars who are grounded in a sense of inquiry and commitment to human caring within a climate of diversity. The faculty aims to promote excellence in the preparation of students for the nursing profession through education, scholarship, and services. The School aims to provide quality educational experiences, uses a variety of clinical partnerships to enhance learning opportunities, and facilitates regional collaboration that enhances the health of diverse communities.

Delivery of the nursing programs occurs through the teaching and mentoring of students by various types of faculty members, e.g. adjuncts, clinical faculty, and tenured faculty. The School of Nursing recognizes several categories, i.e. Tenure-Track Faculty, Clinical Faculty, and Instructional Faculty. Tenure-Track faculty are eligible for promotion and tenure while Clinical Faculty and Instructional Faculty are eligible for promotion only.

The School of Nursing has two mechanisms through which faculty members are evaluated. First, the Annual Review Committee (ARC) is responsible for the evaluation of annual accomplishments of all faculty members of the School of Nursing. These data are used in the determination of meritorious performance related to the preceding academic period. Consult the School's ARC policy and guidelines for more details regarding annual review of all faculty members.

Second, the Promotion and Tenure Committee (P&T) reviews the dossiers/packets of:

- Tenure-Track Faculty seeking tenure and/or promotion
- Instructional Faculty seeking promotion, and
- Clinical Faculty seeking promotion.

The evaluation of progress toward tenure for Tenure-Track Faculty occurs each year during the pre-tenure period with an in depth review following the third year of pre-tenure work. The evaluation of Clinical Faculty and Instructional Faculty occurs when the individual seeks promotion. Annual evaluation of Clinical Faculty and Instructional Faculty occurs through the processes of the Annual Review Committee.

The Annual Review documents and the P&T review documents for Tenure-Track Faculty will be closely related. The goals that are developed on an annual basis should be those that would lead the faculty member to a

positive promotion and tenure decision. It is the responsibility of the faculty member being reviewed to discuss any perceived inconsistencies in the feedback received from the two committees.

OVERVIEW OF PROMOTION AND TENURE GUIDELINES

The School of Nursing faculty is comprised of Regional Higher Education (RHE) nursing faculty and College of Health Sciences and Professions (CHSP) nursing faculty. Tenure of these faculties is to the campus to which they are appointed upon hire, i.e. Athens, Chillicothe, Southern, or Zanesville. Faculty members in the Ohio University School of Nursing are expected to be active in each of the three components of the academic role, i.e. teaching, scholarship, and service. The weighting of the three roles may vary from individual to individual and will be specified in the letter of offer and in annual evaluative letters. Promotion in rank and the achievement of tenure are based upon progressive and outstanding achievement in the academic role.

The SON promotion and tenure document serves as a guideline for those hired by the nursing unit. It is aligned with the Ohio University *Faculty Handbook*, the tenure and promotion documents of the College of Health Sciences and Professions (CHSP) and Regional Higher Education (RHE). With regard to faculty status, rank, position expectations, promotion and/or tenure, the authoritative governing document is Ohio University's *Faculty Handbook*. The SON guidelines support the procedural guarantees provided in the Ohio University *Faculty Handbook* regarding annual evaluation for pre-tenure faculty, reappointment, tenure, and/or promotion. The SON follows the University's policies in matters of promotion and tenure. When the School of Nursing document is silent on any particular point, faculty should refer to either the P&T policy of CHSP, the policy of RHE, or the Ohio University *Faculty Handbook*.

This document provides the following information:

- guidelines for the composition, selection, and responsibilities of both the Athens campus and the regional campus P&T Committees,
- guidelines, expectations, and criteria related to promotion and/or tenure for five (5) SON faculty groups, i.e. Tenure-Track Athens campus; Tenure-Track regional campuses; Clinical Faculty Athens campus; Instructional Faculty Athens campus; and Instructional Faculty regional campuses, and
- guidelines and criteria for the annual evaluation of pre-tenure Tenure-Track Faculty and the reappointment, promotion, and/or tenure for the five categories of SON faculty.

The expectations and principles contained in this document are designed to support both the mission of the School of Nursing and the mission of the College of Health Sciences and Professions (CHSP) which is to:
...become a national and international leader in the transformative professional education and scholarly endeavors that positively affect the health care environments of its community.

Tenure-Track Faculty are eligible for tenure and promotion. Tenure is granted when the candidate:

- Meets the expectations in teaching, scholarly endeavors, and service activities, including professionally-related services and collegiality
- Provides evidence that indicates they are likely to continue to make significant positive contributions to the academic life of the University throughout their professional careers.

To achieve promotion with tenure, Tenure-Track Faculty members must contribute in the broad areas of teaching, research/scholarship, and service.

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Clinical Faculty members teach primarily in a clinical setting that is appropriate to their individual disciplines/credentials and are eligible for promotion. Clinical Faculty members in the School of Nursing will contribute in the three broad areas of: teaching, research/scholarship, and service to the university and to the profession.

Instructional Faculty members are eligible for promotion. Instructional Faculty have a primary responsibility in all aspects of the instructional mission. Depending on the terms of hire, performance expectations of

Instructional Faculty will include teaching and service. Promotion is based upon progressive achievements in these two areas that benefit the School, College, University, and profession.

Changes in the criteria for tenure may be applied to those faculty members who are already in the tenure track only if the individual agrees in writing to be considered under the new criteria. Changes made in the criteria for promotion must allow a grace period of at least three (3) academic years, but not more than five (5) years from the start of the academic year in which the changes are implemented. During the grace period following any changes in the criteria related to promotion and tenure, faculty members who are already on a tenure-track contract in the School may opt in writing to be considered under the old or new criteria. Newly hired faculty members and those who are promoted during the grace period would immediately come under the new promotion criteria (*Faculty Handbook, Appendix A, Section F*).

PART II: STRUCTURE AND RESPONSIBILITY OF P&T COMMITTEES
Athens and Regional Higher Education Programs

Tables 1 and 2 summarize the structure and function of the two separate School of Nursing committees overseeing promotion and/or tenure of Tenure-Track Faculty, Instructional Faculty, and Clinical Faculty. The Athens and RHE P&T Committees address: (a) progress toward promotion with tenure for probationary faculty, (b) promotion after tenure for tenured faculty, (c) promotion for Instructional Faculty, and (d) promotion for Clinical Faculty using the guidelines provided in this document.

P&T Committee and Group II Instructional Faculty Promotion Committee Selection and Term of Office

For the purpose of promotion and/or tenure of SON faculty, there will be a separate committee for the Athens campus and the regional campuses.

The School of Nursing Director/Associate Executive Dean (AED) in consultation with the School of Nursing Associate Directors will identify those individuals who are eligible to serve on the respective P&T Committees, will ascertain the individual's willingness to serve, and will develop the ballot. Ballots will be distributed in advance. Voting shall be by secret ballot, either at a meeting or via electronic means. Upon formation of the respective Athens and RHE committees, each committee shall identify a committee chairperson by consensus or by vote. Generally, service on the P&T Committee shall be two (2) years, but, as necessary, sequential terms are permissible.

If there are fewer than the minimum number of Group II Instructional Faculty members with the required rank the School Director, in consultation with the chairperson of the Group II Instructional Faculty Promotion Committee (or the chairperson of the P&T Committee if there is no eligible Group II Instructional Faculty member serving in this role) will identify potential members of the committee. These members may come from the ranks of the existing P&T Committees, be appointed by the appropriate dean, and may come from

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outside of the School if necessary. These individuals will serve one-year terms. One-year appointments may be consecutive.

A faculty member seeking promotion or who has a family member being reviewed for promotion shall not serve in an elected or an appointed capacity on the Group II Instructional Faculty Promotion Committee.

If a faculty member is unable to serve an elected/appointed term on the committee an alternate member will be elected to fill the position. If the vacancy is temporary, the replacement faculty member will serve only for the period of time there is a vacancy. If the vacancy is permanent, the replacement faculty member will complete the term.

Table 1: Committee Structure on the ATHENS Campus

Topic	Tenure-Track Faculty (Tenure and/or Promotion)	Instructional Faculty (Promotion only)	Clinical Faculty (Promotion only)
Types of decisions	<i>Promotion and/or tenure:</i> Assistant Professor to Associate Professor; <i>Promotion:</i> Associate Professor to Professor	Lecturer to Associate Lecturer; Associate Lecturer to Senior Lecturer	Clinical Assistant Professor to Clinical Associate Professor; Clinical Associate Professor to Clinical Professor
P&T Committee on Athens campus	A minimum of three (3) tenured faculty members at or above rank of the candidate.	A minimum of three (3) tenured faculty members at or above the rank of the candidate. A minimum of three (3) faculty members at or above the rank of the candidate. One (1) member is to be a tenured faculty member and two (2) members will be Group II Instructional Faculty at the rank of Associate Lecturer or Senior Lecturer. Until such time as there are sufficient Group II Instructional Faculty to serve the committee will consist of three (3) tenured faculty members.	A minimum of three (3) tenured faculty members at or above rank of the candidate
Ex Officio, non-voting	SON School Director/AED	SON School Director/AED	SON School Director/AED
Insufficient numbers of committee members meeting criteria	Supplement qualified SON faculty with Athens faculty at or above rank of the candidate, preferentially CHSP faculty members; otherwise, select from Athens campus	Supplement qualified SON faculty with Athens faculty at or above rank of the candidate, preferentially CHSP faculty members; otherwise, select from Athens campus	Supplement qualified SON faculty with Athens faculty at or above rank of the candidate, preferentially CHSP faculty members; otherwise, select from Athens campus
Part-time Faculty	Part-time tenured faculty have the same rights and privileges as full-time tenured faculty; those with the requisite rank and status (i.e. at least Associate Professor with tenure) should be given the opportunity to serve on the P&T Committee and may serve in a voting capacity	Part-time tenured faculty have the same rights and privileges as full-time tenured faculty; those with the requisite rank and status (i.e. at least Associate Professor with tenure) should be given the opportunity to serve on the P&T Committee and may serve in a voting capacity	Part-time tenured faculty have the same rights and privileges as full-time tenured faculty; those with the requisite rank and status (i.e. at least Associate Professor with tenure) should be given the opportunity to serve on the P&T Committee and may serve in a voting capacity
Early Retired Faculty	Early retirees who have remained continuously involved in the SON program may sit on the P&T Committee and may serve in a voting capacity	Early retirees who have remained continuously involved in the SON program may sit on the P&T Committee and may serve in a voting capacity	Early retirees who have remained continuously involved in the SON program may sit on the P&T Committee and may serve in a voting capacity

