University of Vermont  
College of Nursing and Health Sciences  

Reappointment, Promotion, and Tenure Guidelines  
Tenure/Tenure Track Faculty  
(Revised May 8, 2018)  

Passed by Majority Electronic Vote of the Faculty (5/18/18)  
Office of the Provost: Received 5/18/18; Approved pending minor revisions 8/31/18  
Passed by majority in person ballot during CNHS Faculty Meeting 12/08/2018  
Updated 01/16/2019 to reflect discussion at the CNHS Faculty Meeting  
Passed by majority of faculty in on line ballot 1/25/19  
Approved by Provost’s Office 2/6/19

This document elaborates on the essential criteria for reappointment, promotion, and tenure as outlined in the current Agreement between The University of Vermont and the United Academics (Agreement) and consistent with the mission and vision of the College of Nursing and Health Sciences (CNHS), by providing examples of the evidence of attainment necessary for the discipline. The following subsections provide a framework of criteria and standards for evaluation within which judgments regarding the achievements, accomplishments, and future potential of the candidate can be made and which adheres to the philosophy and mission of the College of Nursing and Health Sciences.

CNHS recognizes Boyer’s (1990) model that scholarship can have different purposes and goals. It includes: (1) the scholarship of discovery, the generation of new knowledge through original research; (2) the scholarship of integration, which seeks interprofessional connections, interprets knowledge from a variety of perspectives, and brings new insights through integration of scholarly evidence; (3) the scholarship of application, as the dynamic use of knowledge to help solve individual and societal problems; and (4) the scholarship of teaching, which transforms and extends knowledge as well as transmitting it. CNHS recognizes the value of each of these areas of scholarly contribution across the spectrum of activities of the teacher-scholar at UVM.

Reasonable flexibility should be exercised in assessment of performance, taking into consideration the faculty member’s academic rank, assigned workload, self-assessment and progress on goals, professional development efforts and any special considerations. It is expected that assigned workloads and faculty goals will provide the candidate the opportunity and direction to meet the criteria for reappointment, promotion, and tenure.

1. Appointment  
Primary responsibilities are in teaching, advising, service and scholarship for the tenured/tenure track faculty member. Workload shall be established per the provisions of the Agreement.

2. Expectations and Responsibilities:  
   An overarching expectation and responsibility of a faculty member is a commitment to the values of “Our Common Ground.” A second overarching expectation and responsibility of a faculty member is a commitment to continued development and application of practices that foster diversity and inclusion. This expectation is not dedicated to a single category of work (e.g., teaching, advising, scholarship, clinical practice, etc.), however, a faculty member should demonstrate this commitment in at least one area of work per year. (see Appendix A).

2.1. Teaching  
A tenured/tenure track faculty member is expected to be an effective teacher. Faculty are expected to have expertise in the subject specialty, the ability to create a positive learning environment, skill and competence, and a vital interest in teaching and working with students. Teaching effectiveness is evaluated with a set of indicators consistent with the Agreement. Criteria for meeting expectations and demonstrating major contributions in these indicators as well as sources of evidence, are detailed in Appendix B.

Assigned duties may include:
• teaching in a variety of settings using multiple modalities
• evaluating students’ learning and progress in classroom and/or clinical settings
• being available to students (through office hours, emails, or by appointment) for consultation on course related issues
• participating in course and curriculum evaluation and development
• mentoring/advising independent studies/research

2.2. Academic Advising
A tenured/tenure track faculty member is expected to be an effective advisor, which is evaluated by a set of indicators consistent with the Agreement. Criteria for meeting expectations and major contributions in each of these indicators, as well as sources of evidence, are detailed in the Appendix B.

Assigned duties include:
• being available to students (through office hours, emails, or by appointment) for advising related issues
• providing information on professional careers
• providing information on University/Department courses, policies, processes, and procedures

2.3. Service
Tenured/tenure track faculty members are expected to participate in service relating to the Department, College, or University. This may include: academic or department committees, union activities, community outreach, student organizations or clubs; and community, state, regional, national, or international organizations relevant to the faculty member’s teaching or scholarship (e.g., accrediting agencies, boards, professional organizations). Candidates are expected to serve their profession in capacities such as journal manuscript reviewer, grant application reviewer, and as a proactive member of professional societies. In some disciplines, a tenured/tenure track faculty member may be expected to engage in clinical practice. Faculty may also provide service through effective participation in community, state, national, or international outreach or other endeavors relevant to their professional discipline (see service section of appendix B).

