

UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER  
SCHOOL OF NURSING

**Policies and Procedures for**  
**Appointment, Reappointment and Promotion**  
**For the Tenure Track**

**Approved by School of Nursing (SON) General Faculty:**

*SON Policies & Procedures - May 15, 2000*

*SON Criteria for Rank: - April 17, 2000*

*SON Policy on Tenure - April 17, 2000*

**(Please Note: Effective April 24, 2006, the language "sustained and consistent" replaces the word "unequivocal" in all School of Nursing appointment criteria documents.)**

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## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### **I. BOARD OF REGENTS POLICIES ON GENERAL ACADEMIC FACULTY**

Source: Regent Action: 4/75; 10/82; 10/90; 10/97

**Definition.** Members of the general faculty of the University of Colorado shall be those individuals who hold the title of—

- A. Instructor:** Instructors should have the master's degree or its equivalent and should be otherwise well-qualified to teach at the undergraduate (primarily lower division) level.
- B. Senior Instructor:** The rank of senior instructor gives higher recognition and salary and longer periods of appointment than that of instructor. It is awarded to faculty members who do not have the prerequisites for promotion to the rank of assistant professor but who have special abilities, usually in teaching.
- C. Assistant Professor:** Assistant professors should have the terminal degree appropriate to their field or its equivalent, plus some successful teaching experience. They should be otherwise well qualified to teach at the undergraduate and graduate levels and possess qualifications for research in a special field.
- D. Associate Professor:** Associate professors should have the terminal degree appropriate to their field or its equivalent, considerable successful teaching experience, and promising accomplishment in research.
- E. Professor:** Professors should have the terminal degree appropriate to their field or its equivalent, plus outstanding accomplishment in both teaching and research.

**Appointment, Reappointment, Promotion and Tenure.** Contracts of employment shall be by appointment. Limited appointments are for a specified period of time up to a maximum of four years; appointments may be renewed subject to satisfactory performance. Indeterminate appointments apply to appointments that are not made for a specified period of time but whose continuance is dependent each year upon inclusion in the approved budget. Tenured appointments mean that the appointment continues until retirement in accordance with the Laws of the Regents or removal for cause.

In making appointment, reappointment and/or promotion recommendations, all primary units shall take into account the following criteria:

- the teaching ability of the candidate;
- the scholarly, creative, and/or research work of the candidate; and
- the University service and public service of the candidate.

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The primary unit shall also take into account other criteria that have a material bearing on an appointment, reappointment, tenure, or promotion recommendation of that unit. The program requirements of the unit shall be considered at the time of appointment and reappointment. The merit of the candidate should be the primary consideration in recommendations for award of tenure.

**Eligibility for Tenured Appointment.** A tenured appointment can normally be held only by a person in one of the academic ranks of professor or associate professor. Under exceptional circumstances, a tenured appointment can be held by a person in one of the academic ranks of assistant professor, senior instructor, or instructor. Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and service, and demonstrated excellence in either teaching, or research or creative work. Once attained, tenure remains in effect regardless of promotion to higher rank. Administrative positions do not carry the possibility of tenured appointments, but an administrator holding an eligible academic rank may be granted a tenured appointment in that rank as a faculty member.

The tenure probationary period shall begin when the faculty member is first appointed to the rank of assistant professor or a higher rank. Up to three years of full-time service in the ranks of assistant professor, associate professor, or professor at other institutions may be included in the probationary period. Unless waived by the faculty member and approved by the dean and chancellor, a decision upon a tenured appointment shall be made after a maximum probationary period of seven years of continuous full-time service. A faculty member who is not awarded tenure will be given one year's notice.

**Evaluation of Faculty.** Each faculty member below the rank of associate professor shall be evaluated in a comprehensive manner and in accordance with established standards, processes, and procedures at least once during the tenure probationary period apart from the review for award of tenure. Such evaluation shall include extramural evaluation of the candidate. In order to facilitate continuing faculty development, each faculty shall be subject to comprehensive peer review and evaluation at least once every five years after the award of tenure.

**Transfer Between Tenure Track and Clinical/Teaching Track.** Full time faculty members with tenure or in the tenure track may elect to accept a full-time appointment in the clinical/teaching rack. This decision must be made in writing with the consent of the faculty member, department chairperson, and the dean. In the case of tenure track faculty the decision must be made prior to the comprehensive review for tenure.

A faculty member in the Clinical/Teaching Track may be offered a full-time tenure track position. Such a decision must be made in writing with the consent of the faculty member, department chairman, and the dean and depends upon the availability of a tenure track position. The probationary period for tenure will begin with the date of the new appointment.

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### **II. SCHOOL OF NURSING POLICIES ON FACULTY APPOINTMENTS TO TENURE TRACK**

Faculty members in the School of Nursing who hold an earned doctorate and whose primary responsibilities are teaching and research are eligible for appointment to the Tenure Track. Faculty ranks in the Tenure Track include Assistant Professor, Associate Professor, and Professor. Consistent with regential policy, the following qualifications will govern initial appointment to the various ranks:

**Assistant Professor.** This title will be used for persons who hold an earned doctoral degree (e.g., PhD, DNS, EdD, ND), evidence successful formal or informal teaching, and have a minimum of two years of practice experience in nursing appropriate to the area in which they are expected to teach. Except under unusual circumstances, it is expected that candidates for this rank will have advanced formal education in nursing (e.g., MS or post-graduate certificate program in a specialty area). In cases where the individual's academic preparation is not in nursing, there should be evidence of competence appropriate to the area of academic function. All candidates for this rank must provide evidence of ability to assume high quality independent teaching, research, and service.

**Associate Professor.** This title will be used for persons who hold an earned doctoral degree appropriate to their field, have four to five years teaching experience at the baccalaureate or higher level, and meet the School of Nursing's criteria for Associate Professor.

**Professor.** This title will be used for persons who hold an earned doctoral degree appropriate to their field and meet the School of Nursing's criteria for Professor.

**Note:** Appointment at a higher rank presumes that all qualifications for lower rank(s) within track have been met.

### **III. SCHOOL OF NURSING POLICIES ON EVALUATION OF TENURE TRACK FACULTY**

Faculty members appointed to the Tenure Track will be given an initial appointment for periods of up to a maximum of four years. Appointments can be renewed subject to satisfactory performance in meeting criteria for reappointment. Notice of non-reappointment will be given in accordance with University policy (Laws of the Regents, Article XIV).

#### **Initial Appointment Review**

A complete application including a curriculum vitae, letters of recommendation and other related materials (e.g., student evaluations of previous teaching experience(s), faculty interview data) will be reviewed by an appropriate faculty group (e.g., Faculty Search Committee, Division faculty) who will make a written recommendation. The Appointment, Promotion and Tenure Committee will review and make a recommendation for rank to be forwarded to the Dean of the School of Nursing.

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### Reappointment, Promotion, and Tenure

Every faculty member will be reviewed for renewal of currently held ranks during the last year of the current appointment term. Faculty below the rank of Associate Professor will have a comprehensive formal review upon completion of the third year of the initial appointment to the tenure tract; this evaluation shall include extramural evaluation of the candidate.

Promotion is dependent upon documentation that one has met the criteria for the next rank. Assistant Professors will have a mandatory formal review for promotion to Associate Professor and the award of tenure during the seventh year in that rank, although a faculty member may request to be reviewed for promotion and/or tenure earlier if one believes he/she meets criteria. Faculty members who are not promoted to Associate Professor will be terminated after the appropriate notification.

### Post-Tenure Review

Associate Professors and Professors who are tenured will have a comprehensive post-tenure review every five years (see School of Nursing, Policy and Procedures Statement on Post-Tenure Review, approved 2/22/99).

## **IV. SCHOOL OF NURSING CRITERIA FOR REAPPOINTMENT AND PROMOTION OF TENURE TRACK FACULTY (Approved 4/17/00)**

For reappointment or promotion, faculty will be evaluated for their competence and performance in the teaching, research, and service missions (Appendix A) and their documentation of a program of scholarship (Appendix B). To the extent that they have been assigned to contribute to the practice mission, they will be evaluated in this area.

## **Criteria for Reappointment as Assistant Professor (Tenure Track)**

### **TEACHING**

**Overall criterion:** A record of progressive teaching effectiveness, leadership, and collegiality contributing to the teaching mission of the School.

