

## Faculty Appointment, Promotion & Tenure Procedures

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|---|--|----------------|------------|-----------|---|
| <b>Policy Number</b>                              | School of Nursing 60-01.10                   | <b>Page</b>    | 1          | <b>of</b> | 5 |
| <b>Original Adoption</b>                          | July 1, 2008                                 | <b>Revised</b> | March 2023 |           |   |
| <b>Responsible Department/Office</b>              | School of Nursing Office of Academic Affairs |                |            |           |   |
| <b>Responsible Department/<br/>Office Contact</b> | Office of the Dean                           |                |            |           |   |

Applies to: All faculty in paid service to the School of Nursing

### 1.0 POLICY STATEMENT

This document addresses faculty appointment and advancement procedures within the School of Nursing. Refer to Appendix A: OHSU School of Nursing Promotion & Tenure Guidelines for specific criteria

### 2.0 DEFINITIONS

- 2.1 "Appointment, Promotion & Tenure (APT) Voting Faculty" refers to those faculty at/above the rank to which the candidate seeks appointment. As a precondition for voting on a candidate, the faculty member must have completed a private review of the candidate's dossier. Only tenured faculty at/or above the rank to which the candidate seeks appointment can vote on tenure.
- 2.2 "Clinical Teaching" includes all SON courses with the exception of those taught in the Ph.D. program.
- 2.3 "Conflict of Interest" occurs when there is a familial, romantic, sexual, financial, or comparable relationship with the candidate of a close positive or negative professional relationship. In this case, the faculty member with the conflict should not participate in APT review of an individual.
- 2.4 "Candidates Eligible for APT Review" are Faculty seeking 1) initial appointment, multi-year contract renewal, and promotion as Associate Professor or above; or 2) a change in series (Instructional, Professorial, or Research) or track (Clinical or Academic tracks) at Associate Level or above; or 3) requesting a change in appointment from the instructional to the professorial series as master's prepared faculty.
- 2.5 "Executive Session of the APT Voting Faculty" refers to the confidential deliberation by the APT Voting Faculty regarding appointment, promotion or tenure decisions.
- 2.6 "Faculty Tenure Review Timeline" is 7 years with a 5-year pre-tenure review. Faculty members who are denied tenure may re-apply in subsequent years provided that the 7-year timeline has not expired. Faculty may also negotiate to apply for tenure at their initial appointment or to apply before 7 years has elapsed.
- 2.7 "Faculty Post-Tenure Review" refers to faculty and the Dean meeting for post-tenure review no less than every 5 years to ensure that faculty strengths relative to needs of the School are maximized.
- 2.8 "Sponsor" refers to the party responsible for requesting the initial appointment of a candidate. The sponsor may be the Dean, Associate Dean, Program Director or Search Committee.
- 2.9 Series and criteria definitions and qualifications are contained in the policy.

### **3.0 RESPONSIBILITIES**

- 3.1 School of Nursing Dean, Campus Associate Deans and Program Directors, and the Appointment, Promotion & Tenure Committee are responsible for reviewing the eligibility of faculty for promotion.
- 3.2 All Initial Appointments, single and multi-year contracts and contract renewals, at the level of Associate Professor or above, are considered jointly by the OHSU School of Nursing (SON) Appointment, Promotion, and Tenure (APT) Committee, relevant Program Director/Campus Associate Dean and the SON Dean and/or designee. If a search committee has been involved, members make recommendations about rank, series, and mission(s) to the Program Directors/Campus Associate Deans, the Dean and APT Committee (for Associate Professor level and above).

### **4.0 INITIAL APPOINTMENTS PROCEDURES FOR NEW HIRES**

- 4.1 The policy for initial appointment to a faculty position is outlined in the SON Policy 60-01.10 and OHSU Policy 03-15-025.
- 4.2 Reviews are scheduled according to need.
- 4.3 The Sponsor notifies the APT Committee Ex-Officio Senior Associate Dean of initial appointment reviews as soon as possible. The Senior Associate Dean informs the APT Committee Chair of the anticipated reviews.
- 4.4 The sponsor notifies eligible candidates of the process for initial appointment review and prepares the recommendation to the APT Committee, including a cover letter outlining the proposed rank, series, a position description, and a copy of the candidate's CV. No external review of scholarship is required.
- 4.5 If a Search Committee was involved, it would recommend rank and series.
- 4.6 The APT Committee verifies the accuracy of citations and other candidate materials. The Committee conducts a systematic review of the candidate's materials, commensurate with recommended rank and contractual expectations, if relevant. Following the review, the APT Committee generates a written summary of the candidate's qualifications, strengths, and any areas of concern and includes a recommendation for action. Minority opinions are noted in the summary.
- 4.7 The Dean reviews the candidate's materials and APT Committee summary, and makes a decision regarding appointment. The Dean reports back to the APT Committee with the decision, and in the case of a different outcome than recommended by APT provides a written rationale for the decision.
- 4.8 The Dean notifies the candidate of the decision and of any associated decision by the Provost.
- 4.9 At the first meeting of the Faculty Assembly following APT decisions by the Dean and the Provost, formal announcements are made of all initial appointments.

### **5.0 APPOINTMENT FROM LECTURER TO INSTRUCTOR UPON EARNED MASTER'S DEGREE**

A faculty member seeking appointment to instructor through this avenue will initiate the review process by notifying his/her Program Director/Campus Associate Dean by January 1 of the academic year prior to the expected date of completion. The following information will be submitted upon degree completion: A statement from the candidate about why s/he should be re-appointed at the rank of instructor, including documentation to support they meet the

requirements in the areas of teaching, scholarship, service and clinical care/practice (if applicable) for this rank; updated CV; evidence of earned degree from accredited institution recognized by the Oregon Office of Degree Authorization; teaching effectiveness evaluations since hire or last promotion; most recent Annual Reviews; and Letter of support from appropriate Program Director/Campus Associate Dean, including how the candidate is presently serving at the Instructor level will be submitted to the Dean.

