



Non-Tenure Track Faculty Promotion Procedures

Purpose

The purpose of this document is to provide rules and procedures regarding applications for promotion of non-tenure track faculty within the School of Nursing.

Promotion reflects a sustained record of excellent teaching, meaningful contributions and commitment to student success, and evidence of ongoing professional growth and service to the department. Promotion also requires demonstration of a commitment to collegiality and professionalism. Promotion is merit-based; it is not automatic with years of service.

Persons Affected

This procedure affects all full-time faculty members in non-tenure-track positions.

Policy

To facilitate the process of evaluating non-tenure track candidates for promotion in the School of Nursing, the following procedures will be followed. The procedures cover the membership and charges to the committees that review candidates and the structure of candidates' digital portfolios. Deadlines for action by the departments, committees, and college will be governed by HOP [02-304](#) Academic Promotion of Full-Time Faculty. Position titles are governed by HOP [02-302](#). Promotional salary increases by title and minimum expectations adhere to [Academic Affairs - Promotion of Full-Time Non-Tenure Track Faculty](#).

I. Departmental Committee

The Committee on Non-Tenure Track Promotion is a department-level committee responsible for the review and evaluation of portfolios submitted for consideration of promotion of departmental non-tenure track faculty. The charge of this committee is to ensure that each candidate follows college and university policy and procedures and meets departmental criteria for advancement. After reviewing a candidate's portfolio, the committee will make a recommendation to the dean regarding the suitability of the candidate for promotion.

Committee members will include the department chair, along with additional individuals who are most familiar with the candidate's work within the department. The committee, through the chair, will prepare a recommendation letter that presents the committee's decision and the supporting rationale, evaluates the candidate's professionalism and



collegiality, and includes a summary report documenting each committee member's vote. If the committee's recommendation is not unanimous, the summary report must clearly reflect both the majority and minority opinions. Each committee member must sign the recommendation letter to acknowledge that the letter accurately represents the committee's conclusions, regardless of individual agreement with the final recommendation.

II. Criteria for Evaluation

All faculty are expected to minimally demonstrate satisfactory performance in all applicable categories of (A) teaching effectiveness and clearly demonstrate commitment to (B) professional growth and service to the department. Promotion of non-tenure track faculty requires candidates to demonstrate excellence within both of these areas.

A. Teaching Effectiveness

Candidates must demonstrate consistent excellence in teaching and student engagement in at least four of the following categories that include annual administrative evaluations and student evaluations.

1. **Annual Administrative Evaluations:** For the review period, all annual administrative evaluations must show an overall rating of at least satisfactory or meets expectations. Any specific areas of concern in the evaluations must be resolved.
2. **Student Evaluations:** Effective use of data from evaluations over multiple terms to inform pedagogy, with qualitative feedback highlighting impactful teaching methods.
3. **Peer Review:** Observations or evaluations by colleagues noting instructional clarity, engagement, and innovative practices.
4. **Innovative Teaching Strategies:** Implementation of inclusive, active learning techniques, mixed media, or digital tools to enhance learning outcomes.
5. **Curriculum Development:** Creation or revision of courses, modules, or laboratories that improve alignment with current disciplinary standards and student needs.
6. **Assessment and Feedback:** Development of effective course assessment tools that measure student learning accurately and provide actionable feedback.
7. **Mentoring and Advising:** Development or supervision of student (high school, undergraduate, or graduate) research, projects, field trips, or career advising fostering student success.
8. **Professional Recognitions in Teaching:** Achievement of teaching awards or comparable recognitions.



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9. **Other evidence as defined by the department, in consultation with the Dean.**

B. **Professional Growth and Service to the Department**

Candidates must show ongoing commitment to their professional evolution as educators and scholars. Significant contributions in at least two of the following areas are expected. Evidence may include but is not limited to:

