

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES

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College of Nursing, Health, and Human Services Guidelines for Tenure, Promotion, and Mandatory Fourth-Year Review

The tenure and promotion process is a critical aspect of academic advancement, ensuring that faculty members are recognized for their contributions to teaching, scholarship, and service. These guidelines provide a clear framework for faculty members seeking tenure and/or promotion, outlining the criteria, expectations, and procedures that will guide evaluations. The process is designed to foster academic excellence, uphold the mission and vision of the College of Nursing, Health, and Human Services as well as Texas A&M University-Texarkana, and support professional development. Faculty are encouraged to engage in continuous reflection on their work and demonstrate how they meet the established standards, contributing to the growth and reputation of Texas A&M University-Texarkana and the College of Nursing, Health, and Human Services.

The purpose of these guidelines is to supplement The Texas A&M University System (TAMUS) Policy 12.01 Academic Freedom, Responsibility and 12.01.01, Institutional Rules for Implementing Tenure, and the A&M-Texarkana UR 12.01.01.H1, Tenure and Promotion. These three documents collectively provide the essential criteria, expectations, and processes related to faculty tenure and promotion in rank within the College of Nursing, Health, and Human Services (CNHHS), offering support and guidance to faculty members navigating this process.

I. Eligibility and Guidelines for Tenure

To be eligible to apply for continuing appointment (tenure) and/or promotion, a tenure-track faculty member in CNHHS must meet the expectations and guidelines as established by the University and outlined in UR 12.01.01.H1, as well as the expectations and guidelines established by the College. Regardless of rank, all tenure-track faculty members must apply for tenure by their penultimate year (i.e., sixth year); in addition, up to three years of prior tenure-track service at another institution may be awarded as tenure-track credit and may include prior scholarship achieved at another institution.

II. Tenure and Promotion Committees

The purpose of the Tenure and Promotion Committee is to provide a recommendation on the faculty application for tenure and /or promotion. The recommendation aims to ensure that individuals recommended for tenure or promotion in CNHHS have demonstrated excellence in teaching, scholarship/creative activity, professional service, and potential for continued and significant impact.

At the end of each academic year, CNHHS shall choose one tenured faculty member to serve as the Tenure and Promotion Coordinator for the subsequent academic year. The Coordinator will ensure that all tenure and promotion committees are staffed appropriately (according to the guidelines established below) and that all committees meet requisite deadlines. Tenure and promotion committees shall be established for each applicant requesting tenure and/or promotion. All tenure and promotion committee members must be tenured and serve in a rank at or above the rank being considered. Tenured professors will select four of their number to comprise each committee, giving preference to faculty in each applicant's discipline and those in disciplines as closely related to the applicant's discipline or disciplines as possible. In addition, the applicant shall choose a single member of the committee. A faculty member may request to recuse him or herself from a tenure or promotion committee if he or she feels that he or she cannot give a fair and impartial evaluation of the candidate. The Tenure and Promotion Coordinator, in consultation with the Dean, will make a final decision on those requests. The committee shall select a chair as the first order of business.

III. Procedure for Evaluating Faculty for Tenure and/or Promotion

The Tenure and Promotion Committee will evaluate an applicant for tenure and/or promotion in accordance with the university procedure outlined in UR 12.01.01.H1 and with the discipline-specific guidelines referenced below. Upon the chair's request, the committee may view documents in the applicant's personnel file.

The Tenure and Promotion Committee will review the faculty member's portfolio and will use its judgment to assess evidence by:

1. Evaluating each candidate's effectiveness and excellence in educating students, promoting knowledge through scholarship, disseminating research results, active involvement in internal and external service, and achieving external visibility in the professional community.
2. Ensuring that relative disciplinary norms and evaluation standards are applied to all applicants.

The Tenure and Promotion Committee shall submit a written report and recommendation that documents its observations and collective recommendations according to the timeline specified in the A&M-Texarkana UR 12.01.01.H1. The written report shall include statements of strengths and weaknesses and an overall recommendation for each applicant to the Dean of the College.

