Augusta University

College of Nursing

Guidelines and Criteria for Promotion and Tenure

Approved by the College of Nursing Faculty Senate: May 7, 2021

Approved by the College of Nursing Dean: May 7, 2021

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College of Nursing P&T Guidelines

Augusta University Glossary of Promotion and Tenure Terms

This Glossary of Promotion and Tenure Terms was adapted from relevant University System of Georgia policies, including the University System of Georgia's (USG's) Academic and Student Affairs Handbook available at: http://www.usg.edu/academic_affairs_handbook/. The handbook defines the terms used in the Augusta University (AU) Promotion and Tenure (P & T) document.

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

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

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

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

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

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

TEACHING

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

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

SCHOLARSHIP

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

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

The Scholarship of Engagement
Definition: The Scholarship of Engagement is characterized by connecting the resources of the university to the understanding and solving of pressing social, civic, and ethical problems. [3] The two grounding principles are mutually-beneficial reciprocal partnership and the integration of teaching, research, and/or service. The Scholarship of Engagement adheres to both the standards of quality scholarship and the tenets and values of engagement.[4, 5]

Evidence of the Scholarship of Engagement:
- Evidence that the faculty member designs and implements an outreach agenda in at least one area of public need.
- Evidence that the faculty member applies relevant knowledge toward resolution of an identified need.
- Evidence that the faculty member assesses the impact of the engagement.
- Evidence that the faculty member disseminates the results.

The Scholarship of Discovery
Definition: The Scholarship of Discovery is basic research in the disciplines, including the creative work of faculty in the literary, visual, and performing arts. It is the "pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead."[6] It contributes to the stock of human knowledge in the academic disciplines.

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

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

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

For the terms, "Teaching," "Scholarship," and "Service," the website below contains the entire document including illustrative cases of faculty work in teaching, the various types of scholarship, and in service. Available at: www.usg.edu/assets/academic_affairs_handbook/docs/cases_of_faculty_work.pdf

References for the Scholarships of Teaching, Engagement, Discovery, and Service

1. Shulman, Lee. (1998). Course anatomy: The Dissection and Analysis of Knowledge Through Teaching. In P. Hutchings (ed.). The course portfolio: How faculty can examine their teaching to advance practice and improve student learning. (pp.5-12). Washington, DC: American Association for Higher Education.
2. Research University Consortium for the Advancement of the Scholarship of Teaching and Learning. (2005). *Policies and Procedures Supporting the Scholarship of Teaching and Learning in the Research*

3. *University, Draft.* Carnegie Consortium for the Advancement of the Scholarship of Teaching and Learning. Available at: http://www.usg.edu/academic_affairs_handbook/section4/C691/
4. Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach 1* (1): 11–20.
5. Gibbons, M. et al. (1994). *The new production of knowledge: The dynamics of science and research in contemporary societies*. London, England: Sage.
6. Sandmann, L. R. (2008). *Conceptualization of the Scholarship of Engagement in higher educations: A strategic review, 1996-2006. Journal of Higher Education Outreach and Engagement, 12* (1) 91-104.
7. C.E. Glassick, M.T. Huber, and G.I. Maeroff. (1996). Scholarship Assessed: Evaluation of the Professoriate. San Francisco, CA: Jossey-Bass.

Supplemental Glossary of Promotion and Tenure Terms for the College of Nursing

The CON faculty embraces Boyer's Model of Scholarship[1] as further evidence of scholarly activities:

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

The Scholarship of Integration - interprets the use of knowledge across disciplines, makes connections across disciplines and shapes a coherent and integrated use of knowledge.
- Preparing comprehensive literature review
- Writing a textbook for use in multiple disciplines
- Collaborating with colleagues to design and deliver core content

The Scholarship of Application - closely related to the scholarship of engagement, the Scholarship of Application aids society and professions in addressing problems.
- Directly linking other forms of scholarship with practice
- Civic engagement
- Participatory action research

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

Practice: practice includes the provision of patient care according to the Standards of the Nurse Practice Act in actual and virtual patient care settings.

Reference

1. Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate.* San Francisco, CA: Jossey-Bass.

Promotion and Tenure Guidelines

Preamble

These guidelines are intended to assist the College of Nursing (CON) individual faculty member (also called the candidate), the department Chairs, Dean, and the P & T committee members with the following objectives:

1. Selection of an appropriate pathway and track for academic appointments,

2. Development of a personal career plan for individual faculty members,

3. Assessment of the faculty member's readiness for consideration for promotion and/or tenure, and

4. Preparation of a successful promotion and/or tenure document.

Faculty Appointments

At the time of hire, full-time faculty in the CON will be appointed to either the tenure or the non-tenure track at the rank of Instructor, Assistant Professor, Associate Professor, or Professor.

Recommendation for initial rank will be made by the CON department Chairs to the Dean in accordance with the AU statutes and the CON Promotion and Tenure Guidelines. All appointments must comply with the AU and USG policies.

