Guidelines and Criteria for Promotion and Tenure

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GRU Guidelines for Faculty Promotion and Tenure

University System of Georgia Board of Regents Policy Manual
http://www.usg.edu/policymanual/

Updated August 22, 2013 per Provost Request.
Guidelines and Criteria for Promotion and Tenure

These guidelines are intended to assist the College of Nursing (CON) individual faculty member, the department chairs, dean, and the promotion and tenure committee members in (i) selecting the appropriate pathway and track for their appointment, (ii) developing a personal career plan, (iii) assessing the faculty member's readiness to be considered for promotion and/or tenure, and (iv) preparing the promotion and/or tenure document.

I. Faculty Appointments

Full-time faculty in the CON will be appointed to either the tenure or to the non-tenure track at the rank of Instructor, Assistant Professor, Associate Professor or Professor. For those appointed to the Instructor rank, upon completion of a terminal degree the faculty member will be promoted to Assistant Professor regardless of time within the Instructor rank*. Recommendations will be made by the CON P & T committee to the Dean and will be made in accordance with the Georgia Regents University (GRU) statues and all appointments must comply with GRU and University System of Georgia (USG) policies.

*Waiver on file with the Provost for the CON, See Appendix A.

II. Faculty Development

The CON embraces, supports, and expects faculty activities aimed at obtaining distinction or merit for the faculty member in the areas of scholarship, teaching, and service and for the CON and the University. Faculty are expected to develop a five-year career development plan with their respective chair at time of initial goal setting and review the plan and update as necessary at the time of annual evaluation. While there is no standard workload assignment across the institution, faculty workload assignment is usually a mix of time assigned to scholarship (including research), teaching, and service and is mutually developed between the faculty and department chair. For the research investigator, the Associate Dean of Research will be a part of this collaborative effort. It is recognized that a comprehensive university will have faculty with varied areas of expertise and responsibilities and, therefore, the percent of effort in each of these areas will not be consistent across faculty members. Percent effort or activity reporting will be allocated for each faculty member based on college of nursing and individual career and professional goals as set forth by university policy and USG guidelines. The evidence put forth by the candidate will be assessed in terms of the candidate's chair-assigned effort distribution in the respective areas of scholarship, teaching and service. When a faculty member’s effort allocation is changed to meet the needs of the CON, the respective chair will place a letter indicating the change and the redistribution of effort that may draw a faculty member away from their intended trajectory for promotion and/or tenure within the faculty member’s file. A copy of this redistribution is given to the faculty member.

All academic faculty will be evaluated every five years by the CON P & T committee for scholarship/research, teaching, and service in meeting the needs of the mission of the CON. All
administrative faculty will be evaluated every five years by the CON P & T committee in the areas of teaching and service. These evaluations will commence from hire date and are not subject to change based on changes in track appointments or movement to administrative roles. This evaluation is to assess and encourage merit in all areas. A letter from the chair of the CON P & T committee will be given to the departmental chair or academic unit for placement in the faculty file with a copy given to the faculty member who was reviewed.

Definitions of scholarship, teaching and service were adapted from University System of Georgia’s Academic Affairs Handbook by the Georgia Regents University P & T committee. The website below contains the entire document including illustrative cases of faculty work in teaching, the various types of scholarship, and in service. Glossary is in Appendix B. Also see information at the link below:

http://www.usg.edu/academic_affairs_handbook/section4

Furthermore, the College of Nursing embraces Boyer’s Model of Scholarship. Boyer’s definitions and that of practice can be found in Appendix C.

III. Promotion and Tenure

As required by the USG and GRU policies, the CON sets forth the following guidelines for the award of promotion and tenure. See Figures 1 and 2. These guidelines specify three areas of assessment:

1. Scholarship
2. Teaching
3. Service

It is expected that faculty will contribute substantially in all three of these areas. Exemplary contributions in at least one of the first two areas must be made for non-tenure track faculty and in both of the first two areas for tenure track faculty. It is expected that all faculty engage in professional development that will enhance their scholarship, teaching and service responsibilities and meets the mission of the CON. General expectations for each area are presented and will be reviewed with the faculty at each annual agreement.

A. Promotion- General Criteria and Expectations for Promotion

There are two tracks for promotion: Tenure Track and Non-Tenure Track. Time in rank for promotion is equal to or greater than the minimum time given below, as described in the USG Academic and Student Affairs Handbook, 4.5 Award of Promotion:

http://www.usg.edu/academic_affairs_handbook/section4/C689

Years for service for promotion and tenure are based on a July 1 to June 30 fiscal year. Faculty hired between July 1 and October 1 will be credited with a year of service on the next July 1. Those hired after October 1 will begin their first year of credited service the following July 1.
Achieving years of service in rank is not sole justification for promotion. Part-time appointments do not count towards the minimum time requirement. If a faculty member moves between tracks, only years of service that are negotiated at the time of the move may be counted toward probationary credit towards promotion.

A candidate for promotion who is on the non-tenure track has a choice of being exemplary in either Scholarship or Teaching with substantial contributions in the other as well as Service. The area of exemplary focus should be aligned with the candidate's effort reporting.

A candidate for promotion who is on the tenure track must be exemplary in both Scholarship and Teaching with substantial contributions in Service.

A candidate for promotion must meet the expectations of the CON made explicit in annual agreements between the faculty member and chair in their annual evaluation.

In the case of administrators (Chairs and above) being considered for promotion, the individual's superior will appoint a 3-person committee to review the portfolio and make a recommendation on their administrative role. The three individuals will have the same or higher rank and tenure status for which the candidate is being considered. The candidate will be reviewed in the areas of scholarship, teaching, and service by the CON P & T committee. The recommendation is made to the Dean.

In the case of cross-departmental appointments within one college, the Dean shall designate the applicant's primary department for the purposes of this process upon hire and shall establish a procedure for appropriate consultation between the primary department and the other department in which the candidate holds appointment. Once established, the normal procedures for promotion will be followed. In the case of cross-college appointments, the Vice President for Academic Affairs or Provost shall designate the applicant’s primary department for the purposes of this process, establish a procedure for appropriate consultation between the primary college and other college(s) in which the candidate holds appointment, and notify deans and chairs of departmental P & T committees of the appropriate colleges as to the manner in which they should share the responsibility of making a recommendation on the candidate. **See Appendix D for criteria for promotion within ranks.**

**Minimal General Requirements for Rank Appointment:**

**Instructor** - the instructor will hold a master's degree in nursing or certification as an advanced practice registered nurse and an active license to practice nursing in the state of Georgia. The instructor should demonstrate the potential for growth in clinical practice and instruction.
**Assistant Professor** - The assistant professor will hold a terminal degree relevant to the area of practice, i.e. EdD, DNP, PhD if clinical educator, DNP if in clinical or research tracks, PhD in clinical or research tracks. The assistant professor will have an active license to practice nursing in the state of Georgia and demonstrate evidence of contribution appropriate to the profession and recognition at the local level.