**Criterion 1.** Demonstrates competence and self-development in relation to an area of teaching.

Examples:

1. Demonstrates expertise in identifying curricular content in area of teaching responsibility.
2. Uses theory-guided, evidence-based content and teaching materials.
3. Demonstrates selectivity and flexibility in the use of teaching methods based on educational theory and research.
4. Demonstrates understanding of philosophy, framework, and course structure of the School's curriculum.
5. Mentors and advises students appropriately within context of their program.
6. Uses evaluative feedback to modify course organization and teaching strategies.

**Criterion 2.** Participates in the School's educational programs through informal or formal leadership activities.

Examples:

1. Contributes to the refinement of course offerings.
2. Participates in the development of new courses or modules.
3. Participates actively in curriculum development and/or revision.
4. Uses student and peer feedback to significantly revise course syllabus and materials.
5. Participates in supervising independent studies or student research projects.

**Criterion 3.** Collaborates with clinical/faculty colleagues and constituencies related to the teaching mission.

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Examples:

1. Serves as a resource to colleagues (i.e., faculty, clinical) in relation to area of teaching expertise.
2. Collaborates with colleagues in development of new educational strategies and course offerings.
3. Engages in productive planning with student preceptors.
4. Participates in developing and implementing grants that support the teaching mission.

### **RESEARCH**

**Overall criterion:** A record of progressive research expertise, leadership in advancing knowledge, and research collaborative activities that contribute to the development of disciplinary and professional knowledge.

**Criterion 1.** Demonstrates competence and self-development in substantive and methodological issues related to a program of research.

Examples:

1. Demonstrates competence in using appropriate methods of inquiry to address questions of significance to the discipline of nursing.
2. Documents identifiable unique contributions when working collaboratively with others.
3. Participates in learning experiences to enhance substantive and/or methodological expertise.

**Criterion 2.** Documents progressive leadership roles related to knowledge generation.

Examples:

1. Conducts pilot study in preparation for proposal seeking external funding.
2. Serves as co-investigator on major grant initiative led by more experienced researcher.
3. Seeks/obtains internal or external funds for proposed research.

**Criterion 3.** Collaborates with clinical colleagues and students in research activities.

Examples:

1. Serves as resource to clinical colleagues in area of research scholarship or in research methods.
2. Supervises student research activities as member of thesis and/or dissertation committees
3. Collaborates with students on research or evaluation projects.

### **SERVICE**

**Overall criterion:** A record of progressive participation and accomplishments in institutional, professional, and community service.

**Criterion 1.** Demonstrates competence and continued growth in service-related activities.

Examples:

1. Demonstrates progressive contributions to policy development and governance in the School of Nursing.
2. Demonstrates active participation in professional organizational activities at the local or regional level.
3. Receives positive evaluations from colleagues regarding participation in and contributions to committee or other organizational work.

**Criterion 2.** Demonstrates informal and beginning formal leadership in service related activities.

Examples:

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1. Serves on task forces and committees within School of Nursing.
2. Advocates nursing's position in selected health related legislation.
3. Serves on committees or in elected role (e.g., Secretary, Treasurer) for community or professional organizations.
4. Documents significant contributions to committee and organizational activities.

**Criterion 3.** Engages in consultative and collaborative activities with colleagues and constituencies related to service initiatives.

Examples:

1. Serves as resource to others in area of expertise.
2. Effectively contributes to work goals of group.
3. Provides consultation to other individuals or organizations in areas of expertise.

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### PRACTICE (Optional)

**Overall criterion:** A record of progressive practice expertise, leadership, and collaborative activities within the School and with professional or community organizations.

**Criterion 1.** Demonstrates increasing competence and self-development in relation to practice area of expertise.

Examples:

1. Obtains or maintains certification in area of specialty practice.
2. Monitors own practice competencies and initiates practice refinements.
3. Demonstrates theory-guided, evidence-based practice.
4. Assesses appropriateness of current practice model for needs of clients.

**Criterion 2.** Demonstrates beginning leadership in an area of practice.

Examples:

1. Participates in developing new practice initiative.
2. Documents individual contributions to collaborative relationships.
3. Develops and monitors quality indicators to improve practice.
4. Demonstrates efforts to secure resources to sustain practice.

**Criterion 3.** Collaborates with colleagues, students, and constituencies to facilitate practice initiatives.

Examples:

1. Mentors students and clinical colleagues in practice activities.
2. Serves as a resource to others in area of practice expertise.
3. Fosters collaborative relationships with nursing colleagues and other health care providers.

### SCHOLARSHIP

**Overall criterion:** A record of progressive commitment to a program of scholarship and dissemination of that scholarship.

**Criterion 1.** Demonstrates commitment to a program of scholarship related to either teaching or research.

Examples related to teaching:

1. Uses scholarship of application to apply educational standards and research findings to teaching/learning activities.
2. Uses the scholarship of integration in developing effective teaching methods and materials.
3. Initiates evaluation studies that serve as a basis for academic decision making.
4. Seeks/obtains funding for program of scholarship in teaching.

Examples related to research:

1. Engages scholarship of discovery to produce disciplinary and professional knowledge.
2. Demonstrates initiative in developing research or other knowledge development projects.
3. Seeks/obtains funding for program of scholarship in research.

Examples related to service:

1. Uses scholarship of application to use knowledge from discipline in service activity.
2. Conducts service-related evaluation projects.
3. Prepares scholarly position paper in support of professional or community organizations' mission.
4. Seeks/obtains funding for program of scholarship in service.

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Examples related to practice:

1. Applies theory and research findings to development of theory-based and evidence-based practice initiative.
2. Uses scholarship of integration to develop new knowledge for practice.
3. Seeks/obtains funding for program of scholarship in practice.
4. Conducts service-related research or evaluation projects.

### **Criterion 2.** Disseminates results from program of scholarship.

Examples related to teaching:

1. Shares knowledge of teaching through publications in refereed professional journals.
2. Authors chapters or makes other contributions to the development of textbooks.
3. Shares knowledge of teaching through peer-reviewed presentations at regional and national/international scholarly conferences.
4. Develops curriculum or teaching materials (e.g., videotape series, CD-ROM).
5. Presents papers related to teaching scholarship at regional and national/international conferences.

Examples related to research:

1. Publishes research findings in refereed journals (e.g., data-based, methodological, or theory articles).
2. Publishes articles on methodological issues.
3. Authors articles explicating clinical applications of research findings in refereed and non-refereed journals or books.
4. Presents papers related to research scholarship at regional and national/international conferences.

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Examples related to service:

1. Publishes position papers or other documents concerning service activities or initiatives.
2. Publishes articles on policy issues.
3. Authors articles explicating organizational or other service-related issues in refereed and non-refereed journals or books.
4. Presents at regional or national conferences on scholarship related to service.

Examples related to practice:

1. Publishes in refereed journals related to area of practice expertise.
2. Authors chapters or textbooks on practice phenomenon.
3. Presents papers related to practice scholarship at regional and national conferences.
4. Is invited as speaker, panel leader, moderator or discussant for regional and national meetings in area of clinical scholarship.

### Criteria for Promotion to Associate Professor (Tenure Track)

#### TEACHING

**Overall criterion:** An unequivocal record of teaching effectiveness, leadership, and collegiality including substantial contribution to the teaching mission of the School.

**Criterion 1.** Is recognized as an expert teacher within the School.

Examples:

- Demonstrates teaching expertise in a subject area, including use of evidence-based and theory-based teaching approaches.
- Demonstrates skill in communicating knowledge.
3. Documents the ability to stimulate and challenge the intellectual capacity of students in individual and group settings.
  4. Demonstrates versatility in teaching strategies.
  5. Demonstrates competence in teaching a broad range of courses within area of expertise.
  6. Evaluates and modifies own teaching performance.
  7. Participates in learning experiences to assure current knowledge of teaching theory or practice.

**Criterion 2.** Demonstrates leadership related to the School's teaching mission.

Examples:

1. Designs and implements innovative instructional strategies and materials.
2. Originates and develops new courses or programs.
3. Takes initiative in programmatic and teaching innovations.
4. Participates actively in curriculum development, evaluation, and/or revision.
5. Supervises student research activities.
6. Chairs thesis and/or dissertation committees.

**Criterion 3.** Collaborates or consults in curriculum development and teaching innovations.

Examples:

1. Serves as a resource to colleagues (i.e., faculty, clinical, and/or interdisciplinary colleagues) regarding teaching/learning.
2. Collaborates with colleagues in development of educational strategies and offerings.
3. Mentors others in programmatic and teaching innovations.
4. Participates in developing and implementing grants that support programmatic or innovative teaching projects.