## **6.0 MULTI-YEAR CONTRACT PROCEDURES**

### **6.1 Initial Contracts**

- i. The policy for multi-year contracts is outlined in SON Policy 60-01.10 and OHSU Policy 03-15-025.
- ii. Individuals may request appointment to a multi-year contract. The APT committee reviews a letter of request with rationale, a current CV, recent student and course evaluations, and letters of evaluation from the appropriate Program Director and Campus Associate Dean(s) related to the candidate's mission(s) with assessment of qualifications and commitment to the School. The committee makes a recommendation to the Dean.

### **6.2 Contract Renewals**

- iii. In the Spring, the APT Chair contacts SON Human Resources to get a list of faculty at Associate Rank and above with mandatory contract reappointment reviews for the following academic year.
- iv. The APT Ex-officio Senior Associate Dean notifies eligible candidates of the dates for review. Candidates respond to the Associate Dean in writing of their intent to seek or not seek contract renewal.
- v. The APT Committee reviews the candidate's Annual Reviews and CV and makes recommendations to the appropriate Campus Associate Dean and/or Program Director. The committee makes a recommendation to the Dean.

## **7.0 SERIES CHANGE PROCEDURES**

- 7.1 Faculty requesting a series or track change at Associate Professor and above require a review by the APT Committee. It is anticipated that most requests for series changes will align with the criteria for the series/track requested. The decision to permit that change is based on an assessment of likelihood for success. A request to the APT Committee includes 1) a written statement of rationale for the request based on the criteria for the series/track requested; 2) a current curriculum vitae in SON format; and 3) letter of support from the Program Director/Campus Associate Dean. A faculty presentation may be requested by the APT Committee.
- 7.2 Master's prepared faculty requesting a series change from the Instructional series to the Professorial Series, Clinical Track require APT review and faculty vote. A dossier stating how the applicant meets the criteria for Assistant Professor of Clinical Nursing must be submitted to the Appointment, Promotion & Tenure (APT)

Committee according to the published timelines for submissions. See Appendix A for complete details.

## **8.0 PROMOTION AND TENURE:**

- 8.1 Faculty requesting review for promotion and/or tenure submit a dossier that reflects their accomplishments at the desired rank. Reviewers evaluate the quality and quantity of the candidate's scholarship as reflected in the dossier. The committee may request supplemental information from a candidate; however, data from sources outside of the dossier, (e.g., personal knowledge of a candidate by a committee member) are not included in the review process. There is a hierarchy of strength in evidence, with peer-reviewed documents (e.g., first-authored data-based, peer-reviewed publications, approved grant proposals and funded grants) strongest and required at the higher ranks. See APT Procedure Manual for detailed information on dossier preparation.
- 8.2 **Promotion to Associate Professor and Above.** A letter of support for promotion and/or tenure must be written by a supervising administrator at the rank or higher than one being sought by the candidate and included as part of the dossier.
- 8.3 **Tenure.** Tenure is granted only after careful deliberation by tenured faculty of the same rank or higher, by the Dean of the School of Nursing, and by the Provost. The criteria for tenure include: need for the individual's specialization and skills in the long-range plans of the institution, a convincing case that the faculty member is highly qualified and has a history of performance, and reasonable expectation that he/she will continue to make outstanding contributions to the University. To be awarded tenure, a candidate must demonstrate qualities that evidence excellence and continued professional growth:
  - i. Sustained, high quality, innovative scholarship in his/her discipline, demonstrated through a record of concrete, accumulated research or scholarly accomplishments;
  - ii. Effective, stimulating teaching and demonstrated contributions to the academic success for students;
  - iii. Steady, responsible service and leadership to the School, the University and the profession;
  - iv. Commitment to ongoing, long-term contributions to the School, the University and the profession.
- 8.4 **Tenure Eligibility Criteria.** To be granted tenure, a faculty member must have a tenure-track appointment and, at a minimum, be eligible for or have already attained the rank of Associate Professor (see OHSU 03-15-25) within the academic track of the professorial series. The candidate for tenure must also have been in a professorial rank at OHSU for at least 5 years. Faculty from other institutions who meet the criteria for tenure may submit a waiver of the five-year requirement to the appropriate Campus Associate Dean/Program Director to apply for tenure at the time of initial appointment or within a shorter time period after hire. The candidate must be at 1.0 FTE in order to apply for tenure. Tenured faculty who wish to reduce their FTE to part time remain tenure; tenure is surrendered upon retirement.
- 8.5 **Requesting Appointment to Tenure-track Position.** In order to be appointed to a tenure

track position, faculty must first be appointed to the Academic track of the Professorial Series. Submit documents to the Appointment, Promotion and Tenure Committee:

1. Letter requesting appointment to tenure track position that includes rationale for the request, commitment to the School, University and profession, and potential for success in meeting the criteria for tenure;
2. A current Curriculum Vitae;
3. Evidence of teaching quality (e.g., student and course evaluations);
4. A letter of evaluation from the appropriate Senior Associate Dean that includes an assessment of the candidate’s commitment to the School, the University and the profession.