Minimal General Requirements for Rank Appointment

Instructor - the instructor will hold a master's degree in nursing or certification as an advanced practice registered nurse and an active license to practice nursing in the state of Georgia. The instructor should demonstrate the potential for growth in clinical practice and instruction.

Assistant Professor - The assistant professor will hold a terminal degree relevant to the area of practice, i.e., EdD, DNP or PhD if clinical educator, DNP if in clinical or research tracks, or PhD in clinical or research tracks. The assistant professor will have an active license to practice nursing in the state of Georgia and demonstrate evidence of contribution appropriate to the profession and recognition at the local level.

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

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

Faculty Development

The CON embraces, supports, and expects faculty activities aimed at obtaining distinction or merit for the faculty member, CON and the University in the areas of Scholarship, Teaching, and Service. The faculty member also aligns with and advances the mission, vision, and values of the AU CON and the USG and their respective plans to achieve excellence.

Faculty develop a five-year career development plan with their respective Chairs at time of initial goal setting and review the plan and update as necessary at the time of annual evaluation. While there is no standard workload assignment across the institution, faculty workload assignment is usually a mix of time assigned to Scholarship (including research), Teaching, and Service and is mutually developed between the faculty and department chair. For the research investigator, the Associate Dean of Research will be a part of this collaborative effort.

Percent effort or activity reporting will be allocated for each faculty member based on CON and individual career and professional goals as set forth by university policy and USG guidelines. When a faculty member's effort allocation is changed to meet the needs of the CON, the respective Chair will place a letter in the faculty member's file indicating the change and the redistribution of effort that may draw a faculty member away from their intended trajectory for promotion and/or tenure. A copy of this letter is given to the faculty member.

Evaluation Intervals

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

Promotion and Tenure Guiding Principles

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

1. Scholarship
2. Teaching
3. Service

It is expected that faculty will meet standards in all three of these areas. It is expected that all faculty engage in professional development that will enhance their Scholarship, Teaching, and Service responsibilities and meet the mission of the CON. General expectations for each area are presented below and will be reviewed with the faculty at each annual faculty review.

Promotion - General Criteria and Expectations

There are two tracks for promotion: Tenure Track and Non-Tenure Track. Time in rank for promotion is equal to or greater than the minimum time given below, as described in the USG Academic and Student Affairs Handbook, 4.5 Award of Promotion available at: http://www.usg.edu/academic_affairs_handbook/section4/C689

Years of service for promotion and tenure are based on a July 1 to June 30 fiscal year. Faculty hired between July 1 and October 1 will be credited with a year of service on the next July 1. Those hired after October 1 will begin their first year of credited service the following July 1.

For Promotion to	Minimum Service in Rank
Assistant Professor	3 years as Instructor
Associate Professor	4 years as Assistant Professor
Professor	5 years as Associate Professor

Achieving years of service in rank is not the sole justification for promotion. Part-time appointments do not count toward the minimum service in rank. If a faculty member moves between tracks, only years of service that are negotiated at the time of the move may be counted toward probationary credit for promotion.

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

Areas of Distinction for Non-tenure Track Faculty

A candidate for promotion who is on the **non-tenure track has a choice of being outstanding in either Scholarship or Teaching and must meet standards in the other area and in Service**. The area of outstanding focus should be aligned with the candidate's effort reporting. See Appendix A for criteria for promotion within ranks for non-tenure track.

Areas of Distinction for Tenure Track Faculty

A candidate for promotion **who is on the tenure track must be outstanding in both Scholarship and Teaching and meet standards in the area of Service**.

Administrators Considered for Promotion

In the case of administrators (Chairs and above) being considered for promotion, the individual's superior will appoint a three-person committee to review the portfolio and make a recommendation on their administrative role. The three individuals will have the same or higher rank and tenure status for which the candidate is being considered. The committee will review the candidate in the areas of Scholarship, Teaching, and Service. Its recommendation is made to the Dean.

Cross-departmental Appointments within the CON

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

Tenure - General Criteria and Expectations

Tenure may be granted to those eligible faculty members whose professional accomplishments indicate that they will continue to serve with distinction in their appointed roles and uphold the strategic goals and mission of AU. Eligibility is determined by BOR 8.3.7.4 "Award of Tenure" available at: http://www.usg.edu/policymanual/section8/. The criteria for promotion and tenure are similar, but not identical.

Criteria for Tenure <u>without</u> Promotion

Although the tenure decision routinely coincides with the decision for promotion within the tenured ranks, there are some conditions in which the tenure decision occurs in isolation from promotion to a higher rank. In these instances the guidelines below are in effect.

- Standards for Tenure for Associate Professor:
    - The candidate must meet the criteria required for appointment or promotion to Associate Professor as set forth by the CON in this document.

- Standards for Tenure for Professor:
    - The candidate must meet the criteria required for appointment or promotion to Professor as set forth by the CON in this document.

