GUIDELINES FOR PROMOTION AND TENURE

WATERS COLLEGE OF HEALTH PROFESSIONS

DEPARTMENT OF REHABILITATION SCIENCES

WATERS COLLEGE OF HEALTH PROFESSIONS GUIDELINES FOR PROMOTION AND TENURE

Please refer to the current guidelines for promotion and tenure for the Waters College of Health Professions (WCHP) for information regarding:

- Desired attributes of WCHP faculty
- Definitions of teaching, scholarship, and service
- University promotion and tenure guidelines
- Promotion and Tenure Committee membership
- Types of reviews and timelines
- Evaluation guidelines
- Review process and timeline for review process
- Policy on external letters of review
- Policy on extension of tenure clock
- Transitional promotion and tenure policy
- Appendices for formatting of promotion and tenure materials

DEPARTMENT OF REHABILITATION SCIENCES FACULTY EVALUATION CRITERIA

Rehabilitation Sciences faculty will be evaluated holistically based on the totality of their work over the review period. The evaluation criteria have been designed with flexibility so that faculty may, together with their program coordinator and/or department head, create a career path and development plan suited to the specific skills of the individual, to align with the values, mission, and vision of the program, department, college, and institution. Faculty should be allowed a reasonable degree of autonomy in determining how they divide their time among teaching, scholarship, and service, so long as they are meeting the values, mission, and vision of the program, department, college, and institution.

Because of the nature of faculty work, some criteria may fit in more than one area. However, criteria may only be counted toward one area. For example, a faculty member might publish a
manuscript focusing on a specific pedagogical approach (i.e., SOTL) in a peer-reviewed journal. This particular product might be counted towards scholarship OR teaching, but may not be counted in both areas.

While the examples of the specific activities and the accompanying points system delineated below provide a guideline and a framework for evaluation, faculty members will be evaluated by their superiors on their individual merit. Evaluators may interpret activities and contributions differently and may exercise their own discretion in determining ratings in alignment with the needs and expectations of the program, department, college, and institution.

In general:

A rating of “exceeding expectations” in any one area is sufficient for tenure as long as the other areas receive a rating of “meeting expectations”.

A rating of “exceeding expectations” in any two areas is required for promotions long as the other area receives a rating of “meeting expectations”.
The following criteria have been developed with the definitions of scholarship, teaching, and service provided in this document in mind. They are meant to be comprehensive, but some specific situations are likely not accounted for here. Please note that, in that case, these criteria should serve as a guide for determining appropriate credit towards tenure and/or promotion.

**Scholarship Criteria**

<table>
<thead>
<tr>
<th>Levels/Categories of Quality</th>
<th>Specific Activities/Products</th>
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<tbody>
<tr>
<td>Individual items within the scholarly levels are not listed in order of importance. Activities/products counted in the scholarship area cannot also be counted in teaching or service. Manuscripts that are “in press” are considered publications.</td>
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**Level 3 (3 points each)**

