

ATCN Evidences for Appointment, Promotion and Tenure

Narrative

- The DOE will be a determinant of the faculty member's evaluation in each of the mission areas.
- Consideration will also be given to the unit of assignment in terms of research resources and instructional requirements
- Required and expected evidences are indicated. Additional evidences contributing to high merit are provided to be illustrative and are not listed in any particular order. It is not expected that candidates will demonstrate all additional evidences. In all cases, both the quality and the quantity of the contributions will be considered.

Special Title Series

Rank	Must demonstrate (CHS criteria) Evidences (Administrative regulations criteria)	
Assistant Professor	<ul style="list-style-type: none"> • Educational/degree attainment appropriately related to area of appointment • Professional certification (if appropriate) • Demonstrated potential for excellence in teaching • Clinical competence (as appropriate) • Evidence of substantive professional participation with potential for growth in professional/scholarly recognition 	<p><i>Required</i></p> <ul style="list-style-type: none"> • Minimum of terminal degree in field or a related area or a timeline for completion of terminal degree. • Licensure, certification or specialization as appropriate <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> • Capability for excellent instruction as measured by documented teaching experiences. <p><i>Additional evidences</i></p> <ul style="list-style-type: none"> • Documentation of clinical practice competence if clinical work is a focus (e.g., supervisor evaluations, awards, patient evaluations, productivity, clinical educator evaluations or advanced certification) • Student admissions, advising and recruitment; curriculum coordination and development. • Capability for growth in scholarly activity as assessed by research experience, publications, or presentations. • Contributions to local or state professional settings (e.g., professional organizations, clinics, businesses) • Demonstrated commitment to pursue higher degree or specialty certification/advanced training as needed and agreed upon in initial negotiation and documented in DOE. • Demonstrates innovations in clinical program and outstanding engagement with clinical community.
Associate Professor	<p>Meets the criteria for assistant professor, plus:</p> <ul style="list-style-type: none"> • Demonstrates high achievement in the areas of teaching, advising and other instructional activities • Demonstrates significant contributions in professional, university and public service • Is recognized for professional and scholarly activities. 	<p><i>Required</i></p> <ul style="list-style-type: none"> • Demonstrated progress in pursuit of higher degree or specialty certification/advanced training (as agreed upon in initial negotiation and ongoing consultation with chair). <p>Teaching, Advising and Other Instructional Activities</p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> • Demonstrate evidence of continuous improvement in abilities related to teaching, advising and mentorship of students as evidenced through teaching portfolio and CV • Recognition of teaching abilities through student evaluations, teaching awards, commendations, peer evaluations, or invited consultations and presentations <p><i>Additional evidences</i></p> <ul style="list-style-type: none"> • Teaching contributions in educational programs outside of primary appointment (interprofessional contributions) • Educational contributions to other professionals and community members (e.g., continuing education, invited presentations, workshops, and demonstrations) • Contributions to teaching mission within program; curriculum development • Contributions to diversity, equity, and inclusion • Participation in doctoral programs through instruction, mentoring and doctoral committee participation as appropriate. • Participation in accreditation activities related to own program as appropriate • Demonstrates growth and innovations in clinical program, and outstanding engagement with clinical community. <p>Professional and Scholarly Activity</p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> • Peer reviewed or non-peer reviewed publications or presentations at professional conferences <p><i>Additional evidences</i></p> <ul style="list-style-type: none"> • Participation in grants • Mentoring students in research/scholarship • Development and dissemination of manuals, chapters, multimedia programs, clinical education innovations in support of teaching and professional practice. • Development and dissemination of professional practice innovations (if applicable) such as

		<p>innovative approaches to examination and intervention, patient care organizational strategies.</p> <ul style="list-style-type: none">• Reviewer for journals• Professional commendations/awards• Recognition via interviews, broadcasts, print media, podcasts or social media• Publications, presentations, grant activities, creative projects, white papers, clinical or educational guidelines.• Scholarly collaborations at department, college or university levels• Participation in accreditation activities related to own program or to the profession (e.g., accreditation site visitor, appointment to review of accreditation standards, or self-study reviewer)• Demonstrates growth and innovations in clinical program, and outstanding engagement with clinical community.• Contributions to diversity, equity, and inclusion <p>Service</p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none">• Participation in Department/College/University committees, task forces, governance bodies• Participation in community activities related to professional expertise and the University mission.• Contributions to relevant state, regional or national professional organizations, task forces, or boards (e.g., licensure, accreditation, self-study reviewer, site visitor)• Contributions to diversity, equity, and inclusion
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Rank	Must demonstrate (CHS criteria)	Evidences
Professor	<p>Meets the criteria for associate professor, plus:</p> <ul style="list-style-type: none"> • Demonstrates high achievements in the areas of teaching, advising and other instructional activities • Demonstrates significant contributions in professional, university and/or public service • Has earned external recognition for excellence in professional, educational, and/or scholarly activities. • Recognition should be on a regional or national level in the field of assignment. 	<p><i>Required</i></p> <ul style="list-style-type: none"> • Doctoral level degree in profession or related field <p>Teaching, Advising and Other Instructional Activities</p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> • Demonstrates evidence of continuing improvement in abilities related to teaching, advising and mentorship of students as evidenced through teaching portfolio and CV • Recognition of teaching expertise through student evaluations, teaching awards, commendations, or invited consultations and presentations • Demonstrated mentorship of faculty, staff and students in teaching <p><i>Additional evidences</i></p> <ul style="list-style-type: none"> • Recognized teaching contributions to educational programs outside of primary appointment (interprofessional contributions) • Recognized educational contributions to other professionals and community members (e.g., continuing education, invited presentations, workshops, and demonstrations). • Mentorship of graduate or professional students to thesis/research project completion • Relevant contributions to assessment programs (e.g., overall curriculum assessment, graduate outcomes, student learning outcomes, clinical outcomes). • Leadership role in teaching mission (e.g., Director of Graduate Studies, Director of Undergraduate Studies, Program/Unit Director, Director of Professional Studies, Admissions Director, Curriculum Chair/Coordinator, Accreditation Self-study Coordinator, Director of Clinical Education) • Significant contribution in accreditation activities related to own program or to the profession (e.g., accreditation site visitor, appointment to review of accreditation standards, or self-study reviewer) • Contributions to diversity, equity, and inclusion • Major role in substantial curriculum revision or development of new educational programs/initiatives • Administrative role in Program, Department, College, University which results in substantial advancement of the teaching mission. • Demonstrates evidence of continued improvement, excellence, and innovations in clinical program, and outstanding engagement with clinical community. <p>Professional and Scholarly Activity</p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> • Peer reviewed publications • Presentations at national and/or international conferences <p><i>Additional evidences</i></p> <ul style="list-style-type: none"> • Participation in research grants • Author of book chapters in field or white paper • Citations of work • Development and dissemination of innovative teaching technologies (e.g. multimedia programs) • Contributions to diversity, equity, and inclusion • Professional commendations/awards • Reviewer for journals or book • Grant review panel • Demonstrated mentorship of faculty, staff and students in research/scholarship • Scholarly collaborations at dept/college/university levels • Recognition via regional, national or international interviews/broadcasts/print media, podcasts or social media • Copyrights, intellectual property • Creation of professionally recognized clinical or educational guidelines. <p>Service</p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> • Participation in University committees, task forces, governance bodies • Leadership role at the University, college, or professional level • Substantial participation in community activities related to professional expertise and mission of the University. • Contributions to national or international professional organizations, task forces, boards • Contributions to diversity, equity, and inclusion