Tenure is awarded to those who demonstrate outstanding Scholarship, outstanding Teaching, and Service that meets standards. The award of tenure is based on the achievement of distinction in an area of learning and the prediction of continued distinction throughout the candidate's professional career. AU will not confer tenure unless the faculty member achieves or demonstrates strong promise of achieving promotion in rank. **See Appendix B for Criteria for Tenure**.

Tenure may be awarded, upon approval of the President, upon completion of a probationary period of at least five (5) years, and no more than seven (7) years, of full-time service at the rank of Assistant Professor or higher (BoR Minutes, August 2007). To be favorably considered for the award of tenure in the CON as an Assistant Professor, the candidate must be considered favorably for promotion to Associate Professor at the same time. For exceptional cases and probationary extensions see page 18-19 of AU Guidelines for Faculty Promotion and Tenure available at: http://augusta.edu/universitysenate

Pre-tenure Review

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

Pre-tenure Review Timing

Annually by March 1, Human Resources (HR) - Faculty Support Services will provide each Dean a list of faculty who are not yet tenured and have completed their third year on tenure track by June 30 of the current fiscal year. For each faculty member on this list, the college or academic unit will provide a comprehensive pre-tenure review. This review shall be completed prior to January of the faculty member's 4th year of non-tenured service. Similarly, a mid-course review shall be conducted in those cases in which the candidate has been hired with prior credit. Assuming that a tenure review normally occurs in the 6th(year of service, this mid-course review will occur in the year that divides the difference between the years of credited service and year 6 in half (e.g., a person hired with 2 years credit would undergo this review during the second year of institutional service). The purpose of the review shall be to provide the faculty member with a clear understanding of those areas that might need attention if the candidate is to continue his or her progress toward successfully achieving tenure.

Pre-tenure Review Process

This review will be conducted by a committee of at least three tenured faculty members from the candidate's department or academic unit. If the department lacks a sufficient number of tenured faculty, tenured faculty from a related field may serve on the committee (e.g., for nursing, the committee may include a member from the College of Allied Health, or the Department of Psychology of the College of Arts and Humanities); however, the candidate must consent to the appropriateness of the appointments. This extramural appointment may be at the discretion of the department's P & T Committee.

Basis of Pre-tenure Review

The committee shall review the candidate's progress toward the completion of the requirements of tenure as outlined in the Policy Library available at: http://www.augusta.edu/compliance/policyinfo/search.php. These reviews will be based on the approved criteria for the CON. The content and format for the pre-tenure portfolio should be similar to that specified by the CON for promotion and tenure. However, the candidate will not be required to provide internal or external letters of support. The review process and subsequent pre-tenure review document development must be completed and submitted in accordance with the approved AU P & T calendar.

The CON P & T Committee is to review the above materials to examine the accomplishments of the candidate and provide constructive assistance to the tenure-track candidate seeking tenure. The committee should note the candidate's accomplishments and address in detail any areas of weakness that the candidate should address as well as change in orientation or activities that might aid the candidate in meeting the requirements for tenure. The committee will prepare a written report summarizing its recommendations for improvement. The written report of recommendations should also remind the candidate that the committee's comments are intended as an

aid to achieve tenure, but that the successful satisfaction of the committee's recommendations will not alone guarantee a positive tenure review. The faculty member is encouraged to continue working with his/her departmental chair.

Reporting and Follow-Up

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

Promotion/Tenure Application Process

The list of faculty eligible for promotion and/or tenure is generated by HR - Faculty Support Services and sent to the Dean of the CON. The Dean distributes the list of candidates to the appropriate departments. The department Chair informs the prospective candidate. The prospective candidate makes the decision whether to pursue promotion and/or tenure; he or she has the right and is encouraged to discuss this decision with his or her Chair before making a decision to submit a portfolio for consideration. Once decided, the candidate initiates the promotion/tenure review process by notifying the Chair of his or her decision to apply. The candidate then follows the guidelines for application and for the development of a portfolio found later in this document. The evidence put forth by the candidate will be assessed in terms of the candidate's chair-assigned effort distribution in the areas of Scholarship, Teaching, and Service.

Exceptions to Tenure Expectations

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

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

Post-Tenure Review

Every five years, the CON is required to conduct a regularly scheduled review of tenured faculty to provide ongoing assessment of these individuals' Scholarship, Teaching and Service activities. A Post- Tenure Development Plan (PTDP) will be developed if any performance areas are found to be deficient.

Post-Tenure Review Timing

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

Post-Tenure Review Process

All tenured faculty will be reviewed with the following exception: tenured faculty members with a primary administrative appointment (50% or greater time commitment/effort allocation) at the level of Assistant Dean and above will not be subject to post-tenure review. If such an individual leaves that administrative position and returns to a primary academic position, he/she will then become subject to post-tenure review according to the guidelines within the CON. The first review will occur at the end of three years of service in the primary academic appointment.

The post-tenure review will be conducted by at least three tenured faculty in the CON. A representative of the candidate's department may be included as a non-voting member of the review committee.