#### RESEARCH

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**Overall criterion:** An unequivocal record demonstrating research expertise, leadership in advancing knowledge, and research collaboration that contributes to the development of disciplinary and professional knowledge.

**Criterion 1.** Demonstrates expertise in substantive and methodological issues related to an area of research.

Examples:

1. Is recognized by peers for research competence.
2. Receives regional/national awards for research expertise from professional or public groups.
3. Incorporates learning experiences to enhance substantive and/or methodological expertise.

**Criterion 2.** Demonstrates leadership in advancing knowledge generation and dissemination.

Examples:

1. Provides leadership in the development and implementation of research projects (e.g., principal investigator or co-investigator).
2. Is recognized for impact on the field.
3. Shapes knowledge development in area of research.

**Criterion 3.** Collaborates effectively with disciplinary and/or interdisciplinary colleagues in research activities.

Examples:

1. Serves as a resource to faculty colleagues, students, and clinical colleagues in nursing and other disciplines in area of research scholarship or in research methods.
2. Collaborates colleagues in their research activities.
3. Consults on research projects in the discipline.

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### SERVICE

**Overall criterion:** An unequivocal record of sustained accomplishments in service that includes providing effective contributions, demonstrating leadership, and facilitating others through collaborative service at the University, community, and regional/national professional levels.

**Criterion 1.** Demonstrates sustained contributions and continued growth in service-related activities.

Examples:

1. Documents range, frequency, and quality of contributions to the mission and functioning of the School and/or University.
2. Contributes substantively to professional and/or community organizations.
3. Demonstrates initiative in developing skills in group work to advance institutional or professional service.
4. Receives positive evaluations from others regarding participation in and contributions to committee or other organizational work.
5. Is recognized by awards for service contributions.

**Criterion 2.** Demonstrates formal and informal leadership related to the service mission.

Examples:

1. Serves on or chairs committees or task forces within the School.
2. Serves on committees, task forces, study groups, review committees of local, state, and/or national professional or community organizations.
3. Serves in elected leadership roles (e.g., President, Board of Directors) for community or professional organizations.
4. Represents the nursing profession to selected constituencies.
5. Advocates nursing's position in selected health related legislation.
6. Exercises initiative in defining and assuming institutional or professional responsibilities.
7. Is recognized as a leader in areas related to service.
8. Is appointed to state or national panels focusing on issues of health care delivery by elected officials (e.g., governor).

**Criterion 3.** Extends contributions to broader community by collaborating and consulting with colleagues and constituencies.

Examples:

1. Contributes to creating an effective working relationship in School committees or other work groups.
2. Serves as a resource to faculty colleagues or clinical colleagues regarding service initiatives.
3. Collaborates with others within the discipline to achieve service outcomes.
4. Provides consultation to other individuals, groups, or organizations.
5. Mentors others in committee, task force, or board roles.

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### PRACTICE (Optional)

Overall criterion: An unequivocal record demonstrating practice expertise, leadership and collaborative activities that have an impact on the profession at the regional or national level.

#### Criterion 1.      Demonstrates expertise in relation to a practice area.

Examples:

1. Documents broad range, frequency, and quality of contributions to the practice mission.
2. Maintains certification(s) applicable to area of practice.
3. Participates in learning experiences and/or practice activities directed toward expanding clinical competence.
4. Receives regional and/or national recognition/awards for practice expertise from professional and public groups.

#### Criterion 2.      Demonstrates leadership in an area of practice expertise.

Examples:

1. Demonstrates initiatives to develop practice standards or improve quality.
2. Advocates nursing's position on selected health related legislation through expert testimony or preparation of position papers.
3. Administers units or programs effectively.
4. Develops new innovative practice intervention or care delivery model using the scholarship of integration and application to address needs of selected clinical population.
5. Facilitates implementation of graduate student practice-related projects and clinical experiences.

#### Criterion 3.      Develops significant collaborative practice initiatives.

Examples:

1. Serves as resource/mentor in area of practice scholarship for faculty colleagues, clinical colleagues, and students.
2. Collaborates with colleagues in initiation of interdisciplinary practice-related activities or projects.
3. Serves on interdisciplinary health care-related work groups or committees at the regional and national level.
4. Collaborates with others in seeking funding for practice-related projects.
5. Consults with individuals, groups, or institutions at the regional or national level regarding practice issues and initiatives.

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### SCHOLARSHIP

**Overall criterion:** An unequivocal record demonstrating commitment to a program of scholarship and documenting effective dissemination of that scholarship.

**Criterion 1.** Demonstrates sustained commitment to a program of scholarship.

Examples related to teaching:

1. Uses the scholarship of integration in developing effective teaching methods, materials, and evaluative techniques.
2. Uses the scholarship of application to apply educational standards and research findings to teaching/learning.
3. Seeks/obtains external funding for scholarship of teaching program.
4. Conducts well designed evaluation studies that serve as a basis for academic decision making.
5. Develops new knowledge related to the scholarship of teaching using the scholarship of integration or scholarship of application.
6. Uses the scholarship of teaching to implement teaching initiatives.

Examples related to research:

1. Uses the scholarship of discovery to conduct well-designed research studies addressing questions of significance to the discipline of nursing.
2. Formulates theoretical paradigms or models.
3. Seeks/obtains external funding for a program of knowledge development for the discipline or profession.
4. Uses the scholarship of application to develop innovative methodology related to area of research expertise.
5. Implements focused program(s) of research.

Examples related to service:

1. Uses scholarship of application to employ knowledge of one's field of professional competency in providing service.
2. Seeks/obtains external funding for service-related program of scholarship.
3. Conducts integrative reviews of literature regarding service-related projects.
4. Conducts service-related research or evaluation projects.
5. Prepares scholarly position papers or policy analyses in support of professional or community organization's mission.

Examples related to practice:

1. Uses scholarship of application to apply theory and research findings to development of theory-based and evidence-based practice initiatives.
2. Seeks/obtains external funding for practice-related program of scholarship.
3. Develops new knowledge related to clinical area of expertise using the scholarship of application or scholarship of integration.
4. Provides leadership for practice-related research/evaluation project(s).
5. Conducts demonstration projects involving new models of nursing care delivery
6. Evaluates the effectiveness of alternative practice strategies.

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**Criterion 2.** Presents a sustained record of peer-reviewed publications and presentations.

Examples related to teaching:

1. Shares knowledge of teaching through publications in refereed professional journals.
2. Authors chapters or makes other contributions to the development of textbooks.
3. Shares knowledge of teaching through peer-reviewed presentations at regional and national/international scholarly conferences.
4. Develops curriculum or teaching materials (e.g., videotape series, CD-ROM) that are adopted by other colleagues.
5. Presents papers related to teaching scholarship at regional and national/international conferences.

Examples related to research:

1. Publishes results of a program of research in refereed journals (e.g., data-based, methodological, or theory articles).
2. Publishes articles on methodological issues.
3. Writes an integrative review of literature in substantive area.
4. Authors articles explicating clinical applications of research findings in refereed and non-refereed journals or books.
5. Presents papers related to research scholarship at regional and national/international conferences.
6. Receives invitations to be invited speaker, panel leader, or discussant at regional or national/international meetings in area of research scholarship.

Examples related to service:

1. Publishes position papers or other documents concerning service activities or initiatives.
2. Publishes articles on policy issues.
3. Authors articles explicating organizational or other service-related issues in refereed and non-refereed journals or books.
4. Presents at regional or national/international conferences on scholarship related to service.
5. Sought as a speaker, panel leader, moderator or discussant at state and national/international meetings in relation to service activities.

Examples related to practice:

1. Publishes in refereed journals related to area of practice expertise.
2. Authors chapters or textbooks on practice phenomenon.
3. Presents papers related to practice scholarship at regional and national/international conferences.
4. Is invited as speaker, panel leader, moderator or discussant for regional and national/international meetings in area of clinical scholarship.
5. Coordinates invited or peer-reviewed symposium at regional and national conference related to area of clinical scholarship.

## Criteria for Promotion to Professor

### Teaching

**Overall criterion:** An unequivocal record of teaching effectiveness, leadership, and collegiality including substantial contribution to the teaching mission of the School with demonstrated impact beyond the University.

**Criterion 1.** Is recognized as a master teacher within and outside the University.

Examples:

1. Is recognized for mastery of expertise in a subject area, including use of evidence-based and theory-based teaching approaches.
2. Is recognized by others for skill in communicating knowledge.
3. Is acknowledged for stimulating and challenging the intellectual capacity of students in classroom and/or clinical settings.