## 8.0 RELATED DOCUMENTS

School of Nursing Appointment, Promotion, and Tenure Procedure Manual  
 School of Nursing Policy 60-01.10, Appendix A, Policy/Procedure  
 School of Nursing Timeline—Appointment, Promotion, Tenure Review  
 OHSU Policy 03-15-020, Faculty Series and Ranks  
 OHSU Policy 03-15-025, Faculty Appointments  
 OHSU Policy 03-20-001, Promotion and Tenure—Eligibility for Tenure  
 OHSU Policy 03-20-020, Promotion and Tenure Committee

## 9.0 KEY SEARCH WORDS

Appointment, Tenure, Promotion, Faculty, rank, School of Nursing, procedures

## 10.0 REVISION HISTORY

|            |     |   |
|------------|-----|---|
| 07/01/2008 | 1.0 | New policy and procedures approved                                |
| 06/08/2012 | 2.0 | Procedures extracted from Policy, reviewed as separate document   |
| 6/19/2013  | 3.0 | Tenure and multi-year contract procedures added.                  |
| 9/16/2014  | 4.0 | Language from multiple documents aligned with procedures          |
| 5/1/2017   | 5.0 | Updated to align with new OHSU policy on Faculty Series and Ranks |
| 3/2023     | 6.0 | Updated to align with SON policy                                  |

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**Responsible Office:** Dean, School of Nursing  
**Policy Contact:** School of Nursing, 503-494-7444  
**Supersedes:** N/A

Appendix A: Criteria for Appointment, Reappointment and Promotion

Professorial Series Final: March 2023

Introduction

The criteria for appointment or promotion to the Professorial series is presented here in accordance with OHSU Policy number 03-15-020. Faculty seeking appointment, reappointment, and promotion are required to meet criteria in the mission(s) designated for them by the school. The definitions for teaching, clinical/care/practice, research and scholarship, and service and a brief description of each rank by series is provided below.

**Teaching** facilitates the acquisition of the science and art of nursing knowledge by the learner. A learner-centered approach supports education that embraces diverse learning styles. The scholarship of teaching increases the effectiveness of the transfer of knowledge, produces insights about gaps in knowledge and conclusions about relationships among work from a variety of disciplines, generates a commitment to lifelong learning, and suggests future directions for scholarship and practice.

**Research and Scholarship** contribute to knowledge through rigorous inquiry that 1) is significant to nursing and health, 2) is innovative, 3) can be documented and disseminated, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods.

**Clinical Care/Practice** is grounded in clinical excellence. Practice applies nursing and related knowledge. Scholarly practice encompasses all aspects of the delivery of indirect and direct nursing service and is the method by which knowledge in the profession is both advanced and applied.

**Service** is a contribution that promotes the general welfare of a program, campus, school, university, profession, or community.

Definition of Rank - Professor Series

The Professorial Series has two tracks:

- a) Academic Track is a career pathway for faculty with a focus on research and scholarship and is tenure-track eligible.
- b) Clinical Track is a career pathway for faculty, with a focus on clinical care or teaching and is not tenure-track eligible.

|                | Assistant Professor   | Associate Professor   | Professor   |
|----------------|---|---|---|
| Academic Track | Earned doctorate with a career pathway focused on research and scholarship; appropriate qualifications (educational background and/or | Earned doctorate with a career pathway focused on research and scholarship, a minimum of 3 years of experience at Assistant Professor rank, | Earned doctorate with a career pathway focused on research and scholarship, a minimum of 5 years of experience at Associate Professor rank, |

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|  | <p>professional experience; at least 3 years of nursing experience to teach clinical courses).</p> <p>Evidence of competence and capacity for growth in three of the following categories: teaching, research and scholarship, clinical care/practice, and service.</p> <p>Must carry out assigned academic duties, develop and improve their professional abilities and supervise clinical students.</p> <p>Eligible for tenure track.</p> <p>External review not required.</p> | <p>evidence of sustained good citizenship to the school and university.</p> <p>Substantial record of accomplishment in one of the following categories, and either a substantial record in a second category, or a satisfactory record in at least two additional categories: teaching, research and scholarship, clinical care/practice, and service.</p> <p>Must demonstrate the capability of providing the contribution to the educational program that may be required by the school.</p> <p>Eligible for tenure track and tenure.</p> <p>External review required.</p> | <p>evidence of sustained good citizenship to the school and university.</p> <p>Outstanding record of accomplishment in one of the following categories, and either outstanding in a second, or substantial in one and at least satisfactory in another: teaching, research and/or scholarship, clinical care/practice, and service.</p> <p>The faculty member should have achieved national or international recognition in at least one of these categories.</p> <p>Must demonstrate the capability of providing the contribution to the educational program that may be required by the school.</p> <p>Eligible for tenure track and tenure.</p> <p>External review required</p> |
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| <p>Clinical Track</p> | <p>Earned doctorate with a career pathway focused on clinical care/practice. Evidence of competence and capacity for growth in three of the following categories: teaching, research and scholarship, clinical care/practice, and service<br/>This rank is a junior to midlevel faculty rank reserved for clinician educators (faculty engaged primarily in clinical teaching and/or practice).</p> <p>Must carry out assigned academic duties, develop and improve their professional abilities and supervise clinical students.</p> <p>Not eligible for tenure track.</p> <p>Under certain circumstances, a faculty with a master's degree may be eligible for initial appointment.</p> <p>Under certain circumstances, a master's prepared instructor in the instructional series may apply for a series change to Assistant Professor of Clinical Nursing after 3 years at Instructor level. The terms certain circumstances imply specific, measurable evidence of influence such as peer-reviewed innovations in</p> | <p>Earned doctorate with a career pathway focused on clinical care/practice, a minimum of 3 years of experience at Assistant Professor of Clinical Nursing rank.</p> <p>Substantial record of accomplishment in one of the following categories, and either a substantial record in a second category, or a satisfactory record in at least two additional categories: teaching, research and scholarship, clinical care/practice, and service.</p> <p>This rank is a mid-to-senior level faculty rank reserved for faculty engaged primarily in clinical teaching and/or practice who meet the competencies at the Associate Professor rank. Must demonstrate the capability of providing the contribution to the educational program that may be required by the school.</p> <p>Not eligible for tenure track.</p> <p>External review required.</p> | <p>Earned doctorate with a career pathway focused on clinical care/practice, a minimum of 5 years of experience at Associate Professor of Clinical Nursing rank.</p> <p>Outstanding record of accomplishment in one of the following categories, and either outstanding in a second, or substantial in one and at least satisfactory in another: teaching, research and/or scholarship, clinical care/practice, and service.</p> <p>The faculty member should have achieved national or international recognition in at least one of these categories.</p> <p>This rank is the highest academic clinical rank reserved for faculty engaged primarily in clinical teaching and/or practice who meet the competencies at the Professor rank.</p> <p>Must demonstrate the capability of providing the contribution to the educational program that may be required by the school.</p> <p>Not eligible for tenure track.</p> |
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|  | <p>scholarship and teaching (and other missions as relevant).</p> <p>Journal publications and presentations out of the SON are examples of peer reviewed recognition of innovations.</p> <p>External review not required.</p> |  | <p>External review required.</p> |
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#### Other Definitions

