

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING

Policy and Procedures for Tenure and Promotion Evaluation of Tenure-Eligible Faculty Members – General Requirements and Domains of Excellence

Preamble

The AUB School of Nursing, founded in 1905, is the first school of nursing in the Middle East. The BSN and MSN programs were the first to receive unconditional accreditation and reaccreditation from the Commission on Collegiate Nursing Education (CCNE) in the US. The AUB Hariri School of Nursing (HSON) is currently a regular member of the American Association of Colleges of Nursing (AACN) in the US. HSON has the highest number of research projects and highest publication rate in nursing in Lebanon and the region. HSON ranks above the world average in citation rate based on US rankings. HSON ranked 149 out of 503 schools of nursing offering graduate programs based on U.S. News & World Report Ranking. In fall 2018, HSON will introduce the first U.S. approved PhD program in Nursing Science in the region. The program aims to provide rigorous training for research careers in nursing and healthcare. It develops capacity for scholarly and independent inquiry, critical/analytical thinking, and the ability to communicate research findings and transfer evidence-based knowledge into healthcare practice.

HSON Mission

The mission of the Rafic Hariri School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high quality, compassionate nursing care in Lebanon and the region, guided by ethical principles. The faculty believes education is an interactive process between faculty and students, with both taking responsibility for active learning.

The baccalaureate program (BSN), drawn primarily from the humanities, sciences and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program (MSN) focuses on preparing nurses for advanced nursing practice roles in Nursing Administration and Management, Adult Gerontology, Psychiatry and Mental Health, and Community and Public Health Nursing. The MSN program is based on the use and generation of research-based knowledge to guide practice. The PhD program in Nursing Science provides rigorous training in scholarship and research. Nursing students learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of lifelong learning and freedom of speech.

The mission of HSON guides the criteria for faculty tenure and promotion by placing emphasis on transformative teaching and learning, the use of research to influence practice and service to the community and the nursing profession at large.

HSON is committed to the following:

- Excellence in teaching and mentoring students at the undergraduate and graduate levels
- Relevant programs of research with a transformative impact on practice in Lebanon, the region and globally
- Nurturing a cadre of research-active faculty with national and international reputation
- Interdisciplinary research nationally and internationally
- Inter-professional collaboration in education, research and practice
- Serving our community and the profession at large

HSON Vision

The Rafic Hariri School of Nursing aspires to become the leading school of nursing in Lebanon and the region and nationally and internationally recognized for excellence in education, research, and service. The school is committed to offering cutting-edge, culturally relevant and internationally recognized graduate and undergraduate education, fostering life-long learning and scholarship, developing leaders in nursing and health care, and attracting a competent and culturally diverse student body.

Hariri School of Nursing appointment and promotion tracks; clinical and academic tenure tracks.

The Hariri School of Nursing offers two pathways for promotion of its faculty members: the clinical track, and the academic and tenure track.

HSON Clinical Track

The “clinical track” was approved in 2004 and is aligned with appointment and promotion policies in leading U.S. schools of nursing. Faculty with current clinical expertise, who are productive in scholarship and/or service, and who are not predominantly research oriented but are essential to the clinical education and professional development of undergraduate and graduate students, are eligible for appointment to and promotion in the track. All Clinical Nursing Faculty are required to demonstrate “advanced” clinical competencies and accountability for designing, delivering and evaluating evidence-based clinical nursing education to improve client outcomes. The advanced nursing competencies expected of clinical faculty are those nursing interventions “that influence health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy” (www.aacn.nche.edu/dnp/Essentials.pdf). The clinical track includes Clinical Instructors, Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors. Clinical track faculty members are not eligible to apply for tenure

HSON Academic Tenure Track

The Academic/Tenure track applies to faculty members who engage substantially in research, teaching and service with a high impact on HSON, AUB, the nursing profession, and healthcare delivery. Appointment to the tenure track shall normally be made at the time of initial appointment as an Assistant Professor or a higher academic rank. To be eligible for the tenure track, a candidate must provide the following: (1) evidence of expert knowledge and commitment to continuing development of competence in the focused area of interest, (2) potential to achieve an outstanding track record in research and scholarship in nursing or a cognate field, demonstrated by a record of research publications, (3) dedication to effective teaching and clinical practice for those teaching the clinical nurse practice specialties, (4) and willingness to assume a fair share of administrative and service tasks. The Academic (Tenure) track includes Assistant Professors, Associate Professors and Full Professors.