**Associate Professor** - The associate professor will hold a terminal degree relevant to the area of practice, i.e. EdD if clinical educator, DNP if in clinical or research tracks, PhD in clinical or research tracks. The associate professor will have an active license to practice nursing in the state of Georgia and demonstrate evidence of substantial commitments in practice, instruction, and/or scholarship at the local and regional level.

**Professor** - The full professor will hold a terminal degree relevant to the area of practice, i.e. EdD if clinical educator, DNP if in clinical or research tracks, PhD in clinical or research tracks. The full professor will have an active license to practice nursing in the state of Georgia and demonstrate evidence of exemplary commitments in practice, instruction, and/or scholarship at the national and/or international level.

### B. Tenure- General Criteria and Expectations for Tenure

Tenure may be granted to those eligible faculty members whose professional accomplishments indicate that they will continue to serve with distinction in their appointed roles and uphold the strategic goals and mission of the GRU. Eligibility is determined by BOR8.3.7.4 "Award of Tenure". The criteria for promotion and tenure are similar, but not identical.

Tenure is awarded to those who demonstrate exemplary scholarship, exemplary teaching, and substantial service. The award of tenure is based on the achievement of distinction in an area of learning and the prediction of continued distinction throughout the individual's professional career. GRU will not confer tenure unless the faculty member achieves or demonstrates strong promise of achieving promotion in rank. See Appendix E: College of Nursing Criteria for Tenure within Ranks.

Tenure may be awarded, upon approval of the president, upon completion of a probationary period of at least five (5) years, and no more than seven (7) years, of full-time service at the rank of assistant professor or higher (BoR Minutes, August 2007). In order to be favorably considered for the award of tenure in the CON as an Assistant Professor, the candidate must be considered favorably for promotion to Associate Professor at the same time. For exceptional cases and probationary extensions see pg 17 of GRU Guidelines for Faculty Promotion and Tenure, http://gru.edu/universitysenate

1. **Pre-tenure Review**

   The purpose of the pre-tenure review shall be to provide the faculty member with a clear understanding of those areas of strength and development if the candidate is to continue progress toward successfully achieving tenure.

   a. **Review Timing**

      Annually by August 1st, the Office of Faculty Affairs will provide the Dean a list of faculty who are not yet tenured and have completed their third year on the tenure track. The respective CON department will provide a comprehensive
pre-tenure review of each faculty member on their list. This review shall be completed prior to January of the faculty member’s 4th year of non-tenured service. Similarly, a mid-course review shall be conducted in those cases in which the faculty member has been hired with prior credit. Assuming a tenure review normally occurs in the 6th year of service, this mid-course review shall occur in the year that divides the difference between the years of credited service and year 6 in half (e.g., a person hired with 2 years credit would undergo this review during the second year of institutional service). The purpose of this review shall be to provide the faculty member with a clear understanding of those areas that might need attention if the candidate is to continue his or her progress toward successfully achieving tenure.

b. Review Process

This review will be conducted by a committee of at least three tenured faculty members from the candidate’s department. If an insufficient number of tenured faculty exist within the department, tenured faculty from a related field may serve on the committee (e.g. for nursing, a member from the College of Allied Health would be considered); however, the candidate must consent to the appropriateness of the appointments. This may be the departmental P & T Committee.

c. Basis of Review

The committee shall review the candidate's progress toward the completion of the requirements of tenure as outlined in the Policy Library. The approved criteria for the CON shall be used for these reviews. The content and format for the pre-tenure portfolio should be similar to that specified by the CON for promotion and tenure. However, the candidate will not be required to provide internal or external letters of support. The review process and subsequent pre-tenure review document development must be completed and submitted in accordance with the approved GRU promotion and tenure calendar.

The CON P & T committee is to review the above materials to examine the accomplishments of the candidate and provide constructive assistance to the tenure-track faculty member seeking tenure. The committee should note the candidate’s accomplishments and address in detail any areas of weakness that the candidate should address as well as change in orientation or activities that might aid the candidate in meeting the requirements for tenure. The committee will prepare a written report summarizing its recommendations for improvement. The written report of recommendations should also remind the candidate that the committee's comments are intended as an aid to achieve tenure, but that the successful satisfaction of the committee’s recommendations will not alone guarantee a positive tenure review. The faculty member is encouraged to continue working with his/her departmental chair.

d. Reporting and Follow-Up

Upon completion of the review the CON P & T committee will produce a written summary of its recommendations, a copy of which shall be delivered to the candidate and the candidate’s departmental chair. The candidate and chair will review the document together. This document should be submitted to the Dean for consideration and approval. The CON Dean's office will submit to the Office of the Provost a copy of the approved review document and advancement plan.
signed by the faculty member, chair, and Dean. The Provost will review with the Dean the faculty members that are not achieving suitable progress towards tenure. The Provost will review with the Dean faculty members that are not achieving suitable progress towards tenure.

2. Application Process
The list of faculty eligible for promotion is generated by HR-Faculty Affairs and sent to the Dean of the College of Nursing. The Dean distributes the list of candidates to the appropriate departments. The department chair informs the faculty member. The faculty member makes the decision to pursue promotion and/or tenure. The faculty member has the right and is encouraged to discuss this decision with his or her chair before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process. Once decided, the faculty member needs to notify the Chair of his or her decision to apply and follow the guidelines for application and for the development of a portfolio found in section III, C.

Candidate portfolios will be examined by two unbiased and unpaid external reviewers at the same rank, practice and research focus at comparable institutes. The candidate may provide one reference whereas the other will be solicited by the chair of the departmental P & T committee. These reviews will include a check list for the external reviewer to complete and submit with a letter of report to the CON P & T committee. See Appendix F for sample letter of invitation to review.