The Dean will review the Tenure and Promotion Committee report and prepare a recommendation report to the Provost and Vice President for Academic Affairs according to the timeline specified in the A&M-Texarkana UR 12.01.01.H1.

IV. Procedure for Mandatory Fourth-Year Review

All tenure track faculty are required to participate in a mandatory fourth-year review. The guidelines are included in UR 12.01.01.H1.

V. Division of Nursing-Specific Expectations

Teaching Excellence Policy

Teaching is central to the mission of the Nursing Division, and all faculty are required to demonstrate effectiveness and commitment in this area. Teaching responsibilities encompass diverse clinical and didactic settings, including interprofessional education, clinical simulation, standardized patient care, telehealth, and virtual environments. Faculty are expected to:

1. **Contribute to Instruction and Student Development:** Engage in effective teaching practices and foster student learning and growth.
2. **Continuously Improve Teaching Effectiveness:** Employ innovative and evidence-based strategies to enhance teaching.
3. **Promote and Diversify Instructional Programs:** Participate in curriculum development and adapt teaching to meet evolving educational needs.

A. Criteria for Teaching Excellence

Excellence in teaching is a minimum requirement for tenure, promotion, and merit compensation. Evaluation of teaching performance is comprehensive and based on multiple sources, as quantitative measures alone are insufficient. Required and supplementary measures include:

- a. Student Evaluations: Used as one of several tools to assess teaching effectiveness.
- b. Self-Evaluation: Faculty reflections on teaching practices and outcomes.
- c. Peer Evaluation: Reviews from colleagues assessing teaching quality.
- d. Student Learning Outcomes: Evidence of achievement in meeting educational objectives.

B. Demonstrating Excellence

Faculty portfolios must document a commitment to teaching excellence through the following:

- a. Effective teaching strategies, academic rigor, and examples of above-average student work.
- b. Contributions to curriculum design, course development, and significant course revisions.
- c. Achievement of student learning objectives with evidence of positive outcomes.

- d. Peer evaluations and student feedback highlighting exceptional instructional performance.
- e. Continuous improvement efforts, including the use of diverse assessments, accreditation participation, and strategies to support student retention.

C. Supplementary Evidence of Excellence

Additional documentation may include:

- a. Mentoring other faculty or assuming additional responsibilities.
- b. Receipt of teaching awards or honors from internal or external organizations.
- c. Documentation of exceptional teaching activities, pre-approved by the Dean or Provost.

Expectations for Tenure and Promotion

Recommendations for tenure or promotion will only be made when excellence in teaching is evident and substantiated. Evaluation will include systematic assessments from students, peers, the division chair, and the Dean, ensuring a comprehensive review of teaching effectiveness. Faculty members are expected to maintain a commitment to academic rigor, continuous development, and innovative teaching practices.

Scholarship and Creative Activity Policy

Scholarship and creative activity are integral to the mission of the Nursing Division, encompassing the creation, dissemination, and integration of new knowledge. Faculty are expected to demonstrate consistent scholarly engagement and professional development through research, writing, peer-reviewed scholarly journal articles, creative endeavors, and active participation in their discipline's professional activities.

1. Documentation of Scholarship

Evidence of scholarship must be clearly articulated within a faculty member's portfolio and include:

- A. Consistent scholarly efforts, such as ongoing projects involving students or collaborative research.
- B. Significant contributions to at least one peer-reviewed journal article, supported by evidence of primary authorship, data generation/analysis, device design/validation, or similar contributions.

2. Additional Scholarship Requirements

To qualify for tenure and/or promotion, faculty must provide evidence of at least two of the following for promotion to Associate Professor or three for promotion to Full Professor:

- A. Published books, book chapters, or editorship of professional publications.