Table 2: Committee Structure on REGIONAL Campuses

Topic	Tenure-Track Faculty (Tenure and/or Promotion)	Instructional Faculty (Promotion only)
Types of decisions	<u>Promotion and/or tenure:</u> Assistant Professor to Associate Professor; <u>Promotion:</u> Associate Professor to Professor	Lecturer to Associate Lecturer; Associate Lecturer to Senior Lecturer
P&T Committee on regional campuses	Four (4) SON tenured regional faculty members at or above rank of the candidate and one (1) non-nursing faculty member from the candidate's home campus for a total of five (5) members	Four (4) SON tenured regional faculty members at or above rank of the candidate and one(1) non-nursing faculty member from the candidate's home campus for a total of five (5) members. A minimum of five (5) faculty members at or above the rank of the candidate. One (1) member will be a tenured SON regional faculty member; three (3) members will be RHE Group II Instructional Faculty; and one (1) non-nursing faculty member from the candidate's home campus. Until such time as there are sufficient Group II Instructional Faculty to serve the committee will consist of four (4) RHE tenured faculty members and one (1) non-nursing faculty member from the candidate's home campus.
Ex Officio, non-voting	SON School Director/AED	SON School Director/AED
Insufficient numbers of committee members meeting criteria	Supplement qualified faculty with RHE faculty at or above rank of the candidate, preferentially RHE SON faculty members; otherwise, select from other qualified faculty members from other programs on the candidate's campus	Supplement qualified faculty with RHE faculty at or above rank of the candidate, preferentially RHE SON faculty members; otherwise, select from other qualified faculty members from other programs on the candidate's campus
Part-time Faculty	Part-time tenured faculty have the same rights and privileges as full-time tenured faculty; those with the requisite rank and status (i.e. at least Associate Professor with tenure) should be given the opportunity to serve on the P&T Committee and may serve in a voting capacity	Part-time tenured faculty have the same rights and privileges as full-time tenured faculty; those with the requisite rank and status (i.e. at least Associate Professor with tenure) should be given the opportunity to serve on the P&T Committee and may serve in a voting capacity
Early Retired Faculty	Early retirees who have remained continuously involved in the SON program may sit on the P&T Committee and may serve in a voting capacity	Early retirees who have remained continuously involved in the SON program may sit on the P&T Committee and may serve in a voting capacity

P&T Committee Responsibilities

The responsibilities of each of the SON's P&T Committees and of the Group II Instructional Faculty Promotion Committee are:

P&T Committee:

- Conducts annual review of faculty member in terms of the progress toward tenure
- Conducts the third year pre-tenure review consistent with guidelines established in the SON, CHSP, and RHE Promotion and Tenure policies.
- Provides representatives to serve on the CHSP Dean's Advisory P&T Committee.
- Forwards written annual reviews regarding progress toward tenure to the Director/AED of the School of Nursing and/or the relevant Dean,

Instructional Faculty Promotion Committee:

- Conducts a promotion review of Instructional Faculty and Clinical Faculty when individuals in these groups seek promotion.

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Both P&T Committees and Instructional Faculty Promotion Committee:

- Meets the deadlines for tenure and/or promotion as specified in these guidelines, CHSP, or RHE guidelines as well as those found in the *Ohio University Faculty Handbook*,
- Writes a letter to the candidate summarizing the committee's review and/or decision regarding promotion and/or tenure.
- Reviews, deliberates, and make recommendations regarding the promotion and/or tenure of all faculty members,
- Forwards written decisions regarding promotion and/or tenure to the Director/AED of the School of Nursing. Individual members of the committee may submit a letter that reflects a different viewpoint than that of the committee as a whole. The School Director is to receive all letters by the specified deadline,
- Reviews the School's tenure and promotion guidelines no less than every five (5) years; presents changes to the SON faculty for a vote of acceptance by a majority of tenured, tenure-track, and Instructional faculty voting,
- Be available for consultation and assistance in the creation of dossiers for those faculty members seeking promotion and/or tenure.

Responsibilities of the P&T Committee and the Group II Instructional Faculty Promotion Committee Chairperson

- The chairperson for each of the SON P&T Committees is responsible for assuring that the committee follows all timelines and guidelines in addition to the following specific tasks:
- Schedules the meetings of the committee,
- Conducts the meetings
- Arranges for the space and procedures to keep dossier/packet materials secure and accessible to committee members,
- Retains and directs the filing of the minutes of each meeting,
- Completes the necessary correspondence between the Committee and the candidates; between the Committee and the Director/AED of the SON; and between the Athens and RHE committees,
- Facilitates the committee members' signing of the appropriate cover document that becomes part of the dossier/packet,
- Coordinates all activities that are necessary to complete the external review of materials submitted by candidates for either tenure or promotion and places external review letters in the appropriate place in the candidate's dossier.

General Procedures of the P&T Committees

Every year (first year of appointment and each year thereafter), the P&T Committee will review dossiers of Tenure-Track Faculty for the purpose of evaluating progress toward promotion and tenure.

Following the completion of the third year of a tenure-track position the respective P&T Committee will complete a comprehensive review. This is referred to as the "third year review" and occurs during the fourth academic year of hire. In the penultimate year of the probationary period (usually the sixth academic year of hire), a final comprehensive review will be undertaken and the committee will vote "Yes" or "No" in favor of a recommendation for promotion and for tenure.

There are cases when exceptional individuals seek tenure early in the probationary period. A recommendation for early promotion and tenure is possible, but requires that a case be made for exceptionality. Faculty

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members who choose to apply for early promotion and tenure and are not successful may reapply up to or during the penultimate year of the probationary period. Faculty members who have had earlier records of success at other educational institutions might be given exceptional status that allows them to be considered for tenure. This initial appointment letter provided at the time of hire will state these conditions.

Instructional Faculty will receive a comprehensive review in the penultimate year of the contract period or upon application for promotion. This review will be based on the terms of hire and updated distribution of effort, maintenance of appropriate credentials, and performance expectations. When the individual is being reviewed for promotion, the committee will vote "Yes" or "No" in favor of a recommendation for promotion.

Clinical Faculty will receive a comprehensive review in the penultimate year of the contract period or upon application for promotion. This review will be based on the terms of hire, maintenance of credentials, updated distribution of effort, and performance expectations. When the individual is being considered for promotion, the committee will vote "Yes" or "No" by secret ballot in favor of a recommendation for promotion.

During the fall semester the Committee will review all materials submitted by each candidate for tenure and/or promotion. Committee members will review relevant materials prior to the P&T Committee meeting designated for discussion of candidates. After deliberation and discussion, a secret ballot vote by committee members will occur. Each committee member will vote either "Yes" or "No" regarding reappointment/contract renewal, promotion, or tenure as appropriate. For any particular decision, a simple majority vote is decisive.

The Committee chairperson will forward a letter to the SON Director/AED summarizing the committee's deliberations and reporting the committee's decision. The dossier/packet with the Committee's letter, the SON Director/AED's letter, and any necessary forms will be forwarded to the appropriate regional campus dean or the dean of CHSP by the last day of fall semester exams with the exception of the materials of a candidate in the second year of a tenure-track position. The review of the materials of a second year candidate must be submitted by November 15; therefore, the Committee's deliberations are to be completed by October 15. The candidate will be notified by the P&T Committee of its decision. The SON Director/AED will write an independent letter regarding the candidate.

If a candidate disagrees with the decision and chooses to file an appeal, the appeal process will follow as outlined in the Ohio University *Faculty Handbook* (Section II.F and Appendix B.B.1).

PART III: TENURE-TRACK FACULTY

Promotion

Promotion through the ranks from assistant to full professor is in recognition of demonstrated merit by the faculty member being considered. All faculty members in the School of Nursing are encouraged to move through the academic ranks to achieve the status of full professor. It is in everyone's best interest to hire faculty members who can successfully move through the academic ranks and develop productive careers. A minimum time period is required before promotion to the next rank can be considered. Candidates seeking promotion must hold the doctoral degree and either hold tenure at Ohio University or be seeking tenure simultaneously with promotion. The doctoral degree is the terminal degree for those faculty members whose primary responsibility is with programs at the BSN level or above. If the candidate simultaneously is seeking tenure and promotion, it is understood that promotion will be granted only if the candidate receives tenure.

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At the time of hire, faculty members are usually appointed to the University as Assistant Professors. These individuals should work toward an expectation that they should be prepared and considered for promotion to Associate Professor at the time of tenure or during the sixth year of a seven year probationary period.