A faculty member’s commitment to service is demonstrated by participation in a variety of service-related activities with development of leadership in selected activities over time. The criteria for meeting expectations and major contributions, as well as sources of evidence, are listed in Appendix B.

2.4 Scholarship
A tenured/tenure track faculty member is expected to demonstrate sustained and quality scholarly productivity which is an essential criterion for promotion, reappointment and tenure (Agreement). Criteria for meeting expectations and major contributions, as well as sources of evidence, are detailed in Appendix B. As noted in the Agreement, “Substantial and sustained scholarship/research/creative activity of high quality is an essential criterion for reappointment, promotion and tenure.”

Primary forms of scholarship in CNHS are demonstrated through the dissemination of scholarly work. This includes publication of refereed scholarly work in quality journals, books published by highly regarded presses, and presentations. Competitive extramural and/or intramural grants which advance, integrate, apply, and/or transform knowledge are expected. It is the faculty member’s responsibility to substantiate the impact of publications, presentations, and funding. Other scholarly activities are an expectation, but do not replace the primary forms of evidence.

Funding for scholarly activities enhances the productivity and stature of the individual scholar and the University of Vermont. While funding activities may include internal grants and applications, faculty members are expected to seek extramural funding in support of their scholarship from federal institutes and agencies, foundations and other non-profit organizations (start-up funds are excluded). Efforts to do so are
recognized as evidence of quality scholarly activity and success in acquiring extramural funding via juried competitions will be treated as evidence that a scholar’s work and methods have been positively evaluated by scholarly peers. At the same time, failure to secure such extramural funding will not be an indication of not meeting the performance expectation in the area of scholarship. It is expected, however, that a quality proposal was submitted, as evidenced by the feedback received even if not funded. Faculty are responsible to provide documentation of feedback and any other evaluations of grant funding proposals.

Scholarship Expectations:
- publishing scholarly work in professional journals, books
- presenting scholarly work
- submitting grants (internal and/or extramural) for funding or conducting funded research
- contributing to the research field by engaging in other scholarly activities (for example, non-refereed publications, abstracts, editorials/commentaries, video products, editorial roles, reviewer)

3. Reappointment, Promotion, and Tenure:
Decisions regarding reappointment, promotion and tenure shall be based upon the performance in all areas of responsibility commensurate with the position and the workload as per the provisions of the Agreement. The performance evaluation should cover the previous qualifying years. The chair or the evaluator shall take into consideration the faculty member’s self-assessment, professional development efforts, and any special circumstances.

ASSISTANT PROFESSOR

First Reappointment

Teaching, Advising and Service:
Meeting Expectations in 50% of the prime indicators in Teaching and advising; and 100% in Service commensurate with assigned workload (see section 2.3) as set forth in Appendix B.

Scholarship:
The faculty member must demonstrate the development and implementation of a program of scholarship through dissemination of findings in reputable, peer-reviewed publications, presentations at national or international meetings, and efforts to obtain internal or external funding. Typically, application for the 1st reappointment at Assistant Professor rank occurs at the beginning of the second year since the initial faculty appointment at UVM. If the timeline of the application differs from this typical timeline, the criteria outlined below shall remain the same.

The following criteria in publication, presentations, funding and other scholarly activities represent a successful faculty candidate with a balanced performance in all areas and can be used to judge the person’s degree of success. Weighting among these categories should be considered based on each candidate’s strengths and workload distributions. The candidate needs to build the case in support of scholarly activities. For example, if the candidate secured internal/extramural funding, the expectations on publication and presentation may be adjusted to one product in any one of the two categories.

• Publications: At least one publication of any authorship since the initial appointment. Examples include, but not limited to: Refereed journal publication; Book or book chapter including instructional material.
• Presentations (invited or refereed). At least one scholarly presentation (local, national and/or international) with significant contribution (e.g., being the lead/co-author, the primary mentor, or the principal investigator) since the initial appointment. Presentations must demonstrate an ongoing program of scholarship.
• Funding Activity: At least one grant/funding activity since the initial appointment. The grant-related activities include but are not limited to: Submission or resubmission of external and/or internal grants in support of scholarship; Conduction of or participation in funded research, which may include, but is not limited to: internal/external grants, endowments, stipends, contracts, cooperative agreements, etc.) If the funding lasted multiple years, each year being funded is counted as one activity.
Other scholarly activities. At least one activity since the initial appointment. Examples include, but are not limited to, non-refereed publications, published abstracts, editorials/commentaries, video products, editorial roles, reviewer, etc.