- B. Podium or poster presentations at academic or professional conferences.
- C. Supervision of student research leading to publication, presentations, or grant funding.
- D. Attendance at nationally or internationally recognized professional society meetings as a registered member.
- E. Judging presentations or posters at regional, national, or international conferences.
- F. Editing or reviewing manuscripts for peer-reviewed journals.
- G. Attainment of professional certifications beyond entry-level requirements.
- H. Patents or commercialization of research.
- I. Collaborative scholarly or professional projects, including inter-institutional partnerships.
- J. Professional practice hours necessary for certification maintenance.
- K. Completion of post-master's or doctoral study in a related area.
- L. Pre-approved exceptional scholarship activities, documented by the Dean or Provost.

Standards for Tenure and Promotion

Faculty seeking tenure and/or promotion must demonstrate excellence in scholarship through substantial, original, and impactful contributions to the field. This includes advancing nursing science, shaping interdisciplinary knowledge, or influencing practice. Candidates are evaluated on scholarly outcomes, reputation, social impact (if applicable), and funding achievements.

1. Tenure-Track Candidates:

A. For Assistant Professor:

This is the typical entry rank for new faculty hired in tenure-track positions with the required position-specific advanced degree and limited or no previous full-time experience in higher education.

B. For promotion to Associate Professor:

- a. A high level of accomplishment as measured against the contributions of contemporaries in the field regarding university mission, resources, and responsibilities. Evidence indicates a commitment to maintaining the level of competence in teaching, service, and scholarly or creative activity expected of a tenured faculty member.
- b. Evidence of scholarship as defined above.
- c. A minimum of five years of service at the rank of Assistant Professor, including up to three years of prior tenure-track service at another institution as indicated in the appointment letter. Credit may include prior scholarship as shown in the appointment letter; and

- d. A faculty member must have completed the requisite number of service years prior to the application year.

C. For promotion to Professor:

- a. An exemplary level of accomplishment as measured against the contributions of contemporaries in the field regarding university mission, resources, and responsibilities.
- b. A record of excellence in teaching
- c. Consistent evidence of scholarship as defined by the expectation of the discipline of a tenure-track faculty member as outlined in College guidelines.
- d. A notable record of contributions to one's profession, community, and university; and
- e. A minimum of ten years of total full-time teaching experience in a tenure-track position at an accredited college or university with a minimum of five years at the rank of Associate Professor at Texas A&M-University-Texarkana.
- f. A faculty member must have completed the requisite number of service years prior to the application year.

Evaluation of Scholarship

The evaluation of scholarly impact involves a holistic review of metrics, reputation, and qualitative contributions. Candidates must contextualize their unique contributions, define the relevance of their work, and demonstrate intellectual independence. Judgments regarding tenure and promotion are based on a comprehensive assessment of scholarship, teaching, and service within the context of the candidate's rank and role.

By fostering a culture of innovation and scholarly excellence, the College supports its mission to advance nursing and health sciences through impactful contributions to academia and practice.

Service Policy

Service is vital to a faculty member's responsibilities, encompassing contributions to students, colleagues, the Division, College, University, community, profession, and discipline. Service activities are evaluated based on their multidisciplinary scope, time commitment, and overall impact. Faculty are expected to document meaningful and impactful service in their portfolios, which may include the following:

Examples of Service

1. Member or chair of College or University committees with documented contributions
2. Participate in recruitment and marketing events, such as open houses

3. Program coordination, assessment, or leadership roles (e.g., Academic Program Coordinator, Division Chair)
4. Active participation in faculty search committees, dissertation/thesis committees, tenure and promotion processes, task forces, and accreditation leadership

Professional Engagement:

1. Leadership roles in professional organizations (e.g., chair, officer, or board member)
2. Guest lecturing, speaking engagements, or volunteer consulting in the discipline
3. Membership on editorial boards, peer-reviewing for journals, or contributing to conference proceedings
4. Chairing sessions or serving on committees for national or international conferences

Community and External Contributions:

1. Service on community organization boards or governmental advisory committees.
2. Volunteer activities related to the faculty member's discipline.
3. Representation of the profession or Division through media appearances or community events.