Satisfactory Record – Evidence of expertise in the category locally recognized (within SON and/or community) as having a positive impact on the profession, university, or community.

Substantive Record – Evidence of sustained expertise and leadership regionally recognized as having a substantial impact on the profession, university, or community.

Outstanding Record - Evidence of highly significant contributions and leadership nationally and internationally recognized as having an outstanding impact on the profession, university, or community.

#### Instructions

1. Examples of evidence that might be used to support the significance and impact of the faculty member's work are listed below. These examples are illustrative only, a subset of these examples is necessary to document significance and impact, and other examples may be used. It is expected that a candidate will meet many but not all examples.
2. All examples at lower ranks are applicable at higher ranks.
3. To be promoted to a higher rank faculty need to demonstrate achievement at the higher rank as noted in the definition.
4. Demonstration of accomplishments for promotion to Associate Professor should reflect activities within the past 3-5 years or since the last promotion date. Demonstration of accomplishments for promotion to Professor should reflect activities within the past 5-7 years or since the last promotion date.

| <b>Teaching</b>  |  |  |
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| Assistant  | Associate  | Professor  |
| <p>Has established area of expertise.</p> <p>Demonstrates effective teaching as evidenced by student and/or peer evaluations.</p> <p>Serves as a peer reviewer for faculty at rank and below.</p> <p>Seeks out peer review from faculty at rank and above.</p> <p>Demonstrates consistent use of best practices in education to develop or revise course learning activities.</p> <p>Demonstrates progressive understanding of SON curriculum and participates in updates and revisions.</p> <p>Leads course and program planning and implementation activities.</p> <p>Uses feedback from student and peer evaluations to refine courses, teaching strategies, and/or evaluation methods.</p> <p>Seeks out faculty development opportunities to improve teaching.</p> | <p>Demonstrates continued growth and sustained effectiveness in teaching.</p> <p>Demonstrates innovation in teaching.</p> <p>Serves as a peer reviewer for faculty at rank and below.</p> <p>Seeks out peer review from faculty at rank and above.</p> <p>Provides leadership and guidance in course curriculum, planning, and implementation.</p> <p>Active in program curriculum development, revision, and review.</p> <p>Effectively mentors students and faculty related to teaching.</p> <p>Internal or external recognition of teaching effectiveness or educational expertise as evidenced by teaching awards, certification, or consultations related to teaching.</p> <p>Precepts graduate students or serves as a member of DNP student clinical inquiry projects or PhD student dissertation committees.</p> | <p>Demonstrates sustained excellence in teaching.</p> <p>Demonstrates sustained innovation in teaching.</p> <p>Serves as a peer reviewer for faculty at rank and below.</p> <p>Seeks out peer review from faculty at rank.</p> <p>Provides sustained leadership and guidance in course and/or program curriculum planning, implementation, evaluation, or revision.</p> <p>Sought out as a mentor related to teaching and advising.</p> <p>Regional or national recognition of teaching effectiveness or educational expertise as evidenced by academy recognition for teaching, teaching awards, visiting scholar related to teaching or education, or consultations related to teaching.</p> <p>Chairs DNP student clinical inquiry projects or PhD student dissertation committees; hosts visiting scholars or postdoctoral trainees.</p> |

