BENCHMARKS FOR PROMOTION TO THE RANKS OF ASSOCIATE PROFESSOR (WITH TENURE); PROFESSOR (WITH TENURE)

A candidate for promotion and tenure is expected to demonstrate and document strength in the areas of discovery, learning, and engagement. At least one area will be identified as the basis of the nomination for promotion/tenure, and the candidate should demonstrate excellence in the selected area(s). The expectations for promotion to associate professor and professor are described in the following subsections. Candidates for promotion are evaluated on professional achievements, including quality, productivity, impact, intellectual independence, and external funding.

The official criteria and procedures for promotion are outlined in the West Lafayette Campus Academic Tenure and Promotion Policy I.B.2 and an annual provost memo (Office of the Provost, 2016). The expectations listed below are offered as a general guide for faculty preparing for tenure and/or promotion in the School of Nursing and to provide external reviewers with context.

Under some circumstances, candidates may be considered for promotion and/or tenure after serving at Purdue for a short time period. It is also possible for candidates to be considered prior to coming to Purdue. Under these circumstances, the review will rely more heavily upon evidence of discovery, learning, and engagement excellence achieved at the other institution(s) than would be the case for candidates with longer service at Purdue.

Scholarship Defined

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods (AACN, 1999, para. 7).

GENERAL CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR (WITH TENURE)

Academic tenure is acquired on promotion to this rank. A successful candidate should have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition (Office of the Provost, 2016, p. 2).

Benchmarks for Excellence in DISCOVERY

When discovery is the basis of nomination, the research program should demonstrate relevance to the profession and healthcare, and be in concert with the mission of the School of Nursing and the profession. The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself (AACN, 1999, para. 8).
The following are ways to demonstrate excellence in DISCOVERY:

1. Clearly defined program of research relevant to the mission and vision of the School of Nursing that demonstrates advancement over time in the candidate’s research methodology and hypotheses or questions examined.

2. Evidence of increasing responsibilities in conducting research (e.g., PI, Co-PI, Co-Investigator). Evidence of effectiveness working as a member of a research team is valued, and comes with the expectation that candidates demonstrate their unique intellectual contribution to the work.

3. Productive and sustained record of contributions to the scholarly literature through significant publications in scholarly refereed publications, especially top-rated journals in the candidate’s field. Publications reporting original research are expected. Critical literature reviews and advances in theory development or analysis also are appropriate as are refereed publications which synthesize a research literature for practitioners. The publication record should demonstrate the intellectual contribution of the candidate.

4. Submission of competitive intramural grant(s) is valued (e.g., Purdue Research Foundation, Kinley Trust, etc.).

5. Presentations of research at annual or biennial meetings of national/international professional organizations are expected. Presentations at state or regional meetings of professional organizations are deemed valuable. Further, it is anticipated that conference presentations will serve as a basis of publications.

6. Submission of a significant and competitive external research grant proposal(s) as Principal Investigator. This proposal is expected to be of high quality as evidenced by receipt of funding or receipt of very strong reviews. Evidence of funded grants is distinctive.

7. Directing graduate students research that result in theses, clinical project reports, and publications.

8. Reviewer for top-rated professional journals, and/or granting agencies is encouraged.

9. Reviewer of submissions for annual or biennial meeting of a major national and/or international organization in the candidate’s field is encouraged.

10. Favorable external peer review of the candidate’s research record. This review will evaluate methodological rigor and appropriateness, substantive importance, and significance of the scholarly contribution to the field.
Benchmarks for Excellence in LEARNING

All faculty are expected to be effective educators, regardless of the basis of nomination. Expectations for effectiveness in LEARNING include:

1. Evidence that courses provide current information, are taught with appropriate depth and breadth of coverage, and provide a rigorous and challenging experience for students.

2. Favorable Purdue student course rating for each course taught in the preceding three years. These data are reviewed within the context of class size, level of student, whether the course is required or elective, and other factors known to influence ratings.

3. Positive contributions to student development as appropriate to candidate’s teaching roles. This can be demonstrated through activities such as advising of graduate students (e.g., membership on student committees, and serving as chair or co-chair of graduate student committees). Level of involvement in graduate student advising is weighed in the context of the available pool of graduate students in the candidate’s area. Tenure–earning faculty may serve as a mentor to undergraduate students in research (e.g., Discovery Park Undergraduate Research Internship program) or mentor student leaders (e.g., serving as a faculty advisor to a student organization).

In addition to the required achievements listed above, the candidate whose nomination for promotion/tenure is based on LEARNING should demonstrate impact of innovations via the scholarship of teaching and learning. Activities should have relevance to the profession and healthcare and demonstrate impact in concert with the mission of the School of Nursing.