3. Post-tenure Review
The CON is required to conduct an every five year, regularly scheduled review of tenured faculty to provide ongoing assessment of scholarship, teaching and service activities of individuals after they have been granted tenure. A Post- Tenure Development Plan (PTDP) will be developed if any performance areas are found to be deficient.

a. Review Timing
The review process for an individual shall be conducted five years after the most recent promotion or personnel action, and reviews will continue at five-year intervals unless interrupted by a further review for promotion. The review shall be completed no later than the end of that academic year. If an individual is on leave at the time of the review, the member will be reviewed during the first academic year after his/her return.

b. Review Process
All tenured faculty will be reviewed with the following exception: tenured faculty members with a primary administrative appointment (greater than 50% time commitment) at the level of Assistant Dean and above will not be subject to post-tenure review. If such an individual leaves that administrative position and returns to a primary academic position, he/she will then become subject to post-tenure review according to the guidelines within the CON. The first review will occur at the end of three years of service in the primary academic appointment.
The review will be conducted by at least three tenured faculty in the CON. A representative of the individual's department may be included as a non-voting member of the review committee.

The review will encompass teaching, research/scholarly achievement, and service. It will be based upon the faculty member's current job description, faculty evaluations and post-tenure review portfolio.

c. **Review Documents**

The approved criteria for the CON shall be used for these reviews. The content and format for the post-tenure portfolio should be similar to that specified by the CON for promotion and tenure. However, the candidate will not be required to provide internal or external letters of support. The portfolio should include evidence of scholarship, teaching, and service consistent with chair-assigned effort. Other reports/forms as appropriate for the last five years and Curriculum Vitae consistent with the GRU format are included. Competence in all three areas is expected as is excellence in the areas of primary activity. Lack of activity in an area for three years shall be deemed unsatisfactory.

d. **Review Report Follow Up**

Upon completion of the review the committee will produce a written summary of its recommendations of which a copy shall be submitted to the faculty member and the member's departmental chair. The Chair and the review committee will come to an agreement on the content of the review. If they cannot come to an agreement, the Dean will be consulted.

The faculty member and chair will, then, review the document together. The individual faculty member will be provided with a written copy of the report at least five working days prior to the meeting. The faculty member and Chair will sign the document after review. The faculty member, if he/she desires, may prepare a written response. The Chair will then transmit the report and any response to the Dean. In the case of reviews of Department Chairs the results will be communicated directly to the Dean. After review by the Dean, the CON Dean's office will submit to the Provost and Executive Vice President for Academic Affairs the report and any response with a recommendation for further action or no further action.

In instances where areas of deficiency are noted and further action required, the Chair is responsible, in consultation with the faculty member, departmental P & T committee, and Dean, for establishing a Post-Tenure Development Plan (PTDP) directly related to the findings of the post-tenure review and identifying appropriate resources for completion of the PTDP. If a PTDP is required for a Chair, it will be developed by the Dean in consultation with the Chair and the departmental P & T committee. The PTDP shall be included in the post-tenure report and submitted to the Executive Vice President for Academic Affairs and Provost.

e. **Post-Tenure Development Plan (PTDP)**

The PTDP will:

- specify goals or outcomes that are required by the faculty member to overcome identified deficiencies.
• outline specific activities that will be undertaken to achieve the goals and outcomes.
• set appropriate times within which the goals or outcomes will be accomplished (which should not exceed 3 years).
• indicate the criteria by which progress will be monitored, and include a plan to monitor progress and reassess the plan annually as part of the faculty member's annual evaluation.

The Dean will be responsible for financial arrangements associated with the PTDP. If the nature or scope of the PTDP is such that an individual cannot carry out other duties, the Chair and the Dean will make other arrangements for these duties to be completed.

At the end of the PTDP the faculty member shall be reviewed by a three-member review committee. If the same committee members are not available, the departmental P & T committee should have members upon whom the faculty and departmental P & T committee chair agree. Results of the review will be submitted in writing to the department Chair. The Chair and the committee will come to an agreement on the content of the review. If they cannot come to an agreement, the Dean will be consulted.

1) Upon satisfactory completion of the PTDP the faculty member shall continue with five-year reviews, such time commencing with the next academic year after completion of the PTDP.

2) If completion of the PTDP is deemed unsatisfactory by the review committee, the Chair and the Dean, this decision with a recommendation from the Chair and Dean will be referred to the President for further action.

f. Review Appeals

Faculty members shall have an avenue for appeal of decisions made from annual review or post-tenure review, or for disagreement with a PTDP, or any other subsequent actions resulting from the evaluation process.

1) Decisions by the departmental review committee or departmental Chair may be appealed to the CON P & T committee within 10 days of written notification of a decision, action or finalization of a PTDP. Decisions by the CON P & T committee may be appealed to the Dean within 10 days of written notification of a decision, action or finalization of a PTDP.

2) Decisions by the Dean may be appealed to the President within 10 days of the written notification of the decision. The President shall refer the appeal to an ad hoc Appeals Committee composed of the Chair of the FADPT Subcommittee of the Faculty senate and four corps of instruction members to be named by the President, two of whom must be members of the Faculty Senate, one of whom must be from the College of the appellant, and in the case of post-tenure review appeals, three of whom shall hold tenure. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The President shall inform the Dean and the Executive Vice President for Academic Affairs and Provost that an appeal has been
submitted and is under review. The findings and recommendations of the ad hoc Appeals Committee shall be made to the President. The appellant will be notified of the President’s decision with copies to the Dean and Executive Vice President for Academic Affairs and Provost.

3) Decisions by the President may be appealed in writing to the Board of Regents within 20 days of notification of the President’s action.

4. Exceptions to Tenure expectations
   a. Administrators - In the case of administrators (Chairs and above) being considered for tenure, the individual’s superior will appoint a 3-person committee to review the portfolio and make a recommendation on their administrative role. The three individuals will have the same or higher rank and tenure status for which the candidate is being considered. The candidate will be reviewed in the areas of scholarship, teaching, and service by the CON P & T committee. The recommendation is made to the Dean.

   b. Cross-Departmental and Cross-College Appointments (Adjunct Faculty) - In the case of cross-departmental appointments within one college, the dean shall designate the applicant’s primary department for the purposes of this process upon hire and shall establish a procedure for appropriate consultation between the primary department and the other department in which the candidate holds appointment. Once established, the normal procedures for tenure review will be followed. In the case of cross-college appointments, the Vice President for Academic Affairs shall designate the applicant’s primary department for the purposes of this process, establish a procedure for appropriate consultation between the primary college and other college(s) in which the candidate holds appointment, and notify deans and chairs of departmental P & T committees of the appropriate colleges as to the manner in which they should share the responsibility of making a recommendation on the applicant.