Assistant Professor to Associate Professor

To be eligible for consideration of promotion to the rank of Associate Professor, an individual must have been at OU in the rank of Assistant Professor for at least three (3) years. In addition, the person must hold the appropriate degree and have been granted tenure at OU. The candidate for Associate Professor will have demonstrated excellence in a minimum of two (2) areas of the academic role and acceptable performance in the third area. The candidate must simultaneously seek tenure and promotion. It should be understood that promotion will be granted only if the candidate receives tenure.

Faculty who entered OU in a Tenure-Track Faculty position and who received credit for previous college-level teaching experience may have a shorter probationary period. The length of the probationary period will be specified in the individual's letter of appointment at the time of hire.

Associate Professor to Full Professor

Consideration for promotion to the rank of Full Professor requires that an individual has been at OU in the rank of Associate Professor for a minimum of five (5) years. This person must hold the appropriate doctoral degree and have been granted tenure at OU. If the candidate is simultaneously seeking tenure and promotion, it should be understood that promotion will be granted only if the candidate received tenure.

The candidate for Full Professor on the Athens campus will have demonstrated excellence in teaching, scholarship, and service. The candidate seeking the rank of Full Professor on a regional campus is to be active in teaching, scholarship, and service and have demonstrated excellence in two (2) of the three (3) areas. There will be evidence to demonstrate that the candidate has matured professionally and that the School gains recognition through the prominence of the candidate's efforts.

Tenure

Tenure is the most important decision that an institution makes regarding an individual faculty member. A tenure decision is an institution's statement that an individual's accomplishments across the three areas of teaching, scholarly endeavors, and service have already added value to the School, College, and University, and that future institutional contributions are expected. Tenure is granted to individuals who meet expectations in teaching, scholarly endeavors, and service activities or professionally related services. The quality of a faculty member's instructional effectiveness, advising, scholarly and professional activities, and service to the University, profession, and community during the probationary period is regarded as a strong predictor of future faculty contributions.

Faculty members who are appointed as Assistant Professors with a doctorate or equivalent professional experience are expected to achieve both promotion and tenure to Associate Professor by the end of the probationary period. Expectations that differ will be detailed in the initial letter of appointment at the time of hire.

A recommendation for early promotion and tenure is possible, but requires that a case be made for exceptionality. Faculty members who choose to apply for early promotion and tenure and are not successful

may reapply up to or during the penultimate year of the probationary period. Faculty who have had earlier records of success at other educational institutions might be given exceptional status that allows them to be considered for tenure. This initial appointment letter provided at the time of hire will state these conditions.

To qualify for consideration for the granting of tenure, an individual faculty member must meet the criteria that appear in this document. Tenure is earned by a faculty member whose instructional effectiveness, scholarly activities, and service to the University, profession, and community has served the SON well in the past and will help the School meet its mission.

The tenure decision is made in the sixth year of probation unless specified differently in the appointment letter. Annual reviews of the progress toward tenure and an in depth third year pre-tenure review will occur.

EXPECTATIONS IN COMPONENTS OF ACADEMIC ROLE Tenure-Track Faculty

Faculty members in the Ohio University School of Nursing are expected to be active in each of the three components of the academic role, i.e. teaching, scholarship, and service. The weight of each of these areas will vary depending upon the nursing program where the individual has primary academic responsibilities, personal strengths, focus of interests, and career goals. A faculty member has some discretion in both the focus and weighting of academic responsibilities.

Faculty can demonstrate excellent performance in more than one way. See the procedures and criteria for promotion and tenure later in this document. A description follows on each of the three areas for evaluation: teaching, scholarship, and service. Candidates must also meet the criteria for CHSP or RHE depending upon the candidate's primary academic responsibility.

Teaching

The primary function of the School of Nursing faculty is the education of nurses at the associate, baccalaureate, and graduate levels. Both the CHSP and RHE stress the importance of teaching in the academic role. All faculty members are expected to be excellent teachers.

The teaching role is fundamental to fulfillment of the University's mission to provide excellence in undergraduate and graduate education; therefore, teaching is a significant aspect of the School's expectation for all faculty members. Nursing faculty will demonstrate accomplishments in didactic and/or clinical settings in an effort to continually improve teaching.

Excellence in teaching is characterized by the following traits: (a) commitment to students, (b) an ongoing commitment to teaching and the teaching role, and (c) recognition that advising is an integral part of the teaching role.

The following behaviors characterize an excellent teacher:

- Addresses the diverse learning styles, needs, capabilities, and expectations of students,
- Engages students in active learning processes,
- Possesses a thorough knowledge of the subject matter,
- Addresses diversity and regards cultural uniqueness,

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- Demonstrates imaginative, efficient, and effective methods of presenting course materials and evaluating learning,
- Nurtures values of life-long learning,
- Models a spirit of inquiry that encourages curiosity, passion, and equitable treatment,
- Fosters critical thinking and clinical judgment,
- Demonstrates active participation in the design, development, delivery, and evaluation of the curriculum,
- Seeks appropriate feedback from students, colleagues, and others regarding teaching methods and effectiveness and acts positively upon the feedback,
- Contributes consistently to necessary planning related to the teaching mission of the SON,
- Demonstrates a willingness to advise students in an accurate and timely manner.

Scholarship

Faculty members will participate in scholarship. Scholarship refers to "...a variety of creative work carried on in a variety of places with its integrity measured by the ability to think, communicate, and learn" (Boyer, 1990, p. 15). Excellent scholarly endeavors possess the following characteristics:

- A strong intellectual base that demonstrates a high level of discipline-related expertise,
- Originality, and
- An impact upon or a level of significance for the relevant audience.

While the full range of scholarship activities are considered in promotion and tenure reviews/decisions, particular emphasis is given to aspects of scholarship that are salient to academic nursing. These activities include research or discovery of new knowledge, the scholarship of teaching, application of evidence-based knowledge to the clinical practice of nursing, and the integration to evidence-based knowledge into nursing through collaboration with other health disciplines. Nursing is a practice field that uses knowledge from multiple areas of study, but uses a growing knowledge base that uniquely belongs to the discipline. Nurses practice in increasingly complex inter-professional environments. The faculty of Ohio University's School of Nursing is committed to aligning themselves with scientific and rigorous scholarly inquiry used in pedagogical roles and applied to nursing practice demands regionally, nationally, and internationally.

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that (a) is significant to the profession, (b) is creative, (c) is documented, (d) can be replicated or elaborated, and (e) is peer-reviewed through various methods (AACN, 1999).

Scholarship of Discovery

The scholarship of discovery most closely resembles what is traditionally considered to be research. The scholarship of discovery is committed to the development of new knowledge in the care of clients, support of teaching, or the advancement of the profession of nursing. The scholarship of discovery includes primary empirical research, historical research, theory development, methodological studies and philosophical inquiry. Peer reviewed work is given significantly more weight than non-peer reviewed work.

Examples of documentation of the quality of scholarship of discovery include (AACN, 1999):

- Peer-reviewed publications of research, theory, or philosophical essays,

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- Grant awards in support of research or scholarship,
- Peer-reviewed presentations of research, theory, or philosophical essays,
- State, regional, national, or international recognition as a scholar in an identified area,
- Positive peer evaluations of the body of work by external reviewers.

Scholarship of Teaching

The scholarship of teaching is inquiry that generates knowledge to support the transfer of the science and the art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). The function of the scholarship of teaching is not only education, but also to interest learners in their own quest for knowledge. Teaching as scholarship requires faculty to involve student in the teaching-learning process and develop innovative teaching and evaluation methods. Faculty members engage in program development, learning outcome evaluation, and professional role modeling.

Examples of documentation of the quality of scholarship of teaching include (AACN, 1999):

- Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories should be the primary focus of CHSP faculty; faculty should be first author on these publications. Peer reviewed work is given significantly more weight than non-peer reviewed work, reflecting for example: successful applications of technology to teaching and learning; innovations in teaching; comparative effectiveness of different teaching approaches; design and implementation of evaluation/assessment programs,
- Grant awards in support of teaching and learning,
- Published textbooks,
- Peer-reviewed presentations related to teaching and learning.

Scholarship of Practice and/or Application

The scholarship of practice or application encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator. This form of scholarship links one's knowledge and expertise to service activities and applies one's knowledge to the larger community. Peer reviewed work is given significantly more weight than non-peer reviewed work.

Examples of documentation of the quality of practice scholarship include (AACN, 1999):

- Peer-reviewed publications of research, case studies, technical applications, or other practice issues, e.g. reports that compile and analyze patient or health service outcomes; reports of meta-analyses related to practice problems; reports of clinical demonstration projects; policy papers related to practice,
- Grant awards in support of practice,
- Peer-reviewed presentations related to practice,
- Products, patents, license copyrights,
- State, regional, national, or international recognition as a master practitioner.

Scholarship of Integration

The scholarship of integration involves the integration of writings and other components of nursing and other disciplines to create new knowledge or illuminate data in a more meaningful way. The scholarship of integration is reflected in processes and activities that demonstrate an understanding of a discipline or the relationships between disciplines; identify key issues within a discipline; or produce clear arguments of points of view. Peer reviewed work is given significantly more weight than non-peer reviewed work.

Examples of documentation of the quality of the scholarship of integration include (AACN, 1999):

- Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, e.g. contributions to integrative scholarship; reports of interdisciplinary programs or service projects; policy papers designed to influence organizations or governments,
- Interdisciplinary grant awards,
- Copyrights, licenses, patents, or products for sale,
- Published books,
- Positive peer evaluations specific to the scholarship of integration,
- Peer-reviewed presentations and symposia addressing advance of the discipline.

