

# Process and Criteria for Faculty Appointment, Promotion & Tenure

# KU

# SCHOOL OF NURSING

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**The University of Kansas**

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# PROCESS AND CRITERIA FOR FACULTY APPOINTMENT, PROMOTION, AND TENURE

## Qualifications for Appointment, Promotion, and Tenure

### I. Faculty Appointment

- A. Faculty may be appointed to the University of Kansas School of Nursing on the tenure and non-tenure tracks. Qualifications and academic titles for the respective tracks vary to some degree, as described in the Sections below. Additional information about types of appointments may be found in the Kansas University Medical Center Handbook for Faculty and Other Unclassified Staff.
- B. Appointment to the School of Nursing Faculty represents a mutually beneficial partnership between the University and the faculty member to facilitate an environment that provides freedom of expression and inquiry; to advance the School's missions for education, practice, and research; and to promote quality outcomes.
- C. New faculty who are nurses must have or apply for RN licensure in the State of Kansas prior to the effective date of appointment. Faculty must have a graduate degree in nursing (e.g., MPH, MN, MS, MSN, MA in nursing or doctorate in nursing) to teach clinical nursing courses.
- D. Non-tenure track faculty may be appointed with the following academic titles: Clinical and Research Professor, Clinical and Research Associate Professor, Clinical and Research Assistant Professor, and Clinical and Research Instructor. All clinical faculty must have a doctorate in nursing or a related field for Clinical Associate Professor and Clinical Professor. All research faculty must have a doctorate in nursing or a related field for Research Professor, Research Associate Professor, and Research Assistant Professor.
- E. Tenure track faculty may be appointed for a probationary 7-year period with the following academic titles: Professor, Associate Professor, and Assistant Professor; they must have a full time appointment. Tenure track faculty must have a doctorate in nursing or a related field. Each faculty member on the tenure track is considered for tenure at the beginning of the sixth probationary year.
- F. Academic title is determined by the track to which appointed and criteria for that rank.
- G. As noted in the Handbook for Faculty and Other Unclassified Staff, faculty members may apply for a one-time, one-way transfer between the Non-tenure and Tenure tracks. Time and rank in the non-tenure track do not count toward the probationary period to obtain tenure. If mutually agreed, transfers can be made from the tenure track to one of the non-tenure tracks prior to, but no later than, the fifth year of employment.

- H. All faculty appointments are subject to the approval of the Chancellor.
- I. The process for decisions on appointments is described in the section headed Process for Initial Appointment.

## II. Promotion in Academic Rank

- A. Eligibility for promotion to the next academic rank is based upon established criteria for appointment to the desired rank. The criteria reflect scholarly achievement within the School's missions and related faculty roles: education (educator), research (researcher), and practice (clinical and administrative practitioners). Specific appointment parameters determine the number and type of roles to be enacted by a faculty member.

Citizenship is a necessary condition for promotion. All faculty are expected to contribute to the collective service that benefits the School, University, profession, or society. Citizenship comprises governance and other civic activities without scholarly output. In contrast, scholarly community service is captured under teaching, application, integration, and discovery scholarship within the educator, researcher, and practitioner roles.

- B. The final decision regarding a faculty promotion is made by the Board of Regents upon request of the Chancellor.
- C. Guidelines for meeting criteria for rank are as follows:
  - 1. Faculty must demonstrate achievement in scholarship--teaching, application, integration, and discovery--as delineated in Criteria for Rank, and within the individual's specific appointment parameters/roles (e.g., teacher, researcher, practitioner).
  - 2. Evaluation of a faculty member for a specific rank assumes that the faculty member continues to meet the criteria for present and previous ranks.
  - 3. The recommended number of years in each rank is discussed in the Handbook for Faculty and Other Unclassified Staff: two to six years for instructor to assistant professor, five to six years for assistant to associate professor, and five to six years for associate to full professor.
- D. Faculty seeking promotion in rank are to follow the Process for Decision on Promotion section of these Guidelines.

## Tenure

- A. Faculty appointed to the tenure track are eligible for tenure. All decisions on tenure are subject to the approval of the Board of Regents upon request of the Chancellor.

- B. Guidelines for meeting criteria for tenure are as follows:
1. Candidates shall demonstrate sustained progress at their current academic rank and progress toward the next academic rank.
  2. For faculty appointed to the tenure track, promotion to Associate Professor or Professor will include consideration for the award of tenure.
  3. As specified in Criteria for Rank, faculty must demonstrate cumulative achievement in scholarship: teaching, application, integration, and discovery consistent with contracted roles. They also must demonstrate sustained citizenship.
- C. Faculty seeking tenure are to follow the Process for Decision on Tenure.

### **Process for Initial Appointment**

The University of Kansas School of Nursing Appointment, Promotion, and Tenure Committee follows the guidelines in the University of Kansas Medical Center Handbook for Faculty and Other Unclassified Staff. At the time of appointment to the tenure track, the Dean and faculty member will negotiate for any past service credit that could reduce the probationary period preceding the consideration for tenure. The process for a decision on initial appointment is as follows:

- I. Faculty may be appointed to the University of Kansas School of Nursing on the Non-tenure or Tenure tracks. Academic titles vary for the respective tracts as specified above in Sections under Faculty Appointment.
- A. Recommendations for initial appointment are made by the Associate Deans for Academic Affairs and forwarded to the Dean of the School of Nursing.
  - B. Initial appointment rank is determined by the established criteria for appointment, promotion, and tenure.
  - C. Recommendations for initial rank at the levels of Associate Professor and Professor for all tracks are made by the Associate Deans to the Appointment, Promotion, and Tenure Committee. The Committee recommendations are forwarded to the Dean of the School of Nursing. The Dean then will forward the recommendations through the appropriate channels as described in The Handbook for Faculty and Unclassified Staff.
  - D. Once an initial appointment to rank is granted, changes in academic rank are initiated through the Process for Decision on Promotion.
- II. The initial appointment track and rank determine academic title.

