

GOOD SAMARITAN COLLEGE OF NURSING AND HEALTH SCIENCE  
CINCINNATI, OHIO

**POLICY TITLE: ACADEMIC RANK**

Members of the faculty hold appointments in the Good Samaritan College of Nursing and Health Science (hereafter referred to as the College) and share in the responsibility of the formulation, implementation and evaluation of the educational program through such activities as teaching, supervision, and administration. These individuals have the rank of Assistant Professor, Associate Professor, and Professor.

Persons who qualify for academic rank are:

Full-time Teaching Faculty  
Full-time Administrator of the Educational Programs  
Part-time Teaching Faculty

A ranked faculty member:

- Ordinarily has full-time or part-time teaching responsibilities, or teaching and other such responsibilities equivalent to a full-time teaching load.
- Fulfills the duties and responsibilities of a faculty member.
- Meets or exceeds the criteria for academic rank as detailed below.

Full-time Teaching Faculty

Full-time Teaching Faculty are all persons who maintain a teaching load of 16-18 contact hours per week or its equivalent, fulfill the responsibilities outlined in the job description and are under contract as full-time employees of the College.

Equivalent activities include the following and other activities assigned or approved by the Dean of Academic Affairs.

- Chairing of an area for not more than 50% of the time.
- Special projects (e.g., special assignments).

Full-time Administrator of Educational Programs

This category includes Dean of Academic Affairs and Department Chairs.

Part-time Teaching Faculty

Part-time Teaching Faculty maintain a teaching load per week as determined by contractual agreement and share in course related activities. Other departmental and college responsibilities are negotiated between the faculty member, Department Chair, and Dean of Academic Affairs.

Academic Rank is composed of professional competency in teaching and academic administration competencies (70%), scholarship (15%), and academic citizenship (15%). These terms are defined as:

1. Professional competency possesses the knowledge, skills and values to facilitate students' learning and the ability to develop and socialize students in a spirit of diversity. Demonstration of competency is reflected in the expertise in one's discipline and in being an advocate, advisor and counselor for students, as well as acting as a mentor and role model for students and new faculty.

The attributes and qualifications which should be demonstrated and documented in assessing teaching effectiveness and professional development and service to the students include, but are not limited to:

- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives and selecting appropriate learning activities and evaluation strategies.
  - Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content and context.
  - Implements strategies for assessment of student learning.
  - Uses information technologies skillfully to support the teaching-learning process.
  - Shows enthusiasm for teaching, learning and one's own discipline that inspires and motivates students.
  - Uses personal attributes (i.e. caring, confidence, patience, integrity and flexibility) that facilitate learning.
  - Serves as a role model of one's own discipline
  - Participates in activities designed to improve teaching and/or to enhance command of subject, such as attending workshops, conferences or special courses seeking advanced degrees
  - Participates in academic advising and/or tutoring of students
  - Participates in peer review
  - Mentors new faculty
  - Demonstrates a commitment to life-long learning
2. Competency in academic administration includes professional contributions to the teaching mission of the college by providing appropriate leadership to the teaching faculty and students.
  3. Scholarship is defined as a desire for knowledge and skills and willingness to pursue it. The scholarship of teaching and learning involves the development, application and improvement of pedagogical practices of teaching, particularly as it concerns issues of student learning. It also involves the sharing of ideas and strategies with colleagues within the college and the education community.

4. Academic citizenship is the engagement in college and community activities. Academic citizenship is membership in an academic institution to which the individual gives allegiance, and makes a commitment to uphold its mission and goals. As a member of the academic community the faculty member provides service linked to their discipline and expertise.

#### Criteria for Rank:

##### Assistant Professor:

##### A. Credentials:

In order to qualify for the rank of assistant professor, the faculty member must possess a master's degree in nursing or her/his discipline.

If the faculty member is a nurse, the individual must also possess an R.N. licensure in Ohio.

##### B. Professional Experience:

In addition to such credentials, the Teaching Faculty members will have had a minimum of three years of full-time teaching or its equivalent and sufficient diversified professional experience to support effective teaching.

Administrative faculty members by the very nature of their appointments will be at least at this level of rank.

##### C. Professional Competence:

- Demonstrates evidence of participation in course development.
- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content and context.
- Uses information technologies skillfully to support the teaching-learning process.
- Shows enthusiasm for teaching, learning and one's own discipline that inspires and motivates students.
- Uses personal attributes (i.e. caring, confidence, patience, integrity and flexibility) that facilitate learning.
- Serves as a role model of one's own discipline.
- Identifies individual learning styles and unique learning needs of the multicultural adult and at-risk learners.
- Demonstrates knowledge of curriculum development including identifying course outcomes, developing competency statements, writing learning objectives and selecting appropriate learning activities and evaluation strategies.

