

**CREIGHTON UNIVERSITY**  
**College of Professional and Continuing**  
**Education**

**Tenure Guidelines**

As explicated in the Faculty Handbook, both tenure and promotion in academic rank are a token of recognition of a faculty member's achievement in teaching, scholarly and (clinical) service. The principal difference is that the award of tenure leads to automatic annual renewal of the faculty member's appointment under equal or better conditions. Hence, when assessing a faculty member's application for tenure, particular attention shall be paid to the candidate's achievements in light of the particular tasks the applicant was hired to perform, and the degree to which the candidate's achievements advance the particular mission, needs, plans and goals of the Program, Department, College of Professional and Continuing Education (CPCE), and Creighton University as a whole. More so than promotion in rank, the award of tenure expresses the particular value that the faculty member has to Creighton University as a whole, and within it to the CPCE and its academic programs.

The candidate is therefore encouraged to make clear in his/her dossier, particularly in the optional Faculty Profile, the specific expectations expressed in his/her job description, since those may not be clear to reviewers, and to explain how the candidate's academic achievements fulfill those expectations. Since a faculty member's job description often changes after initial appointment, the candidate is encouraged to discuss those changes as well.

Likewise, it can be difficult for reviewers to fully appreciate, solely on the basis of a listing of achievements as typically included in a curriculum vitae, how exactly these achievements are informed by and contribute to the realization of the mission, needs, plans and goals of the Program, Department, CPCE, and Creighton University as a whole. Again, the candidate is encouraged to describe those connections in greater detail in the optional Faculty Profile.

Faculty seeking to apply for tenure should consult the most recent Creighton University Faculty Handbook for full procedures and guidelines.

**Demonstration of Achievement in Teaching**

Teaching achievement is ordinarily evaluated on the basis of evidence from supervisors, peers and students. In addition, such factors as range of courses taught, course development, instructional innovation, textbook publication, curriculum design, continuing work toward keeping current in the field, teaching awards, and student success after graduation are taken into consideration.

**Demonstration of Achievement in Scholarship**

Scholarly achievement is ordinarily demonstrated by publication of books, reviews, and articles, by the delivery of scholarly papers, by activity in scholarly societies, artistic exhibits and performances, and by appointments as editor, reviewer, and referee. In addition, such factors as acceptance of patents, procedures and methods, and consulting activity are taken into consideration as appropriate to the discipline.

Approved Graduate Board 4/16/20

Approved University Rank and Tenure Committee 3/30/20

Guidelines renamed - Graduate School to College of Professional Studies and Continuing Education (CPCE)

with transition of academic programs to CPCE 7/1/2022; approval of CPCE Rank/Tenure committee and graduate school and CPCE Deans; 4/1/2023

The CPCE subscribes to Boyer's definition of scholarship. The definition of scholarship includes not only research (the scholarship of discovery) but also the scholarship of integration, the scholarship of application, and the scholarship of teaching (*Boyer, E. (1990). Scholarship reconsidered: Priorities of the professoriate.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching).

### **Demonstration of Achievement in Service**

Service includes professional, University, College or School, Departmental, community, church or volunteer activity which is not directly related to teaching, research, or clinical assignments.

### **Administration**

The Faculty Handbook acknowledges that fulfillment of administrative functions may render it more difficult to excel in the academic missions discussed above. Hence, the time spent in administration is not normally considered a part of the probationary period such that non-tenured faculty members who fulfill significant administrative responsibilities as part of their employment contract may have their probationary period extended.

Conversely, if a faculty member who is charged as part of his or her employment contract with significant administrative responsibilities seeks to obtain tenure, the quality and length of administrative service should be taken into account together with all academic achievement.

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**GUIDELINES FOR PROMOTION IN RANK**

**Associate Professor**

The evaluation will be based on the candidate's breadth and depth of positive achievements in the following areas. The more positive achievements the candidate demonstrates (quantity) and the greater the degree of the achievements (quality), the higher the evaluation is likely to be. Thus, candidates do not necessarily have to achieve all of the examples cited below to garner a positive evaluation. Further, the list of examples is not exhaustive. The following are examples of positive achievements of a candidate seeking promotion in the CPCE.

**LEVEL OF PREPARATION AND PROFESSIONAL COMPETENCE**

1. Has completed a terminal degree, generally a PhD or equivalent.
2. Has completed faculty development opportunities to increase teacher effectiveness and/or scholarly competence.
3. Gives evidence of having attained a level of advanced expertise and/or specialization beyond the entry level in his/her professional field and is regionally recognized as an expert.

**YEARS OF ACADEMIC SERVICE**

*It is not the case that a faculty member cannot be granted promotion until a specific number of years has been completed, nor be granted promotion merely because the candidate has completed a specific number of years of service at the university. For completing six years of service does not guarantee attainment of a more robust scholarly portfolio than serving three years. Nevertheless, the number of years shall be considered as a separate criterion in acknowledgment of the fact that a candidate's own description and the committee's assessment of the candidate's achievements in the categories enumerated below does not always capture in full the extent of the candidate's contributions to the university and his/her profession. The greater the years of service, the more likely the candidate has made additional contributions to the university beyond those captured in his or her dossier. In decreasing level of importance, the following shall be considered:*

- *Years of academic service at CU since being employed in the current faculty line*
- *Years of academic service at CU prior to being employed in the current faculty line*
- *Years of academic service at a different university prior to being employed in the current faculty line*
- *Years of service in a relevant non-academic function prior to being employed in the current faculty line*

1. Has typically completed 5 years or more of academic service as a faculty member of which typically at least 2 have been completed at Creighton University.