### **III. Appointment Process**

- A. The faculty candidate being considered for an appointment should supply the following data:
  - 1. Updated curriculum vitae, addressing citizenship as well as scholarship related to education, practice, and research.
  - 2. Names of three persons who can provide reference and recommendations regarding competency and achievements. For appointment to Associate Professor or Professor, at least one recommendation must be from a nationally recognized authority.
- B. Faculty are appointed at the ranks of Instructor and Assistant Professor by recommendation to the Dean of the School of Nursing from the Associate Deans for Academic Affairs. The Associate Deans for Academic Affairs recommend rank appropriate to the anticipated assignment.
- C. For appointment at the ranks of Associate Professor and Professor, the Associate Deans for Academic Affairs, in consensus with the Associate Dean for Research, initiate the appointment process via letter to the Appointment, Promotions, and Tenure Committee requesting specific rank.
- D. The Committee reviews materials submitted using the appropriate academic rank criteria, and the Chair obtains a Committee vote by written ballot. The results of the ballot are read aloud and retained. A simple majority (51%) constitutes the basis for the recommendation. If the Committee does not concur with the Associate Deans' recommendation, an alternative rank will be recommended. The Committee recommendation is submitted to the Dean of the School of Nursing, and the Dean then notifies the Associate Deans of the Dean's recommendation.

### **Process for Decision on Promotion**

- I. Each faculty member wishing to be reviewed for promotion should notify APT Committee using 'Intent to go for Promotion/Tenure' form found on Intranurse (APT Committee). This form should be submitted by the third Friday in August.
  - A. A step in the process of submitting the promotion portfolio is garnering evaluative letters from assigned Associate Deans.
    - 1. Faculty applying for promotion from Clinical Instructor to Clinical Assistant Professor and faculty applying for promotion from Research Instructor to Research Assistant Professor should garner an evaluative letter of support/recommendation from their assigned Associate Dean(s) that is based on established criteria for appointment, promotion, and tenure for the desired rank. The evaluative letter(s) should address the candidate's role assignments (percentages) and accomplishments in teaching, application, integration, and discovery scholarship as well as citizenship. The candidate should not be

consulted about letter contents.

2. Faculty applying for promotion to the rank of Associate Professor and Professor in non-tenure or tenure tracks must arrange for their portfolio to be reviewed by the assigned Associate Dean for Academic Affairs, i.e., Undergraduate or Graduate Programs, and, if applicable, the Associate Dean(s) for Research or other appropriate administrator. Candidates can submit their portfolio to the assigned Associate Dean(s)/other appropriate administrator for review, or they can direct the assigned Associate Dean(s)/other appropriate administrator to their portfolio materials on the School of Nursing APT SharePoint site for review.

Candidate portfolio materials will be reviewed by the assigned Associate Dean(s) or other appropriate administrator. Review of candidates in the practice role will include input from the practice site.

After review of the candidate's portfolio materials, the assigned Associate Dean(s) or other appropriate administrator(s) will write an evaluative letter of support or non-support. Evaluative letters should address the candidate's role assignments (percentages) and accomplishments in teaching, application, integration, and discovery scholarship as well as citizenship. The candidate should not be consulted about letter contents.

3. The evaluative letter(s) from administrative reviewers are submitted electronically to the APT Committee by the second Friday in September.

- B. Faculty applying for promotion to the ranks of Associate Professor and Professor in non-tenure or tenure tracks must submit a list of five (5) nationally-recognized authorities outside the KU School of Nursing when completing their 'Intent to Go for Promotion and /or Tenure' form (due the third Friday in August). All external reviewers must be above the candidate's current rank. At least three (3) of the reviewers must be nurses. Reviewers should be educators, researchers, or practitioners in the substantive areas of candidate's teaching, research, or practice. Reviewers may or may not be personally known by the candidate. Before submitting a list of names, candidates should personally contact potential reviewers to confirm their willingness to review, rank above candidate's current rank, current address, email address, telephone and FAX numbers.

- II. Faculty applying for promotion from Clinical Instructor to Clinical Assistant Professor and faculty applying for promotion from Research Instructor to Research Assistant Professor must submit the materials listed below by the second Friday in September. These materials should be submitted electronically on the School of Nursing APT SharePoint site.

- A. The **standard APT request cover form** (Appendix A) indicating their desire to be considered for promotion to Clinical Assistant Professor or Research Assistant Professor. They should specify when they were appointed to their current rank and if they completed a Voluntary Progress Review. The following statement is included in the cover form and is followed by their signature: "My signature attests that all materials presented for review accurately represent my scholarship and citizenship products for the period under review."

- B. An updated curriculum vitae (CV format available for use is located on SharePoint; format is optional.)
- C. The APT Committee is responsible for accepting and reviewing only the material that has been submitted by the second Friday in September.

III. Faculty applying for promotion to the rank of Associate Professor and Professor in non-tenure and tenure tracks must submit the portfolio materials listed below by the second Friday in September. Portfolio materials should be submitted electronically on the School of Nursing APT SharePoint site.

- A. **The standard APT request cover form** (See Appendix A) indicating their desire to be considered for promotion to a specified rank, tenure, or both. They should specify when they were appointed or promoted to their current rank and if they completed a Mandatory Third-Year or Voluntary Progress Review. The following statement is included in the cover form and is followed by their signature: “My signature attests that all materials presented for review accurately represent my scholarship and citizenship products for the period under review”.
- B. An updated curriculum vitae (CV format available for use is located on Intranurse; format is optional.)
- C. A typed Scholarship Products Summary Table (see template) should be submitted outlining how each promotion criterion was fulfilled and identifying the relevant scholarship products (artifacts/products of teaching, application, integration, discovery and citizenship) for the period under review. Candidates should address each criterion. The period under review is the time since appointment to current rank. Generally, products identified for one scholarship criterion should not be duplicated for another. Candidates may choose (optional) to write a brief summary statement to accompany their Product Summary Table. It is strongly encouraged that any written summaries will be brief and specifically address contents of the Table to prevent redundancy. Candidates are encouraged to identify any movement toward the rank above the desired rank. When desired rank is Professor, there is no higher rank.
- D. Copies of annual reports and Mandatory Third-Year Review (if applicable) or Voluntary Progress Review (if applicable)
- E. Two (2) of the Candidate’s best published peer-reviewed works accomplished during the period under review should be submitted. A listing of publications should be included in the curriculum vitae. A listing of presentations should also be included in the curriculum vitae and reflect the date, title, type (e.g. podium or poster, peer-reviewed or invited), audience, and location of each presentation.
- F. Comprehensive summaries of student evaluations of classroom and/or clinical teaching. Candidates are encouraged to include tabled reports of these evaluations and notable narrative comments, and, if appropriate, remark on course modifications in response to student evaluations.