As applicable to the underlined categories listed above, describe your commitment to continued development and application of practices that foster diversity and inclusion. This expectation is not dedicated to a single category of work (e.g., teaching, advising, scholarship, clinical practice, etc.), however, a faculty member should demonstrate this commitment in at least one area of work per year.

Second Reappointment:

Teaching, Advising and Service:
Meeting Expectations in 75% of the prime indicators in Teaching and advising; and 100% of the prime indicators in Service as set forth in Appendix B since the last reappointment, including the year of review.

Scholarship:
The faculty member must demonstrate development and implementation of a program of scholarship through continued dissemination of findings in reputable, peer-reviewed publications, presentations at national or international meetings, and efforts to obtain internal or external funding. Typically, application for the 2nd reappointment at Assistant Professor rank occurs at the beginning of the fourth year since initial appointment at UVM. If the timeline of the application differs from this typical timeline, the criteria outlined below shall remain the same.

The following criteria in publication, presentations, grant/funding and other scholarly activities represent a successful faculty candidate with a balanced performance in all areas (assuming a typical, averaged 45% workload in scholarship), and can be used to judge the person’s degree of success. Weighting among these categories should be considered based on each candidate’s strengths and workload distributions. The candidate needs to build the case in support of scholarly activities. For example, if the candidate secured internal/extramural funding, the number of publications or presentations may be fewer.

- Publications (examples include, but not limited to: Refereed journal publication; Book or book chapter (including instructional materials): At least two publications in previous two years, one of which is with major contribution (e.g., being the lead/co-author, the primary mentor, or the principal investigator in a journal of recognized significance) or high impact.
- Presentations (invited or refereed): At least two scholarly presentations (local, national and/or international) in previous two years, and one of these presentations should be with major contribution (e.g., being the lead/co-author, the primary mentor, or the principal investigator). Presentations must demonstrate an evolving program of scholarship.
- Funding Activity (examples include, but not limited to: Submission or resubmission of grants in support of scholarship; Conduction of or participation in funded research, which may include, but is not limited to: internal/external grants, stipend contracts, cooperative agreements, endowments etc.): At least two funding activities in previous two years. If the funding lasted multiple years, each year being funded is counted as one activity (for example, a three-year grant is equivalent to three grant-related activities over the funded three-year period). At least ONE of the two grant activities is an external grant application as PI/Co-PI or funding as a PI/co-PI/collaborator/consultant.
- Other scholarly activities (examples include, but are not limited to, non-refereed publications, published abstracts, editorials/commentaries, video products, editorial roles, reviewer): At least two activities in previous two years.

As applicable to the underlined categories listed above, describe your commitment to continued development and application of practices that foster diversity and inclusion. This expectation is not dedicated to a single category of work (e.g., teaching, advising, scholarship, clinical practice, etc.), however, a faculty member should demonstrate this commitment in at least one area of work per year.
Promotion to Associate Professor with Tenure

Teaching, Advising and Service:
Meeting expectations in ALL prime indicators set forth in Appendix B since the 2nd reappointment, including the year of review. It is expected that the faculty member demonstrate growth across the prime indicators of teaching, advising and service.

Scholarship:
The faculty member must demonstrate significant contribution to the body of knowledge, through a program of scholarship. While new collaborations are strongly encouraged, prior collaborations will be recognized. It is incumbent on the faculty to demonstrate an increasingly independent contribution. This can be demonstrated through dissemination of findings in reputable, peer-reviewed publications; presentation at national or international meetings; ongoing efforts to obtain external and/or internal funding; and a majority of favorable reviews by external evaluators. Typically, application for promotion from Assistant to Associate Professor rank occurs at the beginning of the sixth year since initial appointment at UVM. If the timeline of the application differs from this typical timeline, the criteria outlined below shall remain the same.

The following criteria in publication, presentations, funding and other scholarly activities represent a successful faculty candidate with a balanced performance in all areas (assuming a typical, averaged 45% workload in scholarship over the years since initial appointment at the Assistant professor rank), and can be used to judge the person’s degree of success. Weighting among these categories should be considered based on each candidate’s strengths and workload distributions. The candidate needs to build the case in support of scholarly activities. For example, if the candidate secured extramural funding, the number of publications or presentations may be fewer.

