



# **RANK & TENURE FORUM**

UNIVERSITY COMMITTEE ON RANK & TENURE

APRIL 4, 2025

LANCE FRAZIER, PHD

CHAIR, 2024-2025 UCR&T

# SESSION OVERVIEW

- Updates
- Resources
- Timeline
- Process (general overview)
- Process details
- Questions and Answers

# IMPORTANT UPDATE EFFECTIVE JULY 1, 2021

## Summary Page

- Address line added

Reminders: Complete the entire form and double-check for accuracy.

- Teaching-Research OR Clinician-Educator
- Tenure Track or Non-Tenure Track
- Application for tenure, promotion, or both

# RESOURCES

## Chair

**BEST PRACTICES:** The candidate should receive guidance (preferably from the Chair) on whether to apply for tenure or promotion, and what a successful application would mean for the candidate (e.g., whether tenure would change the candidate's position or the standards for subsequent applications).

Check the college/school links for contact information:

- College/school Deans (often Associate Dean)
- Deans' executive assistants
- Chairs of the college/school rank & tenure committees; members also listed
- Chair and members of the University Committee on Rank & Tenure

<https://www15.creighton.edu/provost/tenure-and-promotion>



# INFO YOU WANT TO KEEP AT HAND LIBRARY SERVICES

# IMPORTANT CONTACT INFORMATION

- **Christine T. Carmichael (Chris), MSLIS, Senior Research & Instruction Librarian for Business, Arts & Sciences**
  - Email: **ccarmichael@creighton.edu**
  - RAL phone: **402-280-1757**

# PROMOTION & TENURE SUPPORT

## LIBRARY SERVICES

- We can help identify where and how often your articles or books have been cited
- Provide access to tools to find impact metrics for articles and journals
- Provide library materials directly to faculty offices or via email including:
  - Free Interlibrary Loan (ILL) services
  - Free copy, scanning, and/or delivery of library materials
  - Request forms are on the library's website under the “Services and Support” section: <https://www.creighton.edu/academics/libraries/services/support/requestmaterials>

## MORE LIBRARY SERVICES

- Provide database training, search assistance, and resource guidance
- RefWorks training and support
  - Including migrating other bibliographic management records to RefWorks
- The most common citation style manuals are on reserve. Related online resources are available at  
**<https://culibraries.creighton.edu/howtocite>**
- Provide support for ResearchWorks  
<https://culibraries.creighton.edu/researchworks>.
- Library guides for professional/ faculty resources:
  - <https://culibraries.creighton.edu/professionalresources>
  - <https://culibraries.creighton.edu/publishing>
  - [https://culibraries.creighton.edu/publishing/measuring\\_impact](https://culibraries.creighton.edu/publishing/measuring_impact)



# CONTACT INFORMATION FOR CREIGHTON UNIVERSITY LIBRARIES

- Research & Instruction
  - [askref@creighton.edu](mailto:askref@creighton.edu)
  - [askref@creighton.edu](mailto:askref@creighton.edu)
- Access Services (copy/scanning, material delivery)
  - 402-280-2260
  - [libraries@creighton.edu](mailto:libraries@creighton.edu)
  - Interlibrary Loan (ILL)
  - 402-280-2219
  - [lynns@creighton.edu](mailto:lynns@creighton.edu)



# **TIMELINE**

DEADLINES FOR ACTION

# CANDIDATE TIMELINE\*

- Consideration for the granting of tenure occurs before or in the sixth year of the faculty member's probationary period.
  - Exceptions to this time frame are stated in the candidate's contract or in written/signed amendments to it.
- **BY:**
  - **June 1** – The candidate initiates the process with a letter to the dean and list of six (minimum) peer reviewers, candidate's relationships with them, and their qualifications.
  - **July 1** – The college/school dean provides the candidate with names of two external peer reviewers, their qualifications, and the dean's method of selection; in writing.
  - **August 15** – The candidate submits to the dean's office written comments on the dean-selected peer reviewers.
  - **September 30** – The deans send the U-CR&T chair their lists of candidates' names.
  - **October 31** – The candidate submits to the dean's office the prepared dossier.

\* School of Law has different application deadlines.