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

Post-Tenure Review Documents

For post-tenure reviews, the committee shall use the approved CON criteria. The content and format for the post-tenure portfolio should be similar to that specified by the CON for promotion and tenure. However, the candidate will not be required to provide internal or external letters of support. The portfolio should include evidence of Scholarship, Teaching, and Service consistent with chair-assigned effort. It should also include a curriculum vitae and other reports/forms as appropriate for the last five years. Competence in all three areas is expected, as is excellence in the areas of primary activity. Lack of activity in an area for three years shall be deemed unsatisfactory.

Post-tenure Review Report Follow Up

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

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

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

Post-Tenure Development Plan (PTDP)

The PTDP will:
- Be developed by the department Chair
- Specify goals or outcomes that are required by the faculty member to overcome identified deficiencies
- Outline specific activities that will be undertaken to achieve the goals and outcomes
- Set appropriate times within which the goals or outcomes will be accomplished (which should not exceed 3 years)
- Indicate the criteria by which progress will be monitored, and include a plan to monitor progress and reassess the plan annually as part of the faculty member's annual evaluation

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

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

When the faculty member satisfactorily completes the PTDP, he/she shall continue to have five-year reviews. The first five-year period will begin with the next academic year after completion of the PTDP.

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

Post-Tenure Review Appeals

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

Post-tenure Appeals Decisions by the Departmental Review Committee or Departmental Chair

Decisions by the departmental Chair or equivalent may be appealed to the Dean within 10 days of written notification of a decision, action, or finalization of a PTDP.

Post-Tenure Review Appeals, Decisions by the Dean

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

Post-tenure Review Appeals, Decisions by the President

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

Portfolio Guidelines for Promotion and/or Tenure

These guidelines detail the portfolio format and contents that must accompany the application for promotion and/or tenure. Evidence within the portfolio should be limited to the time period while in the current rank at AU. Departments may require or request additional information to help them make their decisions, **but these materials remain at the departmental level**.

A. Required Organization and Format of the Portfolio

The candidate will prepare the portfolio electronically. The complete portfolio shall be limited to 100 pages, excluding items #1-4 below. The portfolio shall be organized as follows. The details of the following list of items are described in section B below.

1. Application form(s).
2. Curriculum Vitae
3. Letters of Recommendation
4. Annual Performance Evaluation Forms provided by Human Resources
5. Statement of Scholarship
6. Achievement of Scholarship Summary
7. Statement of Teaching
8. Achievement in Teaching Summary
9. Statement of Service
10. Achievement of Service Summary
11. Appendix A. Three required summary letters: P & T Chairs and Dean

No other materials shall be included in the portfolio when it is submitted to the University P & T Committee.

B. Details of the Portfolio

1. Application Forms(s). A candidate for both promotion and tenure should submit separate forms for each. The forms are available at: http://www.augusta.edu/hr/faculty-support-ser/procedures/promotionandtenure.php

2. Curriculum Vitae. The candidate should include a Curriculum Vitae.

3. CON Percent effort reports/activity reports. The candidate should include, for each semester of the last 3 years, reports of semester percent effort and /activity reports, including any changes made based on the CON's need. The effort reports are obtained from the CON Finance Office. These reports are removed from the portfolio before it advances to the University P & T Committee, and they not included in the 100-page portfolio length.

4. <u>Letters of Recommendation</u>. Candidates applying for promotion to Assistant Professor and above and the awards of tenure will include external letters of recommendation (See Appendix D for Example of External Reviewer Letter). To obtain objective reviews, the candidates are to avoid requesting recommendation letters from individuals such as close friends, collaborators, or former advisors. The department Chair will solicit one of the external letters, and the candidate will provide a list of names from which the department Chair will solicit the remaining letters. The candidate may recommend external colleagues with national or international standing from other institutions who have sufficient knowledge of his or her work. The following table describes the number of external letters of recommendation required for each rank and tenure.

Rank Being Promoted to	Maximum Number of External Letters
Assistant Professor	3
Associate Professor	4
Professor	5
Tenure	5

In addition to the external letters, the CON also requires two internal letters of recommendation: one will be solicited by the candidate, the other by the department Chair from among Augusta University faculty. The number of external and internal letters is limited to the required maximum indicated here. All letter writers submit the letters to the candidate's department Chair.

5. <u>Annual Performance Evaluation Form</u> provided by Human Resources. The summary page(s) since the time of the last review or promotion are needed.

6. <u>Statement of Scholarship</u>. This is a one-page-or-less, single-spaced document completed in Calibri 12 point. This narrative will highlight the significance of the candidate's scholarship, including publications, presentations and other examples of scholarship. The candidate should explain how his or her scholarship contributes to regional, national, or international prominence, appropriate to rank.