- G. Supporting evidence for scholarship activities including supporting evidence for products identified in the Scholarship Product Summary Table, as well as other accomplishments.
- H. Support letters, addressed to the Appointment, Promotion, and Tenure Committee for the School of Nursing, from three (3) individuals with whom the candidate has worked (e.g., faculty colleagues, agency personnel, consumers), that address appropriate criteria based on relationship to the candidate. At least one (1) letter should be from faculty who hold the rank that the candidate is seeking. Candidates are responsible to ascertain that the letters are written and address the appropriate criteria. In addition to these letters of support, Candidates may obtain additional peer reviews of teaching, practice, or research activities as appropriate to role.
- I. The Appointment, Promotion, and Tenure Committee is responsible for accepting and reviewing only the material that has been submitted by the second Friday in September.

#### IV. Review of Candidate Materials

- A. Review of materials for Candidates seeking promotion from Clinical Instructor to Clinical Assistant Professor or review of materials for Candidates seeking promotion from Research Instructor to Research Assistant Professor.
  - 1. The Appointment, Promotion, and Tenure Committee will review the candidate's evaluative letter(s) of support/recommendation from their assigned Associate Dean(s) and their curriculum vitae.
  - 2. The candidate's evaluative letter(s) of support/recommendation from their assigned Associated Dean(s) constitutes the basis for the Committee recommendation submitted to the Dean of the School of Nursing.
- B. Review of materials for Candidates seeking promotion to Associate Professor or Professor in non-tenure and tenure tracks.
  - 1. There are two (2) sources of external reviewers for each candidate – the candidate's listing of outside reviewers and the list of external reviewers generated by the Appointment, Promotion, and Tenure Committee. Two (2) or more of the five reviewers from the candidate's listing will be chosen by the committee. From the Committee's list of external reviewers, three (3) or more reviewers will be chosen to enhance the objective evaluation of the candidate.

The external reviewers should be above the candidate's current rank. Furthermore, each outside reviewer should be an educator, researcher, and/or practitioner in the substantive areas of the candidate's scholarly work. The selected reviewers will receive a cover letter, the SON APT Criteria, and the candidate's Product Summary Table and optional narrative summary, curriculum vitae, and best publications. Cover letters to reviewers will specify whether the candidate seeks promotion, tenure, or both, and will have the following statement: "If you believe that there is any conflict of interest in reviewing this candidate, please notify me [SON

Appointment, Promotion, and Tenure Committee Chair] immediately." At least four (4) external reviews (two [2] from the candidate's listing and two [2] from the Committee's listing) should be received for an Appointment Promotion and Tenure Committee decision.

2. The Chair of the Appointment, Promotion, and Tenure Committee assigns each candidate portfolio, which includes the external reviews, to two committee members (a primary and secondary reviewer) for review. The primary reviewer holds the same or a higher rank than the candidate is seeking. The committee may seek review from clinical or research faculty colleague(s) as ad hoc reviewers if deemed necessary and appropriate.
  3. Using the appropriate academic rank criteria, the two committee members review independently the materials submitted by the candidate.
  4. The assigned committee members present their written assessment to the total committee regarding the candidate's qualifications for promotion and, if applicable, tenure.
  5. Following presentation and discussion by the Committee, the Appointment, Promotion, and Tenure Committee Chair calls for the vote by written ballot. The results of the ballot are read aloud. A simple majority (51 percent) constitutes the basis for the recommendation submitted to the Dean of the School of Nursing.
- V. The Appointment, Promotion and Tenure Committee's written recommendation and concomitant rationale are sent simultaneously to the Dean and to each candidate by the Appointment, Promotion, and Tenure Committee. Candidate's electronic portfolios will be made available to the Dean. Recommendation by the Committee may be accepted or rejected by the Dean. It is recommended that a copy of the Appointment, Promotion and Tenure Committee's letter accompany the Dean's recommendation to the next level of review, if there are divergent opinions.
- VI. The Dean will notify candidates, Associate Deans, and the Appointment, Promotion, and Tenure Committee Chair in writing of the School's recommendation.
- VII. Positive recommendations are forwarded sequentially to the Vice Chancellor for Academic Affairs, the Executive Vice Chancellor of the University of Kansas Medical Center, the Chancellor, and the Board of Regents before they become effective.
- VIII. Negative recommendations from the School of Nursing may be appealed through the University of Kansas Medical Center Appointment, Promotion, and Tenure Appeals Committee. The University of Kansas Medical Center Appeals Committee exists to consider complaints relative to procedural issues. The process for appeals is described in the Handbook for Faculty and Other Unclassified Staff.
- IX. Candidate's electronic portfolios will be maintained until the fall after the Board of Regents has made the final decision regarding the person's promotion and, if applicable, tenure. When appropriate (e.g., an appeal), the Candidate's electronic portfolio will be stored

electronically for five (5) years. Other confidential materials (e.g., outside reviewers' letters) should be stored electronically or kept in a locked file in the Dean's Office until the fall after the Board of Regents has made the final decision regarding the person's promotion and, if applicable, tenure. When appropriate (e.g., an appeal), these confidential materials will be stored for five (5) years. After five (5) years, whether electronic or paper, these documents will be purged.