# PROCESS (GENERAL OVERVIEW):

- **CRITERIA FOR SUCCESS**
- **GUIDELINES**
- **PEER REVIEW PROCESS**

TENURE AND PROMOTION

# OVERVIEW: CRITERIA FOR TENURE

## **Basis for Conferral of Tenure:**

- **Successful performance** of one's job, as specified in one's contract of employment
- **Record of achievement** at Creighton University
- **Continued record** of achievement from one's previous institution
- **Expectation of continued achievement** evidenced by current work ("trajectory")
- **Evidence of fitting the mission and needs** of Creighton University, college/school, and department. Mission input is from the candidate's point of view

# OVERVIEW: CRITERIA FOR PROMOTION

## Basis for Advancement in Rank:

- **Teaching:** Effective in current rank vs. distinguished in current rank
- **Scholarship:** Emerging record vs. established record
- **Service:** Active participation vs. active participation in leadership
- **Clinical activity:** Emerging record of regionally recognized clinical activity vs. nationally recognized record of clinical activity

# OVERVIEW: UNIVERSITY RANK & TENURE GUIDELINES

- **The *Faculty Handbook* is the candidate's guide to the process.**
  - Article III, Sections G.9, G.10, and G.11
    - University standards, procedure, and timetable
- **College/School standards available from deans, on the webpage.**
  - They reflect the standards that will be applied in evaluating applications for promotion and tenure at the college/school level.
    - Article III, Section G.9.a.ix, *Faculty Handbook*.
- **Department-specific guidelines may also be applicable.**
  - Check with department chairs or deans and on the webpage.
- **<https://www15.creighton.edu/provost/tenure-and-promotion>**  
for college/school, department, and division standards and guidelines.

# OVERVIEW: PEER REVIEW PROCESS

- **Promotion and Tenure are peer review processes.**
  - Peer references, both internal and external to Creighton University, are required.
  - Department Chair evaluates the candidate.
  - College/school Rank & Tenure Committee evaluates the candidate.
  - Deans of College/School evaluates the candidate.
  - University Rank & Tenure Committee evaluates the candidate's dossier and the process by which all other evaluations of the candidate has been conducted.
- **A candidate's careful preparation allows the evaluation process to function effectively.**



# OVERVIEW:

## PEER REVIEW PROCESS CONT'D

- The review process is linear as the dossier proceeds from one evaluator to the next.
  - As the dossier is forwarded to each evaluator in the process, the dossier contents increase as recommendations are added – in the following order:
    - the department chair,
    - the college/school committee,
    - the dean, and
    - the University Committee.
  - Each subsequent evaluator sees evaluations that have been added to the dossier.
  - No evaluator is allowed to see or receive information about the next evaluator's (or evaluating entity's) recommendations.



# **DETAILS OF THE APPLICATION PROCESS**

10 STEP (BY STEP) PROCESS

# APPLICATION PROCESS (STEPS)

## **Candidate Actions**

1. Letter of Intention
3. Dossier Submission

## **U-CR&T Actions**

6. University Review
7. Recusals
8. Recommendations

## **Dean's Office Actions**

2. Peer Review Requests
4. Dossier Evaluation
5. Dossier Submission

## **President's Actions**

9. Decision-Making
10. Decisions (and their communications)

# **STEP ONE: LETTER OF INTENTION - CANDIDATE'S ACTION**

By June 1, candidates notify their deans of their intention to apply for tenure and/or promotion, by providing:

- **A letter of intention** to submit a dossier;
- **The action for which the candidate is applying** – tenure or advancement in rank, or both;
- **A list of peer reviewer names** (6-9 references) with:
  - **contact information** for the named references,
  - the **qualifications** of the reviewer, and
  - **any relationship** the candidate has or has had with the reviewer.
    - *Faculty Handbook, Article III, Section G.10.e.*

## HAVING THE C.V. READY: IN DRAFT AND FINAL VERSIONS

- **NOTE:** By June 1, the candidate will want to have a **presentable draft of his/her c.v.** available, to be sent with the dean's letters to peer reviewers.
- Following the candidate's submission of the Letter of Intent, the dean will forward the c.v. to peer reviewers with letters requesting review of the candidate's work.
- Candidate-selected reviewers may be contacted immediately.
- Dean-selected reviewers are contacted after the candidate receives the names and has had an opportunity to comment on the dean's choice.
- The candidate may amend the c.v. and submit a final version up until October 31.

