

BAYLOR UNIVERSITY
LOUISE HERRINGTON SCHOOL OF NURSING
GUIDELINES FOR APPOINTMENT, TENURE, AND PROMOTION

Approved by Office of the Provost, March 18, 2022—James Bennighof

The Louise Herrington School of Nursing (LHSON) has established the following guidelines for tenure and promotion (T&P) consistent with the university's T&P policies. The Provost's website includes a page devoted to Policies related to employment with Baylor University, <https://www.baylor.edu/provost/index.php?id=948441>, which contains useful links related to tenure. Specific policies regarding the tenure process are governed by [BU-PP 704](#). Promotion for tenured faculty is governed by [BU-PP 702](#). The university T&P policy will be the overall standard by which the tenure-track and tenured faculty will be evaluated.

This document outlines the T&P criteria and expectations regarding research, teaching, service, and interpersonal relationships at LHSON.

- Tenure-track and tenured faculty members' primary responsibilities at Baylor University Louise Herrington School of Nursing (LHSON) are research and teaching, and related scholarly work in the context of influencing nursing practice and health care. They are also expected to demonstrate involvement in service and clinical practice (optional), and maintain interpersonal relationships
- All candidates are expected to have an earned research doctorate at appointment
- The four domains (research, teaching, service, interpersonal) reflect exemplars of performance, dissemination, facilitation, and leadership
- The exemplars at lower ranks are applicable at higher ranks. It is expected that a candidate will meet many – but not necessarily all – exemplars
- To be promoted to a higher rank, faculty need to demonstrate achievement at the higher rank
- Faculty eligible to vote on tenure and promotion are tenured faculty appointed full-time at or above the rank sought by the candidate

RESEARCH CRITERIA AND EVIDENCE (EXEMPLARS)

Assistant Professor	Associate Professor	Professor
<p>Overall Goal: Makes a substantive contribution to the research/scholarship mission of LHSON</p>		
<ul style="list-style-type: none"> • Demonstrates beginning of independent focus area of research and scholarship • Has a clear plan outlined to seek competitive extramural funding for research • Demonstrates a program of research after appointment to rank • Participates in investigation of problems relevant to specialty area • Articulates viable plan to establish a research team • Has participated in manuscript development and has a publication or a manuscript under review • Articulates a plan for dissemination of research knowledge and findings through publications in peer-reviewed scientific and/or clinical journals • Disseminates research knowledge and findings through professional presentations • Has a plan to facilitate student research 	<ul style="list-style-type: none"> • Demonstrates evidence of established focus of research and scholarly inquiry • Consistently applies for extramural funding as a principal investigator • Has active or completed funded projects • Demonstrates a national reputation related to systematic research productivity and dissemination • Participates in or leads intra- or interdisciplinary research team • Disseminates research knowledge and findings through sustained publications in refereed journals (average of 2 data-based articles/year with majority first-authored) • Disseminates research knowledge and findings through sustained peer-reviewed presentations at national/international professional conferences • Participates actively in professional collaboration with evidence of a national presence • Facilitates student research • Serves as a reviewer for a peer-refereed journal 	<ul style="list-style-type: none"> • Demonstrates evidence of sustained program of research • Demonstrates sustained extramural funding as a principal investigator with indirect cost recovery and/or salary support • Recognized nationally or internationally as an expert in research area • Leads an interdisciplinary, collaborative team • Disseminates research knowledge and findings through sustained publications in refereed journals with an average of at least 2 first-authored, data-based articles/year • Delivers keynote and/or plenary presentations at national and/or international professional conferences • Translates research findings to inform health care and health policy • Serves as journal editor • Serves as a reviewer for multiple peer-refereed journals • Engages in university research-related initiatives

Research parameters are demonstrated by:

1. Evidence of grant award letter and copy of grant proposal in tenure notebook
2. Project proposal, IRB approval (for research), and outcomes (if available) in tenure notebook
3. Programs listing candidate as speaker, including topic, and, if available, conference evaluations
4. Evidence provided in tenure notebook to include scholarly work conducted in collaboration with student and the degree of contribution of the candidate provided to the student.
5. When the candidate is serving as a co-investigator, the candidate must explain his or her own involvement in the research project.
6. The tenure candidate’s curriculum vitae (CV) should provide further annotation on each publication that includes the role the tenure candidate played in writing the article, the acceptance rate of the journal and/or the impact factor of the journal.
7. Evidence of quality could include impact factor or other journal metric, indexed database, peer-reviewed, and/or relevance to target audience such as professional organization journal.
8. The annual review letter to the candidate will specifically address whether the candidate is on track to meet the tenure requirements for scholarship by the 6th-year review. If the candidate is at risk for not meeting tenure requirements for scholarship, the review letter will acknowledge that risk and provide recommendations for ways that the candidate may increase his or her scholarly production.