### **Process For Decision On Tenure**

- I. Although promotion and tenure are separate decisions, for faculty appointed to the Tenure Track, all recommendations for promotion to the rank of Associate Professor usually will be considered also as recommendations for the award of tenure, if the faculty member is not already tenured (see Handbook for Faculty and Other Unclassified Staff).
- II. The University of Kansas Medical Center Office of Faculty Affairs prepares a list of those faculty in each school who must be reviewed for tenure. The Chair of the Appointment, Promotion, and Tenure Committee should request this list from the Dean of the School of Nursing in March of each year.
- III. The Appointment, Promotion, and Tenure Committee notifies by letter each faculty member to be considered for tenure and the respective Associate Dean(s) by the first Monday in April.
- IV. All faculty who must be reviewed for tenure will follow the procedures outlined in the University of Kansas School of Nursing Process for Decision on Promotion.

### **Process For Decision On Post Tenure Review**

- I. KUMC policy requires that tenured faculty undergo a Post Tenure Review every seven (7) years and as needed (or “triggered”). The review may be triggered by three (3) unsatisfactory annual assessments within a seven (7) year timeframe, by request of the faculty member, or by request of the Dean of the School. (See KUMC Policy on Post Tenure Review).
- II. The Chair of the APT Committee will request the list of faculty who will undergo a scheduled or triggered Post Tenure Review from the Dean of the School of Nursing in August of each year.
- III. The APT Committee will notify by letter each faculty member who requires a Post Tenure Review by the second Friday in September. The APT Committee will also notify the Associate Deans of Academic Affairs of faculty who will undergo a Post Tenure Review.
- IV. Materials required for the Post Tenure Review must be submitted by January 15<sup>th</sup> of the year for Post Tenure Review.
  - A. The faculty member submits an updated CV and a completed Post-Tenure Review form. This form, aligned with the SON APT Criteria, is a two-page reflective/critical analysis of the faculty’s teaching, application, integration and discovery scholarship as well as

citizenship since tenure was granted or since the last post tenure review. The faculty member's 7 year trajectory should also be captured. The Post-Tenure Review form can be found on Intranurse (APT Committee).

Required materials should be submitted electronically on the School of Nursing APT SharePoint site.

- B. The School of Nursing will provide Annual Faculty Assessments from the interim years. This will be the Annual Faculty Reviews completed by the Associate Dean(s) since tenure was granted or since the faculty member's last post tenure review.

These reviews are submitted electronically to the APT Committee.

- V. A Post Tenure Review Committee will be appointed that will function as an *ad hoc* committee from the SON APT Committee to complete the post tenure review(s). Membership will include at least three members; one (1) at the rank of Associate Professor and two (2) at the rank of Professor.
- VI. Materials from each faculty member undergoing post tenure review will be assigned to two (2) Post Tenure Review committee members (a primary and secondary reviewer). The primary reviewer will hold the same or higher rank than the faculty member being reviewed. Each assigned Post Tenure Review committee member will independently review the submitted materials for ongoing scholarship contributions/impact considering the faculty member's appointment parameters. Faculty also are reviewed for citizenship.

Scholarship as defined in the APT criteria is the communication of knowledge generated through inquiry using a range of activities that advance teaching, research, and practice, both within and across disciplinary boundaries. Scholarship activities and products are significant to the nursing profession, creative, demonstrable, replicable, and reviewable by peers. The formal types of scholarship are teaching scholarship, application scholarship, integration scholarship, and discovery scholarship. Although all faculty will summarize their scholarship by type, how they respond will vary depending upon assigned roles (educator, researcher, clinician, administrator), percent time in role, educational preparation, and full-time/part-time employment status.

- VII. The assigned reviewers will present their written assessment to the entire APT Committee regarding faculty member scholarship and citizenship since their last review.
- VIII. Following presentation and discussion with the entire APT Committee, the Post Tenure Review Committee will categorize their decision into one of two outcomes as stipulated in the KUMC Policy on Post Tenure Review with recommendation.
  - A. Satisfactory. Recommend the next review be in 7 years.
  - B. Unsatisfactory. Depending on the seriousness of the concerns found, an outcome of unsatisfactory will result in a recommendation for either:

1. Remediation. Recommend the assigned Associate Dean(s) or other appropriate administrator and faculty member develop an individualized remediation plan. Recommend the probationary period which will be followed by repeat review.
2. Initiation of a recommendation of dismissal based on sustained failure to meet academic responsibilities.

A vote will be taken. A simple majority constitutes the basis for the Post Tenure Review Committee decision and recommendation.

- IX. A written confidential report with decision and recommendation will be submitted simultaneously to the Dean and the faculty member by March 1<sup>st</sup>. The Dean will notify the Associate Deans of the Post Tenure Review Committee decision and recommendation. This report will also be submitted to the Vice Chancellor for Academic Affairs and the Executive Vice Chancellor of the University of Kansas Medical Center.
- X. An unsatisfactory recommendation may be appealed through the University of Kansas Medical Center Appointment, Promotion, and Tenure Appeals Committee. The University of Kansas Medical Center Appeals Committee exists to consider complaints relative to procedural issues. The process for appeals is described in the Handbook for Faculty and Other Unclassified Staff.
- XI. Faculty member's electronic materials will be maintained until the fall after the decision and recommendation have been determined. When appropriate (e.g., an appeal of the recommendation), the Faculty member's materials will be stored electronically for five (5) years.

### **Process for Mandatory and Voluntary Progress Reviews**

- I. **Mandatory Progress Reviews:** As noted in the KUMC Handbook for Faculty and Other Unclassified Staff, the School of Nursing Faculty and the respective tenure track faculty member are mutually obligated to conduct a mid-probationary period progress review (Third-Year Review) by June 30<sup>th</sup>-of the third academic year of the faculty member's employment. The APT Committee will notify tenure track faculty members and the Associate Deans for Academic Affairs of faculty to be reviewed for progress towards promotion or tenure by the second Friday of September of the faculty member's third academic year.
- II. **Voluntary Progress Reviews:** Faculty in non-tenure track appointments may request a progress review for promotion. Timing of the progress review should be discussed with the appropriate Associate Dean(s) during the initial appointment when hired and thereafter during annual reviews. It is recommended that the timing be similar to that of the mandatory mid-probationary progress review, i.e. the third academic year of the faculty member's employment, but may be later.