- Publications (examples include, but not limited to: Refereed journal publication; Book or book chapter (including instructional materials): At least five publications since initial appointment at UVM, and at least two of these publications are with significant contribution (e.g., being a lead author, the primary mentor, or the principal investigator), and/or with high impact but not limited to, being widely cited, in a high impact factor journal, or recognized at national and international levels. Recognizing that each discipline has its own ways to define journal impact, the candidate needs to build the case in support of the quality of the publications.
  - While publications reflecting previous research are recognized the candidate must demonstrate that they have initiated and generated new research since their initial appointment at UVM.
- Presentations (invited or refereed): At least five scholarly presentations (invited or refereed) since initial appointment at UVM, and three of these presentations are with significant contribution (e.g., being the lead/co-author, the primary mentor, or the principal investigator) at national level meetings. Presentations must demonstrate an evolving program of scholarship.
- Funding Activity (examples include, but not limited to: Submission or resubmission of grants in support of scholarship; Conduction of or participation in funded research, which may include, but is not limited to: internal/external grants, stipend contracts, cooperative agreements, endowments, etc.): At least five funding-related activities since the initial appointment at UVM. If the funding lasted multiple years, each year being funded is counted as one activity (for example, a three-year grant is equivalent to three grant-related activities over the funded three-year period). At least TWO of the five funding activities must be an EXTERNAL grant application to competitive agencies/organizations as a PI/co-PI/co-Investigator with significant contribution. It is incumbent on the candidate to demonstrate the competitiveness and significance of the external funding agency, the application, and the size of the funding in relation to their current research.
- Other scholarly activities (examples include, but are not limited to, non-refereed publications, abstracts, editorials/commentaries, video products, editorial roles, reviewer): At least five activities since initial appointment. If the scholarly endeavor lasted for multiple years, each year may be counted as one activity.
- Positive review by the majority of external reviewers.
As applicable to the underlined categories listed above, describe your commitment to continued development and application of practices that foster diversity and inclusion. This expectation is not dedicated to a single category of work (e.g., teaching, advising, scholarship, clinical practice, etc.), however, a faculty member should demonstrate this commitment in at least one area of work per year.

ASSOCIATE PROFESSOR

Reappointment for Associate Professor (tenure track) on a probationary basis:
Typically, application for reappointment at Associate Professor rank occurs at the beginning of the 2nd year since initial appointment at this rank at UVM.

Teaching, Advising and Service:
Meeting expectations in ALL prime indicators set forth in the Appendix B. It is expected that the faculty member demonstrate growth during the probationary period across the prime indicators of teaching, advising and service.

Scholarship:
The faculty member must demonstrate significant contribution to the body of knowledge through a program of scholarship. This can be demonstrated through dissemination of findings in reputable, peer-reviewed publications; presentation at national or international meetings; ongoing efforts to obtain external funding.

The following criteria in publication, presentations, grant/funding and other scholarly activities represent a successful faculty candidate with a balanced performance in all areas (assuming a typical 45% workload in scholarship) and can be used to judge the person’s degree of success. Weighting among these categories should be considered based on each candidate’s strengths and workload distributions. The candidate needs to build the case in support of scholarly activities. For example, if the candidate secured extramural funding, the number of publications or presentations may be fewer.

• Publications (examples include, but not limited to: Refereed journal publication; Book or book chapter (including instructional materials): At least one publication submission since initial appointment at this rank at UVM with significant contribution (e.g., being a lead author, the primary mentor, or the principal investigator), and/or with high impact (e.g., but not limited to, being widely cited, in a high impact factor journal, or recognized at national and international levels). Recognizing that each discipline has its own ways to define journal impact, the candidate needs to build the case in support of the quality of the publications.

• Presentations (invited or refereed): At least one scholarly presentation (invited or refereed) since initial appointment at this rank at UVM with significant contribution (e.g., being the lead/co-author, the primary mentor, or the principal investigator) at national level meetings. Presentations must demonstrate an ongoing program of scholarship.

• Funding Activity (examples include, but not limited to: Submission or resubmission of grants in support of scholarship; Conduction of or participation in funded research, which may include, but is not limited to: internal/external grants, stipend contracts or cooperative agreements, endowments etc.): At least one grant/funding-related activity since the initial appointment at this rank at UVM.