TEACHING CRITERIA AND EVIDENCE (EXEMPLARS)

Assistant Professor	Associate Professor	Professor
Overall Goal: Makes a substantive contribution to the teaching mission of LHSON		
<ul style="list-style-type: none"> • Develops and demonstrates a range of teaching methods • Demonstrates expertise in area of specialization 	<ul style="list-style-type: none"> • Uses evidence-based teaching strategies, materials, and evaluative techniques • Serves as lead instructor, course coordinator and/or level coordinator 	<ul style="list-style-type: none"> • Demonstrates leadership in curriculum development, assessment, and evaluation • Tests new engaging and innovative teaching strategies

<ul style="list-style-type: none"> • Integrates research findings and evidence-based practice into teaching • Develops pedagogic skills through consideration of feedback and incorporates change in response to evaluations • Advises students • Serves on student project committees • Contributes to curriculum assessment and evaluation • Possesses professional licensure or certifications required for appointment 	<ul style="list-style-type: none"> • Demonstrates leadership in curriculum assessment and evaluation • Assists with the development of new courses • Demonstrates engaging and innovative teaching practices • Demonstrates ability to meet diverse learning needs of students • Respects equity and inclusion in the learning environment • Chairs graduate student project committees • Facilitates professional and scholarly development of students and faculty through and within teaching • Maintains professional licensure or certification required for faculty teaching assignments 	<ul style="list-style-type: none"> • Receives recognition of excellence in teaching • Serves as a role model for exemplary teaching • Makes contributions that shape the field of nursing education • Demonstrates sustained mentorship of students, faculty, and visiting scholars that results in recognition • Engages in university wide teaching initiatives • Maintains professional licensure or certification required for faculty teaching assignments
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Teaching parameters are evaluated by:

1. Teaching effectiveness will be evaluated according to student and peer evaluations. Candidate's teaching skills, including course development, should reflect student achievement of critical competencies related to programmatic outcomes. Student evaluations should be favorable in all areas of assessment of teacher attributes, course value, and organization. Peer evaluations will be done a minimum of once a year during the time the candidate is on tenure track. The LHSON Tenure Committee will assign a tenured faculty member to attend the candidate's classes to perform the peer evaluation. The peer assessment will be shared with the candidate by the faculty doing the evaluation and will become part of the candidate's tenure notebook. The candidate must achieve a consistent score of 4 out of 5 on the peer teaching evaluation instrument.
2. Workload documents will be provided in the notebook for the entire time of tenure-track activities. The documents will show courses assigned, workload percentages attached, numbers of students, and any additional time credits or variables given as part of the workload. The tenure-track faculty member will show evidence of activities that are consistent with the workload

documents. For instance, if the faculty member were given 40% workload towards research and scholarship activities, the faculty member would need to show evidence of how that 40% time was used during that semester. Every semester’s workload should be reflected and supported in the notebook.

The tenure notebook will reflect accomplishments by including all peer evaluations and summaries, student evaluations and summaries, course material examples, and other areas as required by the university policy, [BU-PP 704](#), regarding the tenure notebook, and the LHSO exemplars for teaching.

SERVICE CRITERIA AND EVIDENCE (EXEMPLARS)

Assistant Professor	Associate Professor	Professor
Overall Goal: Makes a substantive contribution to the service mission of LHSO		
<ul style="list-style-type: none"> • Participates actively in local and regional professional organizations • Participates on School committees • Participates in community advisory groups and committees • Provides professional consultation at local/regional levels • Engages in a faith community • Contributes to the development of the nursing profession in meaningful ways 	<ul style="list-style-type: none"> • Participates in national professional organizations with a demonstrated leadership role • Demonstrates leadership on School committees • Participates on a University-wide committee or task force • Participates in regional/national advisory groups • Demonstrates involvement in the support and growth of the profession • Fosters colleague involvement and development to assume local/regional/national professional committee roles • Provides professional consultation at national levels 	<ul style="list-style-type: none"> • Demonstrates sustained leadership in professional or academic organizations • Demonstrates contributions to the university community through participation in various administrative, governance, and planning activities • Facilitates collegiality - ongoing involvement and development to assume national/international professional roles • Receives award(s) for leadership • Demonstrates evidence of policy influence at university, national, and international levels • Demonstrates sustained engagement in a faith community

	<ul style="list-style-type: none"> • Assumes responsibilities that contribute to the mission, vision, values, and strategic plan of the school and university • Demonstrates sustained engagement in a faith community 	
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Service parameters are demonstrated by:

1. Tenure notebook should include activities for responsibilities in these venues, including specific roles and activities in which the candidate is involved.
2. Copies of certification letters and re-certification letters and licenses should be in tenure notebook, as appropriate.
3. Tenure letter should discuss faith commitment and involvement. Supporting evidence may also be included from institution of worship as to involvement of tenure-track faculty member in congregation.

INTERPERSONAL RELATIONS CRITERIA AND EVIDENCE (EXEMPLARS)

Assistant Professor	Associate Professor	Professor
Overall Goal: Demonstrates positive interpersonal relationships with faculty, staff, students, alumni, and other community stakeholders		

<ul style="list-style-type: none"> • Demonstrates respect for all in attitude, demeanor, and interaction • Demonstrates willingness to participate in a mentoring relationship • Demonstrates collegiality in interpersonal relationships with other faculty, staff, and students • Conducts oneself ethically and acts in accordance with the Christian mission of the university 	<ul style="list-style-type: none"> • Guides faculty, staff, and students in effectively relating to each other with respect • Participates in mentoring of students and faculty • Demonstrates collegiality in interpersonal relationships with other faculty, staff, and students, and in activities in the community outside the University • Conducts oneself ethically and acts in accordance with the Christian mission of the university 	<ul style="list-style-type: none"> • Guides faculty, staff, and students in effectively relating to each other with respect • Demonstrates mentorship of students, faculty, and key partners • Demonstrates collegiality in interpersonal relationships with other faculty, staff, and students, and in activities in the community/outside the University • Conducts oneself ethically and acts in accordance with the Christian mission of the university
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Interpersonal relationship parameters are evaluated by:

Examining yearly tenure review documents, peer evaluations, student evaluations, and anecdotal information. Anecdotal information will only be used if it has been shared with candidate and tenure committee and is appropriately reported (no anonymity). Note: Candidates should not solicit additional letters of support from colleagues.