D. Scholarship:

The faculty member must demonstrate evidence of course development, assessment of student learning, and teaching methods that foster the transfer of knowledge and skills to students. Scholarly activities would occur within the faculty member's own course.

E. Academic Citizenship:

The faculty member must satisfactorily fulfill the duties and responsibilities of a faculty member in the area of academic citizenship, demonstrated by sustained involvement in College and community activities. Examples of academic citizenship at the Assistant level might include:

- Participation on Task Force, Committees
- Student Advising
- Mentoring faculty, teaching assistants
- Learning community
- Student Services

Associate Professor:

A. Credentials:

In order to qualify for the rank of associate professor, the faculty member must possess a master's degree in nursing or her/his discipline and/or an earned doctorate.

If the faculty member is a nurse, the individual must also possess an R.N. licensure in Ohio.

B. Professional Experience:

In addition to such credentials, the Teaching Faculty members will have had a minimum of six years of full-time teaching or its equivalent, three of which are in the Good Samaritan College of Nursing and Health Science.

C. Professional Competence:

- Demonstrates evidence of a leadership role in course development.
- Demonstrates enhancement in teaching-learning assessments and pedagogical principles
- Engages in self-reflection and continued learning to improve teaching practices.
- Models critical and reflective thinking.

- Ensures that the curriculum reflects institutional philosophy and mission, current discipline trends, community and societal needs so as to prepare graduates for practice in a complex, dynamic, multi-cultural health care environment.
- Grounds teaching strategies in educational theory and evidence-based teaching practices.

D. Scholarship:

The faculty member must demonstrate effective teaching in innovative learning environment that supports diverse student groups, evaluation of learning outcomes, and leadership roles in curriculum and instruction. Scholarly activities would be conducted at the institutional level and/or within the faculty member's own discipline.

E. Academic Citizenship:

The faculty member must demonstrate initiative in supporting the mission and goals of the College, as evidenced by taking a leadership role in the college and community service. Examples of academic citizenship at the Associate level could include:

- Chair committees or task force
- Academic projects
- Service projects

Professor:

A. Credentials:

In order to qualify for the rank of professor, the faculty member must possess an earned doctorate.

If the faculty member is a nurse, she/he must possess a Bachelor of Science degree in nursing, a master's degree in nursing and R.N. licensure in Ohio.

In certain circumstances, faculty who demonstrate exceptional teaching combined with outstanding scholarship may be eligible for full professorship.

B. Professional Experience:

In addition to such credentials, the Teaching Faculty members will have had a minimum of ten years of full-time teaching or its equivalent, six of which are in the Good Samaritan College of Nursing and Health Science.

C. Professional Competence:

- Demonstrates a leadership role in Program development and outcomes.
- Models professional behaviors for learners, including but not limited to, involvement in professional organizations, engagement in life-long learning activities, and dissemination of information through publications, presentations and advocacy.
- Uses current literature to develop evidence-based assessment and evaluation practices.
- Provides leadership in the shaping of educational policies and approaches.
- Assumes a leadership role in various levels of institutional governance.
- Provides leadership in the parent institution as well as in the college to enhance the visibility of one's discipline and its contribution to the academic community.

D. Scholarship:

The faculty member must demonstrate enhancements in teaching-learning assessments, studies of teaching strategies or new applications of discipline related knowledge or pedagogy, and professional role modeling by promoting programs for life long learning or providing leadership in the shaping of educational policies and approaches. Scholarly activities would involve the education community and would not be limited to the scholarship of teaching and learning, but could involve other areas of scholarship such as integration, application and discovery.

E. Academic Citizenship:

The faculty member must demonstrate distinguished faculty leadership and devoted service to the mission and goals of the college and community. These include but are not limited to:

- Mentor faculty in advancement of academic rank or certification
- Source and model for direction, guidance and inspiration
- Leadership in the community, such as service on Boards, leader in professional organizations, consultation and collaborative partnerships

Adjunct Faculty:

Faculty members hired on a course-by-course term contract basis, and with no committee responsibilities or student advising responsibilities, shall be designated Adjunct Faculty. Their contracts may cover a semester, term, summer session or academic year or other specific arrangement. Adjunct Faculty must be academically and experientially qualified for the appointed position.

## Faculty Appointment:

Faculty appointments are made annually for each academic year. Faculty members who have attained the rank of Associate Professor or Professor are entitled to an expectation of an annual renewal of their contract.