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4. Provides advisement to students that results in career success.
5. Is recognized at national/international levels for teaching expertise.

**Criterion 2.** Demonstrates sustained leadership related to the School's teaching mission.

Examples:

1. Is recognized for designing/implementing innovative instructional strategies and materials.
2. Originates and develops new courses or programs.
3. Is recognized for formal or informal leadership in curriculum development and evaluation.
4. Is sought out to supervise student research activities.
5. Chairs thesis and/or dissertation committees.

**Criterion 3.** Serves as an expert or consultant in curriculum development and teaching innovations within and beyond the University.

Examples:

1. Is sought out as a resource by colleagues (i.e., faculty, clinical, and/or interdisciplinary colleagues) or policy makers regarding teaching/learning.
2. Collaborates effectively with colleagues in developing educational strategies and offerings.
3. Mentors others in programmatic and teaching innovations within and beyond the University.
4. Serves as a consultant on a educational or training grant.

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### Research

**Overall criterion:** An unequivocal record demonstrating research expertise, leadership in advancing knowledge, and research collaboration that is recognized nationally/internationally as contributing to the development of disciplinary and professional knowledge.

**Criterion 1.** Is recognized nationally/internationally for significant substantive and methodological expertise in an area of research.

Examples:

1. Is recognized by national/international peers for research competence.
2. Receives national awards for research expertise from professional or public groups.
3. Is invited to participate in prestigious groups because of substantive and/or methodological expertise.

**Criterion 2.** Is recognized nationally/internationally for sustained contributions that provide leadership in knowledge generation for a particular substantive area of the discipline.

Examples:

1. Is recognized for developing and implementing research projects (e.g., principal investigator or co-investigator).
2. Is recognized for impact on the field.
3. Shapes knowledge development in area of research.
4. Influences the work of other scholars directly or indirectly through explication of germinal ideas.

**Criterion 3.** Is recognized for collaborative activities with students and disciplinary and/or interdisciplinary colleagues.

Examples:

1. Serves as a resource to faculty colleagues, students, and clinical colleagues in nursing and other disciplines in area of research scholarship or in research methods.
2. Mentors colleagues in their research activities.
3. Is invited to consult on intra- and inter-disciplinary research projects.

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### Service

**Overall criterion:** An unequivocal record of significant, sustained accomplishments in service that includes providing effective contributions, demonstrating leadership and facilitating others through collaborative service at the University, broader community, and national/international levels.

**Criterion 1.** Is recognized for competence in expanding scope of service-related activities.

Examples:

1. Documents broad range, frequency, and quality of contributions to the mission and functioning of the University.
2. Contributes substantively to professional organizations at the national/international level.
3. Demonstrates greater involvement and expanded responsibilities in community organizations.
4. Is recognized for outstanding quality contributions to organizational work.
5. Is recognized by awards for service contributions.

**Criterion 2.** Is recognized for sustained leadership contributions to the University, profession, and community.

Examples:

1. Provides leadership in School and University activities.
  2. Serves on committees, task forces, study groups, or review committees of state and/or national/international professional or community organizations.
- Serves in elected leadership roles (e.g., President, Board of Directors) for broad community or national/international professional organizations.
- Advocates nursing's position in selected health related legislation.
- Is recognized as a leader in areas related to service.
- Is appointed to state or national panels focusing on issues of health care delivery by elected officials (e.g., governor).

**Criterion 3.** Is recognized for collaborative contributions to broader community.

Examples:

1. Is actively sought after as a resource regarding service initiatives.
2. Collaborates with disciplinary and interdisciplinary colleagues to achieve service outcomes.
3. Provides expert consultation to other individuals, groups, or organizations.
4. Mentors others in committee, task force, or board roles.
5. Is invited to be reviewer for foundation grants.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### Practice (Optional)

**Overall criterion:** An unequivocal record demonstrating practice expertise, leadership and collaborative activities that have an impact on the profession at the national level.

**Criterion 1.** Is recognized nationally for substantial practice expertise.

Examples:

1. Is recognized for significant, sustained contributions to the practice mission.
2. Maintains certification(s) applicable to area of practice.
3. Initiates practice activities directed toward maintaining clinical competence of self and others.
4. Receives national recognition/awards for practice expertise from professional or public groups.

**Criterion 2.** Is recognized nationally for leadership in area of practice expertise.

Examples:

1. Demonstrates impact of practice initiatives on improved quality.
2. Advocates nursing's position on selected health related legislation through expert testimony or preparation of position papers.
3. Administers units or programs effectively.
4. Develops new innovative practice intervention or care delivery model using the scholarship of integration and application to address needs of selected clinical population.
5. Facilitates design, implementation, and evaluation of practice-related projects.

**Criterion 3.** Documents impact of collaborative practice initiatives.

Examples:

1. Demonstrates influence of practice scholarship on colleagues and institutions.
2. Collaborates with colleagues in initiation of effective, innovative interdisciplinary practice-related activities or projects.
3. Serves on interdisciplinary health care-related work groups or committees at the national level.
4. Seeks/obtains funding for practice-related projects.
5. Consults with individuals, groups, or institutions at the national/international level regarding practice issues and initiatives.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### Scholarship

**Overall criterion:** An unequivocal record demonstrating commitment to a program of scholarship and documenting effective dissemination of that scholarship.

**Criterion 1.** Is recognized nationally for a sustained commitment to a program of scholarship.

Examples related to teaching:

1. Is recognized for using the scholarship of integration in developing effective teaching methods, materials, and evaluative techniques.
2. Is recognized for using the scholarship of application to apply educational standards and research findings to teaching/learning.
3. Seeks/obtains external funding for scholarship of teaching program.
4. Conducts well designed evaluation studies that serve as a basis for academic decision making.
5. Develops new knowledge related to teaching using the scholarship of integration, scholarship of application, or scholarship of teaching.

Examples related to research:

1. Is recognized for scholarship of discovery through conducting well-designed research studies addressing questions of significance to the discipline of nursing.
2. Is recognized for theoretical paradigms or models.
3. Seeks/obtains external funding for a program of knowledge development for the discipline or profession.
4. Is recognized for developing innovative methodology related to area of research expertise.
5. Documents impact of focused program(s) of research.

Examples related to service:

1. Is recognized for scholarship of application in using knowledge of one's field of professional competency in providing service.
2. Seeks/obtains external funding for service-related program of scholarship.
3. Uses scholarship of integration to conduct integrative reviews of literature regarding service-related projects.
4. Is recognized for service-related research or evaluation projects.
5. Is recognized for scholarly position papers or policy analyses in support of professional or community organization's mission.

Examples related to practice:

1. Is recognized for the scholarship of application in using theory and research findings to develop theory-based and evidence-based practice initiatives.
2. Seeks/obtains external funding for practice-related program of scholarship.
3. Is recognized for using the scholarship of application or scholarship of integration for developing new knowledge related to clinical area of expertise.
4. Is recognized for practice-related research/evaluation project(s).
5. Demonstrates impact of innovative models of nursing care delivery.

**Criterion 2.** Presents a sustained, substantial record of peer-reviewed publications and presentations.

Examples related to teaching:

1. Shares knowledge of teaching through publications in refereed professional journals.
2. Authors chapters or textbooks.
3. Shares knowledge of teaching through peer-reviewed presentations at national/international scholarly conferences.
4. Develops curriculum or teaching materials (e.g., videotape series, CD-ROM) that are adopted by other universities.
5. Presents papers related to teaching scholarship at national/international conferences.

Examples related to research:

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

1. Publishes results of a program of research in refereed journals (e.g., data-based, methodological, or theory articles).
2. Writes an integrative review of literature in substantive area.
3. Authors articles explicating clinical applications of research findings in refereed and non-refereed journals or books.
4. Presents research papers at national/international conferences.
5. Is invited to be speaker, panel leader, or discussant at national/international meetings in area of research scholarship.

### Examples related to service:

1. Publishes position papers or other documents concerning service activities or initiatives.
2. Publishes articles on policy issues.
3. Authors articles explicating organizational or other service-related issues in refereed and non-refereed journals or books.
4. Presents at national/international conferences on scholarship related to service.
5. Is sought as a speaker, panel leader, moderator or discussant at national/international meetings in relation to service activities.

