



**COLLEGE OF HEALTH AND HUMAN SERVICES
School of Nursing**

**Guidelines for Promotion, Tenure and Reappointment
(November 2008)**

Directions for Preparing Dossier/Casebook for Promotion, Tenure, and Reappointment

The following guidelines are designed to help faculty prepare their dossiers/casebooks for promotion, tenure, or reappointment. The guidelines are offered to (a) provide a consistent format for presentation of information and materials to those reviewing the candidate's application and (b) to afford the applicant the opportunity to put forward the "best case" for the action(s) sought. Before making application for personnel action, the candidate should become familiar with University standards (as set forth in the 2009 George Mason University Faculty Handbook, Chapter II) and the policies, procedures, and criteria of the College of Health and Human Services and the School of Nursing. Exceptions to these directions may be made under unique circumstances. Such exceptions must be agreed to in writing by the Dean, the PTR Committee (or its designated representative), and the candidate.

Definitions of criteria for promotion, tenure, and reappointment for the School of Nursing are as follows:

- a. **Teaching/scholarship:** High competence and/or genuine excellence in teaching/scholarship for tenure-track, tenured, and term faculty should reflect evidence of quality of teaching in the classroom, clinical, and/or online, as well as scholarly contributions to the discipline of education. This definition of teaching/scholarship is equated with the criteria of "Teaching" as outlined in the 2009 George Mason University Faculty Handbook.
- b. **Research/scholarship:** High competence and/or genuine excellence in research/scholarship for tenure-track, tenured, and term faculty should reflect evidence of quality of data-generating research, scholarly publications, and internal/external funding. Focus areas for research/scholarship may reflect clinical research, educational research, administration research, policy research, and other appropriate areas of academic research/scholarship. This definition of research/scholarship is equated with the criteria of "Scholarship" as outlined in the 2009 George Mason University Faculty Handbook.
- c. **Professional/university service:** Evidence for contributions to professional/university service include participation and leadership in professional and community organizations at the local, state, national, and international areas, participation and leadership in School, College, and University initiatives, mentoring of colleagues in areas of teaching and research, and other appropriate areas of academic service. This definition of professional/university service equated with that criteria as outlined in the 2009 George Mason University Faculty Handbook.

In preparation of the dossier/casebook, a candidate may seek the counsel and assistance of any faculty. Only the PTR Committee Chair should be consulted regarding procedural matters.

1. **The major evidence in support of the application for promotion, tenure, or reappointment must come from the candidate and comprise the dossier/casebook.** This evidence should speak to the areas of teaching/scholarship, research/scholarship, and professional/university service.

2. **In Accordance with the General Procedures for Reappointment, Promotion and Tenure as Cited in the 2009 George Mason University Faculty Handbook, Evaluations Will Be Based on the Faculty Member's Total Period of Service at George Mason University.** The following guidelines highlight the areas of evaluation for faculty in the College of Health and Human Services:
 - A. Review of candidates for reappointment will place particular emphasis on documentation regarding teaching/scholarship, research/scholarship, and professional/university service since appointment or change in rank, whichever is more recent.
 - B. Review of candidates for promotion will place particular emphasis on documentation regarding teaching/scholarship, research/scholarship, and professional and university service since appointment or change in rank, whichever is more recent.
 - C. Review of candidates for tenure will consider supportive documents that consistently demonstrate the candidate's value to the institution over an extended period of time in the areas of teaching/scholarship, research/scholarship, and professional/university service. The PTR Committee will place particular emphasis on the most recent six years of professional activity. For candidates seeking tenure who have moved from a term faculty position to a tenure-track faculty, prior service on a fixed-term externally funded appointment is not applied to consideration of tenure unless this is specified in the letter of tenure-track appointment, as cited in Section 2.3.3 of the 2009 George Mason University Faculty Handbook.