New appointments will be made according to the portfolio developed during the candidate selection process. Curriculum vitae or resume, job application and references at the least will be utilized in the establishment of rank. New appointments will be made at the Instructor and Assistant Professor rank. The candidate's portfolio will be reviewed by the Academic Rank and Promotion Sub-Committee as requested by the Dean of Academic Affairs or if the rank of Assistant Professor is being considered as a result of "equivalent and sufficient diversified experience to support effective teaching". The Committee will make its recommendation of rank to the Dean of Academic Affairs. An alternate rank may be appointed at time of hiring by the-Dean of Academic Affairs. The candidate must not only have satisfied the definition of credentials for the rank and the required years of teaching, but also must have satisfied the criteria.

## Promotion of Rank:

Advancement of rank is not automatically conferred, but is dependent on evidence of growth in professional competence and enhanced service to the College. Promotion of rank is based upon the recognition of past achievements and the judgment that this achievement will continue in the future. The candidate will complete a portfolio that is a record of teaching, service, and professional practice activities of the faculty member from time of initial employment or last promotion to the present. This portfolio will represent the faculty member in the promotion process, providing evidence of professional competence, scholarship, and academic citizenship sufficient to justify the requested rank.

It is the responsibility of the faculty member to apply for promotion of rank and compile the appropriate data in her/his portfolio. Faculty members may apply for promotion of rank at any time during the academic year. The faculty member will seek guidance from her/his Department Chair or immediate supervisor for consideration in the development of this portfolio. The portfolio will be submitted to the Faculty Development Committee for further processing.

The Academic Rank and Promotion Committee, an ad hoc subcommittee of the Professional Development Committee, will be established to review portfolios of faculty requesting advancement in academic rank and for granting rank for potential faculty positions. The committee will be appointed by the Dean of Academic Affairs and members will serve a two year term beginning in May of the odd years. The committee will be composed of three faculty peers, at the level of Associate Professor or higher, and will recommend to the Dean of Academic Affairs within 30 days of receiving the portfolio whether the portfolio evidence demonstrates credentials and criteria to support the requested academic rank. Promotions will coincide with annual contracts each year or at the discretion of the Dean of Academic Affairs.

## Maintenance of Rank

Faculty members are expected to demonstrate continued growth and achievements in professional competency, scholarship, and academic citizenship consistent with their current academic rank. Faculty portfolios will be reviewed by the respective Department Chair on a biennial basis during the performance appraisal process to ensure compliance with the academic rank criteria. Faculty not demonstrating achievement of rank will be expected to develop plans to demonstrate the required competencies within a specified time period. Failure to sustain rank performance may result in forfeiture of pay differential, reduction in rank, or the right of annual contract renewal.

## Reduction of Rank

Faculty members may request reduction of rank for professional or personal reasons. Requests will be submitted in writing to the respective Department Chair. The Dean of Academic Affairs will give final approval for reduction of rank, and will authorize changes in the Faculty Appointment Agreement, pay differential, and other official college documents as needed.

## Compensation:

TriHealth policies and procedures regarding performance appraisals and compensation will be followed.

## General Statement on Criteria:

Of primary importance is the criterion of professional competence. Also vital is scholarship and academic citizenship. Many of these factors will be documented and supported through annual performance appraisal evaluation, but evidence is not limited to that process.

## References

- Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass Publishers.
- Glassick, C.E., Huber, M.T., & Maeroff, G.I. (1997). *Scholarship assessed*. San Francisco: Jossey-Bass Publishers.
- National League for Nursing (2005). *Core competencies of nurse educators*. www.nln.org.

Approved By: \_\_\_\_\_ Date: 08/31/09

Effective Date: 08/31/09

Review/Revision Dates: 5/09, 8/09

Responsible Committee: Faculty Senate/Professional Development

Good Samaritan College of Nursing and Health Science

Cincinnati, OH

**Guidelines for an Academic Rank Promotion Portfolio**

**General Criteria for Promotion in Rank**

| Rank       | Professional Competence  | Scholarship  | Academic Citizenship   |
|------------|--|--|--|
| Instructor | <p>Demonstrates an understanding of the process for course development.</p> <p>Practices skilled oral, written and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts.</p> <p>Demonstrates interest and respect for learners.</p> <p>Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes.</p> <p>Provides timely, constructive and thoughtful feedback to learners.</p> <p>Implements curricular revisions using appropriate change theories and strategies.</p> <p>Models cultural sensitivity.</p> <p>Demonstrates a commitment to life-long learning.</p> <p>Integrates the values of respect, collegiality, professionalism and caring to build an organizational climate that fosters the development of students and faculty.</p> | <p>Must demonstrate competency beyond the basic practice of the discipline</p> | <p>Must regularly attend all required College activities</p> |