• Other scholarly activities (examples include, but are not limited to, non-refereed publications, abstracts, editorials/commentaries, video products, editorial roles, reviewer): At least one activity since the initial appointment at this rank.

As applicable to the underlined categories listed above, describe your commitment to continued development and application of practices that foster diversity and inclusion. This expectation is not dedicated to a single category of work (e.g., teaching, advising, scholarship, clinical practice, etc.), however, a faculty member should demonstrate this commitment in at least one area of work per year.
Tenure for Associate Professor (tenure track) on a probationary basis at Associate Professor Rank

Typically, application for tenure at Associate Professor rank occurs at the beginning of the 3rd year since initial appointment at this rank at UVM. If the timeline of the application differs from this typical timeline, the criteria outlined below shall remain the same.

Teaching, Advising and Service:
Meeting expectations in ALL prime indicators set forth in Appendix B since the 1st reappointment, including the year of review. It is expected that the faculty member demonstrate growth during the probationary period across the prime indicators of teaching, advising and service.

Scholarship: The faculty member must demonstrate significant contribution to the body of knowledge through a program of scholarship. This can be demonstrated through dissemination of findings in reputable, peer-reviewed publications; presentation at national meetings; ongoing efforts to obtain external funding; and a majority of favorable reviews by external evaluators. The following criteria in publication, presentations, funding and other scholarly activities represent a successful faculty candidate with a balanced performance in all areas (assuming a typical, averaged 45% workload in scholarship over the past two years), and can be used to judge the person's degree of success. Weighting among these categories should be considered based on each candidate’s strengths and workload distributions. The candidate needs to build the case in support of scholarly activities. For example, if the candidate secured extramural funding, the number of publications or presentations may be fewer. In the case that the faculty candidate’s percent effort is below or above 45%, the expectation/criteria (publications, grants, etc.) shall be adjusted accordingly.

- Publications (examples include, but not limited to: Refereed journal publication; Book or book chapter (including instructional materials): At least five publications which may include work done prior to appointment at UVM. Upon hire, faculty can negotiate with the Dean for inclusion of publications from prior institutions in the tenure dossier. At least two of these five publications are since initial appointment at the Associate Professor rank at UVM, and at least two of these five publications are with significant contribution (e.g., being a lead author, the primary mentor, or the principal investigator), and/or with high impact (e.g., This may include, but is not limited to, being widely cited, in a high impact factor journal, h-index, or number of citations, (whichever is most applicable), or recognized at national and international levels. Open access journals are acceptable if indexed in a database such as PubMed, MedLine, INSPEC etc.). Recognizing that each discipline has its own ways to define journal impact, the candidate needs to build the case in support of the quality of the publications.

- Presentations (invited or refereed): At least five scholarly presentations (invited or refereed), which may include work done prior to appointment at UVM. Upon hire, faculty can negotiate with the Dean for inclusion of presentations from prior institutions in the tenure dossier. At least two of these five presentations are since initial appointment at the Associate Professor rank at UVM, and three of these five presentations are with significant contribution (e.g., being the lead/co- author, the primary mentor, or the principal investigator) at national or international level meetings. Presentations must demonstrate an evolving program of scholarship.

- Funding Activity (examples include, but not limited to: Submission or resubmission of grants in support of scholarship; conduction of or participation in funded research, which may include, but is not limited to: internal/external grants, stipend contracts, cooperative agreements, endowments etc.): At least five funding-related activities, which may include work done prior to appointment at UVM. Upon hire, faculty can negotiate with the Dean for inclusion of grants from prior institutions in the tenure dossier. At least two of these five funding activities are since initial appointment at the Associate Professor rank at UVM, and at least two of these two grant/funding activities must be an external grant/funding application or funding as a PI/co-PI. If the funding activity lasted multiple years, each year being funded is counted as one activity (for example, a three-year grant is equivalent to three grant/funding-related activities over the funded three-year period). At least THREE of the five funding activities must be an EXTERNAL grant application to competitive agencies/organizations as a PI/co-PI/co-Investigator with significant contribution. It is incumbent on the candidate to demonstrate the competitiveness and significance of the external funding agency, the application, and the size of the funding in relation to their current research.

- Other scholarly activities (examples include, but are not limited to, non-refereed publications, abstracts, editorials/commentaries, video products, editorial roles, reviewer): At least three activities since initial appointment at the Associate Professor rank at UVM. If the scholarly endeavor lasted for multiple
years, each year may be counted as one activity. Other scholarly activities are an expectation, but do not replace the primary forms of evidence

- Positive review by the majority of external reviewers.