Tenure and Promotion Evaluation: Domains of Excellence

Granting tenure is a recognition by one's peers and by the university of achieved distinction in the areas of research, teaching and service, in the advancement of the mission of the university, and ultimately in the career trajectory of faculty members. Therefore, tenure should be granted to faculty members whose high standards of scholarly achievements in serving the university's mission and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The process of evaluating candidates for tenure and/or promotion is essentially an inquiry, to evaluate whether they are accomplished scholars and significant contributors to their fields, in comparison with peers at similar points in their careers, while taking into account the candidate's discipline and working conditions in terms of available resources for research, teaching load, opportunities for service and mentoring support.

This document describes the domains of excellence in research, teaching and service for the evaluation of tenure-eligible faculty members applying to the ranks of tenured associate professor and tenured professor based on the university policy. In addition, it includes HSON specific indicators, expectations and information that are consistent with its context and discipline. The application process for faculty members and the evaluation stages follow the procedures based on the university policy.

Indicators of accomplishments in each of the categories of research, teaching, and service are presented in the section below. In considering an individual for promotion or tenure, his or her strengths should be the primary consideration in making the case for his/her promotion, though providing evidence of excellence. The indicators may vary from one candidate to another depending on the candidate's area of expertise and contributions. Hence, the list of indicators in each category is neither exhaustive nor required in its totality, unless otherwise stated.

Research Domains of Excellence

In considering a faculty member for tenure and promotion, a comprehensive assessment of contributions, achievements and impact should be conducted based on the below research domains of excellence. The level of excellence should be acknowledged by internal peers and internationally established external experts who can objectively and comprehensively evaluate the candidate's scholarly contributions.

Scholarship in Academic Nursing Sciences

Scholarship is a primary requirement for tenure and academic advancement. All candidates applying for tenure at HSON should have demonstrated significant accomplishment in scholarly endeavors.

Scholarship is the communication of knowledge generated through rigorous inquiry using a range of activities that advance research, teaching, and practice, both within and across the discipline boundaries. The formal types of scholarship are: discovery scholarship, application scholarship, integration scholarship, and teaching scholarship. The scholarship of discovery refers to the development of new knowledge and theories. The scholarship of application is the interaction between knowledge and its practical use; translation of evidence into practice and evidence-based practice are some examples in the clinical sciences. The scholarship of integration refers to activities using interdisciplinary approaches where theories generally used in one discipline are applied to objects of study that are typically part of a different field. The scholarship of teaching refers to activities for the design and implementation of teaching strategies that promote student learning.

Demonstration of scholarship requires all of the following: 1) A systematic approach of inquiry or development; 2) Public availability or transmission (not necessarily through only publication in a journal); and 3) Being subject to peer review. In general, faculty members seeking tenure must demonstrate cumulative achievements in scholarship.

I. Research Domains of Excellence

In considering a faculty member for tenure and promotion, a comprehensive assessment of contributions, achievements and impact is conducted based on the below research domains of excellence. The expected level of achievement in any of the below domains is commensurate with the professorial rank.

I. A High-Quality Scholarship: The candidate demonstrates excellence via a record of original research output work published in high quality peer reviewed journals, as judged by experts in the discipline. The produced body of scholarship should advance knowledge in the candidate's area of specialty. In addition, seeking and/or securing external research funding to undertake and expand scholarly contributions is desirable.

Indicators include:

- Publications in refereed journals in the upper quartiles in nursing and/or health related field with high impact factor. Journals are evaluated using impact factor, citation index,

rank in the discipline, and quartile status. Authorship will have a proportional value based on the sequence of authors i.e. first, second or last, or level of contribution such as corresponding author. Original articles are a requirement.

- Presentations of research at local / regional and international scientific meetings.
- Ability to secure research funding.
- Evidence of addressing nursing or related phenomena using rigorous methods.
- Receipt of research fellowships and awards.