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| <p>Serves as effective student advisor or mentor to students; mentors less experienced faculty related to teaching.</p> <p>Develops strategies that enhance working relationships and inclusive environments for students, staff, other faculty and community partners.</p> |  |  |
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| <b>Research and Scholarship</b>   |  |   |
|---|--|---|
| <b>Assistant</b>  | <b>Associate</b>   | <b>Professor</b>  |
| <p>Develops a focused area of research and/or scholarship..</p> <p>Demonstrates competence in research and/or scholarly inquiry.</p> <p>Participates on educational, training or research grants as a team member.</p> <p>Demonstrates a track record of application for intramural or extramural educational, training or research grants.</p> <p>Participates in dissemination of scholarship in peer reviewed publications and/or book chapters.</p> <p>Disseminates scholarship through peer reviewed presentations at local and/or regional level.</p> | <p>Demonstrates an established focus area of research and/or scholarship.</p> <p>Serves as primary investigator on educational, training or research grants.</p> <p>Has established a funding record, receiving at least 1 extramural grant as PI or equivalent role.</p> <p>Establishes and grows collaborations relevant to program of research and/or scholarship</p> <p>Effectively mentors less experienced researchers and scholars.</p> <p>Disseminates scholarship as first author in peer reviewed publications, books, and/or book chapters.</p> | <p>Demonstrates a sustained and impactful program of research and/or scholarship.</p> <p>Functions in a leadership role on multiple funded projects and grants.</p> <p>Demonstrates a track record of extramurally funded research and/or scholarly collaboration.</p> <p>Demonstrates team and or network of local, national, and/or international collaborators.</p> <p>Sought out as a research and scholarship mentor.</p> <p>Sustained dissemination of scholarship in peer reviewed and/or invited publications, books, and/or book chapters with a track record as first author.</p> |

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| <p>Presentations and/or publications are in a focused area of research, practice, and/or teaching.</p> <p>Local and/or regional recognition as a researcher and/or scholar</p> | <p>Disseminates scholarship through peer reviewed presentations at regional and/or national level.</p> <p>Presentations and/or publications establish expertise and influence in a focused area of research, practice, and/or teaching.</p> <p>Focused area of work has local and/or regional impact on research, practice, education, policy, and/or health outcomes.</p> <p>Regional and/or national recognition as a researcher and/or scholar.</p> | <p>Disseminates scholarship through peer reviewed or invited presentations or expert panels at national and/or international level.</p> <p>Body of work has substantial impact on research, practice, education, policy, and/or health outcomes.</p> <p>National and/or international recognition as a researcher and/or scholar.</p> |
|--|--|---|

| <b>Clinical Care/Practice</b>   |   |  |
|---|---|--|
| Assistant   | Associate   | Professor  |
| <p>Achieves certification in clinical practice beyond what is required for licensure.</p> <p>Has an established area of clinical expertise.</p> <p>Clinical excellence is recognized at the local and/or regional level.</p> <p>Evaluates and revises evidence-based guidelines and/or standards to improve clinical outcomes.</p> <p>Participates in policy and/or evidenced-based practice guideline development that</p> | <p>Demonstrates continued growth in clinical expertise and effectiveness.</p> <p>Leads and contributes in policy and/or guideline development that affects clinical practice at regional and/or national level.</p> <p>Leads quality improvement programs and/or serves as PI or co-investigator for clinically-focused research.</p> <p>Participates in developing new models for practice.</p> <p>Effectively manages care or health-related outcomes for a population.</p> | <p>Leads and contributes in policy and/or guideline development that impacts clinical practice at national and/or international levels, in area(s) of expertise.</p> <p>Recognized leadership in directing and implementing multiple quality improvement programs and/or serves as PI for clinically focused research.</p> <p>Develops and evaluates new models for practice.</p> <p>Represents nursing on interprofessional national and/or international committees or boards.</p> |

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| <p>affects clinical practice at local and/or regional level.</p> <p>Participates in quality improvement programs and/or clinically-focused research.</p> <p>Represents nursing on interprofessional local and/or regional committees or boards.</p> <p>Is recognized for local and/or regional recognition for contributions to practice.</p> | <p>Represents nursing on interprofessional regional and/or national committees or boards.</p> <p>Is recognized for regional and/or national contributions to practice.</p> | <p>Is recognized for national and/or international contributions to practice.</p> |
|---|--|---|

| <b>Service</b>   |  |   |
|--|--|---|
| <b>Assistant</b>   | <b>Associate</b>   | <b>Professor</b>  |
| <p>Contributes to work groups, councils, committees, and task forces at the school or university level.</p> <p>Engages in service to the community and the profession.</p> <p>Is recognized for local and/or regional contributions to service, community or profession.</p> | <p>Provides leadership and contributes to work groups, councils, committees, or task forces at the school and university level.</p> <p>Demonstrates a track record of service to the community and the profession locally, regionally, or nationally.</p> <p>Is recognized for regional and/or national contributions to service, community or profession.</p> <p>Serves as an external reviewer for tenure and promotion.</p> | <p>Demonstrates substantive and sustained contributions and leadership to work groups, programs, councils, committees, and task forces at the school and university level.</p> <p>Demonstrated track record of service to the community with sustained contributions in service to the profession at the regional, national and/or international levels.</p> <p>Is recognized for national and/or international contributions to service, community, or profession.</p> |

Appendix A: Criteria for Appointment, Reappointment and Promotion  
Instructional Series Final April 2021  
Introduction

The criteria for appointment, reappointment, or promotion to the Instructional series is presented here in accordance with OHSU Policy number 03-15-020. Faculty seeking appointment, reappointment, and promotion are required to meet criteria in the mission(s) designated for them by the school. The definitions for teaching, research and scholarship, and service and a brief description of each rank is provided below.

**Teaching** facilitates the acquisition of the science and art of nursing knowledge by the learner. A learner-centered approach supports education that embraces diverse learning styles. The scholarship of teaching increases the effectiveness of the transfer of knowledge, produces insights about gaps in knowledge and conclusions about relationships among work from a variety of disciplines, generates a commitment to lifelong learning, and suggests future directions for scholarship and practice.

**Clinical Care/Practice** is grounded in clinical excellence. Practice applies nursing and related knowledge. Scholarly practice encompasses all aspects of the delivery of indirect and direct nursing service and is the method by which knowledge in the profession is both advanced and applied.

**Research and Scholarship** contribute to knowledge through rigorous inquiry that 1) is significant to nursing and health, 2) is innovative, 3) can be documented and disseminated, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods.