As applicable to the underlined categories listed above, describe your commitment to continued development and application of practices that foster diversity and inclusion. This expectation is not dedicated to a single category of work (e.g., teaching, advising, scholarship, clinical practice, etc.), however, a faculty member should demonstrate this commitment in at least one area of work per year.

**Promotion to Full Professor**

**Teaching, advising and service:** Meeting expectations in ALL prime indicators set forth in the Appendix B. It is expected that the faculty member demonstrates growth and leadership during the period since the last reappointment, including the year of review, across the prime indicators of teaching, advising and service.

**Scholarship:**
The faculty member must demonstrate sustained, significant contribution to the body of knowledge through an ongoing program of scholarship. This can be demonstrated through dissemination of findings in reputable, peer-reviewed publications; presentations at national and international meetings; external funding; and a majority of favorable reviews by external evaluators. The faculty member must be recognized at national and international levels in the field (for example, but not limited to, awards recognizing scholarly achievement, being a symposium panelist, international conference session chair, grant proposal reviewer, visiting scholar). Typically, there is no specific timeline required for promotion from Associate to Full Professor.

The following criteria in publication, presentations, funding and other scholarly activities represent a successful faculty candidate with a balanced performance in all areas and can be used to judge the person’s degree of success. Weighting among these categories should be considered based on each candidate’s strengths and workload distributions. The candidate needs to build the case in support of scholarly activities.

- **Publications** (examples include, but not limited to: Refereed journal publication; Book or book chapter (including instructional materials): Sustained record of (at least 12) publications. Recognizing that each discipline has its own ways to define journal impact, the candidate needs to build the case in support of the quality of the publications in scholarly work.

- **Presentations** (invited or refereed): Sustained record of (at least 12) of scholarly presentations.

- **Record of success in grant/awards/contracts and/or equivalent activities in support of scholarly work since promotion to Associate Professor.** Funding activities (examples include, but not limited to: Submission or resubmission of grants in support of scholarship; conduction of, or participation in funded research, which may include, but is not limited to: internal/external grants, stipend contracts, cooperative agreements, endowments etc.): If the funding lasted multiple years, each year being funded is counted as one activity (for example, a three year grant is equivalent to three grant-related activities over the funded three year period). Recognizing the highly competitive nature of grant funding, candidate needs to build the case in support of the degree of success in grants (e.g., but not limited to, scored R01 application as PI/Co-PI, invited to second or higher round of review, other documentation, etc.).

- **Other scholarly activities** (examples include, but are not limited to, non-refereed publications, abstracts, editorials/commentaries, video products, editorial roles, reviewer): At least one activity per year since the appointment at the Associate Professor rank at UVM

- **Recognition at national and international levels.**

- **Positive review by the majority of external reviewers.**

As applicable to the underlined categories listed above, describe your commitment to continued development and application of practices that foster diversity and inclusion. This expectation is not dedicated to a single category of work (e.g., teaching, advising, scholarship, clinical practice, etc.), however, a faculty member should demonstrate this commitment in at least one area of work per year.
4. Process for voting by department for reappointment, promotion and tenure
As per the Agreement which allows individual department or college to decide whether Associate Professors can vote in promotions to full professors, tenured Associate Professors will be included in the vote of faculty in promotion to full professor. All faculty in the department may participate in reviewing a candidate’s dossier and providing input to the department chairperson for consideration. When voting for 1st and 2nd reappointment of Assistant Professor, and for reappointment of Associate Professor (tenure track) on probationary basis, only tenured faculty will be included in the vote. When voting for promotion and tenure the voting criteria stated in the current Agreement will be followed.

If a faculty member is on either Faculty Standards at the College level or Professional Standards at the University level or both, and he/she is also in the department or asked to review for a department in which a candidate is being considered for reappointment, tenure and/or promotion, the faculty member will vote at the department level only.

If a faculty member is on both Faculty Standards at the College level and Professional Standards at the University level he/she will vote at the College level.

5. Reviewers
5.1. First and second reappointment
- A faculty member is encouraged, but not required, to solicit letters to reflect effectiveness in teaching and scholarship. No more than 3 letters should be included.
- No arms-length evaluators are required at these stages.

