

**University of Delaware**  
**College of Health Sciences**  
**School of Nursing**

**PROMOTION AND TENURE**

**I. GENERAL PRINCIPLES**

In accordance with the University, the mission of the School of Nursing encompasses teaching, scholarship, and service. Nursing is a practice discipline. A faculty with a wide range of academic backgrounds, intellectual interests, clinical and research skills, and professional experience is required. This diversity in the faculty must be reflected in the criteria utilized in evaluations for appointment, promotion, and tenure so that distinctive individual contributions and differences in faculty roles and responsibilities are accommodated. Faculty members are encouraged to strive for excellence in all three areas – teaching, scholarship, and service. Promotion considerations must take into account percent of workload assigned to each area.

The School of Nursing maintains an excellent reputation for the quality of its graduates. To ensure the preparation of basic and advanced practitioners of nursing and the advancement of the nursing profession, faculty recruited, retained, and promoted must demonstrate distinction as teachers, scholars and leaders in nursing and health care.

As teachers, faculty must be responsive to the needs of a variety of students in the traditional, accelerated, and registered nurse undergraduate programs as well as the needs of registered nurses in administration, clinical nurse specialist, nurse practitioner, and combined clinical nurse specialist/nurse practitioner graduate concentrations. To maintain regional excellence in education, faculty must adapt their teaching based on changing healthcare trends and client needs, adopt effective, efficient and creative teaching strategies and delivery modes, and evaluate student progress towards academic and professional goals as well as client progress towards health-related outcomes. Faculty in selected clinical specialties must also maintain clinical competence through direct practice, as required by law to continue in their teaching role.

As scholars, faculty generate new knowledge or engage in creative endeavors that result in contributions to the nursing profession. They must demonstrate independence and/or leadership in scholarly accomplishments. Findings are disseminated to appropriate audiences through publications and presentations.

Faculty are expected to provide leadership in service endeavors within the University, the nursing profession, and health-associated organizations. This involvement will have local and regional impact on health care and will extend to national and international levels with tenure.

## II. CRITERIA

### A. Definitions of Ratings

#### **EXCELLENT:**

Achieves at a level that is clearly exceptional in exceeding expectations for the current rank and makes significant contributions that serve to attain academic and professional goals.

#### **GOOD:**

Achieves at a level above the expectations for the current rank, demonstrates clear potential for continued accomplishments, and makes important contributions that are consistent with academic and professional goals.

#### **SATISFACTORY:**

Achieves at a level that meets expectations for the current rank and makes contributions that are consistent with academic and professional goals.

#### **UNSATISFACTORY:**

Performs at a level below the expectations for the current rank

### B. Standards

For appointment/promotion to:

**ASSISTANT PROFESSOR.** The candidate must have an earned doctoral degree, and must achieve ratings of at least GOOD in Teaching and/or Scholarship and SATISFACTORY in the remaining areas.

**ASSOCIATE PROFESSOR.** The candidate must achieve a rating of EXCELLENT in teaching or scholarship, at least SATISFACTORY in Service, and at least GOOD in the remaining category. Some contributions are expected to be at the state/national levels.

**PROFESSOR.** The candidate must achieve a rating of EXCELLENT in teaching or scholarship, and at least GOOD in the remaining categories. A majority of contributions are expected to be at the national/international levels.

### III. EVALUATION CATEGORIES

#### A. Teaching

Teaching is an extremely important factor in promotion decisions. Nursing education has as its primary focus two teaching objectives: (a) to impart the theoretical and practical knowledge that underlies nursing practice and role development; and (b) to instruct students in clinical practice in a variety of health care settings. Faculty teaching undergraduate students in the clinical setting are legally accountable for the delivery of all patient care given by students.

Another important component of teaching nursing involves faculty practice to maintain clinical competencies. Practice roles may include direct caregiver, role model/mentor, consultant, administrator, or educator. Faculty practice may be undertaken to meet certification requirements, to maintain clinical competency, to provide educational programs, and/or to generate revenue for the school. Faculty in selected specialties must be involved in clinical practice activities to meet legal responsibilities for certification\*.

Important indications of achievement in teaching include evidence of commitment to development of and effectiveness in teaching.

Teaching activities may include:

1. Classroom teaching
  - a. Lectures
  - b. Seminars
  - c. Group discussions
- d. Distance education
  - e. Continuing education
2. Clinical teaching
  - a. On-site instruction
  - b. Clinical conferences
  - c. Preceptored teaching
  - d. Laboratories
3. Directed individual study
  - a. Degree with distinction advisement
  - b. Independent study
  - c. Thesis and research supervision
  - d. Scholarly project
3. Student academic advisement and/or counseling

\*Certification and licensure may require specific continuing education and up to 1500 hours of direct practice over a five-year period.