C. Portfolio Guidelines for Promotion and/or Tenure
   These guidelines detail the portfolio format and contents that must accompany the request for promotion and/or tenure. Departments may require or request additional information to help them make their decisions, but these materials remain at the departmental level.

1. Required Organization and Format of the Portfolio
   The applicant will prepare the document electronically. The portfolio shall be organized as follows. The details of the following list of items are described in section B below.

   1) Application Form(s)
   2) Curriculum Vitae
   3) Letters of Recommendation
   4) Annual Performance Evaluation Forms provided by Human Resources.
   5) Statement of Scholarship
No other materials shall be included in the portfolio when submitted to the University P & T Committee.

2. Details of the Portfolio

1) Application Forms(s). A candidate for promotion and tenure should submit separate forms. The forms can be found at http://www.gru.edu/hr/faculty-support- ser/procedures/promotionandtenure.php.

2) Curriculum Vitae. The candidate should include a Curriculum Vitae in the prescribed format found at http://www.gru.edu/hr/faculty-support- ser/procedures/promotionandtenure.php.

3) CON Percent effort reports/activity reports. The candidate should include the last 3 years of semester percent effort reports/activity reports including any changes made based on the CON's need. This is not included in portfolio when it advances to the University P & T Committee.

4) Letters of Recommendation. Candidates applying for promotion to Assistant Professor and above and the awards of tenure will include external letters of recommendation. The candidate may recommend external colleagues with national or international standing from other institutes that have sufficient knowledge of his or her work. The recommendations are given to the P & T Departmental Committee Chair who will solicit the letters. The following table describes the number of external letters of recommendation required for each rank and tenure.

<table>
<thead>
<tr>
<th>Rank Being Promoted to</th>
<th>College Minimum Number of External Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>3</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>4</td>
</tr>
<tr>
<td>Professor</td>
<td>5</td>
</tr>
<tr>
<td>Tenure</td>
<td>5</td>
</tr>
</tbody>
</table>

The College of Nursing also requires two internal letters of recommendation solicited by the faculty member in addition to the external letters that required. These letters are forwarded to the chair of the departmental P & T committee by the person designated by the faculty member.

5) Annual Performance Evaluation Form provided by Human Resources. The summary page(s) since the time of the last review or promotion are needed.
6) **Statement of Scholarship.** This is a maximum of one page, single-spaced document completed in Calibri 12 point. This narrative will highlight the significance of the candidate’s scholarship, including publications, presentations and other examples of scholarship. The candidate should explain how his or her scholarship contributes to regional, national or international prominence, appropriate to rank.

7) **Achievement of Scholarship Summary.** The candidate should present information that best supports their candidacy based on expectations of their discipline since the time of their last review or promotion. This information should be presented in the most concise manner possible using lists, tables and diagrams. The following are examples that can be included:

a. Faculty member’s publications that explicitly designates peer-reviewed material from his or her publications including the Scholarship of Teaching and Learning, and the Scholarship of Engagement, and any evidence consistent with USG 4.7.2: The Scholarship of Discovery.

b. All funded research activities.

c. All grants, fellowships, and scholarships with funding amounts. List all non-funded grants applied for.

d. Invited seminars and presentations.

e. Refereed conference presentations.

f. Up to 10 of the candidate's most significant publications since the time of appointment or the last promotion may be included. This does not imply that every publication is of equal intellectual merit. The candidate should define and make the case for what is significant.

8) **Statement of Teaching.** This is a maximum of one page, single-spaced document completed in Calibri 12 point. This narrative will highlight the candidate’s teaching philosophy, methods and procedures and how these contribute to student learning as well as highlight the candidate’s contributions to student advising and mentoring.

9) **Achievement in Teaching Summary.** The candidate should present information that best supports their candidacy based on expectations of their discipline since the time of their last review or promotion. This information should be presented in the most concise manner possible using lists, tables and diagrams. The following are examples that can be included:

a. Summary sheets of faculty and course evaluations and other teaching forums for the past 5 years are required.

b. Evidence of Peer Review, including letters from peers who have observed the candidate’s teaching are required.
c. Advisors of graduate student projects should include communications from up to 5 graduate students, advisees, etc. that address the quality of the supervision that the student received.

d. A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students, etc.

e. List of course and evaluation development activities.

f. Evidence that the candidate assesses whether or not there has been success in increasing student learning outcomes.

g. An annotated list of pedagogical literature and instructional development sessions that have influenced the faculty member’s teaching and how the faculty member has addressed this information in planning his or her classes and instructional strategies.

h. Student performance on standardized examinations pertinent to nursing and/or student performance in subsequent courses.

10) **Statement of Service.** This is a maximum of one page, single-spaced document completed in Calibri 12 point. This narrative will highlight the candidate’s service to the community, profession, his or her department, college, GRU and/or USG.

11) **Achievement in Service Summary.** The candidate should present information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables and diagrams. The following are examples that can be included:

a. International, national, or regional professional committees, including any office held.

b. USG, GRU, college or departmental committees, organized by level indicating any leadership roles.

c. Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life.

d. Evidence that that faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.

e. Evidence that the faculty member contributes to the continuous improvement of public higher education.

f. Evidence that the faculty member contributes in some way to the public good.
g. Evidence that the faculty member has served his or her profession through professional organization and/or other professionally oriented entities.

h. Evidence that the faculty member has participated in clinical patient care.

Appendix A: Waiver for Instructors Earning Terminal Degrees
Once the initial application has been made, a candidate may not subsequently submit additional materials or rebuttal documents without prior written consent of the chair of the college P & T committee. In unusual circumstances, the committee may initiate a request for the candidate to submit supplementary or rebuttal documents.

D. Promotion and Tenure Appeals
The College of Nursing will follow the GRU guidelines on promotion and tenure appeals. The guidelines are listed below:

1. Georgia Regents University Promotion Appeals

i. The individual faculty member shall have an avenue for appeal of recommended decisions at each level of the promotion review process within 10 business days from the date of communication of the decision to the candidate. The appeal should be made in writing to the appropriate individual in the next level of the appeal process (See Promotion Appeal Process document). The letter of appeal must contain the rationale for appealing the decision.

