

Policy 102. Standards for Promotion, Tenure, and Evaluation

1. Introduction

This document sets forth the criteria to be used by the College of Health and Human Sciences, hereafter referred to as the “College,” in the recommendation of faculty for promotion and/or tenure in accordance with the policies of North Dakota State University and the State Board of Higher Education. All faculty in the College are expected to engage in scholarly activity, consistent with their position description, which generally includes teaching, research, and/or service. Their activity should contribute to the mission and goals of the Unit, College, and University.

Standards for promotion, tenure, and evaluation in the College of Health and Human Sciences are the means by which the quality of faculty performance is determined. Criteria, which serve as general guidelines, are established at the Unit, College, and University level and represent the minimum expectation for advancement in rank or tenure. Each faculty presented for promotion and/or tenure is expected to meet the standards at a level judged acceptable. Because each Unit is unique, specific standards will be set at the Unit level, and expectations for faculty will be based on their position description and annual work-load agreements.

2. Guidelines

Standards for promotion and/or tenure have been established for advancement to each rank in each of three areas: teaching, research, and service. Professional growth and increasing responsibility for participation at all levels of the University are included. Promotions and/or tenure are based on merit and are earned by achievement as evidenced by the faculty member's total contribution to the overall mission of the Unit, College, and University. In presenting a candidate for promotion and/or tenure, it is the responsibility of the faculty member, working with the Unit head, to present data and information that illustrate each standard has been met.

Faculty members are expected to provide sustained contributions to the overall mission of the Unit, College, and University and maintain high standards of professional and ethical behavior in their work. A commitment to the University core values as stated in the NDSU Strategic Plan is expected. Failure to meet this responsibility should be noted in periodic reviews of teaching, research, and service and may be addressed through the enforcement of other NDSU policies, such as University Policy Section 151: Code of Conduct and University Policy Section 326: Academic Misconduct.

3. CHHS Philosophy

Faculty may have responsibilities in research, teaching, and/or service. While the College as a whole must excel in all of the above areas, individual faculty members may contribute in some areas more than others. Therefore, each Unit, with approval of the Unit Head, and Dean, must define permissible weights to be given to these roles and responsibilities for each Unit member. The candidate for promotion and/or tenure must demonstrate sustained contributions to the Unit, College, and University, demonstrate competence, and provide evidence of quality in teaching, scholarship, and/or service. In evaluating the candidate's qualifications for promotion and/or tenure, the candidate's position description and workload agreement will be used to define priorities for each role, and evaluation must reflect those priorities. Moreover, during the evaluation, the College PTE Committee will rely on the Unit guidelines in addition to the University Policy Section 352.

4. Teaching

Teaching (encompassing curriculum development, instruction, and advising) refers to a broad area of interactions for educational purposes. A faculty member who excels in teaching is a person who engages learners; guides learners to think purposefully, independently, and critically; keeps informed about new developments in their specialty and related fields; strives continuously to broaden and deepen their knowledge and understanding; and continually contributes to improving the methods of teaching their

subject matter. Faculty will demonstrate competence in educational activities as defined by their Unit and position description. These guidelines apply to all ranks.

4.1 CRITERIA & EVIDENCE

In the area of teaching, candidates should follow the criteria and evidence described in University Policy Section 352. Specific to the College, additional considerations should be made for the effective preceptorship and/or clinical supervision of learners earning academic credit for these experiences. A candidate should provide evidence of quality teaching through multiple sources. Examples of possible evidence can be found in University Policy Section 352 and Unit specific documentation. Evaluation of teaching should be conducted and interpreted consistent with University Policy Section 332: Assessment of Teaching.

5. Research

Scholarship is defined as any original work that is conducted and sufficiently documented by faculty such that it exemplifies excellence, innovation, and sustained record of scholarship and is recognized by peers to have made an impact on and contributions to new knowledge. Scholarship may be demonstrated and documented in one or more of the following areas: discovery, integration, application and teaching.

- The scholarship of discovery is the practice of research and represents the investigative tradition of academic life. The scholarship of discovery contributes to the realm of human knowledge and to the intellectual climate of the College and University.
- The scholarship of integration is the giving of meaning and perspective to isolated information and fitting information into larger, more meaningful patterns. While it represents the synthesizing research traditions of academic life, it can also be affected through service and clinical practice.
- The scholarship of application is the responsible application of professional knowledge to consequential problems in both preclinical and clinical arenas.
- The scholarship of teaching and learning demonstrates innovation, discovery, or experimentation in the classroom or clinical setting that enhances learning.