The APT Committee will remind non-tenure track faculty of the opportunity for a Voluntary Progress Review by the second Friday of September. Faculty requesting a Voluntary Progress Review for promotion should complete the "Intent for Voluntary Progress Review" form found on Intranurse (APT Committee) by the due date identified in the reminder email. The APT Committee will notify the Associate Deans for Academic Affairs of faculty seeking voluntary progress reviews.

- III. The faculty member submits a portfolio to the Appointment, Promotion, and Tenure Committee for review. The portfolio should include materials specified under the section entitled Process for Decision on Promotion, items III. A., B., C., D., F., and G. Candidates seeking Mandatory Third-Year or Voluntary Progress Reviews do not solicit support letters; however, they may obtain peer reviews of teaching, practice, or research activities as appropriate to role. Portfolio materials should be submitted electronically on the School of Nursing APT SharePoint site.
- IV. Materials must be submitted to the Appointment, Promotion, and Tenure Committee by the first Friday in March.
- VI. The Chair of the Appointment, Promotion, and Tenure Committee assigns each faculty candidate portfolio to two committee members (a primary and secondary reviewer) for review. The primary reviewer holds the same or a higher rank than the candidate is seeking. The committee may seek review from clinical or research faculty colleague(s) as ad hoc reviewers if deemed necessary and appropriate.
- VII. Using the appropriate academic rank criteria, the reviewers independently assess the materials submitted by the faculty member.
- VIII. The reviewers present their written report of the faculty member's progress toward meeting the qualifications for promotion and/or tenure to the Committee.
- IX. Following presentation and discussion by the Committee, the Committee drafts a summary of the faculty member's strengths and weaknesses with regard to progress toward promotion and/or tenure.
- X. A written summary of the Appointment, Promotion, and Tenure Committee's findings is forwarded to the faculty member, their assigned Associate Dean for Academic Affairs, and, if applicable, the Associate Dean(s) for Research or Clinical and Community Affairs. The Appointment, Promotion, and Tenure Committee's written summary to the faculty member will include a statement that the progress review does not imply future guarantee of successful application for promotion and/or tenure.
- XI. The faculty member may retrieve portfolio materials from the Appointment, Promotion, and Tenure Committee Chair following completion of the review process.

### **Process for Transfer Between Non-Tenure and Tenure Tracks**

- I. University of Kansas School of Nursing faculty are appointed either to the tenure track or non-tenure track. Within the non-tenure track, there are multiple types of appointments, including title modified with clinical, title modified with research, and others. Following initial appointment to tenure or non-tenure track, circumstances may arise in which the needs of the faculty member or School are better suited by a change to another track. Consideration of transfer between tracks represents a major career decision and is pursued only after serious consideration of the implications of such a change, and careful deliberation between the faculty member and appropriate Associate Deans.

- II. If mutually agreeable, a one-time, one-way transfer is allowed between a tenure track and a non-tenure track appointment. Transfers from the tenure track to a non-tenure track appointment must be completed prior to the end of the fifth year of the probationary period (Summary Guidelines for Faculty appointments on Medical Center Campus are available in the appendix of Handbook for Faculty and Other Unclassified Staff). No time limitations are placed on transfer from a non-tenure track appointment to the tenure track.
- III. Faculty who have achieved tenure may also request transfer to the non-tenure track, but must formally resign tenure if the transfer is granted. A faculty member may not return to a tenure track position following a transfer to the non-tenure track without making a new application to a tenure track position.
- IV. Rank in the tenure track is established at the time of appointment to the tenure track and may be the same or may be different from the previously held rank in the non-tenure track position. Rank in the non-tenure track is established at the time of appointment to the non-tenure track and may be the same or may differ from the rank previously held in the tenure track position.
- V. In order to transfer from a non-tenure track position, a faculty member must formally apply using the established procedure for hiring tenure-track faculty.

VI. PROCEDURE

Each faculty member requesting transfer between tracks must submit materials to the appropriate Associate Deans, based on applicant's desired role. Required materials include:

- A) An updated curriculum vitae.
  - B) A personal statement summarizing the trends in career development, rationale for transfer and role assignment (e.g., educator, researcher, practitioner), and how previous achievements demonstrate excellence in chosen roles. The personal statement must be structured according to the APT criteria.
- VII. The administrative group will review the materials and determine the School's support or non-support of the request. For faculty in research or practice roles, the faculty member's Associate Dean for Academic Affairs will consult with the other Associate Deans (Academic Affairs, Research, Clinical and Community Affairs). Only requests supported by the Associate Deans will be reviewed by the APT Committee. If the Associate Deans support the request, a letter of support is written by the faculty member's assigned Associate Dean to address the track transfer, requested rank, effective date of transfer, and accumulated time toward tenure, if any, for faculty requesting transfer to the tenure track.
  - VII. The faculty member's CV, personal statement, and the support letter from the assigned Associate Dean for Academic Affairs are forwarded to the School of Nursing Appointment, Promotion, and Tenure (APT) Committee. Following review of the materials, the APT Committee's written recommendation and accompanying rationale regarding transfer between tracks and recommended rank are sent to faculty member's assigned Associate Dean for Academic Affairs, who then notifies the candidate of the APT Committee's recommendation.

## Preamble to Criteria

The University of Kansas School of Nursing is committed to educating students for diverse and changing leadership roles as educators, researchers, and practitioners; generating new knowledge for nursing practice; and using our expertise in service to the global community.

**Educators** carry out the education mission of the School of Nursing, using a variety of teaching strategies that foster student learning and result in professional knowledge, attitudes, and skills. **Researchers** carry out the research mission of the School of Nursing, using methods of systematic inquiry to generate empirically-based knowledge or evaluate clinical and program outcomes. **Practitioners** carry out the clinical and administrative missions of the School of Nursing, using professional knowledge, attitudes, and skills to provide direct care or to advance clinical and organizational systems.

Faculty seeking appointment, promotion, or tenure are reviewed for scholarly achievement consistent with the School's education, research, and practice missions and the related faculty roles. Specific appointment parameters determine the number and type of roles to be enacted by a faculty member.

