

## **SBU - School of Health Professions Faculty Tenure and Promotion Policies**

### **Preamble:**

Faculty who are, members of the School of Health Professions (SHP), if eligible, are encouraged to seek promotion and tenure at St. Bonaventure University (SBU). The School believes that these represent a commitment to the academy and a benefit in the continued growth of the faculty member.

The SHP recognizes two tracks: standard faculty tenure-track ranks (Lecturer\*, Assistant Professor, Associate Professor, Professor) and clinical non-tenure track ranks (Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor) for academic ranks. \*Lecturer is not a tenure-track rank, but the time spent in this rank can be used for tenure once promoted to a tenure-track rank. In the SHP, both tracks (including Lecturers) are expected to perform and document teaching, scholarship, and service.

Each rank, in accordance with University Policy will receive multi-year faculty contracts except in the case of Lecturer or Clinical Instructor where a yearly contract is the norm.

### **Criteria for Evaluation and Promotion**

The following provide examples of evidence that may be considered in assessing a faculty member's performance during promotion review and annual evaluation processes. The examples are not intended to be a quantitative measure or to limit or restrict the kinds of evidence that may be considered, but rather embody the University's definitions of teaching, scholarship, and service. No single evidentiary activity contained in these guidelines should be used to evaluate a faculty member's performance. While no weighting system is specified, each faculty member must address each of three the categories, consistent with the goals and objectives established in the faculty member's Annual Evaluation.

#### *Teaching*

Teaching is the primary function of the faculty of the School. Faculty members should be expert in motivating students and developing appropriate teaching methods, as well as imparting substantive knowledge. They should strive to stimulate learning and actively concern themselves with advancement of the teaching and learning processes. It is important to emphasize the distinction between routine teaching performance and the teaching excellence that draws upon the teacher's depth and breadth of scholarship. Appraisal of teaching may include (but is not limited to) the following parameters or activities which are not listed in any order or by preference:

- Demonstrates knowledge of subject; utilizes new developments in one's field
- Delivers lectures and facilitates group discussion using active learning methods

- Develops new learning assessment techniques
- Develops new courses or programs
- Develops new teaching materials or instructional techniques, new courses and/or makes course revisions
- Integrates course(s) in collaboration with others in the curriculum
- Takes leadership role in course evaluation and revision to improve existing courses
- Provides evidence of effective teaching based on peer evaluations, comments or letters
- Achieves consistently effective teaching performance as evidenced by student evaluations, comments or letters
- Receives recognition (awards/honors) for teaching
- Incorporates service-learning activities in teaching
- Manages laboratories/tutorials effectively
- Leads and coordinates team-taught courses and/or laboratory sections
- Provides guidance of individual student research projects
- Participates in workshops to improve teaching effectiveness
- Shares clinical practice techniques and/or educational methods with colleagues
- Teaches students practice site skills such as patient counseling, interaction with providers and practice site management
- Develops practice site and engages in overseeing student learning
- Develops individualized interventions for students having difficulty

### *Scholarship*

Faculty members should make scholarly contributions to their fields of specialization and/or teaching and learning. In research, these contributions should involve diligent, systematic investigations, employing sound research techniques, such that new facts or principles are added to the body of knowledge in that area. Other scholarly or creative activities may involve the development of an idea, method or system into a useful form, such that it may be evaluated by and stimulate thought or action in others. Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate* provides additional criteria for evaluation of faculty performance in this area.

Special emphasis should be given to quality rather than quantity of effort. Faculty are expected to subject the results of their scholarly activities to peer review processes whenever possible. The faculty member should participate in activities that:

- Establish him/her as a scholar with evidence of growth
- Identify one or more key areas of critical inquiry and scholarship in which the candidate has devoted considerable time and effort
- Generate research, critical analysis or creative activity in the area of the candidate's specialty and/or in pedagogy
- Generate evidence of recognition of expertise and/or impact on his/her field outside the School

Appraisal of scholarship may include (but is not limited to) the following parameters or activities which are not listed in any order or by preference:

- Activities as a peer reviewer, guest editor or on an editorial board
- Books or book chapters (authored or edited)
- Case studies
- Analysis, criticism, and/or commentary
- Grant writing
- Creative works related to specialization or academia
- Conference/workshop presentations, including papers, abstracts, posters and panels
- Newsletters
- Book reviews
- Original research in peer-reviewed journals
- Review manuals
- Review articles appearing in journals or books
- Invitations to review or present from external groups or organizations
- Editorials
- Invitations to membership in honorary and scholarly societies

- Dissemination of research and scholarship

### *Service*

Faculty members should contribute a portion of their time and expertise to University, School, and professional and community service. This service may involve helping student groups, serving on committees, aiding in administrative work within the School or providing similar services to professional or public groups outside the School. Appraisal of service may include (but is not limited to) the following parameters or activities which are not listed in any order or by preference:

- Serves as Chair, Program Director or other administrative leadership within the school or University
- Serves as a consultant to students, professional colleagues, the media, government bodies, standard/regulation setting bodies, accrediting organizations, or community organizations
- Participates in School activities that contribute to the enhancement of student life and professional career development
- Advises students on academic and curricular issues and career development
- Provides significant contribution to student life and serves as a role model
- Mentors faculty members and professional colleagues locally and nationally in teaching, scholarship and/or professional development
- Initiates, develops, organizes and/or participates in service-learning programs
- Chairs or serves on a committee or task force within the School
- Participates in planning and presenting continuing education programs, workshops or conferences
- Provides leadership and makes significant contributions on School committees and/or within external organizations
- Leads and/or contributes to policy formation of community/professional organizations
- Receives awards for service to School, school, professional organizations or community organizations
- Participates in open-house events, special School functions, self-study and strategic planning activities

- Assists colleagues with practice site development and provides preceptor training for external institutions
- Develops and applies standards in clinical practice, licensing/certification, teaching and research
- Develops and maintains innovative practices or new clinical guidelines or services
- Monitors outcomes of clinical interventions or programs
- Serves on institutional committees at clinical sites
- Chairs residency or fellowship programs
- Develops educational design and delivery for outside schools and/or organizations
- Educates patients, providers and healthcare system staff in practice settings
- Holds elected offices or appointed positions in professional organizations
- Serves the community on behalf of the School

## **Clinical Track Promotion**

All items included for promotion should only date back 3 years prior to the candidate's first appointment at the University, except in the case of Clinical Professor which should present a candidate's entire body of work. If promotion occurs multiple times during employment, the candidate must demonstrate a pattern over time of high quality scholarly work (i.e. show new evidence every time promotion review occurs).

### **Promotion to Clinical Assistant Professor**

- Appropriate Professional Terminal Degree as attested to by Department Chair or Dean
- Proof of clinical license in field of hire (i.e. Registered Nurse, Physician Assistant, Occupational Therapy)

Demonstrated Teaching Ability (provide at least 1 supporting document for each of the below)

- A summary of student evaluations (course or clinical evaluations), summary of annual self-evaluations, peer evaluations

Scholarly Work (provide at least 3 supporting documents)

- Conference attendance with explanation of what was gained for academic department, poster presentation with explanation of impact factor, speaker/presentations with explanation of audience, publications in peer-reviewed journals with explanation of journal merit

Service (provide at least 1 supporting document from each of the below category)

- School committee membership or department committee membership with proof of personal contributions and attendance.
- Community service
- Professional membership with explanation of knowledge gained through membership

### **Promotion to Clinical Associate Professor**

- Appropriate Professional Terminal Degree as attested to by Department Chair or Dean
- Proof of clinical license in field of hire (i.e. Registered Nurse, Physician Assistant, Occupational Therapy)

Demonstrated Teaching Ability (provide at least 1 supporting document for each of the below)

- A summary of student evaluations (course or clinical evaluations) with specific actions taken to improve teaching-learning practices, summary of annual self-evaluations, peer evaluations
- Classroom observation by at least one faculty member within school
- Classroom observation by at least one outside of school
- Evidence of quality course improvement over time

Scholarly Work (provide at least 6 supporting documents with minimum of 2 being peer-reviewed)

- Conference presentation with explanation of impact factor, poster presentation with explanation of impact factor, abstract publication with explanation of impact factor, speaker/presentations with explanation of audience, publications in peer-reviewed journals with explanation of journal merit, book editor with process and company details, book chapter writing with process and company details, grant applications

Service (provide 4 supporting documents as outlined below)

- 1 of each required

- University committee membership with evidence of work product
- School committee membership with example of project worked on to benefit school
- Department committee membership with proof of project worked on to benefit department
- Work on national accreditation or extensive knowledge of national accreditation
- 1 supporting document required
  - Community service with explanation of connection to Franciscan values
  - Professional membership to at least 3 organizations with examples of knowledge distribution to peers or students or Professional organization showing officer rank.

### **Promotion to Clinical Professor**

- Appropriate Professional Terminal Degree as attested to by Department Chair or Dean
- Proof of clinical license in field of hire (i.e. Registered Nurse, Physician Assistant, Occupational Therapy)

Demonstrated Teaching Ability (provide at least 1 supporting document for each of the below)

- A summary of student evaluations (course or clinical evaluations) with specific actions taken to improve teaching-learning practices, summary of annual self-evaluations, peer evaluations
- Classroom observation by at least two faculty member within school
- Classroom observation by at least two outside of school
- Evidence of quality course improvement over time

Scholarly Work

- 8 supporting documents with minimum of 6 being peer-reviewed
  - Conference presentation with explanation of impact factor, poster presentation with explanation of impact factor, abstract publication with explanation of impact factor, speaker/presentations with explanation of audience, publications in peer-reviewed journals with explanation of journal merit, book editor with process and company details, book chapter writing with process and company details, grant achievement
- 3 supporting documents and CVs as listed below
  - Professional recognition for contributions to his/her field of knowledge, supported by letters from experts in the field external to the University, at least two of which letters should be solicited by the candidate and at least one by the department and accompanied by CVs of the letter writers

Service (provide 4 supporting documents as outlined below)

- 1 of each required with evidence of leadership in at least 2
  - University committee membership with evidence of work product
  - School committee membership with example of project worked on to benefit school
  - Department committee membership with proof of project worked on to benefit department
  - Work on national accreditation or extensive knowledge of national accreditation
- 2 supporting documents required
  - Community service with explanation of connection to Franciscan values

- Professional membership to at least 3 organizations with examples of knowledge distribution to peers or students or Professional organization showing officer rank