# CANDIDATE'S SELECTION: LIST OF NAMES TO GIVE THE DEAN

- **Candidate-Selected Peer Reviewers**

- The candidate identifies **6 - 9 peer reviewers**.
  - 7-8 names are probably sufficient to gain the minimum required number of reviews.
- **At least 2** reviewers **must be unaffiliated** with Creighton University.
  - The peer reviewer's role is to **evaluate objectively** the candidate's scholarship, teaching, and service (and clinical service, if applicable).
    - Unaffiliated reviewers ensure objectivity, neutrality, fairness.
- All review letters become part of the candidate's dossier; they are **confidential from candidates** and anyone else who is not an evaluator.
  - The review letters **will be read by all dossier evaluators**.
  - *Faculty Handbook, Article III, Section G.10.e.ii*

# CANDIDATE'S SELECTION: INFORMATION TO GIVE THE DEAN

- For each peer reviewer, the **candidate must provide** to the dean:
  - A statement of the **qualifications** of the reviewer –
    - Why this person will be able to evaluate the candidate's work.
- For each peer reviewer, the **candidate must disclose** to the dean:
  - A statement of any **relationship** the candidate has with the reviewer –
    - Whether social, familial, academic, professional, institutional;
    - Whether a current or prior relationship.

## **STEP TWO: PEER REVIEW REQUESTS**

### **- DEAN'S OFFICE ACTION**

- The dean – or the dean's designee – will send to the peer reviewers:
  - A **letter requesting the review** and
    - a copy of the **college/school standards** for conferral of tenure and/or advancement in rank (promotion),
    - the candidate's ***curriculum vitae***, and
    - examples of the **candidate's scholarship**.
  - The dean's letter becomes a **part of the dossier**.
- Candidates should check with their deans' offices about the specific process used in their college/school, e.g., dean or dean's designee.



# DEAN'S SELECTION: TWO EXTERNAL PEER REVIEWERS

- **The dean identifies TWO additional external peer references.**
  - To ensure objectivity, clarity, and expertise in evaluation of the candidate's work
  - The dean may designate someone familiar with the candidate's area of specialty to select the additional external peer reviewers,
    - e.g., the candidate's department chair.
- **By July 1**, the dean communicates to the candidate, in writing:
  - the names,
  - qualifications, and
  - method of choosing the additional external peer reviewers.

# DEAN'S SELECTION: COMMUNICATION TO CANDIDATE

- No later than **August 15** the candidate will submit written comments to the dean's office about the dean-selected references.
  - The dean's communication to the candidate and the candidate's comments **become part of the candidate's dossier.**
  - The candidate's comments can be **taken into account** by others in assessing the review letters provided by the dean-selected peer reviewers.
  - *Faculty Handbook, Article III, Section G.10.e.iii.*



# THE DOSSIER

STEP THREE: EVIDENCE FOR PROMOTION AND/OR TENURE

## **STEP THREE: DOSSIER SUBMISSION - CANDIDATE ACTION**

- **By October 31, the candidate prepares a dossier and submits it to the dean.**
  - The dossier comprises the **documentary evidence** used to evaluate the candidate's application for promotion and/or tenure.
    - *Faculty Handbook*, Article III, Section G.10.b
    - **RECALL NOTE:** By June 1, the candidate will want to have a **presentable draft of his/her c.v.** available to be sent with the dean's letters to peer reviewers.

# DOSSIER PREPARATION

- **The required contents of the dossier** are listed in:
  - *Faculty Handbook*, Article III.G.10.b.i-vi.
- **The candidate should know** the University criteria and standards for tenure and/or promotion:
  - Article III.G.9.a.viii and ix.
- **The candidate also should know:**
  - The guidelines for promotion and/or tenure of **the college/school**, available in the dean's office, and
  - The guidelines of **the department**, if any, also available in the dean's office.
  - Also at <https://www.creighton.edu/provost/tenure-and-promotion>.

# SUMMARY OF DOSSIER CONTENTS

- **Summary Sheet**, available from the dean's office, to be completed by the candidate; also on the U-CR&T webpage.
- **Curriculum Vitae**, *Faculty Handbook* Article III, Section G.10.b.i.
  - Some items listed in the *Faculty Handbook* section will not be applicable to all candidates.
- **Faculty Profile** (Required as of July 1, 2022, previously optional), Section G.10.b.ii.

