



LAMAR UNIVERSITY Minimum Criteria for Tenure and Promotion

Criteria for tenure and promotion delineated in Lamar University MAPP 02.02.27 (Tenure and Promotion of Tenure-track and Tenured Non-library Faculty) are listed below, and they represent the minimum levels of achievement necessary to be considered. In general, the successful candidate for tenure and/or promotion to a professorial rank will have demonstrated sustained, high-quality performance in all three mission areas: teaching, research/creative scholarly activities, and service. Application for tenure will occur in the fall semester of the sixth year of full-time service, taking into consideration any credit for prior service upon hiring (in writing and included in the initial contract). In addition, the following are the minimum criteria for promotion to the indicated ranks.

COLLEGE OF NURSING AND HEALTH PROFESSIONS JoAnne Gay Dishman School of Nursing Tenure and Promotion Guidelines

PROMOTION to PROFESSOR

Minimum Criteria: Doctorate from a regionally accredited institution required. Six years as a full-time Associate Professor at Lamar University (i.e., candidate is applying no earlier than the fall of the sixth year of full-time service, unless applying early as listed under the terms of specified in MAPP 02.02.27); superior teaching effectiveness; recognized scholarly production, research, and professional achievement; substantial contribution to college and university affairs; and demonstrated performance as a leader.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Minimum Criteria: Doctorate from a regionally accredited institution required. Six years as a full-time Assistant Professor at Lamar University; demonstrated proficiency in teaching; recognized scholarly production, research, and professional achievement; and productive participation in college and university affairs. In the fall of the sixth year of full-time service (counting credit for prior service agreed upon at the time of hire), a faculty member at the rank of Assistant Professor must be considered and recommended for both tenure and promotion to the rank of Associate Professor. The personnel committee at each level will vote only on the combined action.

Clear distinctions must be made for achievements at the international, national, regional, state, and local levels. Note if item is peer-reviewed, invited, self-published, or reviewed by editors. Note if an article is *forthcoming*, (accepted) or if an item has been published with Lamar University students. Acceptance letter of forthcoming publication should be presented in the documentation provided by the faculty.

Teaching:	
Associate Professor	Professor
<p>Required: Demonstrates teaching effectiveness of at least 3.5 average out of 5 on student evaluations, during the promotion cycle.</p> <p>Submits assigned peer review of teaching.</p> <p>Demonstrates continued growth as an educator by completing at least four (4) of the following from at least two (2) different categories (<i>Course Development, Teaching Awards/Recognition, Mentor, Leadership, and/or Professional Development Activities</i>) during the review period and since appointment as Assistant Professor. Teaching accomplishments may include but are not limited to:</p> <p>Course Development</p> <ul style="list-style-type: none"> • Demonstrates effectiveness as an educator • Develops a new course • Completes a substantive course revision • Develops new innovative learning strategy or engagement in classroom, simulation, practicum, lab, or study abroad setting • Utilizes outcomes assessment data to improve course outcomes and benchmark data <p>Teaching Awards/Recognitions</p> <ul style="list-style-type: none"> • Achieves or maintains national certification as a nurse educator • Nominated for teaching award • Receives a teaching award <p>Mentor Faculty or Students</p> <ul style="list-style-type: none"> • Mentor faculty at the department or university level • Mentor students engaging in graduate or undergraduate research, scholarly, or creative activity • Mentor students pursuing Honors credits in nursing courses 	<p>Required: Demonstrates teaching effectiveness of at least 3.75 average out of 5 on student evaluations, during the promotion cycle.</p> <p>Submits assigned peer review of teaching.</p> <p>Demonstrates growth as a leader in nursing education by completing at least six (6) of the following from at least three (3) different categories (<i>Course Development, Teaching Awards/Recognition, Mentor, Leadership, and/or Professional Development Activities</i>) during the review period and since appointment as Associate Professor. Teaching accomplishments may include but are not limited to:</p> <p>Course Development</p> <ul style="list-style-type: none"> • Demonstrates effectiveness as an educator • Develops a new course • Completes a substantive course revision • Develops new innovative learning strategy or engagement in classroom, simulation, practicum, lab, or study abroad setting • Utilizes outcomes assessment data to improve course outcomes and benchmark data <p>Teaching Awards/Recognitions</p> <ul style="list-style-type: none"> • Achieves or maintains national certification as a nurse educator • Receives a teaching award <p>Mentor Faculty or Students</p> <ul style="list-style-type: none"> • Leads initiatives to mentor faculty at the department or university level • Leads initiatives to mentor students engaging in graduate or undergraduate research, scholarly, or creative activity • Leads initiatives to mentor students pursuing Honors credits in nursing courses