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

   a. A citation list of candidate's publications with links to the manuscript. The citation list should have explicit designations as peer-reviewed, data-based, and other. Categories for "other" will vary according to current University taxonomy. Publications, regardless of designation, can include the Scholarship of Teaching and Learning, and the Scholarship of Engagement, and any other evidence consistent with USG 4.7.2: The Scholarship of Discovery available at: http://www.usg.edu/academic_affairs_handbook/section4/C691/

   b. All funded research activities

   c. All inventions with evidence of dissemination and utilization

    d.   Creative works in healthcare practice and teaching and evidence of quality, dissemination, and utilization of the product

    e.   All grants, contracts, fellowships, and scholarships with funding amounts. List all non-funded grants applications

    f.   Invited seminars and presentations

    g.   Refereed conference presentations

    h.   Evidence of progressive scholarly productivity, e.g. progression from poster to podium presentation to manuscript; or first-author publications to co-authored publications, to student publications with faculty in senior (last) author position.

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

    j.   Evidence of engaged scholarship that integrates research, service, and teaching, and that results in professional dissemination beyond the CON. Examples are: Quality improvement programs, establishing a clinic, Community Advisory Board, Healthy Grandparent Program, and Cultural Immersion Programs such as CerviCusco study abroad to Peru, Costa Layman Project, etc.

    k.   Evidence of impact of scholarship: such as number of citations, evidence that consultations/contributions are adopted or affecting teaching programs at other universities, recognition through awards, acknowledgements, etc.

8. <u>Statement of Teaching</u>. This is a one-page-or-less, single-spaced document completed in Calibri 12 point. This narrative will highlight the candidate's teaching philosophy, methods and procedures, any innovations implemented and validated, and how these contribute to student learning. It will also highlight the candidate's contributions to student advising and mentoring.

9. <u>Achievement in Teaching Summary</u>. The candidate should present information that best supports their candidacy based on expectations of their discipline since the time of their last review or promotion. This information should be presented in the most concise manner possible using lists, tables, and diagrams. The following are examples of both required and optional submissions:

    a.   **Required**: Summary sheets of faculty and course evaluations and other teaching forums for the past 5 years

    b.   **Required:** Evidence of Peer Review, including letters from peers who have observed the candidate's teaching

    c.   Innovations in educational methods, materials, and quality-improvement initiatives

    d.   Support of student learning beyond assigned activities

    e.   Communications from up to 5 graduate students, advisees, etc., that address the quality of the supervision that the student received.

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

    g.   List of course and evaluation development activities.

    h.   Evidence that the candidate assesses whether or not there has been success in improving the learning outcomes of students.

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

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

    k.   Student presentations or publications with students

    l.   Mentoring students in scholarly activities, such as Graduate Research Day posters, publications, grantmanship

    m.   Service as Chair or member of DNP and/or PhD committees

10. <u>Statement of Service.</u> This is a one-page-or-less, single-spaced document completed in Calibri 12 point. This narrative will highlight the candidate's service to the community, profession, his or her department, college, AU and/or USG. This section includes academic practice and its outcomes.

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

    a.   Local, state, regional, national or International, professional committees, including any board membership or office held

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

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

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

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

f. Evidence that the candidate contributes in some way to the public good.

g. Evidence that the candidate has served his or her profession through professional organization and/or other professionally oriented entities.

h. Evidence that the candidate has participated in clinical patient care delivery and improvement; number and types of learners precepted in practice

i. Evidence that the candidate's clinical expertise is recognized beyond the university, e.g., as Fellow of the American Academy of Nurses Practitioners, or via external consultations, community presentations, developing a clinic, service on committees to develop clinical practice guidelines, or service to specialty groups, such as American Diabetes Association, US Preventive Services Task Force, etc.

j. Leadership roles with outcomes contributed to any service activities listed.

k. Evidence of practice is drawn from such sources as the collective judgment of students, of supervisors, peers or other team members in the practice setting, and of colleagues who have visited the candidate's clinical site.

Once the initial application is made, a candidate may not subsequently submit additional materials or rebuttal documents without prior written consent by the chair of the CON P & T committee.

Appendix A – Three internal summary letters: from Chair of Departmental P & T Committee, Chair of the College P & T Committee, and Dean. Chairs of P & T committees at each level (department and college) and the CON Dean will provide a brief written summary of each committee's recommendation for promotion and/or tenure. The summary will address Scholarship, Teaching, and Service.

Record of Promotion and Tenure Reviews

All records of reviews will be retained by the Dean's office. At the end of each academic year the CON must forward to the office of the Provost the names of faculty members it reviewed that year, the results, and the names of each member of the P & T review committees.

Promotion and Tenure Appeals

The CON will follow the AU guidelines on P & T appeals. The guidelines are listed below.

AU Promotion Appeals

All candidates shall be notified **in writing** within five business days of the recommended decision, and receive a copy of the written rationale of recommendation, at each step of the promotion process outlined in Figure 1: Promotion Process for Augusta University. Formal decisions are made at the Department Chair, Dean, and President/Provost levels.

I. The candidate shall have an avenue for appeal of recommended decisions at each level of the promotion review process within **10 business days from the date of communication** of the decision to the candidate. The appeal should be made in writing to the appropriate individual in the next formal decision level of the appeal process. The letter of appeal must contain the rationale for appealing the decision.