- Delivery of a > 2-hour presentation or workshop at an international or national conference/meeting
  - students can be a co-author/presenter; however, the presentation cannot be included/counted in teaching
- Delivery of an invited presentation or workshop at an international, national, regional, or state conference/meeting
  - students can be a co-author/presenter; however, the presentation cannot be included/counted in teaching
- Development of an external grant proposal which is funded as principal investigator (PI) or co-PI
  - students can be a co-investigator; however, the grant cannot be included/counted in teaching
- Editor or associate editor of a journal
- Publication as a contributing author of a textbook or book chapter related to the discipline by a publishing company
- Publication as lead or senior author of an article in a juried/refereed/peer-reviewed regional or state journal
  - students can be a contributing author; however, preparation of the article cannot be included/counted in teaching
- Publication as lead or senior author of an article which represents original research or significant synthesis of ideas (e.g., meta-analysis) in a juried/refereed/peer-reviewed journal (national or international)
  - students can be a contributing author; however, preparation of the article cannot be included/counted in teaching
- Publication as lead or senior author of a textbook or book related to the discipline by a publishing company
  - students can be a contributing author; however, preparation of the article cannot be included/counted in teaching
| Publication as lead or senior or contributing author of an invited paper which represents original research or significant synthesis of ideas (e.g., meta-analysis) in a juried/refereed/peer-reviewed journal (national, international, state, or regional)  
  ○ students can be a contributing author; however, preparation of the article cannot be included/counted in teaching  
| Receiving an award or significant recognition (outside of the university) for scholarly product(s) or scholarly contribution to the discipline  
| Level 2 (2 points each)  
| Assistance in projects associated with state or private contracts that draw upon the scholarly expertise of the faculty member  
| Delivery of a < 2-hour presentation or workshop at an international or national conference/meeting  
  ○ students can be a co-author/presenter; however, the presentation cannot be included/counted in teaching  
| Delivery of a peer-reviewed, research poster presentation at an international or national conference/meeting (can be lead or co-author)  
  ○ students can be a co-author/presenter; however, the presentation cannot be included/counted in teaching  
| Development of an external grant proposal as PI or co-PI or co-investigator that shows potential for future funding  
  ○ students can be a co-investigator; however, the grant cannot be included/counted in teaching  
| Development of an external grant proposal which is funded as co-investigator or consultant  
  ○ students can be a co-investigator; however, the grant cannot be included/counted in teaching  
| Development of an internal grant which is funded as PI or co-PI  
  ○ students can be a co-investigator; however, the grant cannot be included/counted in teaching  
| Formally mentoring colleagues in research and scholarship  
| Member of an editorial board (such as section lead) for an international, national, state, or regional peer reviewed journal  
| Publication as a contributing author of an article which represents original research or significant synthesis of ideas (e.g., meta-analysis) in a peer-reviewed journal (national, international, regional, or state)  
  ○ students can be the lead or a contributing author; however, preparation of the article cannot be included/counted in teaching  
| Publication of a book review  
| Publication of curriculum products (e.g., handbooks, manuals, workbooks, etc.) which are the product of significant original research or synthesis of ideas  
| Level 1 (1 point each)  
| Chairing a thesis committee that is not included/counted in the area of teaching  
| Consultation, presentation, or other professional service to regional or
state groups or organizations when the consultation, presentation, or professional services draws upon the scholarly expertise of the faculty member

- Delivery of a < 2-hour presentation or workshop at a state or regional conference/meeting sponsored by a professional organization
  - students can be a co-author/presenter; however, the presentation cannot be included/counted in teaching
- Delivery of a juried/refereed/peer-reviewed, research poster presentation at a state or regional professional conference
  - students can be a co-author/presenter; however, the presentation cannot be included/counted in teaching
- Participation in workshops, colloquia, courses, or other efforts which are designed to further the professional knowledge of the faculty member
- Procurement of a state or private contract that draws upon the scholarly expertise of the faculty member
- Publication in a juried/refereed/peer reviewed professional/academic newsletter/journal
  - students can be a contributing author; however, preparation of the article cannot be included/counted in teaching

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| **Level 3 (3 points each)** | ● Developing innovative course materials, instructional projects, and/or replicable systems of instruction (e.g., face to face learning modules, designing computer-assisted learning modules, web-based learning modules, TA-instructed laboratories, or video, computer, or other distance learning programs) that are disseminated broadly/reach a substantial number of persons in the target audience  
● Earning additional credentials well beyond entry-level or average achievement in a particular teaching area  
● Formally consulting with or mentoring other faculty in the area of teaching, within or outside the University  
● Initiating and developing a new university course (including coordinating and team-teaching a multidisciplinary course)  
● Receiving special honors or recognition for teaching excellence or innovation |
| **Level 2 (2 points each)** | ● Advising/mentoring/supervising academic/scholarly projects of students in addition to the assigned volume and outside of paid administrative responsibilities that are outside of standard faculty expectations  
● Attending outside conferences specific to improving the understanding and/or practice of teaching  
● Effectively leading masters or doctoral committees outside of typical teaching load  
● Formally assessing and thoughtfully reflecting on teaching impact and making broad course revisions  
● Participating in a multi-session optional or required University educational program (in any format) specific to improving a specific aspect of teaching  
● Providing student learning opportunities in addition to the standard curriculum by organizing new or significantly expanding current projects or field experiences in which students work with or under the |
supervision of the faculty member
• Seeking ongoing regular optional mentoring in the area of teaching, followed by thoughtful reflection, from a more experienced faculty member, within or outside the discipline, within or outside the University
• Supervising independent studies and/or tutorials in addition to typical teaching responsibilities
• Supervising student field or bench research or internships where this is not part of typical teaching responsibilities