# DOSSIER CONTENTS CONT'D

- **Peer References**, Sections G.10.b.iii and G.10.e.i – iii.
  - Candidate-selected peer reviewers, 6 to 9 total
    - 2 external (*i.e.*, completely unaffiliated with the University)
    - 4 to 7 internal peer reviewers
      - Statement from candidate on qualifications of and relationship, if any, with each of the candidate-selected reviewers
  - Dean-selected peer references, 2 total
    - Both are external reviewers
    - Dean's written statement on qualifications of references provided to candidate by July 1
    - Candidate's written statement on dean-selected references, provided to dean by August 15

# DOSSIER CONTENTS CONT'D

- **Student References**

- **At least 6**; the dean will provide information about the selection process.
  - Schools/colleges differ on how student reviewers are selected.
  - Most schools/colleges require student letters, without direction or control on the contents.
  - School of Medicine includes an additional measure –
    - Creighton Medical School Government (CMSG) review.
  - College of Arts & Sciences provides a form for students to complete.

- **Students' Course Evaluations**

- Check with the dean/dean's office about obtaining copies.

- **Supporting Data in the Appendix**

- Examples of scholarly activity and publications.





# THE *CURRICULUM VITAE*

REQUIRED CONTENTS

# DETAILS OF *CURRICULUM VITAE*

- **Contents for the candidate to include in the *curriculum vitae*:**
  - *Faculty Handbook*, Article III, Section G.10.b.i
  - **Background information**
  - **Scholarship**
    - Classify the type of scholarship,
      - e.g., peer-reviewed or student-based research.
    - Explain weight of publication in which item is placed,
      - e.g., conference proceedings or peer-reviewed journal or journal valued in the discipline.
    - List most recent work first;
    - If applicable, indicate the impact factor of the publication;
    - If not yet in print, clarify whether “invited” or “accepted;”
    - If joint authorship, explain the level of the candidate’s participation.

# DETAILS OF *CURRICULUM VITAE* CONT'D

- **C.V. contents should also include:**
  - **Teaching**
    - List by year all courses taught, the course level, enrollment, and load since coming to Creighton.
    - List any supervised graduate and honors theses supervised, including the dates of that supervision.
  - **Service**
    - List international, national, regional, and state service,
      - including activities and dates of service and leadership roles.
    - List university, college/school, department service,
      - including activities and dates of service and leadership roles.
    - List community service,
      - including activities, dates of service, and leadership roles.
  - **Clinical Activity**, if applicable

# FACULTY PROFILE

- **The Faculty Profile can help the candidate's application.**
  - Use the narrative faculty profile to tell college/school evaluators, dean, U-CR&T, and University President what is not otherwise evident about the candidate from the dossier contents:
    - e.g., changes in teaching assignments, administrative duties, or the nature of the appointment that have affected scholarship or teaching or service.
  - Use the Faculty Profile to address any component of the Mission that you want to address:
    - e.g., how the Mission is evidenced in the work recited in the dossier.
- **NOTE:** “...It is the responsibility of the candidate...to ensure that the significance of achievements and activities is clear to the Committees on Rank and Tenure.” *Faculty Handbook*, Article III, Section G.9.a.iii.

# FACULTY PROFILE CONT'D

- Requirements for the Faculty Profile are stated in Section G.10.b.ii.
  - Check with the dean's office for any page limits.
  - Overly long profiles are generally not helpful to the candidate's application.
- Faculty Profiles should be no more than 6 single-spaced pages.
  - The U-CR&T **recommended a maximum length of 6 pages**. This change is effective as of July 1, 2022.
  - *NOTE:* Each member of the U-CR&T reads the full dossier of every candidate from every college/school of the University in the seven weeks between January 10 and February 28. An overly long Faculty Profile can work against the candidate's interest if it cannot be read in full.