**Service** is a contribution that promotes the general welfare of a program, campus, school, university, profession, or community.

Definition of Rank – Instructional Series

| Rank       | Qualifications   |
|------------|--|
| Lecturer   | Bachelor's degree and minimum of two years' professional experience. Experientially prepared in areas assigned to teach. Must be able to contribute to the teaching mission. Able to serve as "faculty of record" for SON courses approved by the appropriate Graduate or Undergraduate Council. |
| Instructor | Master's degree and minimum of 3 years' professional experience. Experientially prepared in areas assigned to teach. Must be able to contribute to the teaching mission. Able to serve as "faculty of record" for SON courses approved by the appropriate Graduate or Undergraduate Council.     |

Instructions

1. Examples of evidence that might be used to support the significance and impact of the faculty member's work are listed below. These examples are illustrative only, a subset of these examples is necessary to document significance and impact, and other examples may be used. It is expected that a candidate will meet many but not all examples.
2. All examples at lower ranks are applicable at higher ranks.
3. To be promoted to a higher rank faculty need to demonstrate achievement at the higher rank as noted in the definition.

| Category        | Lecturer   | Instructor  |
|-----------------|--|---|
| <b>Teaching</b> | <p>Demonstrates clinical competence in assigned course or program.</p> <p>Demonstrates beginning effective teaching as evidenced by student and/or peer evaluations.</p> <p>Seeks out consultation with teaching team to implement best practices in education.</p> <p>Demonstrates beginning understanding of the curriculum.</p> <p>Works collaboratively in course teams.</p> <p>Participates at a beginning level in course and program planning and evaluation to improve educational outcomes.</p> <p>Maintains positive working relationship with and inclusive environment for students, staff, other faculty, and community partners.</p> <p>With consultation from supervisor, sets and achieves goals to enhance teaching based on self-assessment of learning needs, student and peer evaluations.</p> | <p>Demonstrates clinical expertise in assigned course or program.</p> <p>Demonstrates progression in effective teaching as evidenced by student and/or peer evaluations.</p> <p>Demonstrates best practices in education and develops or revises course learning activities.</p> <p>Understands SON curriculum.</p> <p>Works collaboratively with and at times leads course teams.</p> <p>Participates in and at times leads course and program planning and evaluation to improve educational outcomes.</p> <p>Fosters a climate for positive working relationship with and inclusive environment for students, staff, other faculty, and community partners.</p> <p>Sets and achieves goals to enhance teaching based on self-assessment of learning needs, student and peer evaluations.</p> |



| Category                      | Lecturer  | Instructor  |
|-------------------------------|---|---|
| <b>Scholarship</b>            | <p>Communicates evidence-based information related to teaching and clinical knowledge with peers at the campus level.</p> <p>Demonstrates beginning incorporation of evidence-based teaching practices.</p>   | <p>Communicates evidence-based information related to teaching and clinical knowledge with peers at the campus, school, and state level.</p> <p>Demonstrates evidence-based teaching practices.</p> <p>Begins to develop an area of teaching expertise.</p>   |
| <b>Service</b>                | <p>Seeks out mentoring for student advising. May serve as student advisor or mentor to students.</p> <p>Contributes clinical practice expertise in the mentorship of others.</p> <p>Participates in course and campus committee meetings.</p> <p>Participates in activities that support program.</p> <p>Participates in faculty development opportunities related to teaching.</p> | <p>Serves as effective student advisor or mentor to students</p> <p>Mentors other faculty related to teaching.</p> <p>Participates in and may lead course, campus, and SON committee work.</p> <p>Participates in and may lead statewide work to support program.</p> <p>Participates in and may contribute to faculty development opportunities related to teaching.</p>                       |
| <b>Clinical Care/Practice</b> | Not applicable  | <p>Demonstrates excellence in practice through peer, patient, and/or supervisor evaluations.</p> <p>Participates in collaborative interprofessional practice partnerships.</p> <p>Participates in clinical practice activities that provide a direct benefit to the school and community.</p> <p>Consistently uses evidence-based guidelines and/or standards to improve clinical outcomes.</p> |

| Category | Lecturer | Instructor   |
|----------|----------|--|
|          |          | Makes a significant contribution to best practices related projects. |

Appendix A: Criteria for Appointment, Reappointment and Promotion

Research Professorial Series Final April 2021

Introduction

The criteria for appointment or promotion to the Research Professorial series is presented here in accordance with OHSU Policy number 03-15-020. Faculty seeking appointment, reappointment, and promotion are required to meet criteria in the mission(s) designated for them by the school. The definitions for teaching, research and scholarship, and service and a brief description of each rank by series is provided below.

The **Research Series** is for faculty primarily engaged in research who are externally funded. Titles include Research Professor, Research Associate Professor, and Research Assistant Professor. Faculty assigned to the Research Series are not eligible for tenure. Qualifications: Engaged primarily in research. Must receive at least 5% of salary from SON (but generally <10%), with the remainder from external support. Supported on contracts. Eligible for Principal Investigator status.

**Teaching** facilitates the acquisition of the science and art of nursing knowledge by the learner. A learner-centered approach supports education that embraces diverse learning styles. The scholarship of teaching increases the effectiveness of the transfer of knowledge, produces insights about gaps in knowledge and conclusions about relationships among work from a variety of disciplines, generates a commitment to lifelong learning, and suggests future directions for scholarship and practice.

**Research and Scholarship** contribute to knowledge through rigorous inquiry that 1) is significant to nursing and health, 2) is innovative, 3) can be documented and disseminated, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods.