### Examples related to practice:

1. Publishes in refereed journals related to area of practice expertise.
2. Authors chapters or textbooks on practice phenomenon.
3. Presents papers related to practice scholarship at national/international conferences.
4. Is invited as speaker, panel leader, moderator or discussant for national/international meetings in area of clinical scholarship.
5. Coordinates invited or peer-reviewed symposium at national/international conferences related to area of clinical scholarship.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### V. SCHOOL OF NURSING POLICIES & CRITERIA FOR TENURE Approved 4/17/2000)

#### Statement on Tenure

The concept of tenure is intended to preserve and enhance the University's excellence and its function in developing the human intellect. Tenure contributes to this objective by ensuring the academic freedom of individual faculty members; it frees them to teach, inquire, create, publish, and serve with fewer constraints than when untenured.

The granting of tenure is a long-term commitment of University and state resources which requires both strong evidence of excellence in past performance and a forecast that an individual faculty member's intellectual vitality and future performance will continue to be of high quality in subsequent years. Tenure is recommended for only those individuals who present unequivocal evidence of possessing those attributes which are fundamental to the attainment of a full professorship given further time for maturation.

Tenure is not an entitlement based upon length of service nor is it awarded on a record that is merely competent and satisfactory. Thus the achievement of tenure is never automatic. Tenure is granted on the basis of demonstrated performance and achievement of specific criteria that are delineated in subsequent sections.

#### Eligibility for Consideration for the Award of Tenure

- I. The award of tenure is based upon eligibility requirements and definitions identified in:
  - A. Regental policies as articulated in the University of Colorado Faculty Handbook;
  - B. Other School of Nursing Appointment, Promotion, and Tenure documents including Statement on Scholarship, Definition of Missions, and Types of Evidence as adopted by the School of Nursing faculty.
- II. Faculty members applying for tenure within the School of Nursing must:
  - A. Hold a full-time, primary appointment within the School of Nursing;
  - B. Have appropriate educational preparation including an earned academic doctoral degree;
  - C. Meet the criteria for Associate Professor (Review for promotion to Associate Professor may occur concurrently with the review for Award of Tenure);
  - D. Document sustained, significant contributions to the School, University and beyond, which demonstrate scholarliness and effectiveness in the teaching, research, and service missions.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### III. Probationary Period

The decision about tenure shall be made after a maximum probationary period of seven years of continuous full-time service in the ranks of professor, associate professor, and/or assistant professor. Normally, the tenure review commences at the beginning of the seventh year of service. A faculty member who is not awarded tenure will be given one year's notice of termination.

The tenure probationary period shall begin when the faculty member is first appointed to the rank of assistant professor or a higher rank. After appropriate consideration, and under special circumstances, the Board of Regents may award tenure in less than seven years. Up to three years of full-time service in the ranks of assistant professor, associate professor, or professor at other institutions may be included in the probationary period.

When a potential faculty member applies for an initial appointment to the School of Nursing, the probationary period can be waived when the record of prior achievement is comparable to that required for tenure. Thus, faculty applicants may be reviewed as candidates for tenure at the time of their initial appointment. These candidates must meet the same criteria for tenure as those faculty members who are in a probationary period.

### Criteria for Tenure

Consonant with Regental policy, the awarding of tenure must be based on convincing evidence that the faculty member has meritoriously performed in teaching, research, and service, and achieved excellence in either research or teaching. Significant contributions to the practice mission may strengthen a case for tenure, but cannot be presented in lieu of meritorious or excellent contributions in any of the other three missions.

This section delineates the criteria for tenure. For each mission, an overall criterion is presented, followed by specific criteria that delineate the standards upon which judgments are based. To be meritorious in each area, candidates must demonstrate a high level of competence, document leadership, and provide evidence of collegiality. For attainment of excellence, a criterion for scholarship must also be met; the faculty member must unequivocally demonstrate a commitment to a program of scholarship in either teaching or research and document dissemination of that scholarship. In all cases, evidence of a sustained pattern in the quality and quantity of faculty scholarship is required for tenure. Examples of evidence documenting attainment of criteria are provided as guidelines and are intended to be illustrative rather than exhaustive.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### Teaching

**Overall criterion:** An unequivocal record of teaching effectiveness, leadership, and collegiality including substantial contribution to the teaching mission of the School.

**Criterion 1.** Is recognized as an expert teacher within the School.

Examples:

1. Demonstrates teaching expertise in a subject area, including use of evidence-based and theory-based teaching approaches.
2. Demonstrates skill in communicating knowledge.
3. Documents the ability to stimulate and challenge the intellectual capacity of students in individual and group settings.
4. Demonstrates versatility in teaching strategies.
5. Demonstrates competence in teaching a broad range of courses within area of expertise.
6. Evaluates and modifies own teaching performance.
7. Participates in learning experiences to assure current knowledge of teaching theory or practice.

**Criterion 2.** Demonstrates leadership related to the School's teaching mission.

Examples:

1. Designs and implements innovative instructional strategies and materials.
2. Originates and develops new courses or programs.
3. Takes initiative in programmatic and teaching innovations.
4. Participates actively in curriculum development, evaluation, and/or revision.
5. Supervises student research activities.
6. Chairs thesis and/or dissertation committees.

**Criterion 3.** Collaborates or consults in curriculum development and teaching innovations.

Examples:

1. Serves as a resource to colleagues (i.e., faculty, clinical, and/or interdisciplinary colleagues) regarding teaching/learning.
2. Collaborates with colleagues in development of educational strategies and offerings.
3. Mentors others in programmatic and teaching innovations.
4. Participates in developing and implementing grants that support programmatic or innovative teaching projects.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### Research

**Overall criterion:** An unequivocal record demonstrating research expertise, leadership in advancing knowledge, and research collaboration that contributes to the development of disciplinary and professional knowledge.

**Criterion 1.** Demonstrates expertise in substantive and methodological issues related to an area of research.

Examples:

1. Is recognized by peers for research competence.
2. Receives regional/national awards for research expertise from professional or public groups.
3. Incorporates learning experiences to enhance substantive and/or methodological expertise.

**Criterion 2.** Demonstrates leadership in advancing knowledge generation and dissemination.

Examples:

1. Provides leadership in the development and implementation of research projects (e.g., principal investigator or co-investigator).
2. Is recognized for impact on the field.
3. Shapes knowledge development in area of research.

**Criterion 3.** Collaborates effectively with disciplinary and/or interdisciplinary colleagues in research activities.

Examples:

1. Serves as a resource to faculty colleagues, students, and clinical colleagues in nursing and other disciplines in area of research scholarship or in research methods.
2. Collaborates colleagues in their research activities.
3. Consults on research projects in the discipline.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### Service

**Overall criterion:** An unequivocal record of sustained accomplishments in service that includes providing effective contributions, demonstrating leadership, and facilitating others through collaborative service at the University, community, and regional/national professional levels.

**Criterion 1.** Demonstrates sustained contributions and continued growth in service-related activities.

Examples:

1. Documents range, frequency, and quality of contributions to the mission and functioning of the School and/or University.
2. Contributes substantively to professional and/or community organizations.
3. Demonstrates initiative in developing skills in group work to advance institutional or professional service.
4. Receives positive evaluations from others regarding participation in and contributions to committee or other organizational work.
5. Is recognized by awards for service contributions.

**Criterion 2.** Demonstrates formal and informal leadership related to the service mission.

Examples:

1. Serves on or chairs committees or task forces within the School.
2. Serves on committees, task forces, study groups, review committees of local, state, and/or national professional or community organizations.
3. Serves in elected leadership roles (e.g., President, Board of Directors) for community or professional organizations.
4. Represents the nursing profession to selected constituencies.
5. Advocates nursing's position in selected health related legislation.
6. Exercises initiative in defining and assuming institutional or professional responsibilities.
7. Is recognized as a leader in areas related to service.
8. Is appointed to state or national panels focusing on issues of health care delivery by elected officials (e.g., governor).

**Criterion 3.** Extends contributions to broader community by collaborating and consulting with colleagues and constituencies.

Examples:

1. Contributes to creating an effective working relationship in School committees or other work groups.
2. Serves as a resource to faculty colleagues or clinical colleagues regarding service initiatives.
3. Collaborates with others within the discipline to achieve service outcomes.
4. Provides consultation to other individuals, groups, or organizations.
5. Mentors others in committee, task force, or board roles.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### Practice (Optional)

**Overall criterion:** An unequivocal record demonstrating practice expertise, leadership and collaborative activities that have an impact on the profession at the regional or national level.