Notification of the recommended decision made by the appellate body will be made electronically as well as in written form. The letter of notification must include the rationale for the decision.

a. Recommendations by the departmental review committee or departmental Chair maybe appealed to the CON P & T committee and then to the Dean through the CON's established channel for appeal.

b. Decisions by the Dean may be appealed to the Provost within 10 business days of the written notification of the decision. The Provost shall refer the appeal to an ad hoc Appeals Committee composed of the Chair of the University Promotion and Tenure Committee and four additional members to be named by the Provost, two of whom must have served on the University Faculty Senate. The committee members must be at rank the candidate is being considered for promotion to or higher. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the ad hoc Appeals Committee shall be made to the Provost. The Provost makes a recommendation to the President who makes the final decision. The appellant will be notified of the President's decision with copies to the Dean, Executive Vice President for Academic Affairs and Provost.
c. Recommendations of the President may be appealed in writing to the Board of Regents within 20 business days of notification of the President's action.

II. The procedures for appeal at each level shall be available through the department and through the Dean's office. The appeal decision must be returned to the recommending body.

2. Georgia Regents University Tenure Appeals

I. The individual faculty member shall have an avenue for appeal of recommended decisions at each level of the promotion review process within 10 business days from the date of communication of the decision to the candidate. The appeal should be made in writing to the appropriate individual in the next level of the appeal process (See Tenure Appeal Process document). The letter of appeal must contain the rationale for appealing the decision.

Notification of the recommended decision made by the appellate body will be made electronically as well as in written form. The letter of notification must include the rationale for the decision.

a. Recommendations by the departmental review committee or departmental Chair may be appealed to the Dean through the CON's established channel for appeal.

b. Decisions by the Dean may be appealed to the Provost within 10 business days of the written notification of the decision. The Provost shall refer the appeal to an ad hoc Appeals Committee composed of the Chair of the University Promotion and Tenure Committee and four additional members to be named by the Provost, two of whom must have served on the University Faculty Senate. The committee members must be at rank the candidate is being considered for promotion to or higher. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the Provost. The Provost makes a recommendation to the President who makes the final decision. The appellant will be notified of the President's decision with copies to the Dean, Executive Vice President for Academic Affairs and Provost.

c. Recommendations of the President may be appealed in writing to the Board of Regents within 20 business days of notification of the President's action.

II. The procedures for appeal at each level shall be available through the department and through the Dean's office. The appeal decision must be returned to the recommending body.
E. Records of Promotion and Tenure Reviews
All records of reviews will be retained by the Dean's office. At the end of each academic year the College of Nursing must forward to the office of the Executive Vice President of Academic Affairs and the Provost the names of faculty members reviewed that year, the results, and the names of each member of the review committees.

IV. Promotion and Tenure Committee Guidelines
Promotion and tenure committee chairs at each level (department and college) will provide a brief written summary of each committee recommendation for promotion and/or tenure. The summary will address scholarship, teaching, and service. This summary will be added to the promotion/tenure portfolio as it moves to the next level of review.

Committee Membership:
No individual can serve on more than one Promotion and Tenure (P & T) Committee at different levels (department, college, university). No faculty member in a position at or above the level of department chair shall serve on any Promotion and Tenure committee. All committee members shall adhere to the Georgia Regents University Individual Conflicts of Interest Policy: http://policy.georgiahealth.edu/2012/09/23/individual-conflicts-of-interest-policy/

1. The College of Nursing Promotion and Tenure Committee will consist of 7 members of which 5 members will be tenured. Each CON member will have full-time faculty appointments and will hold the rank of Associate Professor or Professor. The 7 members will represent the departments of Physiological Technical Nursing, Biobehavioral Nursing, Distance learning campuses, undergraduate and graduate education. Exceptions to this committee membership policy may be appealed by the CON P & T committee to the Dean and then to the Provost. The Provost will review the college membership annually.

2. Approximately one-third of committee membership will be elected each year. Initial committee members will be elected to one-, two-, three-year terms. Members will not serve consecutive terms.

3. All committee members vote on promotion decisions. Only tenured members of the committee shall vote on tenure decisions. A minimum of five tenured individuals on the committee are required for a vote on tenure.

4. A quorum will consist of 75% of those eligible to vote who must be physically present or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as no vote.

5. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college shall be appointed by the CON P & T committee in consultation with the Dean to serve on the College Promotion and Tenure Committee. When outside members are appointed to the college P & T committee, every effort shall be made to solicit members who have some understanding of the nursing disciplines contained within the college and some familiarity with those discipline's norms for excellence and the understanding that their appointment is only for one
year. The procedures used to place outside members on the committee must be harmonious with the elected proportions described in 1.

6. Appeals of the College Promotion and Tenure Committee decisions are to be made in accordance with the GRU Promotion and Tenure Appeals procedures.

7. If a committee member who is serving at any level can be perceived as having a conflict of interest with a faculty member under review, the committee member must recuse their duties. If there are not enough members to compose the appropriate requirements to fulfill the duties of the P & T committee, a temporary committee member maybe appointed by the chair of the respective committee in collaboration with the Dean of the College of Nursing.

8. The **Departmental P & T committees** will consist of 5 members of which 3 members will be tenured. Each CON member will have full-time faculty appointments and will hold the rank of Associate Professor or Professor. The five members will be elected by the respective department with the respective Chair conducting the election process. Exceptions to this committee membership policy may be appealed by the departmental P & T committee to the Dean and then to the Provost. The Provost will review the college membership annually.

9. Approximately one-third of committee of the departmental membership will be elected each year. Initial committee members will be elected to one-, two-, three-year terms. Members will not serve consecutive terms.

10. All committee members vote on promotion decisions. Only tenured members of the committee shall vote on tenure decisions. A minimum of three tenured individuals on the committee are required for a vote on tenure.

11. A quorum will consist of 75% of those eligible to vote who must be physically present or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as no vote.
Figure 1
Promotion Process for the College of Nursing Adapted from
Georgia Regents University Process

The list of faculty eligible for promotion is generated by HR-Faculty Affairs and sent to the Dean of the College of Nursing. The Dean distributes the list of candidates to the appropriate departments. The department chair informs the faculty member. The faculty member makes the decision to pursue promotion. The faculty member has the right and is encouraged to discuss this decision with his or her chair before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process. (See GRU Guidelines for Faculty P & T, page 7)
The list of faculty eligible for tenure is generated by HR-Faculty Affairs and sent to the Dean of the College of Nursing. The Dean distributes the list of candidates to the appropriate departments. The department chair informs the faculty member. The faculty member makes the decision to pursue tenure. The faculty member has the right and is encouraged to discuss this decision with his or her chair before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process. (See GRU Guidelines for Faculty P & T, page 8)
Appendix A
Waiver for Instructors Earning Terminal Degrees

-----Original Message-----
From: Bettie Horne [mailto:bettie.horne@usg.edu]
Sent: Wednesday, October 18, 2006 5:35 PM
To: Goldstein, Barry
Subject: reply to your letter regarding Doctor of Nurs Practice Degree Program at MCG

Dr. Goldstein,

Dr. Butler has asked me to forward to you his opinion on this matter. Because completion of this doctoral degree supports an exception to the promotion policy which requires three years at the rank of instructor, we therefore authorize the institution to submit the names of these individuals for promotion when they complete the Doctor of Nurse Practice.