**Service** is a contribution that promotes the general welfare of a program, campus, school, university, profession, or community.

Definition of Rank - Research Professor Series

| Research Assistant Professor  | Research Associate Professor   | Research Professor  |
|---|--|---|
| Entry level academic research rank reserved for faculty with an earned doctorate engaged primarily in research who have appropriate qualifications (educational background and/or professional experience) and receive their financial support primarily from grants, contracts, or gifts. A contribution to OHSU's | Advanced degree at the doctoral level is required, a minimum of three years of experience at Research Assistant Professor rank. Faculty at this rank must have a substantial record of accomplishment in research. Contributions to OHSU's and/or School of Nursing's broad education and service missions are required. A | Earned doctorate with a career pathway Advanced degree at the doctoral level is required, a minimum of five years of experience at Research Associate Professor rank. Highest academic research rank is reserved for faculty engaged primarily in research who receives his/her financial support primarily from external grants, |

|  |  |  |
|--|--|--|
| <p>broad education mission is required. Not eligible for tenure track.</p> | <p>satisfactory level of these contributions can be demonstrated by listing contributions for service on the citizenship table and listing contributions for education in a table (e.g. mentees, guest lectures). Not eligible for tenure track.</p> | <p>contracts, or gifts. Faculty at this rank must have an outstanding record of accomplishment in research and achieved national or international recognition for their work. Contributions to OHSU's and/or School of Nursing's broad education and service missions are required. A satisfactory level of these contributions can be demonstrated by listing contributions for service on the citizenship table an listing contributions for education in a table (e.g. mentees, guest lectures). Not eligible for tenure track.</p> |
|--|--|--|

#### Other Definitions

Satisfactory Record – Evidence of expertise in the category locally recognized (within SON and/or community) as having a positive impact on the profession, university, or community.

Substantive Record – Evidence of sustained expertise and leadership regionally recognized as having a substantial impact on the profession, university, or community.

Outstanding Record - Evidence of highly significant contributions and leadership nationally and internationally recognized as having an outstanding impact on the profession, university, or community.

#### Instructions

1. Examples of evidence that might be used to support the significance and impact of the faculty member’s work are listed below. These examples are illustrative only, a subset of these examples is necessary to document significance and impact, and other examples may be used. It is expected that a candidate will meet many but not all examples.
2. All examples at lower ranks are applicable at higher ranks.
3. To be promoted to a higher rank faculty need to demonstrate achievement at the higher rank as noted in the definition.
4. Demonstration of accomplishments for promotion to Associate Professor should reflect activities within the past 3-5 years or since the last promotion date. Demonstration of accomplishments for promotion to Professor should reflect activities within the past 5-7 years or since the last promotion date.

| <b>Research and Scholarship</b>  |  |  |
|--|--|--|
| <b>Assistant</b>   | <b>Associate</b>   | <b>Professor</b>   |
| <p>Has a funded, focused area of research expertise.</p> <p>Participates on research grants as co-investigator.</p> <p>Demonstrates a track record of successful application for extramural research grants.</p> <p>Participates in dissemination of scholarship in peer reviewed publications.</p> <p>Disseminates scholarship through peer reviewed presentations at regional and/or national level.</p> <p>Presentations and/or publications are in a focused area of research.</p> <p>Regional and/or national recognition as a researcher</p> | <p>Has a continued, funded program of research.</p> <p>Serves as primary investigator on research grants.</p> <p>Has established an extramural funding record as PI.</p> <p>Establishes and grows collaborations relevant to program of research.</p> <p>Effectively mentors less experienced researchers.</p> <p>Disseminates research as first author in peer reviewed publications.</p> <p>Disseminates research through peer reviewed presentations at national and/or international level.</p> <p>Presentations and/or publications establish expertise in a focused area of research.</p> <p>Focused area of work has regional and/or national impact.</p> <p>National and/or international recognition as a researcher.</p> | <p>Has a mature and sustained program of funded research.</p> <p>Functions in a leadership role on multiple funded projects and grants.</p> <p>Demonstrates a track record of extramurally funded research.</p> <p>Sought out as a research mentor.</p> <p>Sustained dissemination of research in peer reviewed and/or invited publications, books, and/or book chapters with a track record as first author.</p> <p>Disseminates research through peer reviewed or invited presentations or expert panels at national and/or international level.</p> <p>Body of work has substantial impact.</p> <p>National and/or international recognition as a researcher.</p> |

| <b>Teaching</b>  |   |  |
|--|---|--|
| <b>Assistant</b>   | <b>Associate</b>  | <b>Professor</b>   |
| <p>Serves as effective student advisor or mentor to PhD students.</p> <p>Serves as member of dissertation committee.</p> | <p>Precepts graduate students or PhD students in research.</p> <p>Serves as member and/or chairs dissertation committees.</p> | <p>Chairs PhD student dissertation committees and mentors faculty for committee membership.</p> <p>Hosts visiting scholars or postdoctoral trainees.</p> |

| <b>Service</b>   |  |   |
|--|--|---|
| <b>Assistant</b>   | <b>Associate</b>   | <b>Professor</b>  |
| <p>Contributes to workgroups, councils, committees, and task forces at the school or university level.</p> <p>Engages in service to the community and the profession.</p> <p>Is recognized for local and/or regional service contributions to community or profession.</p> | <p>Provides leadership and contributes to workgroups, programs, councils, committees, or task forces at the school and university level.</p> <p>Serves as a grant reviewer.</p> <p>Demonstrates a track record of service to the community and the profession locally, regionally, or nationally.</p> <p>Is recognized for regional and/or national contributions to service, community or profession.</p> | <p>Leads workgroups, programs, councils, committees, and task forces at the school and university level.</p> <p>Serves on national grant review panels.</p> <p>Demonstrates a track record of service to the community and has sustained contributions in service to the profession at the regional, national and/or international levels.</p> <p>Is recognized for national and/or international contributions to service, community, or profession.</p> |