Teaching:	
Associate Professor	Professor
<p>Educational Leadership</p> <ul style="list-style-type: none"> • Serves as a course leader • Serves as a peer reviewer for nursing exams • Serves as peer reviewer for teaching <p>Professional Development</p> <ul style="list-style-type: none"> • Completes a university sponsored teaching certification • Attends at least ten (10) hours of CTLE offered programs • Completes at least twenty (20) hours of nursing professional development related to the pedagogy of teaching 	<p>Educational Leadership</p> <ul style="list-style-type: none"> • Leads department, college, or university initiatives in education • Leads department, college, or university initiatives in peer review <p>Professional Development</p> <ul style="list-style-type: none"> • Completes a university sponsored teaching certification • Develops and provides education for CTLE • Completes at least twenty (20) hours of nursing professional development related to the pedagogy of teaching

Research/Creative Scholarly Activities:	
Associate Professor	Professor
<p>Required: Publication of a minimum of 3 peer-reviewed articles during probationary period.</p> <p>Demonstrates evidence of dissemination of knowledge since appointment as Assistant Professor by completing at least four (4) of the following in the following three (3) different categories (Publications, Grants, Professional Activities) during the review period and since appointment as Assistant Professor. One category must be publications. Scholarly activities may include but are not limited to:</p> <p>Publications</p> <ul style="list-style-type: none"> • First author peer reviewed publication(s) • Collaborative author peer reviewed publication(s) • Peer reviewed podium presentations at regional, state, national and/or international conferences • Publication of a book related to nursing • Publication of a chapter in a nursing textbook 	<p>Required: Publication of a minimum of 4 peer-reviewed articles since promotion to Associate Professor.</p> <p>Required: Serve as a Lead PI on an internal/external grant</p> <p>Demonstrates evidence of growth as a leader in dissemination of knowledge since appointment as Associate Professor by completing at least six (6) of the following in the following three (3) different categories (Publications, Grants, Professional Activities) during the review period and since appointment as Associate Professor. One category must be publications. Scholarly activities may include but are not limited to:</p> <p>Publications</p> <ul style="list-style-type: none"> • First author peer reviewed publication(s) • Collaborative author peer reviewed publication(s) • Peer reviewed podium presentations at regional, state, national and/or international conferences • Publication of a book related to nursing • Publication of a chapter in a nursing textbook

Research/Creative Scholarly Activities:	
Associate Professor	Professor
<ul style="list-style-type: none"> • Poster presentation at state, regional, national and/or international conferences <p>Publications continued</p> <ul style="list-style-type: none"> • Serves as a subject matter expert for a textbook or other nursing professional product • Develops and provides a nursing professional development activity <p>Grants</p> <ul style="list-style-type: none"> • Serves as a Lead PI on an externally funded grant • Serves as a Co PI on an externally funded grant • Serves as a Lead PI or Co PI on an internally funded grant • Serves as team member on an external or internally funded grant <p>Professional/Scholarly Activities</p> <ul style="list-style-type: none"> • Participates in a nonfunded Research or Scholarly Creative Activity • Maintains advanced practice skills through Faculty Practice • Acquires and maintains national certification in clinical practice or functional role • Participates in an interdisciplinary scholarly or creative project • Nominated for or receives a research award • Serves as a consultant in the discipline that related to the intellectual work of the faculty member • Non-peer reviewed publication in a health-related journal 	<ul style="list-style-type: none"> • Poster presentation at state, regional, national and/or international conferences • Serves as a subject matter expert for a textbook or other nursing professional product <p>Publications continued</p> <ul style="list-style-type: none"> • Develops and provides a nursing professional development activity • Mentor faculty in production of scholarly work <p>Grants</p> <ul style="list-style-type: none"> • Serves as a Lead PI on an externally funded grant • Serves as a Co PI on an externally funded grant • Serves as a Lead PI or Co PI on an internally funded grant • Serves as team member on an external or internally funded grant • Mentors faculty in grant procurement and execution <p>Professional/Scholarly Activities</p> <ul style="list-style-type: none"> • Develops a nonfunded Research or Scholarly Creative Activity • Maintains advanced practice skills through Faculty Practice • Acquires and maintains national certification in clinical practice or functional role • Develops in an interdisciplinary scholarly or creative project • Receives a research award • Serves as a consultant in the discipline that related to the intellectual work of the faculty member