Service

Faculty members serve the School of Nursing through active participation in University, professional, and community service. Service is broadly defined as membership and contribution to a larger group, i.e. citizenship. Contributions considered in this area include those directed toward the University (campus, school, and college affairs), the discipline or the profession, and the community.

Service to the University

Service to the University includes contributions that facilitate and promote the growth and development of the school/college/campus/university. Faculty members are expected to contribute to committees with their presence, ideas, critical judgment, and positive contributions. Service to the University may include contributions to University governance by attendance and participation in meetings at the school, college, campus and/or university levels.

Examples include:

- Representing the University on external committees/task forces that are discipline related
- Activities that contribute to the School's achievement of specific goals
- Participation in pinning and graduation ceremonies
- Service on School/College/University committees
- Chairing of committees and service on ad hoc committees and task force groups

Service to the Profession

Service to the profession includes disciplinary/professional contributions that assist professional, scholarly, or disciplinary associations and organizations accomplish their work. The professional must serve as a role model to peers, students, and agencies associated with clinical experiences. Presence at professional meetings is important to the School of Nursing, the University, and to the students served. Participation in service activities

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in the discipline of nursing is crucial for the continued growth of the individual, as well as the School of Nursing and the University.

Examples include:

- Serving as an accreditation visitor or as an officer in a relevant professional organization
- Consulting with media, textbook publishers, education groups, and/or electronic based development groups
- Attendance at state, regional, national, or international conventions or professional associations; such attendance includes participation in the work of a relevant committee or active participation as a delegate or comparable activity
- Development and presentation of continuing education
- Award and recognition relating to professional service

Service to the Community

Service to the community includes contributions that call upon the specific professional expertise of the faculty member involved. The faculty member takes an active role in the activities of a group or organization that benefits the health and welfare of citizens/partners in the community.

Examples include but are not limited to:

- Serving on the board of directors of a relevant agency
- Teaching class in a public school that requires the expertise of a nurse
- Professional practice
- Community outreach projects developed through the University
- Awards and other recognition related to community service
- Specific committee service such as American Red Cross, American Heart Association, March of Dimes
- Health services and/or community agencies
- Participating in science fairs and college day programs
- Professional leader in the community related to nursing

PART IV: CLINICAL FACULTY

Faculty who are hired as Clinical Faculty are individuals whose work is primarily teaching in a clinical setting appropriate to their individual disciplines and credentials. These individuals must hold and maintain clinical licenses, credentials, and/or certifications to practice in the designated discipline and/or specialty. Their primary responsibility is the teaching and mentoring of students in the respective clinical discipline and in the clinical settings.

Faculty in the Clinical Faculty track will normally be hired at the rank of Assistant Clinical Professor, but rank may be negotiated at the time of hire and is dependent upon qualifications and experience. Clinical Faculty may hold the rank of: (a) Assistant Clinical Professor, (b) Associate Clinical Professor, or (c) Clinical Professor.

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Clinical Faculty may seek promotion (without tenure) from one rank to the next as appropriate.

- An individual is usually expected to spend a minimum of six (6) years in the rank of Assistant Clinical Professor before being considered for promotion to Associate Clinical Professor.
- An individual is usually expected to spend a minimum of five (5) years in the rank of Associate Clinical Professor before being considered for promotion to Clinical Professor.

The percentage of distribution of teaching, scholarship, and service responsibilities is negotiated with the School Director/AED at the time of hire, is included in the letter of offer, and is revised annually as appropriate to meet the needs of the SON.

Clinical Faculty are evaluated annually (see Annual Review Committee guidelines). The reviews are provided to the School Director/AED who uses the information in the renew/non-renew decision. More extensive reviews are performed in the last year of multi-year contracts and when the individual is seeking promotion.

Individuals holding a Clinical Faculty track position are eligible to apply for tenure track positions when they become available. The criteria for rank determination in the clinical track and the tenure track differ. Hence, a faculty member's rank in the clinical track is not necessarily transferable to a tenure track position.

Tenure track faculty members are permitted to petition for a one-time transfer to a Clinical Faculty position no later than the end of their third year. In order to make a transfer, interested faculty need to demonstrate that they are good candidates for a Clinical Faculty position. A petition to transfer must originate with the faculty member and be approved by the School's P&T Committee, Associate Director/School Director, the Dean, and the Provost. In the event of a non-approval, a faculty member has a right to appeal. The appeal process parallels the process for grievance appeal as outlined in II.G of the Ohio University *Faculty Handbook*. Once a transfer is completed, the faculty member is not eligible to transfer back to a tenure track position.

Assessment of a candidate's performance will consider the: (a) quality, breadth, and depth of the clinical teaching, scholarship, and service, (b) a strong relationship to the institutional mission, professional or inter-professional expectations, and (c) the candidate's personal career goals. The expectations of the School of Nursing and CHSP as outlined in this policy are based in several areas:

- Faculty members must develop quality indicators of their work. Characteristics to be considered include: (a) discipline-based expertise expected, (b) originality, (c) innovation, (d) intellectual rigor, and (e) significance of the work.
- Clinical Faculty members will receive an annual formative evaluation from the School's P&T Committee and the School Director/AED. This evaluation will provide the faculty member with specific input to improve his/her progress toward promotion. The written plan for annual objectives/goals will serve as a mechanism for discussion with the candidate, the relevant School committee and the School Director/AED.

Both formative and summative evaluations of the faculty member's efforts are essential to judging individual performance in moving through the promotion process. If a faculty member has a situation that falls outside of the School's promotion policy (e.g. illness), he/she must make the School Director/AED aware of the situation. The School Director/AED consults with the School's P&T Committee to determine the appropriate course of action (e.g. extension) in accordance with the Ohio University *Faculty Handbook*.

Assistant Clinical Professor to Associate Clinical Professor

Depending on the terms of hire and the standards of the School of Nursing, promotion from the rank of Assistant Clinical Professor to Associate Clinical Professor will be based on one or more of the following:

- Demonstrated record of effectiveness as a teacher/mentor, and the candidate's commitment to improving healthcare and healthcare outcomes,
- Demonstrated evidence of peer-reviewed scholarly activity that contributes to the discipline of nursing or field of study and demonstrates the candidate's intellectual development of scholarly activity,
- A record of service including administration to the discipline, the academic unit and, where possible, the School, College, and/or University, to the public as well as the profession at large.

Associate Clinical Professor to Clinical Professor

Depending on the terms of hire and the standards of the School of Nursing, promotion to the highest rank requires academic achievements and a professional reputation that is recognized as outstanding. One or more of the following attributes will be considered when deciding if a faculty member will earn the rank of Clinical Professor:

- Demonstrated continued growth and cumulative record of mentoring/teaching excellence,
- Demonstrated evidence of excellence in peer-reviewed scholarly activity that contributes to the individual's discipline of nursing,
- Demonstrated leadership in service to the University (School, College, University), to the public, and to the profession at large.

Continued growth is expected from the time of appointment to Clinical Professor.

EXPECTATIONS IN COMPONENTS OF ACADEMIC ROLE Clinical Faculty

Clinical Faculty Teaching

The primary function of the School of Nursing faculty is the education of nurses at the associate, baccalaureate, and graduate levels. Both the CHSP and RHE stress the importance of teaching in the academic role.

The teaching role is fundamental to fulfillment of the University's mission to provide excellence in undergraduate and graduate education; therefore, teaching is a significant aspect of the School's expectation for all faculty members. Nursing faculty will demonstrate accomplishments in didactic and/or clinical settings in an effort to continually improve teaching.

Clinical Faculty members engage in a variety of teaching responsibilities which may include: (a) teaching credit courses, (b) supervising the clinical work of students, interns, or post-graduate associates, and (c) providing non-credit programs and workshops, distance learning programs, seminars, and continuing education. In addition some faculty may direct undergraduate and graduate projects, internships, and serve on master and doctoral committees, as well as mentoring undergraduate and graduate students and postdoctoral associates. When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students.

Excellence in teaching is characterized by the following traits: (a) commitment to students, (b) an ongoing commitment to teaching and the teaching role, and (c) recognition that advising is an integral part of the teaching role. An excellent teacher can be recognized in observation of the following:

- Addresses the diverse learning needs, capabilities, and expectation of students
- Possesses a thorough knowledge of the subject matter
- Demonstrates imaginative, efficient, and effective methods of presenting course materials and evaluating learning
- Possesses the ability to nurture values of learning, e.g. curiosity, objectivity, enthusiasm, fairness, and critical thinking
- Demonstrates active participation in the design, development, delivery, and evaluation of the curriculum
- Seeks appropriate feedback from students, colleagues, and others regarding teaching methodologies and effectiveness and acts upon recommendations
- Contributes consistently to any necessary planning related to the teaching mission of the School
- Demonstrates a willingness to advise students and provides accurate and timely information

An appointment to a Clinical Faculty position indicates excellence in both clinical practice and in teaching. Clinical service and expertise is recognized as an important component of the Clinical Faculty member's development and responsibility; therefore, a Clinical Faculty member will need to maintain current and relevant credentials, e.g. license or certification in the designated area. In addition to appropriate credentials a Clinical Faculty member may include items like the following to support clinical excellence:

- Recognition of awards based on practice activities,
- Requests for consulting services,
- Peer evaluations from individuals both on and off campus that speak to clinical activities and expertise.