5.1 CRITERIA AND EVIDENCE

Examples of possible evidence can be found in University Policy Section 352 (section 2.2.2) and Unit specific documentation. Additional criteria for the assessment of quality of the scholarship of teaching and learning, discovery, integration, and/or application may include but are not limited to the following examples:

- Peer-reviewed publications
- Grantsmanship (including contracts)
- Presentation of papers at professional societal meetings
- Appointments to regional, national, and/or international advisory boards/committees study sections
- Publication of non-peer reviewed sources

Units may have further criteria that indicate prioritization and/or additional requirements for scholarly output.

5.2 STANDARD FOR RESEARCH/SCHOLARSHIP, PROMOTION TO ASSOCIATE PROFESSOR/PROFESSOR OF PRACTICE (AND TENURE IF APPLICABLE)

Faculty will develop original scholarly and/or creative activities to establish a research/scholarly program that is judged satisfactorily evaluated by the Unit guidelines and University Policy Section 352.

Refereed/peer-reviewed original publications and/or works are expected. Definitions and examples of scholarly activity will be provided within Unit PTE guidelines.

5.3 STANDARD FOR RESEARCH/SCHOLARSHIP, PROMOTION TO PROFESSOR/PROFESSOR OF PRACTICE

Promotion to Professor and Professor of Practice requires demonstration of maturity and leadership in scholarly activities. Faculty will show a record of continuous scholarly activity that contributes to their professional field and moves it forward as evidenced in the portfolio submitted. The candidate for Promotion to Professor must clearly articulate their contribution to the literature or knowledge-base in their field.

6. Service

The College of Health and Human Sciences values faculty service at the Unit, College, University, and/or professional levels. Each Unit within the College specifies both the criteria and evidence related to the demonstration of quality service. Examples of possible evidence for evaluation can be found in Unit PTE guidelines and University Policy Section 352 (sub section 2.2.3).

7. Procedural Guidelines for the Recommendation of Promotion and/or Tenure

7.1 SUBMISSION OF PORTFOLIO

Portfolio formatting guidelines and dates are available from the Office of the Provost and should be followed. Consideration of external letters will not be required at the College level but will be considered in evaluation of the portfolio if Unit guidelines require them.

7.2 ANNUAL REVIEW

Annual reviews will be conducted with each faculty member in accordance with University Policy Section 352. Each review will be completed based on Unit level requirements.

7.3 THIRD YEAR REVIEW

It is required that all tenure track faculty (University Policy Section 352.4.4) requesting promotion and/or tenure prepare materials for an intensive mid-term review during their third year towards promotion and/or tenure. It is encouraged, as per University Policy 352.4.5, that professors of practice seeking promotion also prepare materials for an intensive third year review. Review documents will use the portfolio format and procedures outlined by the Office of the Provost.

These materials are to be submitted in the spring semester of the third year and should follow the full tenure portfolio format established for submitting applications for promotion and/or tenure available from the Office of the Provost. A Unit-level mid-tenure review should be conducted and made available at the time of the College-level review. If necessary, the PTE committee may request additional information from the candidate, the Head, and the Dean. The committee will generate a written assessment report regarding progress toward promotion and/or tenure within the college based on the college timeline. Copies will be distributed to the candidate, the Unit Head, and the Dean of the College. A copy will be retained in the candidate's personnel file. Refer to the University calendar for a detailed timeline for submission and review of materials.

7.4 POST TENURE REVIEW

See University Policy Section 352.4.8. Follow the University Policy Section 352 for formatting guidelines. Refer to the University calendar for timeline details.

7.5 EARLY PROMOTION

Faculty with "exceptional academic accomplishments" may warrant early promotion and/or tenure prior to the completion of the six-year probationary period. Faculty need to have completed a third-year review prior to early promotion and/or tenure. Petitions for early promotions and/or tenure shall be initiated by the Unit Head, and not by the faculty member. Refer to University Policy Section 352, 3.5 for additional clarification.

7.6 JOINT APPOINTMENTS

In accordance with University Policy Section 352.6.12, in the case of joint appointments, the primary responsibility for the review rests with the Unit and the College that holds the majority or plurality of the appointment. If an appointment is equally split between two Units (e.g. 50/50), an MOU should be drafted to communicate the tenure home and the primary evaluator(s). Decisions about promotion and/or tenure criteria for review are decided at the Unit level. Such Unit or College shall solicit input from the other Units holding the remainder of the appointment as appropriate to the allocation of effort. This input from other Units shall be included in the portfolio.

7.7 REVIEW OF FACULTY AND ADMINISTRATIVE CANDIDATES

Review of faculty and administrative candidates with previous relevant experience to determine faculty rank and tenure status upon hire will follow procedures and guidelines outlined in University Policy Section 352.3.5.1.

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