Criteria for scholarship have been developed as guidelines for the recommendation of appointment, promotion, or tenure. The purposes of the criteria are to: (a) guide and structure the review process for recommending appointment, promotion, and tenure; (b) provide a guide for faculty self-evaluation and planning; and (c) facilitate the School's annual evaluation and goal setting process. Each successive rank assumes the qualifications of the previous rank.

Faculty seeking promotion and/or tenure must demonstrate achievements in teaching, application, integration, and discovery scholarship within the individual's respective appointment parameters. Although all faculty (tenure-track and non-tenure track) respond to the same set of criteria, how an individual uses the criteria and examples will vary depending upon assigned roles (educator, researcher, clinician, administrator), percent time in role, educational preparation, and full-time/part-time employment status.

SCHOLARSHIP is the communication of knowledge generated through rigorous inquiry using a range of activities that advance teaching, research, and practice, both within and across disciplinary boundaries. Scholarship activities and products are significant to the nursing profession, creative, demonstrable, replicable, and reviewable by peers. The formal types of scholarship are teaching scholarship, application scholarship, integration scholarship, and discovery scholarship.

The SETTINGS for scholarship activities may be formal and informal classrooms, clinical practice sites, administrative arenas, faculty and research offices, laboratories, and data collection sites.

The PROCESS or STRATEGY of scholarship emphasizes self-assessment, yearly goal setting, and long-term goal setting. ACTIVITIES in which an individual engages in any given year need not target all types of scholarship, or all criteria under each type. Rather, over time, one builds solid evidence of meeting all criteria for each promotion (and tenure) review. Scholarly activities are the "process" or steps to creating a specific scholarly product, which is tangible and may be reviewed by others. Scholarly activities are **not**, however, **formal scholarship** until a resulting **product is disseminated**.

**SCHOLARLY PRODUCTS** are the **measurable outcomes** of scholarly activities. These include: publications in lay and professional literature (e.g., articles, chapters, books, web-based documents, films), presentations to lay and professional audiences, grant proposals for research, teaching, and practice activities, and other documents of teaching, research, and practice innovations (e.g., course syllabi, clinical protocols), all of which result from scholarly activities.

**EVALUATION** of scholarship is a peer-review process that examines the balance of the quality and quantity of scholarly products. Publications in peer-reviewed journals, presentations at peer-reviewed conferences, and funding of grant proposals reflect one type of formal peer review evaluation. Invitations to present (e.g., keynote addresses), invitations to write book chapters and other published work, and invitations to formally consult on teaching, research or practice issues reflect another type of peer review. The products from these scholarly activities, and other scholarly products, also are reviewed by the APT committee and selected external reviewers for each promotion (and tenure) review. In the absence of a prior formal peer review process (such as what occurs prior to publication and grant funding), it is particularly important to have a specific product for review by the APT committee and for external reviewers to assess. As stated above, an activity is not considered formal scholarship until a resulting product is disseminated. Faculty also are reviewed for citizenship.

**CITIZENSHIP** comprises activities without scholarly output that are necessary and essential to the mission of the School, University, and profession. Participation in governance and other civic activities is expected of everyone within the percent time employed. Citizenship is a necessary but not sufficient condition for promotion. Scholarly community service is captured under teaching, application, integration and discovery scholarship within the educator, researcher, and practitioner roles.

**PROMOTIONS** to higher ranks imply increased depth and breadth of scholarship. This increased depth and breadth is reflected in greater **quantity** of scholarship, greater **complexity** of scholarship, and greater **scope of influence** affected by the person's scholarship. Increased depth and breadth with respect to **quantity** is assessed in terms of building and progressing to a sustained level of productivity. Increased depth and breadth with respect to **complexity** is assessed in terms of moving from novice to expert or from descriptive to synthesis scholarship. Increased depth and breadth with respect to **scope of influence** is assessed in terms of moving the impact of one's scholarship from the individual to larger systems levels. For example, increased depth and breadth of scholarship as an **EDUCATOR** might be reflected in movement from specific teaching activities to curricular design and implementation, and from influencing one's students to influences on programs of instruction, institutions of higher education, and national accreditation policies. As a **RESEARCHER** one might see movement from descriptive studies to more complex theory building or intervention studies, evidence of a growing program of research, and from influencing practice or teaching at the local level to the influence of one's research on health policy. The **PRACTITIONER** role takes two forms. As a **Clinician** one might see movement from caring for simple cases and well-persons' health management to management of more complex health problems, from managing individual cases to managing larger client groups, and from influencing one's individual clients to influence on clinical practice policies in specific agencies and social health practice policies. As an **Administrator** one might see movement from supervision of small groups of persons to larger numbers of persons, from responsibility for smaller units to larger, more complex organizations, and from influencing one's immediate subordinates to influences on larger institutional and social policies.

# Criteria and Examples of Teaching Scholarship

**Teaching Scholarship** occurs when faculty (educator, researcher, practitioner) creatively build bridges between their own understanding and the learner's (students, patients, colleagues, community, society) through transforming, extending, and transmitting knowledge. Regardless of tenure/non-tenure appointment, all faculty members are expected to participate in teaching scholarship consistent with their contracted roles.

**Criterion:** Optimizes client learning in multiple settings by demonstrating and facilitating linkages among theory, research, and practice through the judicious and creative use of material and human resources.

**Process or Strategy** for teaching scholarship may include lead 'teacher' role, giving and receiving instructional feedback, staff development, research project, DNP capstone, thesis and/or dissertation direction, role modeling, National Research Service Award (NRSA) mentoring, interdisciplinary collaboration, staying current in focused area of teaching expertise, participating in continuing education offerings.

## **Teaching Scholarly Products (Critical Elements):**

Teaching scholarship products exemplify transmission, transformation and extension of knowledge. Teaching-related publications and presentations are examples of teaching products.