Clinical Faculty Scholarship

All School of Nursing faculty members in the professional ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated.

The appropriateness and importance of the type of scholarship will vary with the expectations of the position. The principle of peer review and recognition becomes increasingly important as the faculty member progresses through academic ranks. In the case of Clinical Faculty, emphasis is placed on peer recognition as a practitioner-educator. The peer recognition results from scholarly accomplishments that can take many forms.

The order of examples is not intended to rank importance. Examples of criteria to be used in evaluation of scholarship include but are not limited to:

- Publication in peer reviewed journals is the most traditional form of scholarship
- Clinical track publications might more commonly encompass description and evaluation of novel patient care services
- Documented program development and innovation
- Evaluation of outcomes of innovative programs and/or services
- Definitive therapy reviews
- Case reports
- Authorship of professional practice guidelines, textbooks, book chapters, monographs, videotapes, extended learning materials, or other educational materials

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- Invited presentations, poster and podium presentations
- Published abstracts at state and national levels are other examples of scholarship, provided that evidence of peer validation is provided
- Advising government agencies, industry, or professional groups are all considered evidence of scholarship
- Authorship of a patent in the faculty member's field is considered as evidence of creative scholarship

Clinical Faculty Service

All faculty are expected to engage in service to the University and its constituents, the community, and the professional discipline. In addition, service to the professional discipline is identified by time and effort given to local, state, regional, national, or international professional organizations and/or publication. Public service related to the faculty member's assignment and that draws upon the professional expertise of the faculty member or that significantly fosters university relations is valuable to promotion decisions. Examples include but are not limited to:

- In-service provided to health care professionals
- Committee/Task Force memberships
- Chairpersonships
- Recruitment of faculty and students
- Mentoring students and student groups
- Service in faculty governance
- Continuing education programs
- Organizational offices
- Committee involvement
- Task Force reports/policy statements
- Editorial Board/Referee/Reviewer for professional or scientific publications
- Discipline-related community service projects
- Invited presentations to the lay public
- Consultation with community healthcare agencies
- Honors and awards recognizing professional, scientific, and/or clinical service achievement

PART V: INSTRUCTIONAL FACULTY

The Instructional Faculty group consists of experienced persons holding part-time appointments. These individuals are instructional personnel whose primary responsibility is to the teaching mission of the School. They may have service responsibilities but there is no expectation for research or creative activity.

The workload (percentage distribution of teaching and service responsibilities) for each Instructional Faculty member is negotiated, as appropriate for the academic unit, with the School Director/AED at the time of hire. The letter of offer will contain the specific workload percentages for teaching and service as negotiated for the individual. Workload percentages may be subsequently renegotiated on an annual basis but workload percentages will be contained in the faculty member's letter of reappointment.

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The Instructional Faculty is categorized into four ranks:

1. The rank of Assistant Lecturer is given to all part-time faculty (less than 0.5 FTE).
2. Lecturer is the usual initial rank for Instructional Faculty hired at 0.5 FTE or greater.
3. Associate Lecturer is the intermediate rank.
4. Senior Lecturer is the highest rank.

NOTE: Individuals hired as Instructional Faculty (Group II) in or prior to AY 2012-2013 and who held the rank of Assistant Professor may continue to use the title of Assistant Professor. Those who held the rank of Assistant Professor or Associate Professor and are now classified as an Associate Lecturer are permitted to use the title of Associate Professor. Individuals who held the rank of Assistant Professor, Associate Professor or Professor and who are now classified as Senior Lecturer may continue to use the title of Professor.

Instructional Faculty may be promoted (without tenure). Minimum criteria for consideration for promotion are outlined in II.C.3.b.vi.a-c of the Ohio University *Faculty Handbook*. These are minimum criteria for consideration for promotion. .

Instructional Faculty may negotiate a shift from a full-time to a part-time appointment or from a part-time to a full-time appointment without loss of rank.

Promotion

To be considered for promotion the individual is expected to provide evidence of effective instruction and evidence of quality service. Each candidate must provide both quantitative and qualitative evidence that will document teaching plus institutional, professional, and public service. To be considered for promotion the information in the dossier must have been achieved since the last promotion or hire date.

Service as an Instructional Faculty member at any rank during or prior to AY 2012-2013 shall be included in the minimum years of service required for consideration for promotion. In the event that promotion is denied, a faculty member has the right to appeal. The appeal process is outlined in II.F of the Ohio University *Faculty Handbook*.

Lecturer to Associate Lecturer requires:

- A minimum of five (5) years of full-time service at the rank of Lecturer at Ohio University.
- Meets the criteria for teaching and service.
- Exhibits collegiality.
- Is dedicated to continued excellence in teaching and service.
- Demonstrates the promise of continuing exemplary contributions to the School and to the University community.

Associate Lecturer to Senior Lecturer requires:

- A minimum of five (5) years of full-time service at the rank of Associate Lecturer at Ohio University.
- Meets the criteria as outlined for teaching, professional, institutional, and public service.
- Exhibits collegiality, contributions to the institution.
- Is dedicated to continued excellence in teaching and service.

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- Demonstrates the promise of continuing exemplary contributions to the School and the University community.

It is recognized that faculty performance is complex and dynamic: consequently, the assessment and evaluation of faculty work must reflect this complexity. Evaluation of any individual will be based on a combination of that individual's expertise and performance, contribution to the respective School, and effort directed toward the accomplishment of the missions of the School and the University. The candidate will use the dossier to assemble evidence from various perspectives to form an integrated picture of the candidate's areas of strengths, common themes of scholarly focus, as well as challenges. The candidate will document in the dossier his/her workload distribution during the evaluation period along with a specification of the resources the University/College/School has provided to the faculty member to achieve work/career objectives.

Assessment of a candidate's performance will consider the: (a) quality, breadth, and depth of the instructional teaching and service, (b) a strong relationship to the instructional mission, professional or inter-professional expectations, and (c) the candidate's personal career goals. Faculty members must develop quality indicators of their work. Characteristics to be considered include: (a) discipline-based expertise expected, (b) originality, (c) innovation, (d) intellectual rigor, and (e) significance of the work.

This evaluation will provide the faculty member with specific input to improve his/her progress toward promotion. The written plan for annual objectives/goals will serve as a mechanism for discussion with the candidate, the relevant School committee and the School Director/AED. Senior faculty members are encouraged to guide and shape the professional career development of any faculty member as part of the mentoring process.

Other formative and summative evaluations of the faculty member's efforts are essential to judging individual performance in moving through the promotion process. These evaluations occur through the following separate but complementary processes at the School level: (a) annual oral and written reviews of progress toward promotion completed by the School's P&T Committee and School Director/AED, (b) annual merit reviews, and (c) a more extensive review performed in the last year of a multi-year contract. If a faculty member has a situation that falls outside of the P&T policy (e.g. illness), he/she must make the School Director/AED aware of the situation. The School Director/AED consults with the School's P&T Committee to determine the appropriate course of action (e.g. extension) in accordance with the Ohio University *Faculty Handbook*.

EXPECTATIONS IN TEACHING
Instructional Faculty

Instruction of students is critical to the mission of the School of Nursing. An excellent teacher is committed to students, has a continuing desire to improve one's knowledge and skills in the art of teaching, and recognizes that advising, whether it be formal or informal, is an important component of the faculty-student relationship.

An excellent teacher:

1. Exhibits the knowledge, skills, and commitment necessary to assist students as they develop a growing understanding of the subject matter, the practices, and the competencies relevant to the practice of nursing. Behaviors included in this commitment to students:

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- a. Meets classes regularly.
 - b. Returns graded/evaluated material promptly.
 - c. Holds office hours to promote student learning.
 - d. Provides syllabi that include: instructor's name, call number, descriptive title, catalog number, basis for grading in the course, attendance policy, penalty for academic dishonesty, and explanation of policy relevant to absences.
 - e. Delivers course content in a clear and organized way.
 - f. Demonstrates respect for students in the learning environment.
 - g. Possesses the ability to nurture values of learning, e.g. curiosity, objectivity, enthusiasm, fairness, and critical thinking.
 - h. Demonstrates imaginative, efficient, and effective methods of presenting course materials and evaluating learning that stimulates student enthusiasm and engagement in the subject matter.
 - i. Emphasizes ways of solving problems rather than providing solutions.
2. Maintains a high level of knowledge and expertise in the discipline of nursing and in the teaching of the discipline.
- a. Remains up-to-date with one's discipline and specialty within the discipline through the use of journals, professional conferences, and collegial interactions.
 - b. Maintains professional competence in area of specialization.
 - c. Demonstrates an ever increasing knowledge of the content area being taught.
 - d. Participates in faculty/collegial activities that strengthen teaching abilities, e.g. seeks advice from others about courses being taught, discusses teaching with colleagues, and actively participates in the design, development, delivery, and evaluation of the curriculum.
 - e. Develops, disseminates, analyzes, and acts upon data collected on one's own teaching effectiveness. Feedback is to be obtained from students, colleagues, and others regarding teaching methodologies and effectiveness.
 - f. Demonstrates currency in pedagogical techniques, e.g. use of technology in design or delivery of teaching.
 - g. Develops innovative courses, teaching materials, or instructional techniques.
3. Is committed to the guidance of students with varying strengths, needs and capabilities to attain the necessary understanding of the discipline of nursing and to the academic expectations of the University
- a. Remains current in information regarding University policies regarding graduation requirements, general education requirements, and requirements of the nursing major.
 - b. Is accessible to students, e.g. is available during posted office hours and demonstrates a willingness to advise students.
 - c. Seeks assistance when unsure about specific advising issues to guarantee that accurate information is given when advising

In all review cases, the weight given teaching must be considered in light of other demands made on the faculty member by hiring agreements or activities necessary to fulfill the mission of the School of Nursing. Specific teaching responsibilities will occur through dialogue between the faculty member, the Associate Director, the

School of Nursing Director/AED, the relevant dean, and relevant committee chairpersons. The candidate will maintain a written record of decisions that may later affect promotion decisions for the individual and copies are to be retained in the individual's permanent file.