Clinical and Practice-Based Contributions:

1. Maintaining professional licensure and clinical practice to support nursing education.
2. Promoting evidence-based practice and serving as a mentor to develop clinical expertise among colleagues.

Student-Focused Activities:

1. Advising student organizations or serving as an external reviewer for theses or projects.
2. Supporting student research, conferences, and professional development.

Other Exceptional Contributions:

3. Activities pre-approved by the Dean or Provost, with appropriate documentation.

Service Expectations for Promotion

1. **Associate Professor:** Faculty must demonstrate impactful contributions, such as leadership in professional organizations, organizing conferences, or significant roles on standing committees, task forces, or accreditation efforts.
2. **Full Professor:** Subsequent to promotion to Associate Professor, faculty are expected to demonstrate high-level leadership. This may include chairing major committees, leading

national or international initiatives, or spearheading accreditation processes at the College or University level.

Clinical Practice as Service

For nursing faculty, clinical practice is integral to service. Faculty engaged in clinical education or practice are expected to:

1. Demonstrate leadership in advancing professional nursing practice.
2. Mentor and promote the development of colleagues as clinical experts.

Evaluation of Service

Service contributions are considered during tenure and promotion decisions. Faculty must provide clear evidence of significant service to the College, University, or field of nursing, reflecting their commitment to advancing education, health care, and the profession.

Through impactful service, faculty enhance the academic mission, foster community engagement, and contribute to the advancement of nursing practice and education.

VI. Division of Health Professions-specific guidelines

Teaching Excellence Policy

Excellence in teaching is a minimum expectation for the granting of tenure and promotion. Recommendation for tenure or promotion will be made only when excellence in teaching is evident. Evaluation of teaching excellence will be comprehensive with information from a variety of sources such as a systematic assessment of student opinion, input from peers, and input from the division Chair and Dean. The teaching responsibilities of a faculty member are multi-faceted and complex. Commitment to excellence in teaching must be clearly documented within a faculty member's portfolio, demonstrating the following:

1. Effective teaching strategies, academic rigor, and outstanding student work
2. Organization, design, and development of the curriculum and learning materials, new course development, or major course revisions
3. Achievement of student learning objectives
4. Excellence through peer evaluation of classroom performance and student evaluations of course instruction
5. Practice of continuous improvement, including the use of a variety of assessments to evaluate learning, strong participation in academic accreditation, and strategies for student retention

In addition, documentation may also demonstrate, but not limited to the following:

- A. Mentoring other faculty members or assuming additional responsibility(ies)
- B. Receipt of an award or honor for teaching excellence from an internal or external agency
- C. Other exceptional teaching activities pre-approved documentation such as an official memo or e-mail, by the Dean or Provost

Scholarship Policy

Serve as a major contributor on minimum three peer-reviewed journal articles with supporting evidence of major contribution to each publication such as primary authorship and/or editing authorship, data generation and/or analyses, device design and/or validation, etc. One of the three articles can be substituted by one publication (e.g., a book or book chapter) and two scholarly activities from the list below for Tenure and/or Promotion to Associate Professor.

The promotion to Full Professor must have demonstrated progress in ongoing research agenda, and requires a number of publications that indicate substantial, focused efforts to contribute toward the scholarship of the discipline. Documentation must also demonstrate, but not limited to, at least three peer-reviewed journal articles with supporting evidence of major contribution to each publication after T/P to associate professor. One of the three articles can be substituted by two publications (e.g., a book or book chapters) and one scholarly activity from the list below for Promotion to Full Professor.