## **Examples of Teaching Scholarship Across Ranks:**

<b>Instructor</b>	Orientation/evaluation materials developed for students and preceptors, new faculty, patients, and/or research assistants regarding their teacher/learner needs.
<b>Assistant Professor</b>	Materials developed from leading student, faculty, clinical staff, and/or research team to foster educational research activities, professional presentations, and/or QA projects.
<b>Associate Professor</b>	Publication or other dissemination materials on curricular innovations, educational program development, clinical program development, outcomes of advising, and/or educational research outcomes based on work with students, faculty, clinical colleagues, and/or research team.
<b>Professor</b>	Publications in national/international journals or national/international consultations on areas of expertise in curriculum matters, educational programs administration, clinical standard development, and/or educational research.

# Criteria and Examples of Application Scholarship

**Application Scholarship** occurs when faculty (educator, researcher, practitioner) engage theory, research, and/or practice to generate new understandings. The primary focus is on the interaction of knowledge with problems that arise from community concerns. Emphasis is on the use of new knowledge in solving society's problems as direct caregiver, educator, consultant, administrator, and researcher. Tenure and non-tenure track faculty practice is constituted by individual participation in practice areas consistent with their contracted roles.

**Criterion:** Adapts to meet professional opportunities and challenges by applying knowledge from theory, practice, and research to address goals related to client outcomes, community concerns, and internal/external environmental challenges.

**Process or Strategy** for application scholarship focuses on evidence-based critical thinking/problem solving and change. The application scholarship processes and strategies may include client and peer ratings, lifelong learning, recognition for expertise, serving as a member of a clinically oriented task force, serving as a consultant, obtaining certification in area of specialty, receipt of honors, awards or other recognition for being excellent in area of specialty or coauthor an article about an innovation in teaching, research, clinical practice, or administration.

## **Application Scholarly Products (Critical Elements):**

Application scholarship products reflect the use of existing practice, research and theory to generate new understanding. Practice-related publications and presentations are examples of application products.

## **Examples of Application Scholarship across Ranks:**

<b><u>Instructor</u></b>	Creates new activities and/or strategies in response to student or client feedback.
<b><u>Assistant Professor</u></b>	Publishes an article on application of theoretical model to teaching, clinical practice, administration and/or research. Presents new scholarly information locally or regionally.
<b><u>Associate Professor</u></b>	Writes items for professional national tests or certification exams. Writes program evaluation and journal manuscript and grant review reports.
<b><u>Professor</u></b>	Recognized for cutting edge research utilization through published reports of editorials, membership on editorial board, or publication and/or presentation of a clinical pathway that guides disease state management.

## Criteria and Examples of Integration Scholarship

**Integration Scholarship** occurs when faculty (educator, researcher, practitioner) discover intradisciplinary and interdisciplinary relationships through conceptualizing, synthesizing, theorizing, and interpreting existing work to bring new patterns, relationships, and insights to extend the original ideas and research. The focus is on the meaning of the phenomenon and making connections across disciplines to create larger intellectual patterns. Examples should be related to the synthesis of knowledge; collaboration; and interdisciplinary work. Tenure and non-tenure track faculty integration is constituted by participation within nursing and between related practice disciplines consistent with their contracted roles.

**Criterion:** synthesizes knowledge within nursing or across disciplines to create new insights and patterns of meaning.

**Process or Strategy** for integration scholarship may include interdisciplinary research or clinical team participation; membership on an interdisciplinary course or conference planning group; or serving on an interdisciplinary journal editorial board.

### **Integration Scholarly Products (Critical Elements):**

Products would reflect the creation of new thought/approach through the synthesizing of disparate knowledge bases, often necessitating the collaboration either with colleagues within the nursing profession or with those from other disciplines. Intra- and interdisciplinary - related publications and presentations are examples of integration products.

### **Examples of Integration Scholarship Across Ranks:**

<b><u>Instructor</u></b>	Incorporate materials from interdisciplinary sources to produce a teaching module, research proposal literature review, or best practice standard.
<b><u>Assistant Professor</u></b>	Collaborate with colleagues across disciplines to create an interdisciplinary course, submit a research proposal, or develop a disease state management protocol for a particular patient population.
<b><u>Associate Professor</u></b>	Co-author manuscripts with colleagues that summarize the evaluation of an interdisciplinary course offering, findings of an interdisciplinary study or the evaluation of an interdisciplinary clinical program. Lead problem solving/quality improvement initiatives.
<b><u>Professor</u></b>	Serve on a national task force developing recommendations for mechanisms to enhance interdisciplinary education of health professionals, on a federal research panel reviewing interdisciplinary quality improvement research proposals, or on a national team charged with developing interdisciplinary clinical practice guidelines.

# Criteria and Examples of Discovery Scholarship

**Discovery Scholarship** occurs when faculty (educator, researcher, practitioner) generate new and unique knowledge, similar to traditional notions of research. Discovery incorporates primary empirical research using a variety of qualitative and quantitative designs, historical research, methodological studies, and philosophical studies. It also includes evaluation research related to teaching, clinical practice, and community development. Tenure-track faculty discovery is constituted by progressive leadership in research-related activities; non-tenure-track faculty discovery is constituted by progressive participation/collaboration with research leaders in research-related activities.

**Criterion:** Uses systematic inquiry to create new knowledge or test existing knowledge.

**Process or Strategy** for discovery scholarship focuses on systematic inquiry for creating new knowledge or testing existing knowledge. Discovery scholarship processes and strategies may include continuous quality improvement, grant writing, protocol development, implementing clinical guidelines, testing new teaching assignments or patient teaching techniques, evaluating leadership styles, creating organizational change or business and industry partnerships.

## **Discovery Scholarly Products (Critical Elements):**

Discovery scholarship is the dissemination of data, findings, or knowledge based on systematic inquiry which generates new or unique knowledge or tests existing knowledge. Research-related publications and presentations are examples of discovery products.