EXPECTATIONS IN SERVICE

Service is broadly defined as a contribution to a larger group and extends beyond mere membership. Depending on the terms of hire and the standards of the academic unit, Instructional Faculty may be expected to have a record of service linked to citizenship within the University, College, and/or School. Valued contributions should also include service to the faculty member's discipline or profession and the larger community that enfolds the University. Faculty seeking promotion will have performed service that is documented and evaluated across the following categories:

- *Institutional service* that contributes to the growth and ongoing work and development of the School/College/University (e.g. committee work at all levels, membership on external committees/task forces, activities that contribute to achievement of specific goals). These activities may reflect both discipline-specific and interdisciplinary involvement,
- *Disciplinary or interdisciplinary professional contributions* that assist professional, scholarly, or disciplinary/interdisciplinary associations and organizations in accomplishing their work (e.g. serve as an accreditation visitor, serve as an officer or assume a leadership role in a relevant organization, serve as a policy advisor),
- *Private or community contributions* that call upon the knowledge and expertise of the faculty member involved (e.g. serve on a board of directors or relevant agencies, teach a class in a public [K-12] school, or involvement with professional practice).

References

American Association of Colleges of Nursing. (1999). Defining scholarship for the discipline of nursing. Washington D.C.: Author.

Boyer, E. (1990). Scholarship reconsidered: Priorities for the professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching

Ohio University *Faculty Handbook* (available online - <http://www.ohio.edu/facultysenate/handbook/current-handbook.cfm>)

APPENDICES

- A. Timeline for Submission of Materials (addition of timeline for Instructional Faculty)
- B. Examples of Artifacts Needed in Teaching Area (no change)
- C. Examples of Artifacts Needed in Service Area (no change)
- D. Guidelines: Teaching Portfolio

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- E. Guidelines: Narrative Summary for Dossier
- F. Format for Curriculum Vitae
- G. Style and Format for Binders 1 and 2

APPENDIX A₁

TIMELINE OF PROMOTION AND TENURE REVIEW PROCESS FROM THE OHIO UNIVERSITY *FACULTY HANDBOOK*

A. Notification Deadlines

1. Nonrenewal of Probationary Appointments (Section II.D.3)

February 1	Nonrenewal notification during the first year of service for contracts expiring at the end of the academic year (no later than 3 months before expiration for other contracts).
November 15	Nonrenewal notification during the second year of service for contracts expiring at the end of the academic year (no later than 6 months before expiration for other contracts).
May 30	Nonrenewal notification after two or more years of service for contracts expiring at the end of the academic year (no later than 12 months before expiration for other contracts).

2. Promotion and Tenure (Sections II.D.1, II.E.2, II.E.7, II.E.8, and II.E.10)

September 15	Tenured faculty eligible for promotion request letter of evaluation from chairperson if desired. (Probationary faculty receive evaluation letter annually without requesting one.)
February 1	Chairperson provides probationary faculty with annual letter of evaluation regarding progress toward tenure.
Last Day of Fall Semester Exams	Chairperson notifies faculty member in writing of departmental recommendation for promotion and/or tenure.
March 1	Dean notifies chairperson and candidate in writing of rejection of department recommendation for promotion/tenure.
April 1	Provost notifies dean, chairperson and candidate in writing of rejection of department recommendation for promotion/tenure.

3. Evaluation and Contracts of Continuing Faculty (Sections II.D.1, II.D.3, and II.E)

February 1	Chairperson provides faculty member with written statement of annual departmental evaluation.
March 15	Faculty member receives formal notice of reappointment for next year. Continuing faculty, excluding those undergoing active consideration for promotion/tenure, are sent contracts, if feasible.
July 15	Contracts sent to all continuing faculty members unless deadline extended by Faculty Senate. Second-year contract for probationary faculty includes written form verifying tenure dates and deadlines.

4. Resignations (Section II.K)

April 15	Faculty member gives notice of resignation in writing to dean (or no later than 30 days after receiving written notification of terms of employment for the following year).
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5. University Faculty Fellowships (Sections V.A.11 and V.A.12)

First day of Spring Semester	Written application from faculty member to department chairperson.
March 15	Written notification of President's approval or disapproval to faculty member.

B. Time Limits

1. Appeal of Non-reappointment or Denial of Tenure or Promotion (Section II.F)

45 days	For faculty member's initial appeal (time counted from date of notification of denial, excluding intersessions and summer terms).
30 days	For appeal by the faculty member to each higher administrative level (time counted from date of last notification of denial, excluding intersessions and summer terms).
30 days	For each administrative level (department chairperson, dean and Provost) to rule on the grievance.
30 days	For appeal by the faculty member to Promotion and Tenure Committee of Faculty Senate (time counted from date of notification of denial by Provost, excluding intersessions and summer terms).
45 days	For petition to Promotion and Tenure Committee, after it issues its report, to recommend a formal proceeding.

2. Grievances other than Reappointment, Promotion, and Tenure (Section II.G)

30 days	For each administrative level to render a decision in writing (time counted from date of receipt of grievance).
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3. Minimum Period for Retention of Student Records (Section IV.A7)

One semester	For retention of all material used to determine a student's grade, unless returned to student or alternate policy provided at beginning of semester. Spring semester material must be kept on file through Fall semester.
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APPENDIX A₂

Timeline: Promotion of Instructional Faculty Committee

Activity	Associated Date
Instructional faculty (Group II) eligible for promotion may request a pre-promotion review	On or prior to September 1 of the year PRECEDING the year the faculty will be reviewed for promotion.
Instructional faculty (Group II) eligible for promotion must notify the School Director and relevant Associate Director of his/her desire to be reviewed for promotion in the SUBSEQUENT academic year.	April 1 (of academic year prior to the year of review) For AY 2015-16 this deadline will be September 15, 2015.
Instructional faculty requesting review for promotion must submit the dossier and all associated materials as outlined in the <i>“School of Nursing Promotion and Tenure Policy”</i> to the chairperson of the Promotion of Instructional Faculty Committee.	September 1 (or first Tuesday after Labor Day) For AY 2015-16 this deadline will be September 15, 2015.
Chairperson notifies the candidate faculty in writing of the School’s recommendation for promotion.	February 1
Dean notifies chairperson and candidate faculty in writing of rejection of the School’s recommendation for promotion if applicable.	March 1
Provost notifies dean, chairperson and candidate faculty in writing of approval of the School’s recommendation for promotion or the rejection of the School’s recommendation for promotion if applicable.	April 1

APPENDIX B

Examples of Artifacts Needed in Teaching Area

Examples/artifacts needed for promotion (items listed are examples but the list is not all inclusive)

- Provides examples with documentation of review of creative curriculum change; exemplars of evidence: creative simulation laboratory learning module that they copyrighted or published, development/author of innovative distance learning courses/assignments, developed/revised distance education modules; developed new curriculum plans for a program; peer review books/chapters on theory development related to nursing theory/educational theory/innovative practice change,
- Provides evidence through peer review documents of the mastery of the management of the classroom and acceleration of student learning; demonstrates exceptional communication and a strong connection with their nursing students. Exemplars of Evidence: high scores on student evaluations of instructor, excellent peer review reports from a master teacher (minimum 2/year), student awards for research/scholarly activities that she/he mentored, students show evidence of enrolling in advanced graduate education, mentoring of students who participate in student leadership roles,
- Develops innovative teaching learning models in the nursing simulation laboratory; Exemplars of evidence: peer review documents or peer reviewed abstracts/publications of inter-professional simulation learning, documentation of implementation of a standardized patient simulation for evaluation of nursing learning outcomes; simulation laboratory lesson plan that demonstrates integration of simulation into the nursing curricula (standardized patients/mannequins in the classroom/high fidelity and low fidelity simulation integrated into the classroom/didactic),
- Demonstrates systematic problem solving and personal accountability for learning outcomes in the classroom: Exemplars of evidence: students excel on HESI testing; students have received awards for scholarship, leadership or service that they have mentored; student letters of appreciation for mentoring and success; students demonstrate critical thinking and assessment skills in the clinical area as demonstrated by excellent student clinical evaluations; students receive outstanding scores on comprehensive exams/outstanding awards for capstone projects,
- Develops (designs and implements) innovative models of evaluation of learning and application: Exemplars of evidence: Evaluation rubrics they have designed; application of KR 20 for internal consistency of test questions and development of test banks for courses that they teach; develops test banks that prepare students for licensure or certification; develops a model of contracting with students for grades; examples of development of student reflective journaling to increase critical thinking and critical analysis in clinical arena or classroom didactic learning; is designated by NCSBN as NCLEX test question developer (content expert),
- Demonstrates respect for students:: Exemplars of evidence: student letters/emails; colleague letters/evaluation/peer reviews; annual student evaluations with narrative comments of excellence; awards or certificates of appreciation from students,