   Notification of the recommended decision made by the appellate level will be made in written form and sent electronically. The letter of notification must include the rationale for the decision.

   a. Formal decisions by the Department Chair may be appealed to the Dean through the CON's established channel for appeal.
   b. Formal decisions by the Dean may be appealed to the Provost within 10 business days of the written notification of the decision. The Provost shall refer the appeal to the University Promotion and Tenure Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the Provost. The Provost makes a recommendation to the President who makes the final decision for AU. The appellant will be notified of the President's decision, through the delegated authority of the Executive Vice President for Academic Affairs and Provost, with copies to the Dean.
   c. Decisions of the President may be appealed in writing to the Board of Regents within 20 business days of notification of the President's action.

II. The procedures for appeal at each level shall be available through the department and through the Dean's office.

College of Nursing Bylaws Regarding P & T Committees

No individual can serve on more than one Promotion and Tenure (P & T) Committee at different levels (department, college, university). No faculty member in a position at or above the level of department Chair shall serve on any P & T committee. All committee members shall adhere to the AU Individual Conflicts of Interest Policy available at: http://www.augusta.edu/mcg/coffice/policies-2015-16/cmeconflictofinterestpolicygru-policy-5_05.pdf

The College of Nursing P & T Committee will consist of an odd number of members with a minimum of five (5) members. A majority of members of the committee must be tenured (for example: in a committee of five members, three will be tenured). All CON P &T members will have full-time faculty appointments and will hold the rank of Associate Professor or Professor. The five members will represent the departments of Physiological and Technological Nursing, Biobehavioral Nursing, and Distance Learning campuses, undergraduate, and graduate education. Exceptions to this committee membership policy may be appealed by the CON P & T committee to the Dean and then to the Provost. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college shall be appointed by the CON P & T Committee Chair and/or existing Committee facilitated by the Dean to serve on the College P & T Committee. When outside members are appointed to the CON P & T committee, every effort shall be made to solicit members who have some practical understanding of the nursing disciplines contained within the College and some tangible familiarity with those disciplines' norms for excellence. They shall understand that their appointment is only for one year. The procedures used to place outside members on the committee must be harmonious with the proportions described above for normally elected committee members. The Provost will review the P & T committee membership annually.

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

2. All committee members vote on promotion decisions. Only tenured members of the committee shall vote on tenure decisions. A vote on tenure requires a minimum of five tenured individuals on the committee.

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

4. Appeals of the College P & T Committee decisions are to be made in accordance with the AU Promotion and Tenure Appeals procedures.

5. If a committee member who is serving at any level can be perceived as having a conflict of interest with a candidate under review, the committee member must recuse themselves from that review. If there are not enough members to fulfill the duties of the P & T committee as described above, a temporary committee member may be appointed by the Chair of the Committee in collaboration with the Dean of the CON.
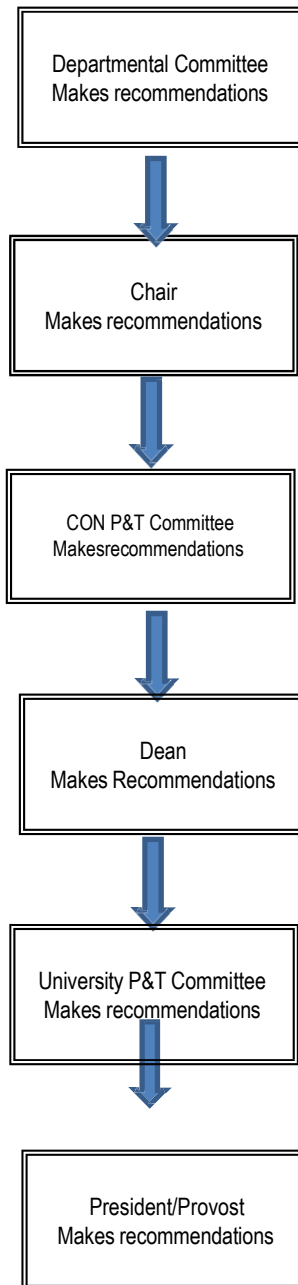
The Departmental P & T Committee will consist of a minimum of three members of the department who hold full-time faculty appointments at the rank of Associate Professor or higher. In the event that a department does not have three eligible members, qualifying faculty from other departments in the college must be appointed to the department committee by the department chair or his/her designee. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college shall be appointed by the CON P & T Committee Chair and/or existing Committee facilitated by the Dean to serve on the College P & T Committee.

1. The three members will be elected by the respective department with the respective Chair conducting the election process. Exceptions to this committee membership policy may be appealed by the departmental P & T committee to the Dean and then to the Provost. The Provost will review the P & T committee membership annually.

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

3. All committee members vote on promotion decisions. Only tenured members of the committee shall vote on tenure decisions. A vote on tenure requires a minimum of three tenured individuals on the committee. In the event that a department does not have three eligible members, qualifying faculty from other departments in the College must be appointed to the departmental P&T Committee by the department Chair or his/her designee.