I.B Independent Scholarly Identity: The candidate demonstrates excellence via independent contributions reflecting research identity. In many fields of research, establishing effective and relevant collaborations with colleagues and international partners, within the discipline or across multiple disciplines, is necessary and highly valued. Nonetheless, it is essential that the candidate's individual intellectual contributions be clearly identifiable and highlighted as part of the assessment process.

Indicators include:

- Research work that is independent from the PhD dissertation work is considered for research productivity.
- Publication in collaboration with students or other faculty members that show the level of expertise of the candidate through his/her contribution to the work
- Effectiveness in mentoring /directing the research of graduate students

I.C Focus and Coherence: The candidate demonstrates excellence via a clear agenda of research with one or more themes directed towards achieving major objectives and goals. The produced body of scholarship should reflect a level of coherence and purposefulness, as well as the candidate's level of expertise.

Indicators include:

- A clear and sustained research focus
- Establishing a focused research area in a well-defined specialty/theme through publications in a specific area of specialty.

I.D Trajectory of Growth: The candidate demonstrates excellence via continuous development in research, sustained scholarly output, and potential for effective long-term performance. This should be evidenced via a record showing an increasing level of quality and value over the years in rank, while taking into consideration transitions in the candidate's program of research, in addition to undertaking any major academic appointments or responsibilities. The trajectory of growth should also constitute a clear basis for projecting sustained excellence into the future.

Indicators include:

- Evidence of growth and development of a sustainable program of research
- Research output is similar to that of peers in the rank applied to, with clear contributions to research.

I.E Scholarship of Application: Nursing research is more oriented to address real world problems and health issues, and aims to contribute to policy, practice, and/or society. Excellence in this direction can be demonstrated via the following indicators:

- Knowledge translation, which includes contributions that translate research findings to the public and stakeholders to inform and/or influence policy, practice, and/or society.
 - Demonstrating development of research programs that have direct impact on society
 - Producing national research with impact on policy and nursing practice
- Entrepreneurship, which includes contributions that lead to inventions, intellectual property, and/or development of products or prototypes that can be commercialized.
 - Original intervention research that brings new dimensions to nursing and health practice
- Scholarship of teaching, which includes scholarly contributions that can advance practices, methodologies, and skills related to teaching and learning in the candidate's area of specialty.
 - Development of innovative pedagogical methods such as simulations.
 - Publications related to teaching
 - Educational grants and funding.

I.F Leadership/Recognition: Leadership can be demonstrated via recognition by international peers as a prominent scholar at the national, regional and/or international level, based on a body of research that is well established, respected, authoritative and/or impactful. It can also be demonstrated by launching and leading major initiatives that include securing funding and other needed resources, mobilizing research teams, and collaborating effectively with local, regional and/or international partners.

Indicators include:

- Leading a research team
- Mentoring junior and new faculty in research
- Unsolicited invitations to speak at local and/or regional events.
- Editorship of journals and/or service on editorial boards of journals
- Serving as referee for journals in a candidate's specialty area
- Invitation as external reviewer by regional and international organizations to evaluate research projects
- Election to offices or leadership positions in professional organizations
- Organizing or chairing major scientific or professional conferences.
- Invitation to serve as a consultant, member of external advisory board to scientific, Professional, or educational entities.
- International collaborations resulting in research funding of joint projects.
- External letters of from acknowledged national and international referees
- National and international research awards and fellowships.
- Bibliometric data and citation analysis of research output when relevant and as compared to peers in the field.
- Faculty member has been the principal investigator, co-investigator, or coordinator of peer reviewed external and competitive research grants across multiple years, or has secured competitive contracts that support the faculty member's scholarship across multiple years.

As the work of the Senate's Committee on Teaching Effectiveness is still in progress, specific indicators will be added after the report of the Senate Committee on Teaching Effectiveness has been approved.

II. Teaching Domains of Excellence

In considering a faculty member for tenure and promotion, a comprehensive assessment of the candidate's teaching quality, contributions and impact should be conducted based on the below teaching domains of excellence. These should be described by the candidate in a well-articulated teaching philosophy. The level of achievement should be acknowledged by peers as well as by students and advisees.