| Level 1 (1 point each) | • Conducting assigned advising/mentoring/supervising of students, outside of paid administrative responsibilities that are outside of standard faculty expectations
• Effectively participation on masters or doctoral committees outside of typical teaching load
• Increasing teaching knowledge and/or skills through significant, documented self or informal guided study
• Informally consulting or mentoring of other faculty on an ad hoc basis, within or outside the University
• Participating in optional University training (in any format) or short outside online seminars specific to improving the understanding and/or practice of teaching, including continuing education courses that directly align with content associated with teaching responsibilities
• Planning, providing and documenting departmental peer evaluations
• Providing student learning opportunities outside the standard curriculum by supervising student field experiences
• Seeking occasional optional mentoring in the area of teaching, followed by thoughtful reflection, from a more experienced faculty member, within or outside the discipline, within or outside the University
• Solely or participating significantly in the creation of course-related manuals for use primarily in the home department |
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## Service Criteria

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| **Level 3 (3 points each)** | • Chairing a search committee for University administrator (i.e., President, Provost, VP)  
• Leadership role in national or international organization  
• Organizing/coordinating of activities (related to the discipline) to benefit the state, region, or country  
• Participating in student recruitment activities beyond the state level  
• Participating on Institutional Review Board of local healthcare or educational entity  
• Receiving an honor, award, or other meritorious recognition by a state, regional, national or international organization  
• Serving as an editor or associate editor of an academic journal (if not already counted elsewhere)  
• Serving as an officer of the faculty senate  
• Serving as an uncompensated consultant to a national or international organization  
• Serving in an uncompensated capacity on a Board of Directors, Steering Committee, Advisory Board, or similar for a national or international organization  
• Serving in a significant administrative role/capacity at the programmatic or departmental level (i.e., interim department head, program coordinator, etc.) |
| **Level 2 (2 points each)** | • Chairing a search committee for faculty or staff member  
• Establishing formal (documented) mentorship of at least one junior faculty member (general mentoring)  
• Leadership role in local community, state, regional organization  
• Organizing/coordinating of activities (related to the discipline) to benefit the community  
• Participating in accreditation or other comprehensive program assessment and/or review processes  
• Participating in community-based seminars, presentations, workshops (uncompensated)  
• Participating in national or international organization  
• Participating in search committee for University administrator (i.e., President, Provost, VP)  
• Participating in student recruitment activities at the state level  
• Participating on University Institutional Review Board |
| | | - Providing external review for tenure and/or promotion candidate at another institution  
- Providing review of grant applications for state, regional, national, or international organization  
- Receiving an honor, award, or other meritorious recognition by a University or local organization  
- Serving as an uncompensated consultant to a local, state, or regional organization  
- Serving as a reviewer for at least two different academic journals  
- Serving a term as faculty senator  
- Serving in an uncompensated capacity on a Board of Directors, Steering Committee, Advisory Board, or similar for a local, state, or regional organization  
- Teaching a course overload that exceeds normal annual requirements when unexpected faculty vacancies and support needs occur in department (for which faculty member does not receive overload compensation) |
|**Level 1 (1 point each)** | | - Participating as a mentor in student or professional mentoring program  
- Participating in activities (related to the discipline) to benefit the community  
- Participating in at least one student recruitment events or activities locally/at one of the three campus locations per academic year  
- Participating in events to benefit the University and/or its students (e.g., serving as a judge for a student poster competition)  
- Participating in local community, state, regional organization related to discipline  
- Participating in search committee for faculty or staff member  
- Participating on Departmental, College, University Committee (Faculty members should be mindful that not all committee work is equal/significant in that some committees are active/productive while others are not. Therefore, participation/leadership of some committees might not rise to the expected level for service credit.)  
- Providing pro bono/unpaid clinical services (Provision of clinical services as a paid activity may not be counted as service.)  
- Providing unpaid professional education in the local community (e.g., gives a presentation for HeadStart teacher workshop or presents at short local department-sponsored continuing education meetings)  
- Serving as a reviewer for one academic journal  
- Serving as faculty advisor for student organization |
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