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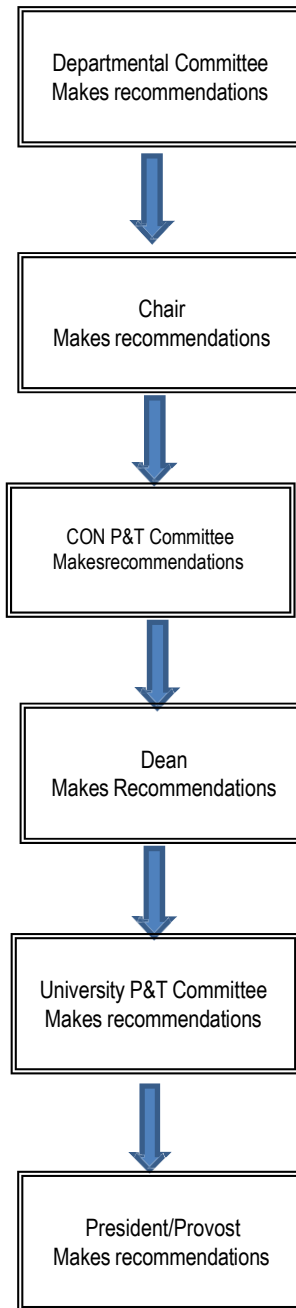
Figure 1
Promotion Process for the College of Nursing Adapted from Augusta University Process

> The list of faculty eligible for promotion is generated by Human Resources (HR) - Faculty Affairs and sent to the Dean of the College of Nursing. The Dean distributes the list of candidates to the appropriate departments. The department chair informs the faculty member. The faculty member makes the decision to pursue promotion. The faculty member has the right and is encouraged to discuss this decision with his or her chair before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process. (See AU Guidelines for Faculty P & T.)

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┌─────────────────────────────┐
│    Departmental Committee    │
│     Makes recommendations    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│            Chair             │
│     Makes recommendations    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       CON P&T Committee      │
│     Makes recommendations    │
└─────────────────────────────┘
              │
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┌─────────────────────────────┐
│             Dean             │
│     Makes Recommendations    │
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┌─────────────────────────────┐
│    University P&T Committee   │
│     Makes recommendations    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       President/Provost      │
│     Makes recommendations    │
└─────────────────────────────┘
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Figure 2

Tenure Process for the College of Nursing Adapted from Augusta University Process