II.A Teaching and Assessment: The candidate demonstrates level of achievement via:

- A record of teaching strategies that are learner-centered, aligned and appropriate to achieve clear learning outcomes, tailored to provide an environment conducive to learning, and suitable to deliver the knowledge effectively.
- Evidence of developing a new or revised course, module, or program
- Proficiency in directing a program, major, or specialty and managing its resources
- Evidence of utilization of effective student assessment practices (theoretical and clinical) that are aligned with the learning outcomes and that provide timely feedback and evaluation to students.
- A record of quality teaching that clearly reveals the candidate's capability to sustain effective teaching, with evidence of students' learning based on appropriate measurable indicators.
- Self-evaluation and improvement of teaching methodology and practices.
- The use of emerging teaching methodologies based on, for example, technology, evidence-based teaching, experiential learning and service/community-based learning, when applicable.

Indicators include:

- Recognized competence in theoretical and clinical teaching reflected in Student Learning Outcomes, Instructor Course Evaluations (ICE) by students and Peer Evaluations.
- Use of innovative teaching methods such as Moodle or other online learning platforms, simulation, blended, case based or problem based learning.
- Supportive clinical teaching and coaching reflected in course evaluations and unsolicited student anecdotal comments.
- Consistent achievement of very good ICE scores.
- Capacity for continuing growth as a teacher through sustained excellent student and/or peer evaluation.
- Has continuously assessed, improved and developed courses to ensure meeting student learning outcomes
- Integration of latest research findings and advances in the field in classroom instruction, online learning resources, and/or clinical education.
- Self-evaluation and improvement of teaching methodology and practice
- Recognition, honors or awards received for teaching excellence
- Serving as a role model in a nursing clinical area of expertise

II.B Course and Curriculum Development: The candidate demonstrates the expected level of achievement via:

- Evidence of substantial revisions of existing courses or development of new courses in the candidate's areas of expertise, with clear student learning outcomes, well-supported rationale, and contemporary content. The revised and/or newly introduced courses should be recognized to have an added value to the academic program.
- Evidence of contributions to the revision of existing programs or participation in the development of new programs, degrees, and/or academic units.

Indicators include:

- Course development, design and revision to ensure meeting student learning outcomes, as evidenced by course syllabi.
- Evidence of systematic continuous improvement in course design and delivery.
- Contribution to curriculum development.
- Provision of consistently challenging and contemporary course content with regular revision and updating to international standards, and the development of new courses and programs that strive to remain up to date with advances in the field.
- Leading the establishment/revision of a new/existing degree program at the faculty or department level.
- Keeping up to date with national and international nursing certification requirements
- Supervision of graduate students' theses/projects/dissertations

II.C Mentoring and Advising: The candidate demonstrates the expected level of achievement via effective mentoring and advising approaches, supported by accounts of successful advising that promoted students' academic development as well as their career and professional paths.

Evidence can be reflected through the following indicators:

- Regularly seeking to interact with students as learners, attending to their needs and supporting them to develop their educational and career pathways.
- Being available, accessible, and proactive in supporting students who seek academic or career advice.
- Supervising, guiding and coaching graduate students and/or post-graduate trainees towards successful completion of their theses, projects, and/or professional clerkships.
- Serving as a role model to students in terms of ethics, values and professionalism.
- Showing commitment to student advising at all levels including career advising of senior students.
- Supervision and mentoring of PhD and graduate students, including membership in thesis committees; guiding and evaluating senior and graduate research projects and theses.
- Students supervised by the faculty receiving creative achievement awards
- Arranging workshops, seminars, and other community activities that help students learn outside the classroom

II.D Leadership/Recognition: Leadership can be demonstrated via recognition as an effective, impactful and prominent educator, both in theory and clinical, in addition to being a role model for peers and students. Evidence can be reflected through leading initiatives that advance innovations and address problems of practice, coordination and enhancement of academic programs, contributions to the development of educational policy and programs at the national level, and/or establishing professional networks within the university and/or beyond that aim at improving teaching and learning.