<i>Service:</i>	
Associate Professor	Professor
<p>Demonstrates engagement in professional nursing service since appointment as Assistant Professor as evidence by a minimum of two (2) of the following in at least two (2) categories (<i>Profession, University, Community</i>). Service activities may include but are not limited to:</p> <p><i>Profession</i></p> <ul style="list-style-type: none"> • Holds office in local nursing organization • Serves on health care or interdisciplinary related advisory board • Contributes to state or national nursing organization operational activities (committee, conference development, guideline development) • Serves as a peer reviewer for Nursing or Medical Journal <p><i>University/College/School</i></p> <ul style="list-style-type: none"> • Serves in a remunerated leadership position within the SON • Serves on a University Committee • Serves on a College Committee • Serves as chair of a School of Nursing committee • Participates as a member of at least two (2) nursing committees • Assumes leadership role within the SON • Serves as advisor to a university student organization <p><i>Community</i></p> <ul style="list-style-type: none"> • Serves as a member of a local or regional health or interdisciplinary committee or organizations • Provides health related services to the community as a volunteer • Provides community health related education • Develops engaging health related service activity for students or faculty 	<p>Demonstrates leadership in professional nursing service since appointment as Associate Professor as evidence by a minimum of three (3) of the following in at least two (2) categories (<i>Profession, University, Community</i>). Service activities may include but are not limited to:</p> <p><i>Profession</i></p> <ul style="list-style-type: none"> • Holds office in local nursing organization • Serves as a leader on health care or interdisciplinary related advisory board • Serves as a leader in a state or national nursing organization operational activities • Serves on editorial board of a Nursing or Medical Journal <p><i>University/College/School</i></p> <ul style="list-style-type: none"> • Serves in a remunerated leadership position within the SON • Serves on a University Committee • Serves as chair on a College Committee • Serves as chair of a School of Nursing committee • Assumes leadership role within the SON • Leads service initiative at the department, college, or university level <p><i>Community</i></p> <ul style="list-style-type: none"> • Serves in a leadership position on a local or regional health or interdisciplinary committee or organizations • Develops initiatives for health-related services or education to the community as a volunteer • Leads initiative for engaging health related service activity for students or faculty

JoAnne Gay Dishman School of Nursing Faculty Teaching Effectiveness Score

The faculty teaching effectiveness score is derived from faculty course evaluations. Nine questions are pulled from the evaluations that are listed below and are averaged together for a total effectiveness score per course. The score is derived on a 5-point Likert scale. The School of Nursing benchmark for satisfactory performance is 3.5 or greater of the 5 points across all course evaluations within an evaluation cycle.

Lamar University Core Question Item Selection

- The instructor was generally available to students seeking advice.
- The instructor(s) stimulated my interest in the subject.
- The instructor's teaching aids/methods including technology helped students learn.
- Overall, the instructor is a good teacher.

JoAnne Gay Dishman School of Nursing Question Item Selection

- The instructor was well-organized, responsive, and prepared.
- The instructor displayed professionalism and respect for students.
- The instructor graded assignments/returned feedback to me in a timely manner or as outlined in the syllabus.
- The instructor demonstrated knowledge, skills, and enthusiasm in the learning environment.
- The instructor served as a role model of professional nursing in the learning environment.