## **Examples of Discovery Scholarship Across Ranks:**

<b><u>Instructor</u></b>	Creates new way to teach a concept, collect data for research, and/or deliver health care
<b><u>Assistant Professor</u></b>	Publishes new knowledge developed or gained through teaching, clinical, administrative or research activities in a peer-reviewed professional journal or other media accessible to the professional community
<b><u>Associate Professor</u></b>	Serves as the lead investigator or project director on a major effort to discover new knowledge for teaching innovations, clinical practice, or science development.
<b><u>Professor</u></b>	Has a developed body of work and national (and international) reputation as a leader or expert in a defined area of teaching, clinical practice or research

# Criteria and Examples of Citizenship

**Criterion:** Engages in civic activities that benefit the School, University, profession, or society.

**Examples:\***

School/University	Profession	Society
<p>Serves on/chairs standing committee or academic council, either by election or appointment, in order to conduct School/University business (e.g., Continuing Education Committee, BSN Advisory Council, KUMC Research Committee)</p> <p>Serves on ad hoc SON committee</p> <p>Participates on a clinical agency committee or task force to develop solutions to patient care problems.</p>	<p>Maintains membership in local, state, national, regional international professional organization.</p> <p>Holds committee membership/chair of local, state, regional, national, or international professional organization.</p> <p>Holds office in local, state, regional, or national professional organization.</p>	<p>Serves on community task force or committee to address health policy concerns.</p> <p>Participates on regional/national committee to improve care to a specific population.</p> <p>Serves as board member for health related local, state, regional, or national organization.</p>
<p>Attends SON and KUMC Faculty Assembly.</p>	<p>Attends Delta Chapter, Sigma Theta Tau, meetings.</p> <p>Attends state nurses' association (e.g., KSNA) meetings.</p> <p>Attends business meeting of national professional organization.</p>	<p>Attends community meetings of organizations whose purpose is to promote health (e.g., Maternal-Child Health Coalition).</p>

\*Focus for examples: For School, University, KUMC Hospital, professional organizations, or health related community organizations: member/chair of committees; holds office; attends business meetings

## Scholarship Products Summary Table for (Candidate's Name)

Candidate for promotion from (specify present rank) to (specify desired rank) and/or Tenure  
for Period Under Review from (beginning semester & year) to (ending semester & year)\*

<b>TEACHING SCHOLARSHIP</b>				
<b>APT Scholarship Criterion: Optimizes client learning in multiple settings by demonstrating and facilitating linkages among theory, research, and practice through the judicious and creative use of material and human resources.</b>				
APT Guidelines Process/Strategy Examples (not an exhaustive list): Lead 'teacher', giving/receiving instructional feedback, staff development, research project, thesis and/or dissertation direction, role modeling, NRSA mentoring, interdisciplinary collaboration, staying current in focused area of teaching expertise, participating in continuing education [course, curriculum, program development, teaching methods, strategies, learner focus, mentoring]				
2010	2011	2012	2013	2014
<b>APPLICATION SCHOLARSHIP</b>				
<b>APT Scholarship Criterion: Adapts to meet professional opportunities and challenges by applying knowledge from theory, practice, and research to address goals related to client outcomes, community concerns, and internal/external environmental challenges.</b>				
APT Guidelines Process/Strategy Examples (not an exhaustive list): Client/peer ratings, lifelong learning, recognition for expertise, serving as clinically-oriented task force, consultant, obtaining certification in area of specialty, receipt of honors/awards/recognition for excellence in specialty, coauthor article about innovation in teaching/research/clinical practice/administration [evidence-based critical thinking, problem solving, change, client/peer ratings; lifelong learning, recognition for expertise]				
2010	2011	2012	2013	2014

\* Include as many types of Scholarship and Citizenship as are applicable for contracted role(s); include % time in each role for each specified year. Table should be accompanied by the cover form and may include a brief narrative summary (no more than 1 page) after each scholarship section.

**INTEGRATION SCHOLARSHIP**

**APT Scholarship Criterion: Synthesizes knowledge within nursing or across disciplines to create new insights and patterns of meaning.**

APT Guidelines Process/Strategy Examples (not an exhaustive list): Interdisciplinary research/clinical team participation, member of interdisciplinary course/conference planning group, serving on interdisciplinary journal editorial board [synthesis of knowledge, collaboration, interdisciplinary work]

2010	2011	2012	2013	2014

**DISCOVERY SCHOLARSHIP**

**APT Scholarship Criterion: Uses systematic inquiry to create new knowledge or test existing knowledge.**

APT Guidelines Process/Strategy Examples (not an exhaustive list): Continuous quality improvement, grant writing, protocol development, implementing clinical guidelines, testing new teaching assignments/ patient teaching techniques, evaluating leadership styles, creating organizational change/business & industry partnerships [systematic inquiry, evaluation of clinical and program outcomes]

2010	2011	2012	2013	2014

**CITIZENSHIP**

**Citizenship Criterion: Engages in civic activities that benefit the School, University, profession, or society.**

**APT Guidelines Process/Strategy Examples (not an exhaustive list):** School, University, KUMC Hospital, professional /Health-related community organizations as Member/chair/officer, Chair/member of committees, and/or Attendee at meetings

2010	2011	2012	2013	2014

**Appendix A**  
**Promotion and/or Tenure Cover Form**

**University of Kansas School of Nursing**  
**Promotion and/or Tenure Application Cover Form**

*Submit this Cover Form to the APT Committee electronically on the School of Nursing APT SharePoint site.*

Date: \_\_\_\_\_

Faculty Name, Current Rank: \_\_\_\_\_

Application for Promotion to: \_\_\_\_\_ Assistant Professor \_\_\_\_\_ Associate Professor \_\_\_\_\_ Professor  
\_\_\_\_\_ Clinical Assistant Professor \_\_\_\_\_ Clinical Associate Professor \_\_\_\_\_ Clinical Professor  
\_\_\_\_\_ Research Assistant Professor \_\_\_\_\_ Research Associate Professor \_\_\_\_\_ Research Professor

Application for Tenure: \_\_\_\_\_ Yes \_\_\_\_\_ No

Date of Appointment or Promotion to Current Rank: \_\_\_\_\_

Date of Mandatory Third-Year or Voluntary Progress Review: \_\_\_\_\_ N/A \_\_\_\_\_

My signature attests that all materials presented for review accurately represent my scholarship and citizenship products for the period under review.

Faculty Signature: \_\_\_\_\_