Indicators include:

- Special recognition received for teaching accomplishments and teaching awards, as well as awards earned by mentored students.
- Leading the establishment/revision of a new/existing degree programs at the faculty or department level
- Continuing education, speaking engagements and professional training

III. Service Domains of Excellence

Faculty members are expected to be engaged in service to the University, Profession and Society, in line with AUB's mission and context. This can be expressed in differing ways through various venues, as well as varied forms and levels of engagement that ultimately reflect positively on the University, and address needs that are specific to Lebanon and the region. Service provides an opportunity to model the profile of the AUB scholar committed to the ethics of care towards HSON, the university, profession and/or society. Faculty members are encouraged to develop a service trajectory that reflects their own interests and passion, with potential for positive impact.

Service to the university can be manifested through participation in shared governance at the level of the department, HSON and the University as a whole.

Service to the profession includes contributions to advancing the nursing profession, practice and/or discipline at the national and international levels.

Service to society extends beyond service to the University and the profession to encompass proactive citizenship that is responsive to prevailing and emerging needs of the community, society and beyond.

In considering a faculty member for tenure and promotion, a comprehensive assessment of service activities, contributions and impact should be conducted based on the below service domains of excellence. Internal/external peers and/or experts who can objectively and comprehensively evaluate the candidate's service contributions at multiple levels should acknowledge the level of contribution. The service domains of excellence are:

III.A Active and Effective Participation: The candidate demonstrates the expected level of achievement via evidence of active and effective engagement in various service activities, including academic governance venues and initiatives within the University. This

can also be demonstrated by showing responsiveness to emerging concerns faced by the University, profession and/or society.

Indicators include:

- Participation in (or leadership of) school/faculty committees and/or task forces
- Participation in the organization of HSON workshops and/or conferences.
- Serving as a mentor to faculty who have recently joined the university, including reviewing course materials, manuscripts, research proposals, and evaluations of instruction and research.
- Service on graduate student thesis committees
- Service on promotion and tenure committees
- Contribution to high quality patient care such as through evidence based practice projects.
- Development and delivery of continuing education programs
- Reviewer of regional or international journals.
- Reviewer of abstracts for professional conferences.
- Participation in professional organizations.
- Service to health related or governmental bodies to the extent that such services contribute to the candidate's effectiveness as a scholar and teacher.
- Presentations at conferences, seminars, and symposia related to professional practice

III.B Trajectory of Service: The candidate demonstrates the expected level of achievement via evidence of service engagement for the University, profession, and/or society with a clear purpose and a consistent trajectory over time. This should be directed towards achieving service goals to make a positive difference and advance the collective good aiming at producing tangible and valuable outcomes.

Indicators include:

- Participation in interfaculty AUB initiatives in area of interest and expertise.
- Contribution to the success and growth of an important University/Faculty Initiative
- Participation in community outreach activities.
- Consultancy activities in area of expertise.
- Contribution to improvement of standards of professional practice through service on professional committees including, for example those of the Order of Nurses in Lebanon or international professional nursing/health organizations.
- Participation in civic activities and working with community partners to promote a positive impact through solving problems of the community and preparing students for citizenship, work, and life.
- Participation in regional and national networks for service, research, and continuing education
- Review of applications for competitive research funds.

III.C Leadership/Recognition: Leadership can be demonstrated via launching initiatives, mentoring, inspiring and galvanizing others, and/or leading efforts of teams, towards an aim of service to the University, profession, and/or society, with the value recognized by internal/external peers and/or experts. This may also be reflected by developing independent service engagement strategies and advocating for their rationale and implementation, and/or by demonstrating innovation through evidence of utilizing available expertise and resources to offer solutions and engage in novel opportunities that show originality in the way they serve the needs of the University, profession and/or society.