1. Published book, book chapter(s), within a published book, or editor of a professional published book(s)
2. Podium and poster presentations of current research at local, state, regional, national, or international conferences and/or academic seminar series
3. Supervision of conception, development, and direction of student research projects leading to publication, conference presentation and/or grant funding
4. Attendance at a nationally recognized or international professional society meeting with whom the faculty is a registered member
5. Judging presentation(s)/poster(s) at regional, national or international conferences/meetings
6. Edit/review manuscript(s) for peer-reviewed journal(s)
7. Achievement of professional certification beyond entry requirements of the profession
8. Patents and/or other commercialization of research

9. Scholarly/professional liaisons, including intra- and inter-institutional collaboration and research project
10. Professional practice hours at the level required for continued professional certification
11. Completion of a post-master's or doctorate in a new and related area of concentrated study
12. Other exceptional scholarship and/or creative activities pre-approved, with pre-approval documentation such as an official memo or e-mail by the Dean and/or Provost

Because of the different program expectations, programs can adopt their internal policies for controlling the quality (those internal policies cannot be less than the HP guidelines) in order to meet their expectations in their fields.

Service Policy

Service is an important component of a faculty member's responsibilities. Faculty service may be complex due to the matrix of activities that can be defined as service and the numerous factors involved in the quality of service, such as multidisciplinary initiative, time commitment, and overall impact. Service includes service to students and colleagues, the faculty member's department, the college, the university, the community and to the faculty member's profession and discipline. Examples of service must be clearly documented within a faculty member's portfolio, demonstrating impactful variations of the following:

Examples of Service:

1. Member/chair of a college or University committee, with evidence of contribution to the work of the committee
2. Participation in recruiting/marketing of academic programs, including recruitment events and open house
3. Active member/chair/officer of a professional society, organization, committee, or board
4. Guest lecturer or speaker for an outside agency, professional organization, K-12 educational institution, or community organization
5. Volunteer consultant (within discipline or related area) to a community business, industry, agency, or organization
6. College service activities may include Department Chair (if concurrent with teaching assignment), Academic Program Coordinator (with or without reassignment time), faculty search committees, dissertation/thesis committees,

Chair of Tenure and promotion process, college task forces or short-term committee assignments, etc.

7. Training of community professionals (e.g., via publications, lectures/presentations, representation of the profession or Department through the media)
8. Reviewing/editing journal manuscripts, conference proceedings, and/or grant proposals
9. Reviewer for a national or international peer-reviewed journal
10. Member of technical and/or organizing conference committee of a national or international conference
11. Chairing sessions at regional, national, or international conferences/meetings
12. Member/chair of a community organization board or committee volunteer for organization or community activities related to a faculty member's discipline
13. Participation/membership on governmental committees and advisory boards
14. Advisor for a student organization or society chapter
15. External invited reviewer of a graduate thesis or project
16. Program coordinator/director, program assessment coordinator/director
17. Maintaining a good standing in professional licensure
18. Participation in the activities of community health-related organizations
19. Other exceptional service activities pre-approved, with pre-approval documentation such as an official memo or e-mail, by the Dean and/or Provost

Service Expectations for Promotion

1. **Associate Professor:** Faculty must demonstrate impactful contributions, such as leadership in professional organizations, organizing conferences, or significant roles on standing committees, task forces, or accreditation efforts.
2. **Full Professor:** Subsequent to promotion to Associate Professor, faculty are expected to demonstrate high-level leadership. This may include chairing major committees, leading national or international initiatives, or spearheading accreditation processes at the College or University level.

VII. Division of Human Services-specific guidelines

The Human Services Division at Texas A&M University-Texarkana is committed to demonstrated faculty achievement in research and scholarship, teaching, and service. The evaluation of candidates for tenure and/or promotion is based on their performance in three

areas: teaching, research and scholarship, and service.

Additionally, all tenured and tenure-track faculty are expected to adhere to the current Code of Ethics within their discipline (e.g., the Code of Ethics of the National Association of Social Workers (<http://www.naswdc.org/pubs/code/default.asp>). These codes set forth values, ethical principles, and ethical standards upon which professions are based, to which professionals aspire, and by which their actions can be judged. Professional ethics are at the core of social work and healthcare.

These core values and the principles that flow from them gives each discipline its own professional identity. Division faculty members should demonstrate these values in the performance of their duties and shall be evaluated based on their demonstration of these values across the three primary performance areas (teaching, research and scholarship, and service).