5. Instructional development
  - a. Course revision
  - b. Development of new courses
  - c. Development/revision/evaluation of instructional/curriculum materials

The nature of evidential materials related to teaching is dependent upon the predominant teaching assignment as well as clinical practice activities of the candidate. See University Promotion and Tenure Document for list of possible evidential materials.

Additional evidential materials for teaching may include:

1. Teaching/practice award
2. Consultation in teaching, curriculum, or program development
3. Faculty practice documentation

## **B. Scholarship**

In the School of Nursing, scholarship is an important factor in promotion decisions. Scholarship includes creative endeavors and activities that contribute to the generation and/or advancement of knowledge for the profession. This should be characterized by the individual demonstrating independence and/or leadership with respect to his/her scholarly contributions. Collaborative scholarly efforts are also deemed important.

Clinical scholarship has emerged in nursing as a critical component in the advancement of clinical knowledge in the discipline. Clinical scholarship may be accomplished in a variety of settings (acute care, primary care, community, etc.) The outcomes of clinical scholarship must be documented and disseminated beyond the original setting.

**Refereed/peer reviewed<sup>1</sup> empirical and other professional publications and presentations, and the procurement of grants will be considered important indicators of scholarly achievement of the candidate's research program.** The quality and significance of non-refereed/non-peer reviewed publications will be determined by external review. If a person jointly authors a publication, grant application, etc., the individual contributions of each collaborator must be documented.

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<sup>1</sup> Refereed/peer reviewed describes a process by which an article or other similar work (abstract, book chapter, computer software, poster/paper presentation, etc.) is critiqued by external authorities as a part of the publication/acceptance procedure. Review by the editorial staff alone does not constitute a refereed/peer review. The refereed/peer-reviewed process may be blinded and, when known, evidence of the blind review should be provided.

Scholarly activities may include (in a prioritized order):

1. Publication of research articles, educational articles, review articles, books, book chapters, technical reports, clinical papers, abstracts, computer software, public policy statements, papers in conference proceedings, etc.
2. Procurement of grants.
3. Ongoing research, research utilization activities, or scholarly projects. Examples include: development of research/evidence-based programs, protocols, policies, pathways; activities that result in practice innovations; and development, implementation, and/or evaluation of preventive/restorative health projects.
4. Refereed or invited presentations, colloquia, seminars, posters, conferences, and lectures given at professional meetings that contribute to the advancement of knowledge.
5. Submission of manuscripts for publication.
6. Submission of external/internal grants for funding.
7. Professional consultation in scholarly projects. Examples of professional consultation may include but are not limited to editorial duties, review of manuscripts, review of grant proposals, published book reviews, etc.
8. Awards (national, regional, local, or University) received in recognition of scholarship.
9. Dissertation committees and theses committees external to the School.
10. Leadership positions in professional organizations.
11. Elected membership in professional honor societies.
12. Expert testimony to governing bodies.

See the University Promotion and Tenure document for a list of possible evidential materials.

### **C. Service**

Service to the School is expected of all faculty members, and is considered in the evaluation of the candidate for promotion and tenure decisions. Nursing is a service-oriented profession. While some professional citizenship is a usual expectation, especially noteworthy are activities

that contribute to the reputation of the school, college, and university, or the development of the profession.

Service activities may include:

1. University, college, school service
  - a. Committee membership
  - b. Committee leadership
  - c. Advisement of student groups, e.g., SNO
  - d. Assigned administrative activities
  - e. Recruitment and retention activities
2. Professional service
  - a. Membership in professional organizations (local, state, regional, national, and/or international positions)
  - b. Consultation and/or participation in activities related to professional organizations
3. Community service as a member of the healthcare professions
  - a. Invited lectures/presentations
  - b. Planning/participation in community workshops /programs/conferences
  - c. Election/appointment to community boards, commissions, committees, legislative bodies, etc.
4. Awards or recognition for service activities

Evidential materials for Service may include:

1. A listing of School, College, and University Committee assignments.
  2. A brief descriptive summary of other service, such as professional service or non-committee service to the College.
1. Supportive correspondence, articles, and documents

## **IV. POLICIES**

### **A. School Responsibilities**

1. The School of Nursing assumes the major responsibility in defining criteria, specifying procedures, and evaluating each applicant for promotion/tenure.
2. The School will form a Promotion and Tenure committee, as described in the School Bylaws and the University Promotion and Tenure document.

3. The School Committee Chairperson will circulate a memo to School faculty requesting confidential internal peer reviews.
4. All aspects of the promotion/tenure review process will be conducted in a manner to ensure the confidentiality of the candidate's dossier, including solicited letters of evaluation.

## **B. Committee Composition**

1. The Promotion and Tenure Committee shall be elected by the School faculty, by April 30th and will consist of five tenured faculty members. The majority of the evaluating committee must be at a rank higher than the current rank of the candidate. It may be necessary to form **ad hoc** committees in certain cases in order to operate within these guidelines.
2. The Chairperson of the Committee shall be a tenured School faculty member at or above the rank for which the candidate has applied.