Indicators include:

- Administrative service as serving as department/program chair/coordinator.
- Chairing major University level committees or task forces.
- Advising of a professional student society helping and supporting students to organize professional activities, conferences, competitions, and field trips
- Development of a major faculty level initiatives or facilities that contribute to research and teaching activities in HSON or the University
- Holding office in alumni and other organizations
- Delivering keynote or invited speeches at other universities or professional meetings.
- Leadership or organizing role in significant professional and scientific committees, conferences, councils, boards, and review panels
- Provision of services to national, regional, and international agencies, task forces, boards, and commissions.
- Serving as a consultant in areas of research and/or clinical expertise, member of external advisory board to scientific, or professional entities.
- Service on the editorial boards of international refereed journals
- Launching new professional initiatives, such as establishing a professional society within own area of expertise

Clinical service is an expectation of faculty members engaged in clinical teaching at the Masters level (APN) and can be evaluated using the following indicators:

- Participation in joint appointments that involve direct or indirect nursing care;
- Participation in community development projects.
- Leadership of quality improvement processes.
- Integration of research in practice
- Mentoring of future practitioners.

These indicators are to be used at all levels. However, the expectations vary depending on the professorial rank to which the candidate is applying.

IV. General Requirements for the Evaluation of Tenure and Promotion

Evaluation for tenure and/or promotion addresses the three domains of excellence as stipulated by AUB: research, teaching and service. According to the University statement, their weight should reflect more emphasis on quality research, and excellent/very good performance in the other two areas. Tenure will be granted to faculty members whose high

standards of scholarly achievements in serving the university and HSON's mission and potential for effective long-term performance warrant the institution's reciprocal long-term commitment.

General Provisions

In Research Publications

1. All publications should be evaluated according to their originality, novelty, quality of scientific content, and contribution to existing knowledge.

1. An original paper is a full-length manuscript that describes a significant advancement in a particular field of research. Originality implies evidence-based innovation and achievement of new findings based on experimentation, clinical studies, simulations, or other forms of investigative methods. An original paper typically includes an abstract summary, introduction, methods, results, and discussion sections. The work should not have been previously reported except in abstract form. Narrative reviews, case reports, brief letters to the editor, conference reports, and technical reports or communications do not count as original papers. In exceptional cases, those types of publications can qualify as original papers, but that have to be considered on a case-by-case basis as assessed by their content.
2. The productivity of original articles should be evaluated as a sustained record of publication for successful promotion with tenure. Indicators of high quality include, for example, publication in the higher ranked journals in the Nursing/health discipline, high number of citations over time, as well as excellent evaluation of the work in letters of external referees.
3. In assessing publications, articles published between the final submission of an application for promotion and the appointment to a higher rank count as published in the higher rank, unless they were included in the application for promotion as "in press" or "accepted for publication".

In Research Grants

A competitive research grant refers to a grant awarded by a reputable funding source following a merit-based review process.

In Teaching

The process of evaluating teaching is guided by the relevant indicators as described in broad and detailed indicators, and criteria used to evaluate the quality and scholarly approach of each teaching domain of excellence in terms of: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique (see indicators listed above).

In Clinical Service

Nursing has a clinical in addition to its theoretical component. Faculty members carry out the academic, clinical and administrative missions using professional knowledge, attitudes, and

skills to provide direct care or advance clinical and organizational systems. In addition to the guidelines on service presented above, all faculty members are expected to demonstrate a valued record and respected recognition in clinical service in their area of specialty. This is quantitatively evident by including their clinical workload and time and effort analysis, especially those teaching in the Advanced Practice Nursing specialties (APN). Qualitative advances in patient care and/or clinical service are evident by a growing reputation in the area of Nursing using satisfaction surveys, peer evaluation forms, or other quality indicators if applicable in their area of specialty.

The section below details the appointment and promotion procedures across professorial ranks.

II.A Assistant Professor Applying for Tenure with Promotion to Tenured Associate Professor

Promotion to, or appointment of, an associate professor along with the granting of tenure should be in accordance with the following general requirements:

A successful candidate must have a record of excellent achievement and recognition in scholarly research, in addition to an excellent record in either teaching or service, and at least a very good record in the other one.