The responsibility for transmitting these names to us will remain with your office, of course, since we have no way to track them.

Thank you for bringing this matter to our attention for resolution.

br
--
Dr. Bettie Rose Horne
Interim Associate Vice Chancellor for Faculty Affairs The University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334
telephone: 404 - 656 - 0764
FAX: 404 - 651 - 7160
cell: 864 - 554 – 7811

******************************************************************************

>>> Barry Goldstein 10/18/2006 8:52 PM >>>
It means... We can promote them when they complete the degree.

-----Original Message-----
From: Lucy Marion
To: Goldstein, Barry < BDGOLD@mail.mcg.edu >
Creation Date: 10/18 5:50 pm
Subject: Re: Fw: reply to your letter regarding Doctor of Nurs Practice Degree Program at MCG

I am confused by this but I can ask you tomorrow about it. Thanks Lucy

Lucy N. Marion, PhD, RN, FAAN
Dean and Professor
School of Nursing, Medical College of Georgia
997 St. Sebastian Way
Augusta, GA 30912
O 706 721 3771
F 706 721 6258

>>> Barry Goldstein 10/18/2006 5:41 PM >>>
FYI
Appendix B
Georgia Regents University Glossary of Promotion and Tenure Terms

This Glossary of Promotion and Tenure Terms was adapted from relevant University System of Georgia policies, including the USG’s Academic Affairs Handbook. It defines the terms used in the Georgia Regents University Promotion and Tenure document.

Regular, full-time: Regular, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months. The term “full-time” denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms. Only regular, full-time faculty can be employed in a position that is on the tenure track.

Regular, part-time: Regular, part-time includes those positions in which the faculty member is employed part-time at a work commitment between .5 FTE and .99 FTE for a continuous period that is expected to exceed six (6) months. Regular, part-time faculty are not eligible for tenure and cannot hold a position that is on the tenure track.

Special exception to the above: Faculty who hold a professorial rank in a tenure track position of assistant professor or above, and who also hold a part-time or full-time appointment with the Veteran’s Administration Medical Center-Augusta (VA) shall be eligible for the award of tenure in accordance with Section 8.3.7.9 of the policy of the Board of Regents of the University System of Georgia. The tenure of a faculty member who also holds a VA appointment shall apply only to that portion of the faculty member’s salary and benefits that are provided directly by the University. In no event shall the award of tenure to faculty holding such joint appointments obligate the University to assume any portion of the salary or other benefits provided by the VA.

Regular-Limited Term, full-time: Regular-Limited Term, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months but whose positions are intended to have a limited-term that is generally not to exceed more than three successive one (1) year appointments. The term “full-time” denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms. Regular – Limited Term, full-time faculty can only be employed in a position that is not on the tenure track, and time served in a Limited Term appointment cannot generally be used as credit toward tenure at a later date.

Temporary, part-time: Temporary, part-time faculty are employed at a work commitment of .49 FTE or less, generally on a per course basis. Temporary, part-time faculty are not eligible for tenure.

Appointment unit: This is faculty member’s academic home, the academic unit or department to which the faculty member is assigned for tenure and promotion purposes and wherein his/her primary faculty appointment resides. The academic home also serves as the “tenure home” for those faculty who are in a tenure-track position.

For the terms, "Teaching," "Scholarship," and "Service", the website below contains the entire document including illustrative cases of faculty work in teaching, the various types of scholarship, and in service.

http://www.usg.edu/academic_affairs_handbook/docs/cases_of_faculty_work.pdf
TEACHING

Definition: Scholarly teaching is teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible.¹

Evidence of Scholarly Teaching:
- Evidence that the faculty member reads the pedagogical literature, or attends instructional development sessions, in his/her own discipline and then branches out to the broader pedagogical literature.
- Evidence that the faculty member tries some of the teaching methods from the literature/instructional development sessions in his/her own classes.
- Evidence that the faculty member assesses whether or not h/she has been successful in increasing student learning by doing some formative evaluation with his/her students, adjusting his/her approach, asking a peer to come into the class to review the changes h/she has implemented.

SCHOLARSHIP

The Scholarship of Teaching and Learning
Definition: The Scholarship of Teaching and Learning is the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community”.²

Evidence of the Scholarship of Teaching and Learning:
- Evidence that the faculty member’s scholarship in the schools or in the university classroom is public, peer reviewed and critiqued.
- Evidence that the faculty member’s scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published.
- Evidence that the scholarship builds upon previous scholarship and shared concerns.
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning.

The Scholarship of Engagement
Definition: The Scholarship of Engagement in schools is characterized by the following:
- It is to be conducted as an academic engagement with the public schools;
- It is to involve the responsible application of knowledge, theory and/or conceptual framework to consequential problems;
- It should test a research question or hypothesis;
- One must be able to use the results to improve practice and inform further questions; and
- Resulting work should be available for dissemination for peer review of results.

Evidence of the Scholarship of Engagement:
- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools.
Evidence that the faculty member applies relevant knowledge toward resolution of the identified need.
Evidence that the faculty member assesses the impact of the engagement.
Evidence that the faculty member disseminates for peer review the results of the outreach.

The Scholarship of Discovery

Definition: The Scholarship of Discovery is basic research in the disciplines including the creative work of faculty in the literary, visual, and performing arts. It is the “pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead”. It contributes to the stock of human knowledge in the academic disciplines.

Evidence of the Scholarship of Discovery:
- Evidence that the faculty member’s research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere.
- Evidence that the faculty member’s research represents quality, rather than mere quantity.
- Evidence of the faculty member’s publications in high quality refereed journals and the quality and quantity of citations and reprints of h/her research publications. If appropriate for the discipline, evidence of the ability to attract extramural funding.
- Evidence of invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of the Scholarship of Discovery.

SERVICE

Definition: service is outreach or engagement by higher education faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public higher education. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation / vertical alignment, etc.