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- Engages student in a culture of scholarship; Exemplars of Evidence: co-authors peer review student article publications, co-authors or co-copyrights student inventions; employ/educates graduate assistants in research and training grants, data collection, analysis of data, and dissemination of data/outcomes; Writes grants with a student, participates with a student in a professional organizations, sponsors students in an innovative learning setting (i.e. inter-professional learning/grants/volunteerism, Albert Einstein fellowship(inter-professional student/HCOM/CHSP project awards),
- Serves as a mentor to junior faculty: Exemplars of evidence: meeting minutes of mentoring, lesson plan for workshops developed for mentoring, documentation of mentoring plan for a junior faculty member; Educates junior faculty in classroom management, conduct, teaching style, student learning style assessments, implements cultural sensitivity training with junior faculty; provides diversity training for classroom teaching,
- Models professional excellence in the classroom and the clinical arena to students: Exemplars of evidence: serves as a preceptor for undergraduate or graduate student, develops performance improvement plans for undergraduate or graduate students with evidence of student success, integrates current clinical practice guidelines/practices into the curriculum (didactic or clinical), is an active member of a professional organization, or committee member/officer (ANA, ONA, NONPF, OLN, NLN ambassador etc.) to provide student emulation of professional behaviors,
- Motivates and inspires students: Exemplars of evidence: individual success plans that bring students to success in the nursing curriculum; students that he/she advises goes onto graduate work/or become nurse researchers; mentoring/co-authoring student publications in peer review journals/poster sessions/podium presentations,
- Demonstrates collaborative teaching and inter-professional teaching: Exemplars of evidence: peer evaluations from inter-professional faculty, authors workshops or continuing education on inter-professional practice/evaluation of care/quality improvement/clinical projects; contributing member or key personnel on inter-professional education and training grants/private foundation grants/ federal grants/state grants; peer review teaching evaluations done by faculty from other disciplines,
- Links inter-professional education and collaborative practice in the classroom: Exemplars of evidence : documentation of: faculty practice in a collaborative practice setting; preceptors students in a collaborative practice; obtains clinical learning experiences for students in a collaborative practice; performs grand rounds with students in a multi-disciplinary setting,
- Realigns existing resources to establish linkage between inter-professional education and collaborative practice. Exemplars of evidence: documents outlining learning approaches fostering an integrated perspective on student learning through cooperation of more than one department, discipline, or division faculty in RHE or CHSP; develops curricula for inter-professional education; develops assessment tools of learning outcomes in inter-professional curricula,
- Creates and implements an innovative global/international learning experience for students: Exemplars of evidence: serves as a mentor/advisor for international/global learning experience for designated nursing or interdisciplinary/inter-professional students; documentation of application of cultural sensitivity training for students (discipline specific or inter-professional); utilizes cultural assessment

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tools in the classroom and in curricula; authors a peer review publication for transcultural or global learning experience,

- Creates innovative learning experiences of application of nursing/educational/social science theory/clinical theory in the clinical arena Exemplar of evidence: problem oriented case study for the classroom; concept mapping; development of clinical practice guidelines with students that are adopted by clinical organizations,
- Achieves and maintains certification as a Certified Nurse Educator: Exemplar of evidence: certificate of certification as a nurse educator by NLN,
- Demonstrates growth as a teacher: Exemplars of evidence: student evaluations, continuing education completed, develops teaching exemplars of current practice in the classroom (lesson plan/syllabi/evaluation methods they have developed over time),
- Serves as the principal investigator (PI) of funded education and training grants (federal or state): Exemplar of evidence: Electronic Transmittal Form designating PI status; Letter from Dean of CHSP stating appreciation for grant attainment,
- Serves as principal investigator (PI) of funded scholarship grants (Federal or state): Exemplar of evidence: Electronic Transmittal Form designating PI status; Letter from Dean of CHSP stating appreciation for grant attainment,
- Engages in scholarship that improves student learning outcomes and faculty understanding of pedagogy in traditional and distance based learning environments: Exemplars of evidence: awarded endowed chair for teaching excellence; editor of teaching learning peer review journal; copyright of learning assessment tools; copyright/publication of learning style assessment tools; development of a learning management system (platform for distance learning); designation as a Quality Matters trainer; develops quality assurance methodology for nursing curriculum; chairs the curriculum committee and develops administrative management of the assessment methods for nursing curricula; peer reviewed publications in education journals.

APPENDIX C

Examples of Artifacts Needed in Service Area

Examples include but are not limited to:

- Serving on the board of directors of a relevant agency
- Teaching class in a public school that requires the expertise of a nurse
- Professional practice
- Community outreach projects developed through the university
- Awards and other recognition related to community service
- Specific committee service such as American Red Cross, American Heart Association, March of Dimes
- Health services and/or community agencies
- Participating in science fairs and college day programs
- Professional leader in the community related to nursing
- In-services provided to health care professionals
- Committee/Task Force memberships
- Chairpersonships
- Recruitment of faculty and students
- Mentoring students and student groups
- Service in faculty governance
- Continuing education programs
- Professional organizations officer or member (state, national, or international)
- Committee involvement, School, College, University or professional organizations
- Task Force reports/policy statements
- Editorial Board/Referee/Reviewer for professional or scientific publications
- Discipline-related community service projects
- Invited presentations to the lay public
- Consultation with community healthcare agencies
- Honors and awards recognizing professional, scientific, and/or clinical service achievement would also be included in the Service area

APPENDIX D

Teaching Portfolio Guidelines

A teaching portfolio is used to describe, document, and reflect upon an individual's accomplishments as a teacher. It is a means to expose an audience (be that audience prospective employers, current colleagues, or PTCs) to the depth, breadth, and style of an individual's accomplishments in teaching. There are two important components to the teaching portfolio: (a) evidence of one's teaching skill and (b) reflection upon that evidence.

Common components in a teaching portfolio are:

- Philosophy of teaching.
- Teaching responsibilities, e.g., list of courses and information about those courses, selective syllabi.
- Evaluation of instruction.
- Activities to improve teaching effectiveness.
- Analysis of and reflection upon specific components of teaching, e.g., organizing, summarizing, and evaluating the set of teaching evaluations.

"There is no single correct recipe for preparing a teaching portfolio. Since it is a highly personalized product, like a fingerprint, no two are exactly alike. But as Shore and others (1986) point out, a good portfolio for promotion and/or tenure would normally contain items from three broad areas: the products of good teaching; material from oneself; and information from others" (Seldin, 1993).

"In compiling information in all three areas, the professor interested in improvement will scrutinize the connections among philosophy, methods, course materials, student feedback, peer reviews, and outcomes of learning. Using the portfolio to collect such details and recognizing the importance of *coherence* among the various dimensions of the instrument, the instructor becomes thoughtful and intentional in examining products and materials generated by self and others to verify the extent of actual *student learning*" (Zubizarreta, 1995, p. 15).

Possible items for inclusion in the teaching portfolio are listed in the three areas below:

I. The products of good teaching:

- a. Student scores on pre- and post-course examinations.
- b. Student essays, fieldwork reports, laboratory workbooks or logs.
- c. Examples of graded student essays showing excellent, average, and poor work.
- d. A record of students who succeed in advanced study in the field or are successful in the profession.
- e. Testimonials from employers or students about the professor's influence on career choice.

II. Material from oneself:

- a. A reflective statement of the professor's contribution to the teaching mission of the School/Department, institution, and/or discipline.
- b. Representative course syllabi which detail course content and objectives, teaching methods, readings, homework assignments and a reflective statement as to why the class was so constructed. This section will include any courses that have been developed by the candidate.

- c. A personal statement by the professor describing teaching goals for the next five years.
- d. Description of steps taken to improve teaching including changes resulting from self-evaluation, time spent reading journals on improving teaching, participating in seminars and workshops on sharpening instructional skill including the use of technology in teaching and the incorporation of the concepts of service learning.
- e. Summary of steps taken to identify students with special problems and to design teaching and assessment procedures, which facilitate their learning.

III. Material from others:

- a. Student course and teaching evaluation data, which suggest improvements or produce an overall rating of effectiveness or satisfaction.
- b. Statements from colleagues who have systematically reviewed the professor's classroom materials, the course syllabi, assignments, testing and grading practices, and reading lists.
- c. Invitations to teach from outside agencies, present a paper at a conference on teaching one's discipline or on teaching in general.
- d. Statements from colleagues who have observed the professor in the classroom as members of a teaching team or independent observers.
- e. Documentation of teaching/development activity through the Center for Teaching and Learning on campus.
- f. Statements from colleagues at other institutions on such matters as how well students have been prepared for graduate studies.

References

Seldin, P. (1993). *Successful use of teaching portfolios*. San Francisco, CA: Anker.

Zubizarreta, J. (1995). *The teaching portfolio for improvement and assessment of teaching performance: Resources for faculty development, tenure, and promotion*. San Francisco, CA: Anker.

APPENDIX E

NARRATIVE SUMMARY

The narrative summary is a personal summary of the candidate's case for promotion. It should be short, succinct, and to the point. RHE specifies a maximum of three (3) pages.

The summary will be written in complete sentences using either the first person or the third person narrative style. It should focus on the progressive growth while at Ohio University and indicate growth potential within the School of Nursing. The timeframe should be on the candidate's growth since the last promotion or since the beginning of employment at Ohio University whichever is the more recent. Illustrate how the School's criteria for promotion have been met.

Materials included within the appendices (Binder #2) will provide the evidence and/or support for the statements made in the narrative. There is no need to include everything. For example, if the candidate has had an article published that addresses a successful teaching strategy the inclusion of the article is sufficient evidence. There is no need to include all of the correspondence related to the article. Please remember that the narrative might include information about where, when, and frequency of citations of the work.