## Appendix B: Promotion and Tenure Application and Eligibility Form

Applicant: \_\_\_\_\_  
Initial OHSU SON Faculty Appointment Date: \_\_\_\_\_

Current Rank: \_\_\_\_\_ Date of Last APT Review: \_\_\_\_\_

Series:  Professorial      Track:  Clinical   or    Academic  
 Research  
 Instructional  
Tenure Track?  Yes /  No

I am requesting application for (*applicant to check one*):

- Tenure only  
 Tenure and Promotion to Rank of \_\_\_\_\_  
 Promotion only to Rank of \_\_\_\_\_

Categories (check all that apply):

\_\_\_\_ Teaching    \_\_\_\_ Research & Scholarship    \_\_\_\_ Clinical Care/Practice    \_\_\_\_ Service

Please list your FTE below **only if OHSU Faculty FTE has been less than 1.0 during any of the last three years.**

| Year     | FTE |
|----------|-----|
| 1. _____ |     |
| 2. _____ |     |
| 3. _____ |     |
| 4. _____ |     |
| 5. _____ |     |
| 6. _____ |     |

**ELIGIBILITY:** (Information above, including time in rank, degree, series, track, and category to be certified by Campus Associate Dean or Program Director for both tenure and promotion applicants.)

The above faculty meets the eligibility criteria for application to the desired rank in the appropriate series and track at the time this form is completed. Based on my recent evaluation of this candidate, this is an appropriate time to seek promotion and/or tenure.

Signature: \_\_\_\_\_ Date \_\_\_\_\_  
Program Director or Associate Dean

## Appendix C: Declaration of Option to Access Evaluation Materials

Oregon Revised Statute 353.260 provides that a faculty member shall have full access to his or her personnel file or records kept by the University. That law further provides that the university when evaluating employed faculty members shall not solicit or accept letters, documents, or other materials, given orally or in written form, from individuals or groups who wish their identity kept anonymous or the information they provide kept confidential.

All faculty members, therefore, have a right to view any reviewer's evaluations submitted in connection with the faculty member's proposed promotion and tenure. Some faculty prefer to waive the right to review evaluation materials requested from on-campus and off-campus reviewers. You may execute the waiver below, if you choose to do so. However, it is not required, and all faculty are entitled to and will receive full and fair evaluation of dossier materials submitted in support of promotion and tenure, including evaluations, whether submitted confidentially or not.

PLEASE COMPLETE ONE OPTION BELOW:

### Option A: Waive Access to Submitted Evaluation Materials from Reviewers

I hereby waive, in advance, my legal right of access to see the evaluation materials requested from and submitted by reviewers both from within the University and external to it in conjunction with my \_\_\_\_\_ (fill in current year) dossier prepared in support of promotion and/or tenure. I make this waiver with full knowledge of my legal rights under Oregon law as outlined above. This form may be submitted to proposed reviewers.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

### Option B: Retain Access to Submitted Evaluation Materials from Reviewers

I hereby reserve, in advance, my legal right of access to see the evaluation materials requested from and submitted by reviewers both from within the University and external to it in conjunction with my \_\_\_\_\_ (fill in current year) dossier prepared in support of promotion and/or tenure. I retain this right with full knowledge of my legal rights under Oregon law as outlined above. This form may be submitted to proposed reviewers.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date



## Appendix D: Format for Evidence Table

Please reference examples from appropriate Appendix A for series you are applying for (Professorial, Research, or Instructional)

| Series <sup>1</sup> /Track <sup>2</sup> / Rank |  |   |                                 |
|--|--|---|---------------------------------|
| Category <sup>3</sup> /Assessment <sup>4</sup> | Example from appropriate Appendix A Table* | Evidence/Rationale<br>Evidence included in dossier is included in [ ] | Location of evidence in dossier |
|  |  |   |                                 |
|  |  |   |                                 |
|  |  |   |                                 |
|  |  |   |                                 |
|  |  |   |                                 |
|  |  |   |                                 |

<sup>1</sup>If Professorial series, Academic or Clinical

<sup>2</sup>Instructional, Professorial, or Research

<sup>3</sup>Categories (Teaching, Clinical Care/Practice, Research & Scholarship, Service

<sup>4</sup> Assessment of Accomplishment (Satisfactory, Substantial, or Outstanding)

*\*Note: The examples provided in Appendix A (Criteria for Appointment, Reappointment, and Promotion 6.05.17; Instructions) are examples only. Candidates are not required to address all examples; other examples may be used.*

Example of a completed section of a table **for reference only:**

| Professorial/Academic/ Associate Professor |   |  |                              |
|--|---|--|------------------------------|
| Categories/Assessment                      | Example from Table  | Evidence/Rationale<br>Evidence included in the dossier is indicated in [ ]   | Location in Dossier          |
| Research / <b>Substantial</b>              | Demonstrates an established focus area of research and/or scholarship | <ul style="list-style-type: none"> <li>Serves as a principle investigator or co-investigator on ___externally funded research grants that focus on _____ [Table of Grant Activities]</li> <li>Submits successive research proposals to grow existing program of research in focused area [Table of Grant Submissions]</li> <li>Maintains a track record of publications to disseminate scholarly work in the area of _____ [CV]</li> </ul> | 9.01<br><br>9.01<br><br>4.00 |