Evidence of Service:
- Evidence that the faculty member links his/her work in some way to public contemporary issues and/or to improving the quality of life.
- Evidence that the faculty member, either through his/her scholarly work and/or service, applies h/her knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of public higher education.
- Evidence that the faculty member contributes in some way to the public good.
REFERENCES


Appendix C
Supplemental College of Nursing Glossary of Promotion and Tenure Terms

The CON faculty embraces Boyer’s Model of Scholarship as further evidence of scholarly activities:

The Scholarship of Discovery - build new knowledge through traditional research
- Publishing in peer-reviewed forums.
- Producing and/or performing creative work within established field.
- Creating infrastructure for future studies.

The Scholarship of Integration - interpret the use of knowledge across disciplines
- Preparing comprehensive literature review.
- Writing a textbook for use in multiple disciplines.
- Collaborating with colleagues to design and deliver core content.

The Scholarship of Application - aid society and professions in addressing problems
- Serving industry or government as an external consultant.
- Assuming leadership roles in professional organizations.
- Advising student leaders, thereby fostering professional growth.

The Scholarship of Teaching - study teaching models and practices to achieve optimal learning.
- Advancing learning theory through classroom research.
- Developing and testing instructional materials.
- Mentoring graduate students.
- Designing and implementing a program level assessment system.

References


D. PRACTICE (Subject to change as University has not defined)

Definition: practice includes the provision of patient care according to the Standards of the Nurse Practice Act in actual and virtual patient care settings. The advanced practice nurse role models, coaches and/or assists students in the provision of patient care. The advanced practice nurse possesses exemplary skills, moral perception, judgment, and behavior that reflect respect for human values, dignity and rights.

Evidence of Practice:
* evidence drawn from such sources as the collective judgment of students, of supervisors, peers or other team members in the practice setting, and of colleagues who have visited the faculty member’s clinical site.
**Appendix D**

*College of Nursing Criteria for Promotion within Ranks*

**Promotion to Assistant Professor**
Has met the criteria for clinical instructor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>3 yrs Instructor at GRU</td>
<td>3 yrs Instructor at GRU</td>
<td>3 yrs Instructor at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Assist with and initiate own program of funded research. Submit 1-2 internal or external grant applications under the tutelage of a co-investigator.</td>
<td>Used evidence based practices in clinical and educational activities.</td>
<td>Assist with and initiate own program of funded research. Submit 1-2 internal or external grant applications under the tutelage of a co-investigator.</td>
</tr>
<tr>
<td>Service</td>
<td>Active in University and College committees. Membership in professional organizations.</td>
<td>Active in University and College committees. Membership in professional organizations.</td>
<td>Active in University and College committees. Membership in professional organizations.</td>
</tr>
<tr>
<td>Evidence of Local Reputation</td>
<td>Reputation as an excellent researcher/clinician.</td>
<td>Reputation as an excellent clinician/educator.</td>
<td>Reputation as an excellent researcher/educator.</td>
</tr>
</tbody>
</table>
Promotion to Associate Professor  
Has met the criteria for Assistant Professor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>4 yrs Assistant Prof at GRU</td>
<td>4 yrs Assistant Prof at GRU</td>
<td>4 yrs Assistant Prof at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Continuous improvement and contribution in area research with submission of 2-3 internal or external grants; obtained funding of program of research; and published 3 peer-reviewed articles. Mentorship of others in research. Regional and national reputation in area of research.</td>
<td>Presents or publishes* 2 scholarly activities regarding clinical and/or educational insights at the local or regional level. Mentorship of others in teaching or clinical practice.</td>
<td>Continuous improvement and contribution in area research with submission of 2-3 internal or external grants; obtained funding of program of research; and published 3 peer-reviewed articles. Mentorship of others in research. Regional and national reputation in area of research.</td>
</tr>
</tbody>
</table>
| Teaching                       | Demonstrated effectiveness and student engagement in the clinical setting.  
Satisfactory advising.  
Served as member on DNP or PhD advising committees. | Demonstrated effectiveness and infusion of new methodologies in classroom teaching and clinical setting.  
Satisfactory advising.  
Served as member on DNP or PhD advising committees. | Demonstrated effectiveness and infusion of new methodologies in classroom teaching.  
Satisfactory advising.  
Served as member on DNP or PhD advising committees. |
| Service                        | Elected or appointed to University and College committees.  
Leadership in professional organizations at state and regional level.  
Leadership in community service activities as relates to expertise | Elected or appointed to University and College committees.  
Leadership in professional organizations at state and regional level.  
Leadership in community service activities as relates to expertise | Elected or appointed to University and College committees.  
Leadership in professional organizations at state and regional level.  
Leadership in community service activities as relates to expertise |
| Evidence of Regional Reputation| Recognition as an excellent researcher/clinician at the regional level. | Recognition as an excellent clinician/educator at the regional level. | Recognition as an excellent researcher/educator at the regional level. |

*Articles that are in press may be counted as meeting this criterion.
**Promotion to Professor**

Has met the criteria for Associate Professor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>5 yrs Associate Prof at GRU</td>
<td>5 yrs Associate Prof at GRU</td>
<td>5 yrs Associate Prof at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Outstanding achievements in research supported by external grants or contracts and published 4 peer-reviewed articles and conducted 2 podium presentations and 2-3 poster presentations at the state, national, or international level. Mentorship of others in research.</td>
<td>Presents or publishes* 4 scholarly activities regarding clinical and/or educational insights at the regional or national level. Demonstrates sustained scholarly activity. Mentorship of others in teaching or clinical practice.</td>
<td>Outstanding achievements in research supported by external grants or contracts and published 4 peer-reviewed articles and conducted 2 podium presentations and 2-3 poster presentations at the state, national, or international level. Mentorship of others in research.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Demonstrated excellence in teaching and sustained innovation in the clinical setting. Satisfactory Advising. Mentored students for scholastic activities (papers and posters); leadership development, and career development. Chair or serve on DNP advisory committee and/or Co-chair or serve on PhD advisory committee.</td>
<td>Demonstrated excellence in teaching and sustained innovation in the classroom. Satisfactory Advising. Mentored students for scholastic activities (papers and posters); leadership development, and career development. Chair or serve on DNP advisory committee and/or Co-chair or serve on PhD advisory committee.</td>
<td>Demonstrated excellence in teaching and sustained innovation in the classroom. Satisfactory Advising. Mentored students for scholastic activities (papers and posters); leadership development, and career development. Chair or serve on DNP advisory committee and/or Co-chair or serve on PhD advisory committee.</td>
</tr>
<tr>
<td>Service</td>
<td>Leadership in University and college committees. Leadership in professional organizations at the regional or national level. Sustained leadership in community activities as relates to expertise. Fellow in American Academy of Nursing (FAAN), FACE or other Academy.</td>
<td>Leadership in University and college committees. Leadership in professional organizations at the regional or national level. Sustained leadership in community activities as relates to expertise. Fellow in FAAN, FACE, or other Academy.</td>
<td>Leadership in University and college committees. Leadership in professional organizations at the regional or national level. Sustained leadership in community activities as relates to expertise. Fellow in the American Council of Education (FACE), FAAN, or other academy.</td>
</tr>
<tr>
<td>Evidence of Regional &amp; developing National Reputation</td>
<td>National and international reputation in area of research. Recognition at the regional and national level as an excellent clinician.</td>
<td>Recognition at the regional and national level as an excellent clinician/educator.</td>
<td>National and international reputation in area of research. Recognition at the regional and national level as an excellent educator.</td>
</tr>
</tbody>
</table>