5.2. Promotion and Tenure
- Arms-length evaluators as per current Agreement.
- A faculty member shall select 3-6 potential evaluators by the end of the academic year of the year prior to promotion review.
- The chair shall also select 3-6 potential evaluators by the end of the academic year of the year prior to promotion review.
- Faculty members have the right to object to these proposed evaluators for causes as per Agreement.
- The authority to name the final list of evaluators rests with the chair. The faculty member shall not see the Chair’s final list of selected evaluators prior to sending materials to external reviews as per Agreement.
- The goal shall be to receive no less than 5 and no more than 10 external evaluations.
Appendix A

Our Common Ground

Education is not preparation for life. Education is life itself”
-- John Dewey, educator, philosopher, UVM Class of 1879

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential.

We aspire to be a community that values:

RESPECT. We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.

INTEGRITY. We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.

INNOVATION. We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.

OPENNESS. We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.

JUSTICE. As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.

RESPONSIBILITY. We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.

(Diversity and Inclusion – This expectation is not dedicated to a single category of work (e.g., teaching, advising, scholarship, clinical practice, etc.), however, a faculty member should demonstrate this commitment in at least one area of work per year.

For example, activities may include attendance and engagement in diversity trainings, educational sessions, and/or workshops; teaching activities that include diverse and inclusive practices; participation in curriculum development/improvement related to diversity; creation, development, and delivery of D1/D2 courses; and scholarship, administration, clinical practice and/or service activities that include diverse and inclusive practices.
### Appendix B

**TEACHING**

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prime indicators of effective teaching will include ALL of the following</td>
<td>Evidence demonstrating consistent and clear expectations about ethical standards, participating in teaching seminars and other quality enhancement activities; incorporating suggestions from peer review of teaching; and/or making modifications as needed in course design, development and delivery as the result of course evaluation and/or peer evaluation</td>
</tr>
<tr>
<td>1. Intellectual competence, integrity and independence; evidence of knowledge of the field; willingness to consider suggestions that emerge from peer review of one’s teaching, and/or course evaluations</td>
<td>Evidence of major contribution may include: evidence of making distinctive contributions to teaching (e.g. high impact practices, universal design for learning); nominations or recipient of recognitions and awards for teaching; peer reviewer which includes observations and critical appraisal of course materials, Blackboard space, assignments, syllabi; participating in curriculum assessment</td>
</tr>
<tr>
<td>2. Ability to work with other faculty members in designing and delivering a curriculum that fosters inclusive student learning</td>
<td>Evidence of participating in curriculum assessment and/or development activities at the program level.</td>
</tr>
<tr>
<td>Evidence of major contribution may include evidence of taking initiative or a leadership role in developing, assessing, or coordinating one’s own course(s) in relation to other courses within the curriculum. This may also include new course initiatives, development of majors, minors, concentrations and other curricular offerings.</td>
<td></td>
</tr>
</tbody>
</table>
| 3. Teaching Effectiveness/Course Survey Data:  
- Ability to present course materials clearly and effectively  
- Capacity to structure the course and its assignments in ways that promote inclusive student learning  
- Ability to stimulate students’ intellectual interest and enthusiasm  
- Clinical supervision as applicable | Scores from prime indicators 4, 5 and 6 of the CNHS course evaluation surveys should be reported as an average for each course. |
| A grand average of course averages is used as the final score. | The expectation is a score of 3.5 or higher. |
| Clinical supervision effectiveness as outlined in appropriate accreditation documents. |
### Advising Effectiveness
Prime indicators of effective advising will include ALL of the following:

- Effective
- Approachable
- Available
- Responsive
- Supports professional development

The expectation from prime indicators assessed in the annual advising survey is an overall average score of 3.5 or higher.

In addition to results obtained from the advising survey, sources of evidence in support of effective advising may include any of the following, but not limited to: the CNHS college-wide advising survey, peer observations, and/or interviews or questionnaires of students and graduates. Note: data from the CNHS college-wide advising survey are not consistently available.