# ADDITIONAL DOSSIER ITEMS

- **Student reviewers**
  - **Identify at least 6 (minimum required).**
  - Names should be provided to the dean (or the dean's designee).
- **Student evaluations of teaching** (check with the Dean's Office)
  - Other evidence of effective teaching (e.g., **CFE resources**)
- **Copies of scholarship** (from the last 5 years)
  - Examples of scholarship go in the **Appendix to the Dossier.**
  - If numerous publications or bodies of work are listed in the C.V., select:
    - the **most relevant** items and
    - the items with **greatest impact.**

# ADDITIONAL DOSSIER ITEMS – TEACHING EFFECTIVENESS

- **Student evaluations are often the only evidence candidates have to demonstrate "effective teaching".**
  - Students are not always in the best position to evaluate teaching effectiveness (e.g., evaluations sometimes associated with higher grades/low workload).
  - Research has shown that evaluations are lower for faculty from historically marginalized groups.
- **Center for Faculty Excellence (CFE) has excellent resources that can complement your student evaluations.**
  - Self-evaluation, peer evaluation, small group instructional diagnosis.
- <https://my.creighton.edu/s/> (Institutes and Centers/CFE)
  - Email: [cfe@creighton.edu](mailto:cfe@creighton.edu)

# THE DOSSIER: WHAT HAPPENS AFTER SUBMISSION

- **Letter of the Department Chair**
  - *Faculty Handbook*, Article III, Section G.10.c.
  - Submitted by the department chair directly to the college/school rank and tenure committee via the dean's office, which delivers it to the college/school committee chair. The candidate does not see the department chair's letter.
- **Letter of the College/School Rank & Tenure Committee**
  - Section G.10.f
  - Includes the secret ballot vote of the college/school committee
    - (Yes/No/Recused/Absent)
- **Letter of the Dean**
  - Section G.10.g
- **Recommendations and secret ballot vote of the University Committee**
  - Section G.10.h (again, Yes/No/Recused/Absent)





# BACK TO THE PROCESS

STEPS 4-10

## STEP FOUR: DOSSIER EVALUATION - DEAN'S OFFICE ACTION

- While the candidate compiles the dossier, the **department chair concurrently evaluates** the candidate's performance and submits a letter of review directly to the dean (or the dean's designee), who then adds the department chair's letter to the dossier to be evaluated by the college/school committee on rank and tenure – by October 31.
- **Student reviewers are also concurrently writing their letters of review** which are also submitted directly to the dean, who adds the student review letters to the dossier which will, in turn, be evaluated by the college/school committee – by October 31.
- Next, the **college/school committee** on rank & tenure evaluates the dossier which then includes the department chair's letter of evaluation – November 1 to December 10.
- Then, the **college/school dean** evaluates the dossier which then includes the college/school committee letter of evaluation and vote of the committee – December 10 to January 10.

# STEP FIVE: DOSSIER SUBMISSION

## - DEAN'S OFFICE ACTION

- **By January 10**, the deans submit all dossier materials
  - in digital form (pdf), uploaded to the secure drive
  - of the University Committee on Rank & Tenure.
- To help the U-CR&T navigate the dossier,
  - Deans submit the dossiers in file folders of separate pdf documents (rather than as a single mega-pdf file)
    - *E.g.*, separate file folders for the candidate's c.v., the faculty profile, the peer review letters, the student review letters, the student evaluations, the correspondence of the dean with the reviewers, the correspondence between the dean and the candidate, the summary page, and the Appendix with the candidate's scholarship examples.
  - The U-CR&T also recommends that the department chair letter, the college/school committee letter, and dean's letter be submitted in separate file folders.

# STEP SIX: UNIVERSITY REVIEW

## - U-CR&T ACTION

- The U-CR&T meets to review of dossiers from the first Monday after January 10 through the last Monday of February.
- The University Committee has eleven members:
  - Elected representatives from each of the 8 schools/colleges, including:
    - 2 from the College of Arts & Sciences and the School of Medicine (due to larger faculty size).
      - For the School of Medicine, one member comes from clinical services faculty and one from basic sciences faculty.
  - and the Provost, *ex officio*, because of the duties of the office.

# STEP SEVEN: RECUSALS

## - U-CR&T ACTION

- U-CR&T members **recuse** themselves from discussing and voting on a particular dossier whenever:
  - there is a **relationship** between the member and the candidate that would compromise objectivity, neutrality, or fairness.
- *Faculty Handbook* rules **require** recusal of any member whenever:
  - that member has a **direct supervisory role** over the candidate or
  - **may have an actual or perceived conflict of interest** in voting on the candidate.
  - Article III, Section G.8.a.ii.C.
- college/school R&T committees have the same recusal rules.