**TEACHING PERFORMANCE**

*Candidates must meet the first three criteria and at least half of the remaining criteria*

1. Demonstrates competency in knowledge and skill in teaching as ordinarily evidenced by supervisor, peer, and student evaluations.
2. Demonstrates breadth and depth of teaching competence (multiple courses, various subjects and different teaching modalities).
3. Participates in the management of courses and serves as Instructor of Record.
4. Participates in curriculum development.
5. Participates in interdisciplinary teaching.
6. Supervises students with independent studies, special projects and research (including theses, dissertations and other degree-completion projects). Special consideration is noted for serving as Chair for these student processes. Depending on the type of faculty engagement in such student projects, candidates may opt to list (some of) these engagements either under Teaching Performance or under Scholarly Performance, but may not list any particular engagement twice.
7. Serves as an academic advisor and/or mentor for students.
8. Receives public recognition from students and/or peers for teaching efforts.

### **SCHOLARLY PERFORMANCE**

*Candidates are not expected to meet all of the criteria listed below. Rather, they should strive for a well-rounded profile and it is the overall portfolio that will determine whether the candidate merits advancement in rank. In all of the items listed below, the term scholarship shall be understood broadly as explicated authoritatively by Boyer.*

1. Attempts or collaborates to obtain intramural or extramural funding for support of scholarly or other creative activity as a principal investigator or co-investigator.
2. Authors or co-authors scholarly or professional publications. Scholarly publications include those that are nationally or at least regionally recognized and may be published as one of the following: a refereed print journal article; a refereed online journal article; a peer-reviewed book chapter, monograph or book; a (co-)edited journal issue or book. On average, the faculty member has authored one publication annually, bearing in mind that different (types of) publications represent different degrees of effort and have a different impact on the scholarly community and other stakeholder audiences.
3. Presents results of scholarly or other creative activity at national, regional/state, or local professional meetings. On average, the faculty member has presented at least once annually, bearing in mind that different (types of) presentations and different venues represent different degrees of effort and have a different impact on the scholarly community.
4. Serves as a reviewer for a national professional journal or abstracts submitted to a national professional meeting.
5. Supervises students with independent studies, special projects and research (including theses and dissertations). Special consideration is noted for serving as Chair for these student processes. Depending on the type of faculty engagement in such student projects, candidates may opt to list (some of) these engagements either under Teaching Performance or under Scholarly Performance, but may not list any particular engagement twice.
6. Uses faculty development opportunities and teacher effectiveness tools to improve scholarship.

7. Engages in interdisciplinary scholarship.
8. Is recognized by scholarship awards given by School, University, or professional organization.

### **SERVICE PERFORMANCE**

*Candidates should minimally meet the first criterion and achieve at least half of the subsequent criteria.*

1. Demonstrates involvement in the implementation and support of department/school goals, mission, policies, and procedures.
2. Serves on Department and/or School committees.
3. Fulfills administrative functions within the Department or School.
4. Participates regularly in CPCE and University ceremonies and events.
5. Serves as an advisor to student organizations.
6. Attends appropriate local, state, national and/or international meetings.
7. Contributes to the organization of activities of appropriate professional societies.
8. Otherwise serves as an organizer, consultant, and/or speaker in his/her area of academic expertise.
9. Is actively involved in community, church, or volunteer activity not directly related to one's academic function.

### **ACADEMIC ADMINISTRATION**

When in the forgoing sections the word "leadership" is used, this is not to be understood as a synonym of "administration." The latter term refers to the management of programs, supervision of employees, and governance of the university more generally. Administrators are formally appointed to their administrative role unlike faculty leaders who may execute leadership without an official mandate to do so.

If faculty members who are executing significant administrative functions are considered for promotion in rank or granting of tenure, the quality and length of administrative service should be taken into account together with all academic achievement.

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**GUIDELINES FOR PROMOTION IN RANK**

**Professor**

The evaluation of candidates for the rank of professor is based on the expectation that the candidate has continued to, at a minimum, meet the guidelines for the rank of associate professor, but with positive evidence of growth in one or more areas since attaining the rank of associate professor.

Thus, candidates do not necessarily have to achieve all of the examples cited below to garner a positive evaluation. Further, the list of examples is not exhaustive. The following are examples of positive achievements of a candidate seeking promotion in the CPCE.

**LEVEL OF PREPARATION AND PROFESSIONAL COMPETENCE**

1. Has completed a terminal degree, generally a PhD or equivalent.
2. Has completed faculty development opportunities to increase teacher effectiveness and/or scholarly competence.
3. Gives evidence of being recognized in his/her professional peers as being a national leader in the field because of his/her expertise and/or specialization.