3. **All candidates for promotion, tenure and reappointment** shall submit a dossier/casebook organized in the following manner:
 - A. Candidate's Information Form followed by Candidate Cover Page.
 - B. Statement of Waiver of Right to Access Specific Documents (if applicable).
 - C. Curriculum Vita (current and complete).
 - D. Candidate's Personal Statement. This should be a narrative no longer than 8 pages which synthesizes and evaluates the performance of the candidate in the areas to be evaluated: teaching/scholarship, research/scholarship, and professional/university service. In the candidate's personal statement, he/she must identify one of the following options for review:

Tenure-track or Tenured Faculty:

- Genuine Excellence in Research/scholarship and High Competence in Teaching/scholarship, or,
- Genuine Excellence in Teaching/scholarship and High Competence in Research/scholarship, or
- Genuine Excellence in both Research/scholarship and Teaching/scholarship

Term Faculty (minimal expectation):

- Associate Professor: High Competence in Teaching/scholarship and/or Research/scholarship (as defined in School of Nursing Criteria for Promotion of Term Faculty)
- Professor: Genuine Excellence in Teaching/scholarship and/or Research/scholarship (as defined in School of Nursing Criteria for Promotion of Term Faculty)

E. Appropriate documentation in the areas of teaching/scholarship, research/scholarship, and professional/university service. Peer review plays a central role in the evaluation of individual achievement in each of these areas.

4. **All candidates for reappointment** shall submit a dossier/casebook organized in the following manner:

A. Candidate's Information Form

B. Curriculum Vita (current and complete).

C. Appropriate documentation in areas of teaching/scholarship, research/scholarship, and professional/university service. Peer review plays a central role in the evaluation of individual achievement in each of these areas.

5. **Special consideration in preparing the dossier/casebook are as follows:**

A. The dossier/casebook should reflect information consistent with the Criteria for Evaluation for Faculty, Section 2.4, 2009 George Mason University Faculty Handbook. Generally, the candidate must elect one area for each accomplishment, that is, no accomplishment area should be listed in two areas (e.g., normally a guest lecture should not be included under both teaching and service; a presentation should not be included under both scholarship and service, etc.)

B. Documentation should be both accurate and complete (e.g., titles should be stated exactly as they appear in publication; pagination of publications should be accurate; date(s) and place(s) or presentation(s), name(s) of presenter(s), and name(s) of sponsoring organization(s) should be correct, etc.).

- C. For review, the following materials will be needed for each candidate:

Documentation of teaching/scholarship must include:

1. University summaries of student evaluations, including numerical and qualitative data.
2. Peer assessments, including both evaluations of pedagogical materials and classroom visits.
3. Evidence of scholarly contributions to the discipline of education, such as pedagogical innovations, creative use of instructional technologies, formal mentoring activities related to teaching/scholarship, innovative advising initiatives, program evaluation, and scholarly publications related to teaching in classroom, clinical, or online areas.
4. Additional documentation may include evidence of teaching success from former students, citations, honors, and advising responsibilities and contributions

Documentation of research/scholarship must include:

1. A list of publications or other creative products (include a minimum of three examples of scholarly work).
2. A list of funding for research/scholarship obtained through grants or contracts.
3. Evidence of the impact of the candidate's research/scholarship on scholarly and professional communities (e.g., citations, honors, commendations).

Documentation of professional/university service must include:

- a. 1. A record of service to the profession.
- b. 2. A record of university service.
- c. 3. A record of service to the community or polity.
- d. 4. A list of consultancies.

Many of these materials for teaching/scholarship, research/scholarship, and professional/university service can be incorporated into the candidate's vita.

6. Use of External Referees in Promotion and Tenure Decisions

A. Purpose: External referees help to validate the quality and significance of a candidate's application.

B. Use of External Referees: External referees are used when a candidate applies for tenure and/or promotion to the rank of associate professor or professor. External referees are not required for reappointment.

C. Criteria for Referees: A referee must have an earned doctorate at rank senior to the candidate and have achieved a nationally recognized position in nursing, and/or within the candidate's field of specialization as attested to by the referee's own research, publications or other accomplishments. External evaluation letters are requested from academics with no conflicts of interest related to the candidate (e.g., previous mentors, co-authors).