#### Criterion 1.      Demonstrates expertise in relation to a practice area.

Examples:

1. Documents broad range, frequency, and quality of contributions to the practice mission.
2. Maintains certification(s) applicable to area of practice.
3. Participates in learning experiences and/or practice activities directed toward expanding clinical competence.
4. Receives regional and/or national recognition/awards for practice expertise from professional and public groups.

#### Criterion 2.      Demonstrates leadership in an area of practice expertise.

Examples:

1. Demonstrates initiatives to develop practice standards or improve quality.
2. Advocates nursing's position on selected health related legislation through expert testimony or preparation of position papers.
3. Administers units or programs effectively.
4. Develops new innovative practice intervention or care delivery model using the scholarship of integration and application to address needs of selected clinical population.
5. Facilitates implementation of graduate student practice-related projects and clinical experiences.

#### Criterion 3.      Develops significant collaborative practice initiatives.

Examples:

1. Serves as resource/mentor in area of practice scholarship for faculty colleagues, clinical colleagues, and students.
2. Collaborates with colleagues in initiation of interdisciplinary practice-related activities or projects.
3. Serves on interdisciplinary health care-related work groups or committees at the regional and national level.
4. Collaborates with others in seeking funding for practice-related projects.
5. Consults with individuals, groups, or institutions at the regional or national level regarding practice issues and initiatives.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

### Scholarship

**Overall criterion:** An unequivocal record demonstrating commitment to a program of scholarship and documenting effective dissemination of that scholarship.

**Criterion 1.** Demonstrates sustained commitment to a program of scholarship in either teaching or research.

Examples related to teaching:

1. Uses the scholarship of integration in developing effective teaching methods, materials, and evaluative techniques.
2. Uses the scholarship of application to apply educational standards and research findings to teaching/learning.
3. Seeks/obtains external funding for scholarship of teaching program.
4. Conducts well designed evaluation studies that serve as a basis for academic decision making.
5. Develops new knowledge related to the scholarship of teaching using the scholarship of integration or scholarship of application.
6. Uses the scholarship of teaching to implement teaching initiatives.

Examples related to research:

1. Uses the scholarship of discovery to conduct well-designed research studies addressing questions of significance to the discipline of nursing.
2. Formulates theoretical paradigms or models.
3. Seeks/obtains external funding for a program of knowledge development for the discipline or profession.
4. Uses the scholarship of application to develop innovative methodology related to area of research expertise.
5. Implements focused program(s) of research.

Examples related to service:

1. Uses scholarship of application to employ knowledge of one's field of professional competency in providing service.
2. Seeks/obtains external funding for service-related program of scholarship.
3. Conducts integrative reviews of literature regarding service-related projects.
4. Conducts service-related research or evaluation projects.
5. Prepares scholarly position papers or policy analyses in support of professional or community organization's mission.

Examples related to practice:

1. Uses scholarship of application to apply theory and research findings to development of theory-based and evidence-based practice initiatives.
2. Seeks/obtains external funding for practice-related program of scholarship.
3. Develops new knowledge related to clinical area of expertise using the scholarship of application or scholarship of integration.
4. Provides leadership for practice-related research/evaluation project(s).
5. Conducts demonstration projects involving new models of nursing care delivery.
6. Evaluates the effectiveness of alternative practice strategies.

**Criterion 2.** Presents a sustained record of peer-reviewed publications and presentations.

Examples related to teaching:

1. Shares knowledge of teaching through publications in refereed professional journals.
2. Authors chapters or makes other contributions to the development of textbooks.
3. Shares knowledge of teaching through peer-reviewed presentations at regional and national/international scholarly conferences.
4. Develops curriculum or teaching materials (e.g., videotape series, CD-ROM) that are adopted by other colleagues.
5. Presents papers related to teaching scholarship at regional and national/international conferences.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

Examples related to research:

1. Publishes results of a program of research in refereed journals (e.g., data-based, methodological, or theory articles).
2. Publishes articles on methodological issues.
3. Writes an integrative review of literature in substantive area.
4. Authors articles explicating clinical applications of research findings in refereed and non-refereed journals or books.
5. Presents papers related to research scholarship at regional and national/international conferences.
6. Receives invitations to be invited speaker, panel leader, or discussant at regional or national/international meetings in area of research scholarship.

Examples related to service:

1. Publishes position papers or other documents concerning service activities or initiatives.
2. Publishes articles on policy issues.
3. Authors articles explicating organizational or other service-related issues in refereed and non-refereed journals or books.
4. Presents at regional or national/international conferences on scholarship related to service.
5. Sought as a speaker, panel leader, moderator or discussant at state and national/international meetings in relation to service activities.

Examples related to practice:

1. Publishes in refereed journals related to area of practice expertise.
2. Authors chapters or textbooks on practice phenomenon.
3. Presents papers related to practice scholarship at regional and national/international conferences.
4. Is invited as speaker, panel leader, moderator or discussant for regional and national/international meetings in area of clinical scholarship.
5. Coordinates invited or peer-reviewed symposium at regional and national conference related to area of clinical scholarship.

### Weighing the Evidence

Tenure is based on a pattern of performance and achievement in teaching, research, service, and practice (if applicable) over the probationary period that yields a high degree of confidence that the candidate will continue to develop. Evidence must clearly indicate that the faculty member has made significant accomplishments to date and can be expected to continue high-quality contributions relevant to the missions of the School of Nursing.

Candidates for tenure must demonstrate meritorious performance in teaching, research and service as evidenced by attainment of criteria within each of these missions. Candidates for tenure must be judged to have further achieved excellence in either teaching or research by demonstrating significant scholarly work and attainments. The evidence must show clearly that the candidate is one of the very best in his or her field, and that the candidate's special competence, leadership and scholarship will bring added distinction and visibility or otherwise be of special value to the School and University.

Where a recommendation is based primarily on excellence in research, the candidate must document significant quality (i.e., as judged by peers) and quantity of systematic inquiry that advances scientific, disciplinary, and/or professional knowledge. The candidate must demonstrate sustained contributions through peer-reviewed publications (e.g., on average two peer-reviewed publications per year during the typical probationary period) and presentations at regional and national/international professional conferences (e.g., on average 1-2 per year). Ordinarily, the candidate should present evidence of considerable contributions (e.g., first or second author) to a significant number publications and presentations.

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Where a recommendation is based primarily on excellence in teaching, the impact of the candidate's contributions must extend beyond the university. There should be evidence that the candidate has contributed creatively to teaching in the field through peer-reviewed publications (e.g., on average two peer-reviewed publications per year during the typical probationary period) and presentations at regional and national/international conferences (e.g., on average 1- 2 per year); in a significant number of these publications and presentations, the candidate should present evidence of major contributions (i.e., first or second author). Unusually positive student evaluations of teaching are important, but are insufficient by themselves to support a case for tenure based on excellence in teaching.

Although numerical benchmarks have been provided to provide direction to candidates' preparation for promotion and tenure during the probationary period, the quality and impact of one's scholarship shall be considered of greater importance than numbers *per se* in judging the candidate's overall record. Significant service contributions or practice contributions (if applicable) may strengthen a case for tenure, but neither may be the primary basis for a tenure recommendation.

**SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track**

**VII. SCHOOL OF NURSING POLICY AND PROCEDURE FOR REQUESTING TRANSFER BETWEEN TENURE TRACK AND SPECIALTY (CLINICAL/ TEACHING OR VI. SCHOOL OF NURSING SUBMISSION REQUIREMENTS AND PROCEDURES FOR REAPPOINTMENT, PROMOTION AND/OR TENURE REVIEW**

**Faculty Responsibilities**

A faculty member who is seeking reappointment, promotion, and/or tenure will assume responsibility for:

1. Submitting an **up-to-date curriculum vitae** in the prescribed School of Nursing format.
2. Submitting a **self-evaluation letter** to support his/her reappointment, promotion, and/or tenure. The letter should be organized according to the criteria for rank and should include a self-evaluation of teaching, research, service, practice (if applicable) and scholarship. **Please limit this letter to five (5) pages.**
3. Requesting from Faculty Division Chair, Project Director, and/or Principal Investigator, a **letter of evaluation** which embodies his/her assessment of the faculty member's performance within the criteria for rank.
4. Requesting **letters of evaluation** from two or three colleagues within the School of Nursing, who are sufficiently knowledgeable about the candidate's work to assess his/her's performance within the criteria for rank. Colleagues writing recommendations should hold the appropriate academic rank, i.e., same rank or higher as the individual they are recommending.
5. Submitting **evidence** that supports his/her reappointment, promotion, and/or tenure (Appendix C).
6. Providing the summarized **results of merit review ratings** since the last reappointment.
7. Notifying the APT Committee of the **names of those persons from whom he/she has requested letters of evaluation**, and the types of documentation to be supplied by these persons.
8. **Delivering these materials by the assigned deadline** to the Office of the Dean, School of Nursing for the APT Committee. The letter of self-evaluation and the requested letters of evaluation should be addressed to the Dean of the School of Nursing.

## SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track

In the case of a request for tenure or promotion to Associate Professor or Professor, the faculty member is expected to:

9. **External References.** Identify eight (8) colleagues outside the School of Nursing and the University of Colorado system who could serve as external references for purposes of this review.
  - Select at least half of these names from the discipline of nursing
  - Select colleagues qualified by area of expertise to review and evaluate a sample of your scholarly work.
  - Identify persons at Associate Professor or Professor rank at academic institutions comparable to the School of Nursing, University of Colorado Health Sciences Center.
  - Include a few sentences regarding the characteristics of the selected individuals that qualify them for the review and your relationship with each individual.
  - Contact each individual to ascertain his/her willingness to do this review before submitting the list of names to the APT Committee.
  - Provide a complete address on each individual (i.e., academic rank and position title, institution, address, and phone number).

### APT Committee Responsibilities

#### Mid-point Comprehensive Review of Assistant Professors or Associate Professors Appointed Without Tenure

For the mid-point comprehensive review of Assistant Professors or Associate Professors appointed without tenure, the APT Committee will invite one external tenured faculty member at the rank of Associate Professor or higher from within the University of Colorado system to serve as the extramural evaluator. Materials compiled and submitted by the faculty member for this review (items 1-7 above) along with SON documents explicating criteria for rank and scholarship will be provided to the external faculty member.

#### Promotion and/or Tenure Review

In the case of faculty being considered for tenure or promotion to associate or full professor, the APT Committee will invite five to six of the individuals identified by the candidate in item #9 above to serve as external reviewers. APT Committee's responsibilities include soliciting a minimum of two additional external reviewers. The first will be an external reviewer within the University of Colorado system who is knowledgeable and able to evaluate the candidate's academic achievements. Other external reviewers will be from outside the University of Colorado system. All of these reviewers will be sent the same materials and instructions described in items #1 and 2 below.

1. **Procedures for External References:**  
The APT Committee will formally request these external references and will send the following documents provided by the applicant to the selected reviewers (*it is helpful for both reviewing and mailing purposes to bind items a, b, and c below in a spiral-bound format. The Committee will need 10 copies of these bound materials*):
  - a) current curriculum vitae,
  - b) letter of self evaluation,
  - c) supporting materials related to declared area of scholarship, and
  - d) SON criteria for rank/tenure documents.

**SON Policies & Procedures for Appointment, Reappointment, Promotion for Tenure Track**

2. External reviewers will be asked to address:
- a) the quality and quantity of the candidate's work,
  - b) the impact of this work on the field,
  - c) the degree of creativity and originality of scholarship,
  - d) how the candidate compares with others in this field with similar training and experience,  
and
  - e) how the candidate's performance would be categorized (below average, average, above average, or outstanding) compared to others in this field at a similar point in their careers.

**VII. SCHOOL OF NURSING POLICY AND PROCEDURES FOR REQUESTING TRANSFER BETWEEN TENURE TRACK AND SPECIALTY (CLINICAL/TEACHING OR RESEARCH) TRACKS**

Identification with one track is negotiated at the time of initial appointment based on anticipated role in the School and available positions. Transfer of a faculty member between the Tenure Track and the Clinical/Teaching or Research Tracks will be negotiated upon requisite knowledge, expertise and contributions of the applicant relative to each track. Transfer from the Tenure to the Clinical/Teaching or Research Track should not be viewed as a mechanism to avoid tenure review; reasons for transfer are for a better "fit" between the career goals, expertise of the individual, or the needs of the School of Nursing.

Request for transfer to another track is an option after two, but not after more than five years of the initial appointment. Transfers between the Tenure Track and the Clinical/ Teaching or Research Tracts (in either direction) shall be limited to two transfers.

Requests for transfer will be considered in accord with the criteria listed below and pending availability of a position.

Faculty members in the Tenure Track may elect to accept an appointment in the Clinical/ Teaching or Research Tracks with the understanding that tenure or tenure review will be relinquished. This decision must be made in writing with the consent of the faculty member, Division Chair, and the Dean.

**Criteria for Track Transfer**

1. History (track record) of activities/interests/achievements to justify track transfer.
2. Proposal for teaching, research, practice and service responsibilities congruent with requested track.
3. Long-range goals compatible with the requested track.

**Procedure for Requesting Track Transfer**

1. The faculty member initiates the request for track transfer in writing to his/her Division Chair. The written request should address the above criteria for track transfer explicitly and specifically.
2. The faculty member's Division Chair reviews the track transfer request, taking into consideration the applicant's career trajectory, available positions in the track, and academic program needs. The Division Chair makes a recommendation to the APT Committee.
3. The APT Committee reviews the track transfer request, taking into account the above criteria and the Division Chair's recommendation.
4. The APT Committee makes a recommendation to the Dean.
5. Transfer and reappointment into a different track needs final approval by the University Board of Regents.

**Appendix A**

## APT: Definitions of Four Missions

Approved 9/27/1999

*Rationale: During May 1999 the faculty voted to develop APT criteria in four areas (separating Service and Practice) consistent with the four missions of the School of Nursing and the Health Sciences Center campus. The primary source document for these definitions is AACN, 1999.*

**Teaching** fosters and enhances learning. It includes the transfer of the science and art of nursing from the teacher to the novice through expert learner, building bridges between the teacher's understanding and the student's learning. Components of teaching include knowledge and mastery of the subject area, use of theory-guided and evidence-based content and teaching approaches, student-teacher interactions, skill in communication and presentation, curricular knowledge and expertise, program development and evaluation, and the ability to challenge the intellectual capacity of students in formal and informal environments. Teaching includes developing educational environments that embrace diverse learning styles, student-centered strategies, and interdisciplinary strategies.

**Research** is systematic inquiry that advances scientific knowledge, and more specifically, produces disciplinary and professional knowledge. It includes the conduct of: 1) primary empirical research, 2) historical research, 3) health services research, 4) theory development, 5) methodological studies, and 6) philosophical inquiry. In *primary empirical research* data are systematically collected to answer an empirical question or test a hypothesis. Various quantitative and qualitative designs are used (e.g., experimental, quasi-experimental, descriptive, exploratory, ethnographic, phenomenological), and source materials include primary empirical measurements, observations, and specimens, as well as databases created for other purposes. *Historical research* includes original investigations using manuscript, documents, oral narrative, and other printed and nonprinted material. *Health services research* focuses on the health of populations and health care delivery systems, asking questions from an interdisciplinary perspective about access, acceptability, effectiveness, quality, cost, and financing of health care. *Theory development* is the process of drawing together knowledge, assumptions, and principles into a systematic set of statements that have descriptive, explanatory, or predictive power. *Methodological studies* include the development and testing of new or revised methods of inquiry that have utility in generating knowledge. *Philosophical inquiry* in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. Whether arguments are inductive or deductive in nature, assumptions are thoroughly examined and principles of logical thought are followed. Although research is increasingly interdisciplinary and collaborative in nature, the contributions of individual faculty must be identifiable and significant. Research endeavors must be developed in ways that are documented and peer reviewed.

**Service** is work performed by faculty members that promotes the interests of the University of Colorado, advances the goals of the School of Nursing and the professional discipline of nursing, and contributes to the broader community. The service mission encompasses two types of service: *institutional service* and *professional service*. Institutional service is work that contributes to the organizational functioning of the School of Nursing and the University. It includes faculty governance contributions (e.g., faculty committees) and administrative contributions (e.g., task force membership, search committees, steering committees, specialty coordinators, division chairs, program/project directors, liaisons with external agencies). Institutional service includes special assignments designed to promote the quality and effectiveness of all types of academic programs and services. Professional service is citizenship work that supports the work of professional, community, government, health care agencies, and other relevant public, private and non-profit organizations. It includes activities such as membership on boards and committees, consultation, review activities, and visiting professorships.

