



COLLEGE OF HEALTH SCIENCES

Criteria and Standards for Promotion and Tenure

GUIDELINES FOR TENURE AND PROMOTION

For Award of Tenure and

effectiveness. A candidate may also wish to elicit written evaluations from peers. Faculty are in a unique position to evaluate and provide specific feedback on aspects of teaching that are beyond the expertise of students. A candidate will have the right to nominate to the chair the individual/s providing the evaluation. The evaluator/s will use the department's peer evaluation form.

Demonstration of effective pedagogy may also include: contributions to curriculum; participation in course development or revisions; innovative use of technologies or teaching strategies; recognition of teaching expertise in the form of awards and/or honors; implementation of service-learning or Academic Community Engagement (ACE) designated coursework; participation in workshops or other professional development intended to enhance teaching; and pedagogical publications and/or presentations that demonstrate and provide evidence of teaching effectiveness.

Research and Scholarly Activity

The evaluation of research and scholarly activity, like that of teaching, should be holistic, drawing from a variety of sources of evidence that reflects a sustained pattern of performance. COHS faculty and academic administrators believe that the best way to evaluate research and scholarly activity is through the creation of a research narrative that addresses a candidate's accomplishments and progress related to scholarship/creative activity.

professional organizations; a record of service to the department, college, university, profession, and/or community; and significant contribution to self-studies/accreditation reports. Higher weighting should be assigned to service as the leader or significant contributor of program accreditation self-study and related reports.

Collegiality

Collegiality is also considered a criterion for tenure and promotion. Primary evidence of collegiality includes: adherence to departmental, college, and university policies and decisions; working within the existing administrative structures of the department, college, and university; dutiful fulfillment of committee responsibilities; promoting harmony, effective collaboration in advancing the goals of the tenure unit and the general welfare of the department, college, and university; and support and assistance of other faculty members.

For Promotion to Full Professor

Candidates must possess the appropriate terminal degree and normally must have served at least five and one-half years as a tenured Associate Professor. Candidates should demonstrate leadership and high-level performance in their teaching, scholarly activity, professional development, and service to all stakeholders; professionalism; a spirit of collegiaTc 0 Tw ruci Tw 3y4 (ge)4 (,r)-2houlsD.pirit 9[y4 (geof)3 (t)-2 (h

included in the evaluation system. In addition, information about course characteristics (e.g., class size, required/elective, lower/upper division) should be considered when reviewing evaluation results.

While student evaluations are a valuable source of information, scores should be interpreted in the context of other materials documenting pedagogical achievement. The department chair, through annual evaluation of the candidate during the review period, will address additional evidence of teaching effectiveness. A candidate may also wish to elicit written evaluations from peers. Faculty are in a unique position to evaluate and provide specific feedback on aspects of teaching that are beyond the expertise of students. A candidate will have the right to nominate to the chair the individual/s providing the evaluation. The evaluator/s will use the department's peer evaluation form.

Demonstration of effective pedagogy may also include: contributions to curriculum; participation in course development or revisions; innovative use of technologies or teaching strategies; recognition of teaching expertise in the form of awards and/or honors; implementation of service-learning or ACE designated coursework; participation in workshops or other professional development that were intended to enhance teaching; and pedagogical publications and/or presentations that demonstrate and provide evidence of teaching effectiveness.

Research and Scholarly Activity

Professional Service

Professional service is essential to the success of each department/school and the COHS as a whole. As in the case of teaching and research and scholarly activity, the faculty member should include a narrative that explains the kinds of service in which the faculty member has been involved and the significance of her/his involvement paying particular attention to their leadership roles. While service takes many forms and will vary by department/school, the candidate must have demonstrated sustained involvement in service to the department, college, university, profession, and/or community. Evidence of involvement includes: attendance and participation in professional conferences, seminars, workshops, or short courses (continuing professional education); membership and involvement in appropriate professional organizations; a record of service to the department, college, university, profession, and/or community; and significant contribution to self-studies/accreditation reports.

In order to be promoted from associate to full professor, the candidate must have demonstrated engagement and leadership in service to the department, college, university, profession, and/or community. Evidence of engagement in leadership includes: leadership in departmental or college service activities; sustained participation in educational/leadership activities of professional organizations; sustained record of service and leadership to the university, profession, and community; mentoring of junior faculty; and leadership in the development of self-study reports.

Collegiality

Collegiality is also considered a criterion for promotion to Full Professor. Primary evidence of collegiality will be considered as adherence to departmental, college, and university policies and decisions; furthering the department goals; mentoring junior faculty; working within the existing administrative structures of the department, college, and university; dutiful fulfillment of committee responsibilities; promoting harmony and the general welfare of the department, college, and university; and support and assistance of other faculty members.