D. Procedure

1. By no later than the first day of classes in the fall semester the candidate seeking promotion and/or tenure and the Chair of the PTR Committee shall develop a list of qualified external referees to review the submitted works. **Establishing this appointment is the candidate's responsibility.**
2. The candidate and the Chair of the PTR Committee each submit a minimum of 6 proposed referees for a total of 12. At the meeting of the Chair of the PTR Committee and candidate, the candidate has the opportunity to remove from the list any individuals that she/he wishes not to be external reviewers. The PTR Chair will invite six referees, keeping the invitation open until at least a minimum of five letters are obtained. No more than 40% of the reviewers shall come from the candidate's list. A record of this process is kept by the Associate Dean/Director School of Nursing. The materials sent to referees are (1) the Candidate's vita; (2) three examples of scholarly work of the candidate's choice; (3) summary data from the previous three years of teaching; (4) section IX of the Guidelines for Promotion, Tenure and Reappointment document; and (5) description of Faculty Ranks from 2009 George Mason University Faculty Handbook.
3. The candidate has the right to see the referee's comments unless he/she has waived in writing the right to access these documents. If the candidate chooses to waive the right to access, he/she must inform the PTR Chair by letter no later than the first day of classes in the fall semester. It is the PTR Chair's responsibility to notify each referee of such waiver whenever that is the case.
4. Refereed letters should be received by the Chair of the PTR Committee no later than the first Monday in October.
5. The PTR Committee Chair shall assume responsibility for the removal of materials from the dossier/casebook to which the candidate's right to access has been waived. These materials should be removed after all levels of review and before the dossier/casebook is returned to the candidate. . In the absence of the Chair, a member of the PTR Committee who reviewed the candidate's application shall assume this responsibility.

7. Candidate's Review Form

Consistent with the 2009 George Mason University Faculty Handbook, the Evaluation of Candidates Must Include the Votes of All Eligible Voting Faculty. Therefore, please evaluate _____ for (action sought) _____.

Base your evaluation on all data available to you including (but not limited to) information provided in the candidate's dossier/casebook. ALL INFORMATION IN THE DOSSIER/CASEBOOK, INCLUDING LETTER FROM EXTERNAL REFEREES, MUST BE KEPT CONFIDENTIAL. The dossier/casebook is available in room _____.

You must perform the following four functions:

1. For each of the three sections and for overall faculty performance listed on the Candidate Review Form Summary, circle the point on the 5-point scale which best represents how you rate the candidate for the action(s) sought according to the Criteria for Evaluation of Faculty Section 2.4 of the 2009 George Mason University Faculty Handbook (see following pages). The summary rating of performance in each section and the summary rating of overall performance should reflect the assessed evaluations of the candidate on applicable criteria. However, CARE SHOULD BE TAKEN TO AVOID A MERE MATHEMATICAL SUMMATION OF THE RATINGS ON THE CRITERIA.
2. For each section and overall faculty performance, briefly justify your rating of the candidate in the space provided. Note specifically where performance is exemplary and/or inadequate.
3. Vote YES (in support of application) or NO (for denial of application) on EACH ACTION SOUGHT by placing X in the appropriate space.
4. Return the completed form to _____, Chair of the PTR Committee by _____ p.m. on _____.

THE FORM MUST BE RETURNED IN A SEALED ENVELOPE WHICH BEARS THE SIGNATURE OF THE EVALUATOR ACROSS ITS FLAP.

8. School of Nursing's Candidate's Review Form Summary

Candidate's Name: _____

RATING SCALE:
 1 = Unsatisfactory performance
 2 = Marginal performance
 3 = Competent performance
 4 = Highly competent performance
 5 = Genuine Excellence

Section I TEACHING/SCHOLARSHIP
 Scale: 1 2 3 4 5
 Justification:

Section II RESEARCH/SCHOLARSHIP
 Scale: 1 2 3 4 5
 Justification:

Section III PROFESSIONAL and UNIVERSITY SERVICE
 Scale: 1 2 3 4 5
 Justification:

OVERALL FACULTY PERFORMANCE
 Scale: 1 2 3 4 5
 Justification:

VOTE (on EACH action sought):

YES	NO	<u>ACTION SOUGHT</u>
___	___	reappointment in rank
___	___	tenure
___	___	promotion to assistant professor
___	___	promotion to associate professor
___	___	promotion to full professor

For additional comments, please add a continuation page.

9. Faculty Reviewing Candidates for Promotion, Tenure and Reappointment Should Review the Following Information Provided from the 2009 George Mason University Faculty Handbook Prior to Initiating the Review

2.4 Criteria for Evaluation of Tenured and Tenure-Track Faculty

Recommendations on matters of faculty status (e.g., initial appointment, renewal, promotion, the conferral of tenure, and termination) are in large measure a faculty responsibility. The faculty's role in these personnel actions is based upon the essentiality of its judgment to sound educational policy, and upon the fact that scholars in a particular field have the chief competence for judging the work of their colleagues. An additional reason for the faculty's role in these matters is the general competence of experienced faculty personnel committees with a broader charge that encompasses the evaluation of teaching and service. Implicit in such competence is the acknowledgment that responsibility exists for both adverse and favorable judgments.