*Articles that are in press may be counted as meeting this criterion.
Appendix E  
College of Nursing Criteria for Tenure within Ranks

### Tenure for Assistant Professor
**Meets all the criteria for Assistant Professor and:**

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Teaching</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Service</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
</tr>
<tr>
<td>Evidence of Regional and developing National Reputon</td>
<td>Recognition as an excellent researcher/clinician at the regional level. Participates and/or has leadership role in collaborative processes.</td>
<td>Recognition as an excellent clinician/educator at the regional level. Participates and/or has leadership role in collaborative processes.</td>
<td>Recognition as an excellent researcher/educator at the regional level. Participates and/or has leadership role in collaborative processes.</td>
</tr>
</tbody>
</table>

---

### Tenure for Associate Professor
**Meets all the criteria for Associate Professor and:**

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Teaching</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Service</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
</tr>
<tr>
<td>Evidence of Regional and developing National Reputon</td>
<td>Recognition as an excellent researcher/clinician at the regional level. Participates and/or has leadership role in collaborative processes.</td>
<td>Recognition as an excellent clinician/educator at the regional level. Participates and/or has leadership role in collaborative processes.</td>
<td>Recognition as an excellent researcher/educator at the regional level. Participates and/or has leadership role in collaborative processes.</td>
</tr>
</tbody>
</table>
Tenure for Professor
Meets all the criteria for Professor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Teaching</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Service</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
</tr>
<tr>
<td>Evidence of National and developing International Reputation</td>
<td>National and international reputation in area of research. Recognition at the regional and national level as an excellent clinician. Leadership role and original contributions to collaborative processes.</td>
<td>Recognition at the regional and national level as an excellent clinician/educator. Leadership role and original contributions to collaborative processes.</td>
<td>National and international reputation in area of research. Recognition at the regional and national level as an excellent educator. Leadership role and original contributions to collaborative processes.</td>
</tr>
</tbody>
</table>

*Evidence must exceed the evidence needed for rank expectations in the areas of scholarship/research and teaching in the academic years under review.

Examples of Exemplary Activities include:
1. Professional recognitions:
   a. at the national level for Associate Professors
   b. at the international level for Professors
2. Creative pedagogy which has been sustained and disseminated in peer reviewed venues..
3. Substantive participation in public organizations because of expertise
   a. national level for Associate Professors
   b. national or international level for Professors
4. Leadership in public organizations because of expertise
   a. regional level for Associate Professors
   b. national level for Professors
5. Leadership in professional organizations
   a. national for Associate Professors
   b. international for Professors
6. Participation in clinical initiatives or engage in clinical practice innovations outside of the CON that strengthens the college's relationships across disciplines
7. Influence clinical practice beyond assigned clinical setting and CON.
8. Active engagement in research that exceeds expectation for rank.
9. Serving on an editorial board as Associate Professor
10. Serving as an editor of a journal as Professor.
11. Service on national grant review panels.
12. Invited and serve as consultant on a funded grant.
13. Invited and serve as a Visiting Professor
14. Participate in policy initiatives related to health care
   a. at the state level for Associate Professors
   b. at the national level for Professor
15. Sustained mentorship of others (e.g., students, fellows, peers) in scholarship, research, practice innovation, or teaching innovation.
16. Funding from NIH, AHRQ, etc (high level, high amounts > $5000.00)
Appendix F
Sample Letter for Invitation to be an External Reviewer

Sample letter for candidate seeking tenure and promotion to Professor.

Dear ______________:
The College of Nursing in the Georgia Regents University is in the process of evaluating ______________ for tenure and promotion to Professor. He/she is presently an Associate Professor of Nursing and has been with the college since ________. As part of our review process, we would like to invite you to provide an external review of ______________’s accomplishments.

Georgia Regents University is an institution which emphasizes excellence in teaching, research/scholarship and service as part of its mission. This emphasis is reflected in College of Nursing guidelines for promotion and tenure. For promotion to Professor, a rating of exemplary must be achieved in teaching and research/scholarship, and must be substantial in service.

Your review should evaluate his/her contributions and accomplishments in his/her field. Comments concerning his/her level of attainment in teaching, research/scholarship and service to the discipline are encouraged. A checklist is provided for your convenience. In your review, you should also indicate the nature of your relationship or past association, if any, to Dr. ______________.

All external peer review letters will become part of his/her tenure/promotion packet to be reviewed in accordance with our personnel procedures. This includes review by the College of Nursing Promotion and Tenure Committee and Dean and relevant administrators at Georgia Regents University. To the extent we are permitted to do so by law, your letter will be held in confidence.

A candidate may, upon request and at certain stages of the promotion/tenure review process, be provided access to such letters in redacted form. Redaction is defined as the removal of identifying information (including name, title, institutional affiliation, and relationship to the candidate) contained either at the top of the letterhead or within and below the signature block of the letter of evaluation. The full text of the body of the letter would be provided to the candidate if so requested.

Our procedures stipulate that all responses to letters soliciting evaluation for promotion and tenure purposes must be included in the candidate’s packet. If you are able to provide a review for us, I would appreciate receiving it by ________ as our recommendations must be forwarded to the College Promotion and Tenure Committee by ________. If you are unable to provide a review, please let me know as soon as possible.

Thank you for providing assistance in this most important evaluation.

Yours truly,

XXX