The following are ways to demonstrate excellence in LEARNING:

1. Excellence in instruction through implementation and scholarly evaluation of new pedagogical approaches (e.g., development of a new course, development of new programs, mentorship of new clinical faculty, lecturers, adjuncts and/or graduate teaching assistants, major course redesign).

2. Significant contribution in advancing pedagogy, professional practice and dissemination of this contribution via:
   • Selection for regional, national and/or international peer-reviewed podium and/or poster presentations and conference proceedings.
   • Publishing educational materials such as study guides, case studies, media, professional materials, textbooks, etc.
   • Course and curricular innovations with evidence of impact
   • Publication of articles in peer-reviewed journals relevant to faculty member’s content expertise, (i.e., case study, clinical article, implementation/evaluation of evidenced based practice, etc.).

3. Nomination for and/or receipt of a competitive award(s) for excellence in teaching from a Purdue entity (e.g., school, college or university level) or a recognized professional organization. Criteria for the award and selection process must be articulated.
4. Facilitating and supervising an undergraduate honors thesis project or other innovative educational programs.

5. Development and/or participation in transdisciplinary educational offerings.

6. Development and/or participation in study abroad programs.

Benchmarks for Excellence in Engagement

*Internal service and citizenship is expected of all faculty. Citizenship is defined as positive contributions in assigned activities; participation in additional opportunities toward the development and advancement of the School, College, and University; and interpersonal behaviors that promote a positive and productive work environment (AACP, 2015). The School of Nursing considers practice, service, and outreach activities as engagement. Optimally, engagement activities will be well integrated into the scholarly growth and development of each faculty member and will embrace community practice, public service activities, service to the academy, and service to professional associations. As a land grant university, Purdue also values outreach to the public.*

All faculty are expected to demonstrate:

1. Evidence of active participation in School of Nursing committees (required) and College or University level committees (where appropriate) and citizenship duties.

2. Active membership in state or national professional organizations. Impact of the work should be evident in the document.

3. Presentations and/or consultation for community or state organizations in the area of the candidate’s expertise, i.e., Cooperative Extension Service (CES) or other campus centers (e.g., Regenstrief Center for Healthcare Engineering, Center for Instructional Excellence, Center on Aging and the Life Course, Center for Homeland Security, etc.).

*In addition to achievements listed above, the candidate whose nomination for promotion/tenure is based on ENGAGEMENT should demonstrate excellence through scholarship (see criteria on page 1 of this document). Activities should be relevant to the profession and healthcare, demonstrate impact in concert with the mission of the School of Nursing.*

The following are ways to demonstrate excellence in ENGAGEMENT.

1. Lay publications, including news media interviews that bring the candidate’s expertise to the general population.

2. Contribution to scholarly literature on outreach (e.g., published report of a program evaluation or innovations in program design in a refereed publication) and/or the scholarly literature on the dissemination of expert knowledge.
3. Demonstrated skill in developing an innovative evidence-based educational program on a topic related to healthcare or population health aimed at lay persons. It is expected the program will be implemented in a community and will be evaluated systematically for impact.

4. Other significant contributions that demonstrate the individual has achieved a clear position of state or regional leadership and impact (associate); other significant contributions that demonstrate individual has achieved clear position of national or international leadership and impact (full).

GENERAL CRITERIA FOR PROMOTION TO PROFESSOR (WITH TENURE)

Successful candidates should be recognized as authorities in their fields of specialization by external colleagues -- national and/or international as may be appropriate in their academic disciplines -- and be valued for their intramural contributions as faculty members (Office of the Provost, 2016, p. 2).

It is expected that a candidate for promotion to Professor will meet the standards for promotion to Associate Professor relevant to the basis of promotion. In addition, the following are required:

1. For candidates seeking promotion in Discovery, a clear indication that the candidate is a recognized authority in his or her area of research. Consistent with one’s status as an authority, the candidate should have an outstanding record of sustained research productivity, as indicated by publications, extramural funding, and peer recognition. In addition, empirical or theoretical contributions that influence the research programs of other scholars are expected. Selection for editorial boards and review panels, academy committees, etc. are also evidence of the impact and expertise of the scholar. Recognition of expertise (e.g., national academy fellowship, national or international awards and honors) are highly valued; however, not required for promotion to professor.

2. Candidates for professor must possess a maturity in teaching and mentoring that goes beyond that shown at the associate level. There should be continued excellence in teaching, of course, as indicated by course evaluations and success at attracting and mentoring graduate students. There should also be evidence of continued updating of course materials, and continued growth and progression as a teacher. Mentorship of graduate students is expected.

3. Candidates for professor should also have engaged in significant service that is beyond that expected at an earlier career stage. Examples include mentorship of junior faculty, taking on leadership roles such as graduate or undergraduate director duties, chairing departmental search committees, or serving on major college or university committees. In addition, there should be evidence of state/national and/or international service and leadership such as elected positions in professional organizations, selection to editorial boards, and membership on grant review panels.
References


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