**Practice** is the application of nursing knowledge in a variety of settings. Practice is broadly defined; practice roles for faculty may include direct caregiver, consultant, administrator, or other functional roles. Practice models may include: structural typologies for practice (e.g., nursing centers, joint appointments

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with external agencies); faculty role approaches (e.g., practitioner, administrator, consultant); specialty practice arrangements encompassing all types of clinical expertise in nursing (e.g., community health, primary care, midwifery services, clinical specialties, international health); and administrative approaches including volunteer, collaborative, revenue-generating, and contractual service modes. Practice activities include the development of practice knowledge through theoretical work or evaluation studies; professional development to improve competency; application of technical/research skills that develop and test practice knowledge; mentoring of professional staff; leadership roles in developing practice; the development of practice standards; interdisciplinary practice, and the creation of delivery system models.

ms:Definitions of Four Missions

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**Appendix B**

## APT: Statement on Scholarship

Approved 9/27/1999

*Rationale: The term 'scholarship' in higher education has been an elusive term with many definitions. In recent years, Boyer's treatise (1990) has been embraced and many national associations have used it to define their discipline-specific scholarship. In 1999, AACN adopted such a position statement providing a definition of scholarship for nursing and describing a full range of scholarship for the discipline of nursing. Although the faculty adopted AACN's position statement in principle during the 1998-99 academic year, this Statement on Scholarship restates the essential elements for our documents. Consensus regarding the use of the term scholarship and the types of scholarship is foundational for revising School of Nursing appointment, promotion, and tenure documents.*

Scholarship is required of all faculty members regardless of rank or track. Several documents are foundational to the School of Nursing's definition of scholarship. *Defining Scholarship for the Discipline of Nursing*, a position statement adopted by the American Association of Colleges of Nursing (AACN) in 1999, provided a definition of scholarship for nursing and described a full range of scholarship for the discipline of nursing. This document builds on the work of Boyer (1990), Diamond and Adam (1995), and other documents related to the discipline and profession. With minor modification, the School of Nursing has adopted AACN's definition of scholarship in nursing as follows: Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, service, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods. Thus, scholarship work must be significant and creative, and products of all scholarship must be in a format that can be evaluated, which would normally mean in a written format, but could include video or computer formats.

Boyer (1990) proposed that scholarship involves four areas that are critical to academic work. These are the scholarship of teaching, the scholarship of discovery, the scholarship of application, and the scholarship of integration. These four types of scholarship as they relate to nursing were elaborated in AACN's Position Statement (1999) on scholarship and are summarized in the paragraphs that follow.

The *scholarship of teaching* increases the effectiveness of the transfer of nursing's discipline-specific knowledge, and it adds to a deeper understanding of both the discipline and pedagogy. The scholarship of teaching is inquiry that produces knowledge to support the teaching mission in these areas: application of knowledge of the discipline or specialty area in the teaching-learning process (e.g., authorship of textbooks or learning aids, technology application, theory building in teaching-learning context), the

development of innovative teaching and evaluation methods (e.g., research on teaching methods, outcome evaluation, evaluation innovations, creation of innovative learning environments), program development and learning outcome evaluation (e.g., educational grant proposals, disciplinary and interdisciplinary programs, accreditation reports), and professional role modeling (e.g., mentoring of students, leadership in curriculum/instruction, leadership in shaping educational policy).

The *scholarship of discovery* is inquiry that produces disciplinary and professional knowledge that is at the heart of academic pursuits. The scholarship of discovery includes the conduct of primary empirical research (e.g., qualitative and quantitative designs including experimental, quasi-experimental, descriptive, exploratory, ethnographic, phenomenological, grounded theory research), historical research (e.g., original investigations using printed and nonprinted material), theory development (e.g., drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power), methodological studies (e.g., development and testing of new methods), and philosophical inquiry (e.g., epistemological, ethical).

The *scholarship of integration* refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or

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illuminating data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas and brings new insight to bear on original concepts and research. Critical analysis and interpretation are two common methodologies employed. Original work in the scholarship of integration responds to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights. Integrative review of the literature, analysis of health policy, development of interdisciplinary education programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

The *scholarship of application* arises out of the vital interaction between the discovery of knowledge and its use in service to the nation and the world. Components of the scholarship of application include: development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas; application of technical or research skills that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models; professional activity including the mentoring of professional staff and students, work performed to advance the profession and contribute to the broader community, leadership roles in developing practice, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve health care. To be considered scholarship, service and practice activities must be presented as products.

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These four areas of scholarship are related to the four missions of the School of Nursing and the Health Sciences Center campus. The scholarship of teaching relates most directly to the teaching mission. The scholarship of discovery is manifested in the research mission. The scholarship of application can be documented in the service and/or practice missions. The scholarship of integration can be demonstrated in relevant faculty activities in all missions.

Statement on Scholarship  
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**Appendix C**

## **APT: Types of Evidence**

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*Rationale: Clarity regarding the School's four missions and adoption of the Statement on Scholarship require a reconsideration and greater elaboration of the types of evidence that could be submitted for evaluating performance in each of the four mission areas. The adoption of these statements concerning types of evidence will facilitate revising appointment, promotion, and tenure documents.*

### **Teaching**

Evidence that can be submitted in support of competence and accomplishment in *Teaching* includes, but is not limited to: instructional materials (e.g., syllabi, learning materials, web-based modules); peer-reviewed publications related to teaching or learning (e.g., teaching methodology, learning outcomes, teaching learning-theory, development of educational models, curriculum design); published textbooks or other learning aids; presentations related to teaching-learning at local, state, regional, national, and international professional meetings; accreditation or other comprehensive program reports; successful applications of technology to teaching and learning; peer assessment of teaching, teaching materials, and/or innovations in teaching; formal and informal student ratings of classroom or clinical instruction; student performance on standardized professional examinations; grant and contract applications and awards in support of the teaching mission; teaching honors and awards; supervision of master's theses and/or doctoral dissertations; supervision of student research projects, student advising; and invitations that recognize one's expertise in content area or in teaching/learning. Teaching-related products are evaluated for quality and significance, not merely enumerated.

### **Research**

Evidence that can be submitted in support of competence and accomplishment in *Research* includes, but is not limited to: peer-reviewed publications of research, theory, or results of other systematic inquiry (e.g., journal articles, chapters); peer-reviewed research or theoretical presentations at local, state, regional, national, or international professional meetings; research-related reports (e.g., grant reports, research/evaluation reports); published research materials; grant and contract applications and awards in support of research (i.e., sponsored research); unsponsored research; peer evaluations of a body of research work; professional reputation in research both inside and outside the University; regional, national, or international recognition for research work; research awards or honors; and invitations to make presentations or consult in area of research expertise. Research-related products are evaluated for quality and significance, not merely enumerated.

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### **Service**

Evidence that can be submitted in support of competence and accomplishment in *Service* includes, but is not limited to: service materials (e.g., committee documents, policy statements); peer-reviewed publications related to service (e.g., journal articles on faculty governance or health care policy); published service manuals or other service projects; reports (consultation reports, significant committee/board reports); presentations related to service at local, state, regional, national, and international professional meetings; peer assessment of institutional service and professional service; appointments/elections to service positions (e.g., committees, boards, fellowships, administrative positions); review activities (e.g., manuscript reviewer, grant reviewer); service honors and awards; grant and contract applications and awards in support of service; state, regional, national, or international recognition for service work; and invitations that recognize one's expertise in service arena. Service-related products are evaluated for quality and significance, not merely enumerated.

### **Practice**

Evidence that can be submitted in support of competence and accomplishment in *Practice* includes, but is not limited to: practice materials (e.g., protocols, practice tools); peer reviewed publications related to practice (e.g., journal articles or chapters reporting case studies, technical applications, practice models, or outcome indicators; review articles); reports (e.g., consultation reports, reports compiling and analyzing patient or health services outcomes, reports of clinical demonstration projects, accreditation or other comprehensive program reports); policy papers related to practice; products, patents, licenses, or copyrights; published practice manuals or other practice aids; presentations related to practice at local, state, regional, national, and international professional meetings; successful applications of technology to practice; evaluation of practice materials; peer assessment of innovations in practice; formal and informal student/peer ratings of practice activities; practice awards or honors; professional certifications or other specialty credentials; grant and contract applications and awards in support of practice; state, regional, or national recognition for work as practitioner; and invitations to participate in practice-related activities because of one's expertise. Practice-related products are reviewed for quality and significance, not merely enumerated.

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