### SERVICE

<table>
<thead>
<tr>
<th>Service</th>
<th>Prime indicator of service commitment will include any of the following:</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Service through committee work or other activities relating to the department, college or University and may include service to the union (e.g., academic or department committees, community outreach activities, student organizations or clubs); And/or service through community, state, regional, national, or international endeavors or organizations relevant to the faculty’s teaching or scholarship (e.g., accrediting agencies, boards, professional organizations); and clinical practice (if applicable).</td>
<td>Evidence of attending committee or organization meetings and completing assignments; and record of providing evidence-based clinical practice and/or consultation (if applicable). Major contributions are evidenced by providing significant impact and/or leadership to relevant committees or organizations. Sources of evidence in support of service commitment may include any of the following, but not limited to: committee meeting minutes, letters, emails, or notes from committee chairs, members, officials, clinical supervisors or individuals being served.</td>
</tr>
<tr>
<td>Clinical Practice</td>
<td>Clinical practice/consultation expectations assume an annual workload of 10%. An adjustment of expectations should be made for a workload other than 10%.</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Providing quality, evidence-based patient care and/or consultation</td>
<td>Record of providing evidence-based direct patient care and/or consultation; evidence provided by supervisors, peers. Community members or consumers of services can provide comments on quality of care</td>
<td></td>
</tr>
<tr>
<td>2. Ongoing engagement in professional development/clinical competency activities</td>
<td>Record of participation in one professional development/clinical competency activity.</td>
<td></td>
</tr>
<tr>
<td>3. (If applicable) Attaining/maintaining clinical specialization/advanced practice credentials</td>
<td>Attains or maintains credentials associated with clinical specialization/advanced practice as appropriate to profession</td>
<td></td>
</tr>
</tbody>
</table>
TENURE TRACK REAPPOINTMENT/PROMOTION/TENURE GUIDELINES

**SCHOLARSHIP**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prime indicators of sustained and quality scholarly productivity will include ALL of the following:</td>
<td>These expectations are for 45% workload in Scholarship regardless of rank in the tenure/tenure track. An adjustment of expectations should be made for a workload other than 45%.</td>
</tr>
</tbody>
</table>

1. **Publications (examples include, but not limited to):**
   - Refereed journal publication;
   - Refereed book or book chapter (including instructional materials).
   - At least one high quality/impact publication per year considered over a three-year period.
   - Major contributions are evidenced by lead/co-authorship, acting as the primary mentor, or the principal investigator. It is the responsibility of the faculty member to document that this is refereed scholarly work in a quality journal and to describe the relevance of their contribution.
   - Second reappointment Assistant Professor: at least 2 publications
   - Promotion from Assistant to Associate: at least 5 publications
   - Promotion from Associate to Full Professor: at least 12 publications
   - Publications should be high impact. This may include, but is not limited to, being widely cited, in a high impact factor journal, $h$-index, or number of citations, (whichever is most applicable), or recognized at national and international levels. Open access journals are acceptable if indexed in a database such as PubMed, MedLine, INSPEC etc.

2. **Presentations (examples include, but not limited to):**
   - Invited or refereed presentation
   - One peer reviewed presentation at a recognized national/international academic/scientific conference per year over a three-year period. As well, presentations at regional and local levels are encouraged.
   - Second reappointment Assistant Professor: at least 2 presentations
   - Promotion from Assistant to Associate: at least 5 presentations
   - Promotion from Associate to Full Professor: at least 12 presentations
   - Major contributions are evidenced by being the lead/co-author, the primary mentor or the principal investigator).

3. **Funding (examples include, but not limited to):**
   - Submission or resubmission of grants in support of scholarship;
   - Training Grants
   - Conduction of or participation in funded research.
   - Endowments
   - At least one activity per year over a three-year period.
   - Major contributions are evidenced by competitive internal or external applications for funding and/or secured funding as a principal/co-principal investigator.
   - See guidelines according to appointment level/rank and promotion criteria detailed above.
<table>
<thead>
<tr>
<th>Faculty are responsible to provide documentation of feedback and any other evaluations of grant funding proposals</th>
</tr>
</thead>
</table>
| **4. Other scholarly activities (examples include, but not limited to):**  
  - Non-refereed journal publication;  
  - Abstracts in conference proceedings;  
  - Commentaries, editorials, essays; etc.  
  - Video production  
  - Editor of professional journal  
  - Reviewers (member of an editorial board, a scholarly review panel, or journal manuscripts) |
| At least one activity.  
Major contributions are evidenced by being an Editor of a professional journal; or at least two other activities.  
It is the responsibility of the faculty member to provide validation of these activities as stipulated in the Agreement. Examples may include documentation from journals of completed peer manuscript reviews, documentation from outside source/s stating impact of video.  
*Reminder: Other scholarly activities are an expectation, but do not replace the primary forms of evidence.* |