**YEARS OF ACADEMIC SERVICE**

*It is not the case that a faculty member cannot be granted promotion until a specific number of years has been completed, nor be granted promotion merely because the candidate has completed a specific number of years of service at the university. For completing six years of service does not guarantee attainment of a more robust scholarly portfolio than serving three years. Nevertheless, the number of years shall be considered as a separate criterion in acknowledgment of the fact that a candidate's own description and the committee's assessment of the candidate's achievements in the categories enumerated below does not always capture in full the extent of the candidate's contributions to the university and his/her profession. The greater the years of service, the more likely the candidate has made additional contributions to the university beyond those captured in his or her dossier. In decreasing level of importance, the following shall be considered*

- *Years of academic service at CU since being employed in the current faculty line*
  - *Years of academic service at CU prior to being employed in the current faculty line*
  - *Years of academic service at a different university prior to being employed in the current faculty line*
  - *Years of service in a relevant non-academic function prior to being employed in the current faculty line*
1. Has typically completed 8 years or more of academic service post-graduation or which typically at least 2 have been completed at Creighton University

## **TEACHING PERFORMANCE**

*Candidates must meet the first three criteria and at least half of the remaining criteria*

Sustains a successful teaching profile as evidenced by serving as instructor of record, course director, guest lecturer, and other such teaching engagements.

1. Assumes responsibility for development, implementation, and management of courses.
2. Provides leadership in curriculum development and implementation
3. Serves as a mentor to students.
4. Supervises independent research, theses, dissertations, and other degree-completion projects. Special consideration is noted for serving as Chair for these student processes. Depending on the type of faculty engagement in such student projects, candidates may opt to list (some of) these engagements either under Teaching Performance or under Scholarly Performance but may not list any particular engagement twice.
5. Collaborates in interdisciplinary class or program teaching.
6. Develops innovative and effective teaching methods.
7. Serves as a mentor to faculty.
8. Engages in the scholarship of teaching.
9. Is recognized by teaching awards given by School, University, or professional organization.
10. Has attained national recognition for teaching excellence.

## **SCHOLARLY PERFORMANCE**

*Candidates are not expected to meet all of the criteria listed below. Rather, they should strive for a well-rounded profile and it is the overall portfolio that will determine whether the candidate merits advancement in rank. In all of the items listed below, the term scholarship shall be understood broadly as explicated authoritatively by Boyer.*

1. Demonstrates a track record of sustained application with some success (at least one) as principal or co-investigator in external or internal peer-reviewed funding for support of scholarly or other creative activity.
2. Authors or co-authors scholarly or professional publications. Scholarly publications include those that are internationally or at least nationally recognized and may be published as one of the following: a refereed print journal article; a refereed online journal article; a peer-reviewed book chapter, monograph or book; a (co-)edited journal issue or book. On average, the faculty member has authored two publications annually, bearing in mind that different (types of) publications represents different degrees of effort and have a different impact on the scholarly community and other stakeholder audiences.
3. Presents results of scholarly or other creative activity at (inter)national meetings. On average, the faculty member has presented at least twice annually, bearing in mind that different (types of) presentations and different venues represent different degrees of effort and have a different impact on the scholarly community.
4. Serves as a member of an editorial board or editor for a national professional journal.
5. Supervises independent research, theses, and dissertations. Special consideration is noted for serving as Chair for these student products. Depending on the type of

faculty engagement in such student projects, candidates may opt to list (some of) these engagements either under Teaching Performance or under Scholarly Performance but may not list any particular engagement twice.

6. Mentors and/or guides faculty members in research.
7. Serves as a leader in interdisciplinary scholarship.
8. Is recognized by scholarship awards given by School, University, or professional organization.

## **SERVICE PERFORMANCE**

*Candidates should minimally meet the first criterion and achieve at least half of the subsequent criteria*

1. Demonstrates leadership in the implementation and support of Department, School, University goals, mission, policies, and procedures.
2. Serves in a leadership role on Department, School, and/or University committees.
3. Fulfills administrative functions within the Department or School.
4. Participates regularly in CPCE and University ceremonies and events.
5. Serves as a leader in developing interdisciplinary/professional development opportunities.
6. Demonstrates leadership in national professional organizational committees.
7. Otherwise serves in a leading capacity as an organizer, consultant, and/or speaker in his/her area of academic expertise in national fora.
8. Provides leadership in community, church, or volunteer activity in his/her area of academic expertise.
9. Provides leadership in community, church, or volunteer activity not directly related to one's academic function.
10. Is recognized by service awards from clinical site, School, University, or national professional organization.

## **ACADEMIC ADMINISTRATION**

When in the forgoing sections the word "leadership" is used, this is not to be understood as a synonym of "administration." The latter term refers to the management of programs, supervision of employees, and governance of the university more generally. Administrators are formally appointed to their administrative role unlike faculty leaders who may execute leadership without an official mandate to do so.

If faculty members who are executing significant administrative functions are considered for promotion in rank or granting of tenure, the quality and length of administrative service should be taken into account together with all academic achievement.