# STEP EIGHT: RECOMMENDATIONS

## - U-CR&T ACTION

- The U-CR&T meets weekly to review the individual candidates' dossiers,
  - usually considering dossiers grouped by college/school,
  - given the common standards, guidelines, and/or expectations for each college/school.
    - In 2021, weekly meetings started Jan 11 and concluded Feb 22.
- By March 1 the U-CR&T submits to the University President:
  - its recommendations in the form of its narrative meeting minutes and
  - its votes on each dossier:
    - Yes/No/Recused/Absent
    - by secret written ballot
    - available only to the University President.

## STEP NINE: DECISION-MAKING - THE PRESIDENT'S ACTION

- The **U-CR&T chair and secretary** and the **Provost** then meet with the **President** to discuss the recommendations of the U-CR&T.
- The Chair is present to provide the President with information:
  - about **U-CR&T recommendations**;
  - the **process observed by the U-CR&T** and all other evaluators;  
and
  - any **concerns** of the U-CR&T about recommendations and process.
- The secretary is present to answer questions about the confidential minutes of the U-CR&T meetings that have been provided to the President.
  - All meeting minutes are provided to the President **on or before March 1** to assist the President's review of the U-CR&T procedures and recommendations.

# STEP TEN:

## - THE PRESIDENT'S DECISIONS

- After reviewing the candidate's dossier and reading the recommendations that have been entered in the dossier, the President makes the decision on whether to grant a candidate's request for tenure and/or promotion.
  - *NOTE:* The President makes **all decisions.**
  - All other participants in the rank and tenure evaluation process make recommendations to the President.
  - *Faculty Handbook, Article III, Section G.10.k.*
- The President then announces the names of successful candidates by **March 31.**



# NEGATIVE DECISIONS

## - THE PRESIDENT'S ACTION

- **Before March 31**: An unsuccessful candidate will receive notice of the President's negative decision **before** the President's announcement of promotions and grants of tenure.
- The unsuccessful candidate will be provided information about appealing a negative decision to the President, *i.e.*, asking for the President's re-consideration; e.g., a candidate has a significant change in circumstances, improving the dossier due to developments after the submission deadline.
- The unsuccessful candidate will also be provided the reason(s) for the President's negative decision.
  - The candidate should consider that information when re-applying, in order to compile a more effective dossier and candidacy in the future.
- If a candidate did not receive tenure in his/her sixth year, the candidate may re-apply in the 7<sup>th</sup> terminal year.


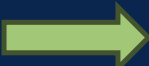

# QUESTIONS ?

- These slides will be uploaded to the U-CR&T webpage,
  - <https://www.creighton.edu/provost/tenure-and-promotion>.
- For a digital copy now, email Dr. Lance Frazier at  
lancefrazier@creighton.edu  
or call – (402) 280-**1192**

# CENTER FOR FACULTY EXCELLENCE MYCREIGHTON INTRANET SITE

Left Navigation Menu

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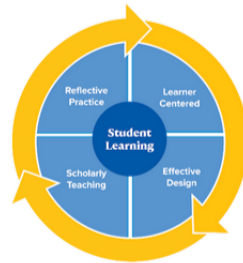


**Institutes + Centers at Creighton**

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  - Faculty Associates Program

## What is teaching effectiveness?

Teaching effectiveness is the degree to which a teacher can engage learners and impact student learning. To guide effective teaching, the Teaching Effectiveness Framework at Creighton University embodies four core elements that align closely with the University's mission and vision. These elements emphasize the importance of fostering student growth, applying evidence-driven strategies, conducting and utilizing research to enhance teaching, and critically reflecting on teaching practices. This framework equips educators to intentionally design, deliver, and evaluate teaching in ways that prioritize student success and their own personal and professional growth.



## How do we develop and measure teaching effectiveness?

Teaching effectiveness is cultivated and assessed through an ongoing process of professional development, paired with regular evaluations of personal growth and instructional impact. This process integrates both formative and summative assessments, drawing from diverse data sources such as peer and supervisor feedback, self-reflection with a growth mindset, student learning outcomes, and student perceptions of the learning experience.

Read more about the [Teaching Effectiveness Framework](#).

Access formative and summative tools to develop and measure teaching effectiveness below.

Quick Link: [Request a peer-to-peer observation or SGID](#).

### Formative Assessment Tools ▾

### Summative Assessment Tools ▾