## **C. Candidate's Rights and Responsibilities**

1. The responsibility for initiating the promotion/tenure review process lies with the candidate and she/he has the right to apply for promotion/tenure at any time, subject to the provisions pertaining to tenure as outlined in the University Faculty Handbook.
2. The candidate has the right and the responsibility to be informed about all School and University promotion/tenure criteria, policies, and procedures.
3. The candidate has the responsibility to prepare and submit a complete promotion/tenure dossier to the Chairperson of the School Promotion and Tenure Committee in accordance with the established School schedule.
4. The candidate is responsible for including in the dossier the evidence that could support a decision for promotion/tenure. This decision is based on evidence that represents performance after appointment or promotion to the candidate's present rank at the University of Delaware.
5. The candidate has the sole right to withdraw her or his dossier at any step of the promotion/tenure process.
6. The candidate must be informed in writing of the decisions at each step of the review process.

## **V. PROCEDURES**

### **A. Review Procedures**

1. Candidate submits the dossier to the Chairperson of the School Promotion and Tenure Committee according to the calendar established by the School
2. Solicitation of peer evaluations follows the University guidelines. Solicited peer evaluations are always required for promotion. Although the number may vary by rank, every dossier must include external peer reviews, written by individuals with established reputations in the candidate's field. These statements should analyze and evaluate critically the candidate's work and accomplishments. They also should comment on the candidate's potential for future development.
  - a. A candidate submits a list of names and addresses of potential reviewers but the School committee will suggest additional names. Although the candidates must be informed of all potential reviewers and have an opportunity to comment on them, the School, and not the candidate, makes the final selection.
  - b. The Chairperson of the Committee solicits letters of evaluation. Letters soliciting external peer review of a candidate should request a curriculum vitae and a statement describing the reviewer's relationship to the candidate. Insofar as reasonable and possible, only external peer reviewers without personal/professional ties to the candidate should be selected.
3. The Committee meets and conducts a critical evaluation of the completed dossier based on the criteria set forth in this document. The committee is encouraged to consult with the candidate regarding additional evidence that might clarify the dossier.
4. The result of the review, which will include the numerical vote, recommendations, and the reasons for the decision, will be transmitted in writing to the candidate and the School Director. When they arise, signed minority opinions will be forwarded as appendices.

### **B. Appeals**

1. After receiving the Committee's recommendation, any candidate wishing to appeal may do so, in writing, to the Chairperson of the School Promotion and Tenure Committee within five (5) working days of notification of the Committee's decision.

2. Upon receipt of a written appeal, the Committee will hold a hearing with the candidate within two (2) weeks, except under extenuating circumstances.
3. The final decision of the Committee will be forwarded, in writing, to the candidate, the Director of the School, and the Dean within two (2) working days unless the candidate chooses to withdraw from the promotion process.
4. The Director of the School will review the dossier and will either endorse or recommend against the promotion/tenure in a written notification to the candidate and School Committee. The dossier and statements of action are forwarded to the College Promotion and Tenure Committee.

**C. Dossier Preparation and Presentation**

1. The candidate is strongly encouraged to consult with members of the School Promotion and Tenure Committee at the time of each periodic review prior to application for promotion regarding the content and preparation of the dossier.
2. The candidate should organize the dossier according to the pattern outlined in the University Promotion and Tenure document. The Recommendation for Promotion form is available from the School secretary.
3. The candidate is encouraged to include percentage of workload assigned to teaching, scholarship, and service in the relevant sections of the dossier.

## **SCHEDULE**

<b>March 15</b>	Candidate informs School Director of intent to apply.
<b>April 10</b>	Deadline for candidate to supply current CV, list of potential external reviewers, list of all courses taught at UD (since last promotion) to Committee Chairperson
<b>April 10 – 15</b>	Committee Chairperson has list of potential students, since hire or last promotion, generated by designated secretary
<b>April 15 – 22</b>	Committee meets to examine materials. CV reviewed and returned to candidate with suggestions
<b>April 22 – May 1</b>	Dossier draft to Committee (strongly recommended). List of external reviewers finalized.
<b>May 1 – 22</b>	Committee meets to review dossier draft.
<b>May 22 – 31</b>	Committee meets with candidate to review dossier draft. Candidate provides addresses of co-authors and co-investigators. Committee informs candidate what materials are needed for external reviewers.
<b>June 10</b>	Candidate submits materials for external reviewers.
<b>June 15</b>	Appropriate materials sent out to external reviewers, co-authors, students, and School faculty
<b>September 1</b>	Official dossier due to the Committee.

See the University P&T Document for the remainder of the review schedule.  
May 3, 2000

Revised and approved by School of Nursing Faculty, April 10, 2001  
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4/01