1. **Workshops and Seminars:** Regular participation in pedagogical, disciplinary, or interdisciplinary professional development activities.
2. **Scholarly Contributions:** Engagement in research or scholarship related to teaching, learning, or disciplinary content, including presentations, publications, or posters, etc.
3. **Certifications and Training:** Earning and maintaining credentials related to instructional innovation, online teaching, or discipline-specific techniques.
4. **Community of Practice:** Active involvement in teaching and learning communities, engagement in collaborative curriculum or pedagogical projects, and continuous training to improve pedagogical skills and content delivery.
5. **Mentorship:** Providing structured or informal guidance and support to new lecturers, teaching assistants, or peer educators. This may include peer-to-peer mentoring, instructional coaching, sharing best practices, classroom observation with feedback (where appropriate), or onboarding support. This category does not imply supervisory authority or formal performance evaluation unless explicitly assigned.
6. **Committee and Program Support:** Active participation in curriculum development, assessment, strategic planning, or other comparable committees. May include assisting in program accreditation efforts, advising student organizations, or developing new academic support resources.
7. **Student Engagement:** Organizing or supporting recruitment, retention, or outreach initiatives.
8. **Community Outreach:** Initiatives connecting the department or discipline with local or broader communities, enhancing field visibility.
9. **Other evidence as defined by the department, in consultation with the Dean.**

III. **Candidate's Portfolio**

Candidates are required to submit a portfolio that is a set of verifiable materials demonstrating evidence of a candidate's credentials and suitability for promotion.

The portfolio must contain a succinct, relevant, substantive and cumulative record of a candidate's performance for the evaluation period that demonstrates how the candidate



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meets or exceeds the established standards in teaching and professional growth/service.

Each of these critical areas is to be evaluated and rated separately and must include criteria addressing collegiality and professionalism. The rating system for each critical area and the overall evaluation will include two levels—satisfactory and unsatisfactory.

Portfolio materials are to be submitted through the university's online portal, unless directed otherwise, and must comply with all format and size limitations given in these procedures. All files shall be in PDF format, unless specified otherwise. Candidates should avoid scanned copies of digital documents and seek to merge PDFs using appropriate software. Manual scans should be completely avoided, unless the candidate does not have a digital copy to render a PDF.

Candidates must include the following information as well as any additional materials required by their unit.

- **College Procedures**: A copy of the Non-Tenure Track Promotion Procedures.
- **Curriculum Vitae**: This document covers the candidate's entire career, rather than just the review period.
- **Annual Performance Reports (FARs)**: Include a single Faculty Activity Report that covers the period since the last comprehensive evaluation, not exceeding more than the five most recent years.
- **Administrative Evaluations**: Include all administrative evaluations since the last comprehensive evaluation, not exceeding more than the five most recent years. All evaluations should include appropriate signatures.
- **Narrative Justification for Promotion**: The faculty member's narrative justification is a single pdf document highlighting the accomplishments of the faculty member during the review period and up to five most recent years, relative to unit criteria in each of the three critical areas of teaching, research/scholarly/creative accomplishment, and service. Note that references to specific grants and publications must include clarity regarding status and roles (e.g., dates, dollar amount, funding source/status, PI/Co-PI). The candidate's narrative must address collegiality specific to the area. The faculty member must comply with all specified format and size limitations for the College of Sciences and Mathematics to clearly summarize the evidence and make his or her case for meeting expectations. The narrative is limited to a maximum of five pages in 12 pt. Times New Roman font or an equivalent size in similar font



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(reference attached template), and pages must have margins of at least one inch.

- **Course Evaluations:** Within the critical area of teaching, the candidate will submit student evaluations as required by relevant university policies, not exceeding more than the five most recent years. These evaluations will be submitted as a single pdf document and must include a *candidate's reflection* that answers how the candidate uses course evaluations to inform and improve the quality and content of their teaching. The candidate's reflection is limited to a maximum of one page **and shall be the first page of the single pdf document.**
- **Documentation:** This file is a collection of artifacts that validates claims in the Narrative Justification for promotion and should include documentation of teaching effectiveness and professional growth and service to the department. These artifacts must be cross-referenced to the narrative; that is, there should be no artifact included as documentation that is not specifically and individually (not by category) referenced in the candidate's narrative. The artifacts should appear in the order of appearance from the narrative. Documentation that is in addition to what is included in the CV or FAR will be submitted separately as a single pdf file. If information is sufficiently detailed in a faculty member's CV or FAR, the faculty member may reference that information in the narrative to avoid unnecessary duplication; however, faculty must cite specific locations within those documents rather than simply directing reviewers to the CV or FAR.

A table of contents is required for the documentation. Each artifact will be labeled and enumerated using the system A.x or B.x, where A and B refer to criteria from *teaching effectiveness* and *professional growth and service to the department*, respectively, and x is the number associated with the corresponding promotional criteria for the relevant critical area (e.g., A.3 refers to an artifact related to the third teaching effectiveness criterion.). Each artifact in the documentation shall include a title page and the corresponding label.