APPENDIX F

FORMAT for CURRICULUM VITAE

Special Note on Preparation of CV:

- *APA style should be used*
- *Font is Times New Roman 12 point*
- *Margins are 1" all sides*

Name

RN License No.: RN-XXXXXXX

ADDRESS:

PHONE: Home (XXX) XXX-XXXX, Cell (XXX) XXX-XXXX

e-mail:

Educational Preparation: *(reverse chronological order from most recent to earliest)*

- Date Degree/Field of Study

Certifications: *(include dates of certification, renewal, expiration)*

Academic Experience: *(reverse chronological order from most recent to earliest)*

Professional Experience: *(reverse chronological order from most recent to earliest)*

Scholarship: *(reverse chronological order from most recent to earliest)*

- **Publications (peer-reviewed):**
- **Publications (other):**
- **Grants: (indicate whether internal or external)**
- **Abstracts/Presentations: (reverse chronological order from most recent to earliest)**
(Please delineate refereed, invited and local, state, regional, national or international)

Awards/Honors:

- Date Type of Award/Location

Service:

- **Professional Affiliations:**
Date Name of Organization
- **Community Activities (selected):**
Date Activity
- **School of Nursing/Campus/University activities/Service:**
 - **School of Nursing**

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- Date Activity
- **Campus**
Date Activity
- **University**
Date Activity
- **Professional Associations:**

Teaching/Course Development:

Describe the courses taught/developed here

Interdisciplinary Contributions:

Describe your interdisciplinary activities/contributions here

Special Assignments/Responsibilities:

Describe any special assignments/responsibilities that do not fit into one of the above categories here.

References are available upon request.

*Insert your initials here with the date the CV was prepared/revised
(Example: AJK 6.9.2015)*

APPENDIX G

Format for Binders #1 and #2

Binder #1: This binder is the only binder forwarded to the Provost's Office

Style

- Write in first person
- Use 12-point, Times New Roman font
- Organize all supporting materials in a three-ring, loose-leaf binder, separating sections with tabbed pages. Do not use sheet/page protectors for any documents included in the binder.
- Arrange any ancillary supporting materials, including copies of publications, in a second three-ring, loose-leaf binder labeled Appendix.
- Clearly label both binders.

Format

All materials are to be arranged in the following format. Do not renumber or exclude any of the listed categories. If a category is not applicable, indicate N/A. Additional information, not contributing to a defined category is to be included in the Appendix binder.

Section I: Introductory Documents. The introductory documents are to be hole-punched and placed, in order, in front of the first divider.

1. Review Form for Promotion: Use the most recent version of the Review Form. It can be found on the Provost's site <http://www.ohio.edu/provost/apaa/instructor.cfm>
2. CHSP or RHE dean's letter regarding merit of the promotion proposal
3. Letter from the chairperson of the Group II Promotion Committee
4. Letter from the Division Coordinator when applicable
5. Letter from the director of the School of Nursing
6. Annual evaluation letters from the relevant committee/campus (beginning with the most recent) and include any promotion progress letters
7. Copy of the initial letter of Group II appointment and any subsequent letters revising the initial letter and copy of the last contract.

Section II: Promotion Summary Documents. The Promotion Summary Documents are to be arranged in the following order, separated by tabbed pages, within the primary binder. Documents that do not adhere to the following categories are to be included in the Appendix binder.

1. **Table of Contents**
2. **Academic Preparation**
List each academic degree earned, beginning with the most recent. Include, in this order, dates of study, degree awarded, institution, and location of the institution. Then list post-doctoral awards, residencies, and other post-graduate study, whether leading to a degree or not, beginning with the most recent.

3. **Professional Experience**

Beginning with the most recent, list your teaching and other professional experience. Include starting and ending dates, position title, institution, and location. Indicate changes in rank.

4. **Instruction and Advising**

- a. **Teaching Load:** Using the “Courses Taught” format provided, create a table that lists enrollments of courses you have taught, begin with the most recent and list term-by-term, for the past three to five years. Provide course numbers, titles, enrollments, and the roles of any collaborators (e.g. teaching assistants, teach teachers, readers, etc.). Indicate whether each course was taught on-load or overload or as an independent study. In a separate paragraph note any changes in your teaching responsibilities since your initial appointment.
- b. **Teaching Effectiveness:** Documents provided in this section will provide evidence of course organization, presentation, and requirements; student evaluation information; teaching awards and recognition; selection for teaching in special programs; and participation as a student in teaching enhancement programs. It will also include a statement of personal teaching philosophy.

Student Course Evaluations: Using the “Course Evaluations” table format provided, list the courses you have taught, beginning with the most recent, term-by-term, for the past three to five years; your overall student rating for each course; and the average student rating for the School of Nursing for each term. In an introductory paragraph, provide your readers with any guidance you deem necessary for understanding the numerical evaluations. Following the table, provide a summary of not more than three (3) pages of actual written student comments from a representative sample of courses. You may also include a maximum of three (3) unsolicited student letters in this section.

For any course taught by a team of faculty, describe your level of involvement. If the information is available, following the summary provide a comparison with average student evaluations for all instructors of similar courses in the School.

Teaching Awards and Recognition: Beginning with the most recent, provide a list of awards and other recognition of your teaching.

Selection for Teaching a Specialized Program: Provide a brief description of the special program and describe your involvement, i.e. selection process, teaching expectations, program outcomes, etc.

Participation in Teaching Enhancement Program: Beginning with the most recent example, list any formal workshops, seminars, short courses, and conferences that you have attended that have focused on teaching. In two or three sentences, provide a description of the program, including where and when it occurred, whether or the program was selective, the defined learning objectives for the program, and how the learned information has informed your teaching.

Other Evidence of Teaching Effectiveness: Provide a minimum of one peer review of your teaching for each term. Include any additional documentation that clearly supports your teaching effectiveness, e.g. letters from external reviewers or other faculty members. Maximum of five (5).

- c. **Interdisciplinary Teaching:** Beginning with the most recent experience, provide a narrative that details any responsibilities to teach outside of your discipline or to teach with others who are outside your discipline, and provide an assessment of your effectiveness.

- d. Advising and Supervision:** Beginning with the most recent year, indicate the number of undergraduate and/or graduate students you have advised. Also beginning with the most recent year, indicate any thesis and/or dissertation committees you have served on; detail any significant experiences supervising laboratory and field work or externships, directing independent study, or participating in Education Abroad programs, co-op programs, or other university sponsored educational programs. Detail any noteworthy experiences offering personal counseling to students or assisting in academic Student Affairs activities.
- 5. Professional Associations:** Indicate any memberships in professional associations, memberships on commissions and committees, offices held, or other professional activities. Describe any assessments of these activities.
- 6. Committees and Service**
Committees: Beginning with the most recent year, describe contributions to university governance through chairing or serving on school, campus, college, RHE, or Ohio University standing committees, task forces, work groups, and ad hoc committees.
Service: Beginning with the most recent year, list service to the campus or University, to include involvement in public activities, student activities, and contributions to community or civic organizations during which you represented Ohio University or your contributions resulted from your professional expertise.
- 7. Other Factors:** Documentation provided in this section should support and enhance the information provided in the Promotion Summary section. Examples might include publications or other scholarly activity related to teaching or evidence of innovation in teaching.
Publications or Scholarly Activity Related to Teaching: Describe any publications or other scholarly activity in which you have been engaged that directly relates to teaching, e.g. books, journal articles, workshops, editorships, etc. Copies of the publication or similar documentation is to be included in the Appendix. Note: Scholarship or other creative activity specific to your discipline and not directly related to teaching is to be included in the Appendix.
Innovation in Teaching: Describe any particularly innovative approaches you have developed for any of the courses you teach. Include approaches such as the use of active learning techniques, service learning, learning communities, problem-based learning, and/or original uses of technology.

Section III: Curriculum Vitae and Promotion Guidelines

1. Current, comprehensive curriculum vitae
2. School of Nursing promotion guidelines
3. CHSP or RHE promotion guidelines

Binder #2: All documents beyond those listed for Binder #1 are placed in Binder #2. Label this binder: Group I or II, Promotion Appendix.

You will be responsible for securing your own binder for the appendix documents. Any documents in this binder should be included in the following order, separated by tabbed pages.

1. **Table of Contents**
2. **Narrative Summary:** This is a personal summary of your case for promotion. Maximum of three (3) pages.
3. **Philosophy of Teaching:** a one (1) to three (3) page statement outlining your philosophy of teaching that describes your goals for instruction and your approach to the teaching-learning process. Indicate how your teaching fits into the missions of the School of Nursing, the CHSP or RHE, and the directions(s) you envision or continued development.
4. **Course Evaluation Computer Summaries**
5. **Additional Peer Evaluations**
6. **Additional Material from Colleagues**
7. **Additional Letters from Students**
8. **External Letters:** A copy of solicited or unsolicited letters of evaluation provided by any recognized master teachers or scholars in nursing education who are familiar with your work. If solicited, provide a copy of the letter requesting the evaluation. External letters must include contact information of individuals evaluating your work.
9. **Course Materials**
10. **Scholarship and Creative Activity Materials**
11. **Teaching Portfolio:** If you have been developing a teaching portfolio, you may include selections from it totaling not more than 30 pages. This material should document teaching effectiveness. You may also choose to provide a judicious selection (not more than 30 total pages) of one or two examples of original course materials, e.g. syllabi, handouts, examinations, laboratory exercises, and/or corrected student papers.
12. **Other (provide title)**