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

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Departmental Committee
Makes recommendations
          |
          v
        Chair
Makes recommendations
          |
          v
  CON P&T Committee
  Makesrecommendations
          |
          v
        Dean
Makes Recommendations
          |
          v
University P&T Committee
Makes recommendations
          |
          v
  President/Provost
Makes recommendations
```

Appendix A

College of Nursing Criteria for Promotion within Ranks: Non-Tenure Track Promotion Criteria

*Evidence of accomplishments required for rank expectations in the areas of scholarship/research and teaching during the academic years under review and meet expectations as per examples under Achievement summaries

Parameter	Assistant Professor	Associate Professor	Professor
		Accomplishments for Non-Tenure Track Rank Progression	
Time	3 yrs. Instructor	4 years as Assistant Professor	5 Years as Associate Professor
Scholarship	Submit 1-2 internal or external grant applications under the tutelage of a co-investigator or use evidenced-based practices in clinical and educational activities. Assist with and initiate own program of funded research. Present or publish a minimum of 1 scholarly product. Present poster/podium presentations at local/regional conferences.	Ongoing scholarly activity and contributions in primary area of focus. Submission of 2-3 internal or external grants; obtained funding of researcher/clinician/ or education program; and published 3 peer-reviewed articles. Presents or publishes* 2 scholarly products regarding researcher/clinician/ or educator insights at the local or regional level. Mentorship of others in teaching, research or clinical practice. Evidence of ongoing scholarly activity in an area of graduate study, i.e., scientific or education research, creative or other activity consistent with nursing.	Achievements in researcher/clinical/ or educator role, supported by external grants or contracts; and published 4 peer-reviewed articles; and conducted 2 podium presentations at the state, national, or international level. Sustained publication record at the level consistent with Associate Professor. Evidence of sustained effort in research/clinical or educational scholarship. Mentorship of others in teaching, research or clinical practice.
Teaching	Demonstrated teaching effectiveness Satisfactory advising	Demonstrated effectiveness and infusion of new methodologies in classroom teaching and clinical setting. Satisfactory advising Approx. 3 years of effective teaching, professional practice, *or* research at the graduate and/or professional level, spectrum of activity includes teaching of graduate courses, attendance at and participation in departmental meetings, planning and directing programs of graduate students, and any other activity of the department relevant to graduate education. Served as member or chair of DNP or PhD advising committees.	Demonstrated sustained excellence in teaching and/or sustained innovation in the clinical setting. Satisfactory Advising. Mentored students for scholastic activities (manuscripts and posters); Evidence of leadership and career development Chair DNP advisory committee and/or Co-chair or serve on PhD advisory committee. Evidence of mentoring faculty

Service	Active in University and College committees. Membership in professional organizations.	Elected or appointed to University and College committees. Engaged in public scholarship. Leadership in professional organizations at state and regional level. Active planning and participation in the full spectrum of instructional, research, and service activities of a department or unit authorized to offer a program of study leading to a graduate degree. Leadership in community service activities as relates to expertise.	Leadership in CON and University Committees. Leadership in professional organizations at the regional or national level. Sustained leadership in community activities as relates to expertise. Fellow in the American Council of Education (FACE), FAAN, or other academy.
Reputation	Local/regional level reputation as an excellent researcher/clinician or educator	Regional and national reputation as an excellent researcher/clinician or educator.	National and international reputation as an excellent researcher/clinician/or educator.

*In-press articles are accepted

Appendix B

College of Nursing Criteria for Tenure within Ranks

*Evidence must <u>meet and exceed</u> the accomplishments required for non-tenure rank expectations in the areas of scholarship/research and teaching during the academic years under review. **Must meet expectations for outstanding evidence (See Appendix C)**

	Tenure Track		
Parameter	Assistant Professor	Associate Professor	Professor
Time	5 years	5 years	5 years
Scholarship	Outstanding Evidence* Publications in peer-reviewed journals.	Outstanding Evidence* Must have demonstrated that he/she has grown from the time of the last promotion or time of hire in scholarship, research, and/or clinical endeavors.	Outstanding Evidence* Sustained record of publications and research effort. Professionally engaged and has disseminated scholarship at national and international conferences on a consistent basis since promotion to Associate Professor. In general, a candidate for promotion to full Professor should be able to demonstrate that his or her work has had an impact on his or her discipline.
Teaching	Outstanding Evidence*	Able to meet relevant standards for faculty teaching AU graduate students. Sustained Outstanding Evidence*	Sustained Outstanding Evidence*
Service	Substantial Evidence	Substantial Evidence	Substantial Evidence
Reputation	On a trajectory of local and regional scholastic development as an excellent researcher/clinician/or educator. Participates and/or has leadership role in collaborative processes.	On a trajectory of regional and national scholastic development as an excellent researcher/clinician/ or educator. Establishment of a lead role in scholarship, research, and or clinical endeavors and/or participation in collaborative processes.	On a trajectory or national and international reputation as an excellent researcher/clinician/ or educator. Leadership role and original contributions to collaborative processes.

Appendix C

Examples of Outstanding Evidence include**:**

1. Professional recognitions/awards**:** at the regional or national level for Associate Professors
    a. At the international level for Professors
2. Creative pedagogy that has been sustained and disseminated in peer-reviewed venues
3. Substantive participation in public organizations because of expertise
    a. National level for Associate Professors
    b. National or international level for Professors
4. Leadership in public organizations because of expertise
    a. Regional level for Associate Professors, such as member of advanced practice regional or national committee, e.g. ANCC, AANP certification boards
    b. National level for Professors, such as ADA, AACN, NIH
5. Leadership in professional organizations
    a. National for Associate Professors
    b. International for Professors
6. Participation in clinical initiatives or engagement in clinical practice innovations outside of the CON that strengthen the college's relationships across disciplines
7. Influence clinical practice beyond assigned clinical setting and CON, such as state/regional level for Associate Professors, panels to develop or revise clinical practice guidelines, protocols or policies; clinical consultations, etc.
    a. National or international level for Professors
8. Active engagement in research that exceeds expectation for rank
9. Reputation as expert teacher that exceeds expectation for rank
10. Serve on an editorial board as Associate Professor
11. Serve as an editor of a journal as Professor
12. Service on national grant review panels
13. Invited and served as consultant on a funded grant
14. Invited and served as a Visiting Professor
15. Participate in policy initiatives related to health care
    a. At the state/regional level for Associate Professors
    b. At the national level for Professor
16. Sustained mentorship of others (e.g., students, fellows, peers) in scholarship, research, practice innovation, or teaching innovation.
17. Extramural funding from NIH, AHRQ, RWJF, HRSA, etc. (high amounts > $5,000.00)

Appendix D
Sample Letter of Invitation to External Reviewer

Sample letter for candidate seeking tenure and promotion to Professor.

Dear_____:

The College of Nursing in the Augusta University is in the process of evaluating
for tenure and promotion to Professor. He/she is presently an Associate Professor of Nursing
and has been with the college since_____. As part of our review process, we would
like to invite you to provide an external review of_____'s accomplishments.

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

Your review should evaluate the candidate as to his/her contributions and accomplishments in
his/her field. We encourage comments concerning his/her level of attainment in teaching,
research/scholarship and service to the discipline. In your review, you should also indicate the
nature of your relationship or past association, if any, to the candidate being reviewed.

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

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

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

Thank you for providing assistance in this most important evaluation.

Yours truly,

XXX