|                     |   |  |   |
|---------------------|---|--|---|
|                     |   |  |   |
| Assistant Professor | <p>Demonstrates evidence of participation in course development.</p> <p>Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content and context.</p> <p>Uses information technologies skillfully to support the teaching-learning process.</p> <p>Shows enthusiasm for teaching, learning and one's own discipline that inspires and motivates students.</p> <p>Uses personal attributes (i.e. Caring, confidence, patience, integrity and flexibility) that facilitate learning.</p> <p>Serves as a role model of one's own discipline.</p> <p>Identifies individual learning styles and unique learning needs of the multicultural adult and at-risk learners.</p> <p>Demonstrates knowledge of curriculum development including identifying course outcomes, developing competency statements, writing learning objectives and selecting appropriate learning activities and evaluation strategies</p> | <p>The faculty member must demonstrate evidence of course development, assessment of student learning, and teaching methods that foster the transfer of knowledge and skills to students.</p> <p>Scholarly activities would occur within the faculty members own course.</p> | <p>The faculty member must satisfactorily fulfill the duties and responsibilities of a faculty member in the area of academic citizenship, demonstrated by sustained involvement in College and community activities. Examples of academic citizenship at the Assistant level might include:</p> <p>Participation on Task Force, Committees<br/>Student Advising<br/>Mentoring faculty, teaching assistants<br/>Learning community<br/>Student Services</p> |
| Associate Professor | <p>Demonstrates evidence of a leadership role in course development.</p> <p>Demonstrates enhancement in teaching-learning assessments and pedagogical principles</p> <p>Engages in self-reflection and continued learning to</p>  | <p>The faculty member must demonstrate enhancements in teaching-learning assessments, studies of teaching strategies or new applications of discipline related knowledge or pedagogy, and professional role</p>  | <p>The faculty member must demonstrate initiative in supporting the mission and goals of the College, as evidenced by taking a leadership role in the college and community service. Examples of academic citizenship at the Associate level could</p>  |

|           |  |   |  |
|-----------|--|---|--|
|           | <p>improve teaching practices.<br/>Models critical and reflective thinking.<br/>Ensures that the curriculum reflects institutional philosophy and mission, current discipline trends, community and societal needs so as to prepare graduates for practice in a complex, dynamic, multi-cultural health care environment.<br/>Grounds teaching strategies in educational theory and evidence-based teaching practices.</p>   | <p>modeling by promoting programs for life long learning or providing leadership in the shaping of educational polices and approaches.<br/>Scholarly activities would involve the education community and would not be limited to the scholarship of teaching and learning, but could involve other areas of scholarship such as integration, application and discovery.</p>  | <p>include:<br/><br/>Chair committees or task force<br/>Academic projects<br/>Service projects</p>   |
| Professor | <p>Demonstrates a leadership role in Program development and outcomes.<br/>Models professional behaviors for learners, including but not limited to, involvement in professional organizations, engagement in life-long learning activities, and dissemination of information through publications, presentations and advocacy.<br/>Uses extant literature to develop evidence-based assessment and evaluation practices.<br/>Provides leadership in the shaping of educational policies and approaches.<br/>Assumes a leadership role in various levels of institutional governance.<br/>Provides leadership in the parent institution as well as in the college to enhance the visibility of ones discipline and its contribution to the academic community.</p> | <p>The faculty member must demonstrate enhancements in teaching-learning assessments, studies of teaching strategies or new applications of discipline related knowledge or pedagogy, and professional role modeling by promoting programs for life long learning or providing leadership in the shaping of educational polices and approaches.<br/>Scholarly activities would involve the education community and would not be limited to the scholarship of teaching and learning, but could involve other areas of scholarship such as integration, application and discovery.</p> | <p>The faculty member must demonstrate distinguished faculty leadership and devoted service to the mission and goals of the college and community. These include but are not limited to:<br/><br/>Mentor faculty in advancement of academic rank or certification<br/>Source and model for direction, guidance and inspiration<br/>Leadership in the community, such as service on Boards, leader in professional organizations, consultation and collaborative partnerships</p> |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

### **General Statement on Criteria:**

Of primary importance is the criterion of professional competence. Also vital is scholarship and academic citizenship. Many of these factors will be documented and supported through annual performance appraisal evaluation, but evidence is not limited to that process

#### **A. Professional Competence in Teaching/Academic Administration (70%):**

1. Professional Competency possesses the knowledge, skills and values to facilitate students' learning and the ability to develop and socialize students in a spirit of diversity. Demonstration of competency is reflected in the expertise in one's discipline and in being an advocate, advisor and counselor for students, as well as acting as a mentor and role model for students and new faculty.