Additionally, productivity in research, teaching, and service performed while employed in a tenure-track position at Texas A&M-University-Texarkana will be given priority consideration in tenure and promotion review; work in these areas, prior to coming to TAMUT, will be given secondary consideration as specifically spelled out in credit towards tenure appointment letters.

Although professional conduct conducive to a collegial work environment is not considered a separate criterion for tenure and promotion it, nevertheless, is implied within each of the categories of teaching, scholarship, and service (see System Policy 12.01).

Expectations for Tenure and Promotion

Tenure as a Human Services Division faculty member requires that a person has met applicable university and college-level requirements, demonstrated his/her identity as a teacher/scholar, and demonstrated good performance in service. Examples of accomplishments for each faculty dimension are as follows:

Teaching Excellence Policy

Excellence in teaching is a minimum expectation for the granting of tenure and promotion. Evidence of teaching effectiveness should be comprehensive and include triangulation of data, including student evaluations, input from peers, and input from the Dean or other members of academic administration.

Excellence in teaching may include innovative and/or traditional pedagogy, from, but not limited to, the following:

1. Serving as a field practice liaison and/or field supervisor
2. Supervising comprehensive research projects (other than research practicums)
3. Supervising independent study projects
4. Establishing and maintaining effective relationships with students, including effective student advisement and maintaining adequate office hours or appointment opportunities for students

5. Participating in course development, which includes innovative teaching, preparation of new courses, and participating in course organization
6. Developing and appropriately using technology in the classroom and otherwise supporting teaching through course management software, web sites, and other state-of-the-art technological advances
7. Engaging in planned activities to improve teaching effectiveness
8. Contributions to certificate programs and other specialized courses of study
9. Contributions to inter-professional education programs and/or curriculum materials
10. Contributions to the college or university community of continuous learning
11. Written statements from former students regarding significant contribution to their professional development
12. Receipt of an award or honor for teaching excellence from an internal or external agency.

Scholarship Policy

Scholarship is the creation and dissemination of new knowledge or creative activities. Scholarship and creative endeavors can take many forms and should be evaluated in the context of discipline norms. Peer-reviewed, scholarly journal articles represent the standard by which scholarship is judged. Faculty are expected to show continuing growth and professional development through research (externally or internally funded), writing, or other creative activities, and through participation in professional activities within their disciplines. For tenure, a division faculty member is required to have evidence of scholarship, including at least two peer-reviewed publications, as well as evidence of an ongoing research agenda. Individual discipline academic standards may vary. Evidence of scholarship and creative endeavors include, but are not limited to, the following:

1. Peer-reviewed scholarly journal article in faculty member's discipline
2. Patent and/or other commercialization of research
3. Invited or juried presentation of current research and/or policy analysis
4. Writing and submission of successful grant applications
5. A published book, chapters within a book, or editing a professional book
6. Published interventions or monographs
7. All other funded research grants and contracts
8. Grant submissions
9. Presentations at national and/or international professional and scholarly meetings
10. colloquium presentations at universities
11. published book reviews
12. technical reports of research
13. Original training curricula and educational materials
14. Communication of scientific findings in ways that are useful for practice or action
15. Editorship of a professional or scholarly journal

16. Serving as a reviewer or editorial board member for a professional or scholarly journal
17. Serving as a reviewer for professional or scholarly book manuscripts
18. Research-related activities at the regional or national level such as reviewing grants, conference abstracts, and manuscripts, and organizing symposia
19. Translational products (e.g., print, or electronic products, audio-visual media, posters)
20. Significant contribution to accreditation documents.
21. Serving as a reviewer for accreditation documents from another institution.
22. Community engagement projects that translate research into practical applications (such as clinical interventions)

Service Policy

Service shall include service to the institution- to students, colleagues, department, college, and university levels, as well as service to the community and the faculty member's professional organization or clinical specialization. Examples of service include, but are not limited to, the following:

1. Division chair, program coordinator or director or otherwise contributing to a college initiative, program, clinic, center, lab, or institute
2. Directing or otherwise contributing to a university initiative, program, clinic, center, or institute
3. Member or chair of a college or university committee
4. Service at the discipline and/or college level
5. Guest lecturer or speaker for an outside agency or professional organization
6. Providing significant formal and/or informal support and assistance to faculty colleagues, the College or University
7. Mentoring faculty colleagues
8. Training community professionals for professional development or continuing education units
9. Volunteer for a local organization or community activities
10. Advisor for a student organization
11. Member, chair, or officer of a professional organization committee or board
12. Successful recruiting/marketing of academic program
13. Providing consultation to local, state, federal, or international agencies
14. Making a presentation to a community group
15. Serving on an agency board of directors, community task force, and/or committee
16. Serving on a national or state professional task force or committee
17. Engaging in professional practice in the community which advances the candidate's teaching and scholarly competence
18. Serving as an officer of international, national, regional, or state professional organizations or associations
19. Serving as a committee chair or member of international, national, or state

professional associations

20. Providing leadership for a professional conference or institute
21. Making a presentation that disseminates knowledge and represents a contribution to the profession or community (e.g., conference proceedings)
22. Providing external review of a faculty candidate at another university.
23. Assisting with accreditation or reaffirmation efforts.

Service Expectations for Promotion

1. **Associate Professor:** Faculty must demonstrate impactful contributions, such as leadership in professional organizations, organizing conferences, or significant roles on standing committees, task forces, or accreditation efforts.
2. **Full Professor:** Subsequent to promotion to Associate Professor, faculty are expected to demonstrate high-level leadership. This may include chairing major committees, leading national or international initiatives, or spearheading accreditation processes at the College or University level.

Promotion to Professor

The social work programs require that an Associate Professor must have met any university and college level requirements. Additionally, the person must meet the following to illustrate a campus and regional reputation as a teaching scholar:

1. **Teaching.** The faculty member demonstrates a continued record of excellence in teaching and demonstrates uses of innovation in teaching within their courses
2. **Scholarship.** Consistent evidence of scholarship in the faculty member's discipline during the years prior to promotion, including at least two peer-reviewed publications or creative activities in the faculty member's discipline since achieving the rank of associate professor
3. **Service.** The faculty member continues to demonstrate consistent contributions to the professional community at the discipline, university, college, division, or program level. This will also include significant mentorship of junior faculty.

VIII. Portfolio

When applying for Tenure and/or Promotion, faculty should submit a portfolio to the Office of the Dean of the College of Nursing, Health, and Human Services. Faculty members applying for tenure should include all documentation from the date of their employment in a tenure-track position. Faculty members applying for promotion should include all documentation since their last promotion. Once a portfolio is submitted to the Dean's office, the faculty member will not be permitted to revise the portfolio's contents. The portfolio need not be limited to the following but must contain the following order of presentation.

1. An application letter addressed to the Dean of the College. The letter should state the action requested (that is, tenure, promotion, or tenure and promotion), provide a comprehensive summary of achievement, and include an explanation of why those

reviewing the application should grant the request. The letter should address the three main criteria upon which faculty are evaluated: teaching, service, and scholarship.

2. Curriculum vitae
3. Documentation of assessment history: Copies of all documents concerning the faculty member's performance reviews, with the most recent ones on top and in descending order.
4. Documentation of teaching: Indications of quality teaching such as course outlines, sample materials, self-assessments, peer review, representative student work, and student course evaluations as outlined in UP 12.01.99.H1.01 (4.5.1).
5. Documentation of service (university, region/school, professional, college/division, community): Relevant reports commentary, artifacts, and/or outcomes as outlined in UP 12.01.99.H1.01 (4.5.2).
6. Documentation of scholarship: Copies of published work (actual copies of the document, not a submission completed on a computer or a word processor), presentations at conferences or other public forums, and evidence of other scholarly activities as outlined in UP 12.01.99.4.5.3.

Initial CNHHS Approval: December 2024

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