Recommendations in these matters originate through faculty action in accordance with established procedures; are reviewed by senior academic administrators; and presented to the Board for final approval. The administration should overturn faculty personnel recommendations rarely, and only when it is clear that peer faculty have not applied high standards, or when the University's long-term programmatic needs are an overriding consideration. Only in extraordinary circumstances and for clear and compelling reasons should administrators substitute their own judgment of the value of scholarly accomplishments for judgments made by professionals in the discipline. In such cases both the candidate and the faculty bodies participating in the decision-making process are entitled to know the reasons administrators give to the President in recommending that faculty judgment be overturned.

Candidates for reappointment, promotion and tenure will be evaluated in light of the missions of the University which are teaching, research and scholarship, both theoretical and applied, and service (as defined in Section 2.4.3). Peer review plays a central role in the evaluation of individual achievement in each of these areas. Although candidates are not expected to have equal levels of commitment or equal responsibilities in each of these areas, high competence is expected. Genuine excellence must be exhibited in the areas of teaching or research and scholarship and high competence must be exhibited in both. The primary consideration in the evaluation of the candidate's achievements will be the extent to which these continue to improve the academic quality of the University.

Levels of expectation will vary with the type of decision. While tenure-track appointments will, to some extent, recognize perceived potential rather than achievement, appointment without term or promotion in rank will be based on achievement rather than potential. Appointment without term should leave no doubt about the candidate's value to the University over an extended period.

As defined above, candidates need to exhibit levels of competence and excellence in teaching, research and scholarship, and service. In addition, candidates for tenure and promotion to the rank of associate professor must provide evidence that their contributions in their area(s) of genuine excellence have had some significant impact beyond the boundaries of this University. If the primary strength is teaching, there should be evidence that the candidate's contributions have influence beyond the immediate classroom; if in theoretical or applied research and scholarship, there should be evidence that the

candidate's contributions have significant influence on colleagues at other institutions in this country, and where applicable, abroad.

Candidates seeking promotion to the rank of full professor must maintain high competence in teaching, research and scholarship, and service while also maintaining genuine excellence in teaching and/or research and scholarship. In addition, evidence of significant impact beyond the boundaries of the University must be much more substantial than in cases involving tenure or promotion to the rank of associate professor. Clear and convincing evidence must be provided of an established external reputation in the primary field, based on consequential achievements in teaching, research and scholarship, or professional activities directly related to teaching and research and scholarship.

In addition, evaluation for promotion or tenure should consider the candidate's adherence to professional ethics (see Section 2.10.2).

Only the criteria described in this handbook can be used in evaluations of instructional, research, and clinical faculty.

2.4.1 Teaching

Effective teaching is demonstrated by the clarity, appropriateness, and efficacy of course materials, methods and presentations, and by successful learning outcomes. Contributions to teaching include the development and implementation of new courses and programs; the development of instructional materials, including applications of new technologies; the training and supervision of teaching assistants; mentoring graduate students; clinical and field supervision of students; and student advising.

2.4.2 Research and Scholarship

Scholarly achievement is demonstrated by original publications and peer reviewed contributions to the advancement of the discipline/field of study or the integration of the discipline with other fields; by original research, artistic work, software and media, exhibitions, and performance; and by the application of discipline- or field-based knowledge to the practice of a profession.

2.4.3 University and Professional Service

Annual evaluations and decisions on reappointment, promotion and tenure will be influenced by the extent of the candidate's service to the University. All full-time faculty are expected to participate as part of their professional responsibilities in governance and operational activities outside the classroom. Required university service includes, but is not limited to, such activity as attendance at faculty meetings and participation in faculty personnel matters and curriculum development. University service beyond that which is required of all faculty members will be given positive weight in personnel decisions. Each local academic unit will make known in a timely manner its requirements concerning the minimum acceptable level of university service and its policies concerning positive weight to be given for intramural service in excess of that minimum requirement.

Professional service is demonstrated by contributions to recognized societies and associations that promote research and scholarship and by consultancies and cooperative projects that make the faculty member's discipline or field-based knowledge and skills available to individuals, groups or agencies outside the University. Local academic units will develop and disseminate in a timely manner (i) specific discipline- or field-based expectations regarding the types of professional service that will be considered appropriate as evidence in annual evaluations and for reappointment, promotion and tenure cases; and (ii) the criteria to be used in assessing the quality of this service.