The attributes and qualifications which should be demonstrated and documented in assessing teaching effectiveness and professional development and service to the students include, but are not limited to:

- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives and selecting appropriate learning activities and evaluation strategies.
- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content and context.
- Implements strategies for assessment of student learning.
- Uses information technologies skillfully to support the teaching-learning process.
- Shows enthusiasm for teaching, learning and one's own discipline that inspires and motivates students.
- Uses personal attributes (i.e. Caring, confidence, patience, integrity and flexibility) that facilitate learning.
- Serves as a role model of ones own discipline
- Participates in activities designed to improve teaching and/or to enhance command of subject, such as attending workshops, conferences or special courses seeking advanced degrees
- Participates in academic advising and/or tutoring of students
- Participates in Peer review
- Mentors new faculty
- Demonstrates a commitment to life-long learning

2. Competence for academic administrators includes professional contributions to the teaching mission of the College by providing appropriate leadership to the teaching faculty and students. This may include formal and informal teaching.

The attributes and qualifications which should be demonstrated and documented in assessing teaching effectiveness and professional development and service to the faculty and students include, but are not limited to:

- Command of subject in one's administrative field and/or chosen discipline
- Logical, imaginative leadership with the faculty and students relating to one's administrative field
- Ability to provoke and broaden faculty and students understanding of academic matters
- Ability to interrelate the various components that work together to create a sound academic environment
- Fairness, industry and objectivity in administering
- Vision and leadership in directing activities designed to develop curriculum and/or adjust curriculum with the College
- Ability to assist faculty and students relating to academic needs
- Involvement in activities designed to improve one's performance and/or enhance command of subject matter
- Demonstrated ability to teach in a formal as well as informal setting

B. Scholarship (15%):

Scholarship is defined as a desire for knowledge and skills and willingness to pursue it. The scholarship of teaching and learning involves the development, application and improvement of pedagogical practices of teaching, particularly as it concerns issues of student learning. It also involves the sharing of ideas and strategies with colleagues within the college and the education community.

C. Citizenship (15%)

Academic citizenship is the engagement in college and community activities. Academic citizenship is membership in an academic institution to which the individual gives allegiance, and makes a commitment to uphold its mission and goals. As a member of the academic community the faculty member provides service linked to their discipline and expertise.

## **Portfolio Organization**

A title page and table of contents introduces the promotion portfolio. The title page contains the title of the document, i.e., "Promotion Portfolio", name and current rank of the faculty member, date of submission and current assignment. The table of contents lists the entries presented in the document and the pages on which they appear.

The first section of the portfolio provides a brief history and curriculum vitae of the candidate. This section also contains the faculty member's letter confirming her/his desire to enter the promotion process. Letters of recommendation from the Department Chair or immediate supervisor and other letters of recommendation on the candidate's promotion are also included.

### **Content:**

The three major sections of the promotion portfolio are the documentation of Professional Competence, Scholarship and Academic Citizenship.

### **Documentation of Professional Competence:**

The documentation of professional competence in the promotion portfolio should at least include Department Chair or immediate supervisor evaluations, pay-for-performance evaluations, student evaluations, peer evaluations and other types of support of the faculty member's efforts.

Peer evaluations and letters from faculty members and colleagues who know the teaching abilities of the faculty member will be solicited by the faculty member requesting consideration for promotions of academic rank.

Student evaluations include a quantitative summary of the faculty member's classroom (and laboratory) performance and a list of qualitative statements regarding the faculty member's teaching. Solicited letters of support from students may also be included.

Other support includes unsolicited letters of other types of written comments. Entries may be from students, parents, or colleagues who know the candidate's ability to work with students in and out of the classroom.

### **Documentation of Scholarship:**

The documentation of scholarly activities includes evidence of the faculty member's commitment to her/his profession. Professional membership and activities are

documented. Evidence of continued education for excellence in teaching or the profession should be provided. Solicited and unsolicited letters or other types of written comments are included. Evidence of research, studies, speeches and professional consultation may be used.

**Documentation of Academic Citizenship:**

This section of the promotion portfolio concerns documentation of academic citizenship. This section lists the faculty member's service contribution to the College and to the community.

The activities under each heading denote the individual and group service activities in which the faculty member has been involved. Solicited and unsolicited letters or other types of written comments are included.