In considering the application of an assistant professor for promotion with tenure, the following should be conducted:

- A comprehensive assessment of the candidate's research contributions, achievements and impact with supporting evidence based on the research domains of excellence, in addition to *leadership if applicable*. Demonstrating elements of leadership and potential of recognition is desirable and will be considered favorably in support of the evaluation of the candidate.
- A comprehensive assessment of the candidate's teaching contributions, achievements and impact with supporting evidence based on the teaching domains of excellence, with special emphasis on *teaching assessment*. Demonstrating elements of leadership is desirable and will be considered favorably in support of the evaluation of the candidate.
- A comprehensive assessment of the candidate's service activities, contributions and impact with supporting evidence based on the service domains of excellence *noted above*. Demonstrating elements of leadership in service is desirable and will be considered favorably in support of the evaluation of the candidate.

1. Demonstration of excellence in research evidenced by:

- a. A successful record of excellent achievement and recognition in scholarly research evidenced by original articles/publications as major contributor. The quality of publications and their scientific value shall receive considerable emphasis.
- b. Successful funding as principal investigator or co-principal investigator on competitive intramural and preferably extramural research grants.
- c. National or regional reputation for excellence in research/scholarly activity and national, regional, or international invitations to present scholarly findings.

2. Demonstration of excellence in teaching evidenced by:

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and in providing them with measures of progress and well-documented learning methods (see section on indicators above) by any two of the following proficiency indicators:
 - 1. Developing a new or revised course, module, rotation, or program ; or by
 - 2. Providing counsel and support to mentees/advisees over years and in many contexts or by
 - 3. Coordinating a course, major, or specialty and managing its resources.

OR *Demonstration of very good teaching evidenced by:*

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and proficiency in providing them with measures of progress and well-documented learning methods by any one of the following proficiency indicators:
 - 1. Developing a new or revised course, module, rotation, or program ; or by
 - 2. Providing counsel and support to mentees/advisees over years and in many contexts or by
 - 3. Coordinating a course, major, or specialty and managing its resources.

3. *Demonstration of excellence in service evidenced by (see service indicators above):*

- a. Chairing a committee, department, faculty, and/or university committee/taskforce and by any two of the following indicators:
 - 1. Leading/Chairing a committee, taskforce, or study group in professional organizations/societies or participating in their governance/operations regionally or internationally ; or by
 - 2. Serving as a reviewer or editorial board member for credible scientific journals or books ; or by
 - 3. Establishing /Leading outreach and community service activities

OR *Demonstration of very good in service evidenced by:*

- a. Actively serving on division, department, hospital, faculty, and/or university committees/taskforces and participating in their administrative assignments ; and by any one of the following indicators:
 - 1. Actively participating as a committee, taskforce, or study group member of professional organizations/societies regionally or internationally; or by
 - 2. Reviewing articles for journals and other publications or proposals for extramural funding or by
 - 3. Participating in outreach service activities

II.B Associate Professor Applying for Tenure Only to Tenured Associate Professor

Granting of tenure to associate professors should be in accordance with the following general requirements:

A successful candidate must have a sustained record of excellent achievement and recognition in scholarly research combined with international recognition, which is commensurate with the number of years in the professorial ranks, in addition to an excellent record in either teaching or service, and at least a very good record in the other one.

The level of achievement should be in line with tenure and promotion guidelines to the rank of tenured associate professor as per Section II.A, with emphasis on demonstrating a sustained record, while taking into consideration the number of years in the professorial ranks.

1. *Demonstration of excellence in scholarly achievement in research evidenced by:*
 - a. A successful record of excellent achievement and recognition in scholarly research evidenced by original articles/publications as major contributor since appointment to the rank of Associate Professor. The publications as major contributor should be original articles. The quality of publications and their scientific value should receive considerable emphasis.
 - b. Successful funding as principal investigator or co-principal investigator on competitive intramural and extramural research grants (where applicable), since appointment as Associate Professor.
 - c. National, regional, and typically international reputation for excellence in research/scholarly activity, with recognition as being an authority in one's area(s) of expertise and national, regional, or international invitations to present scholarly findings.
2. *Evaluation of the level of achievement in teaching will follow the same guidelines as for assistant professors applying for tenured associate professor rank, however, with higher expectations in terms of quality and impact commensurate with the number of years in rank.*
3. *Evaluation of the level of achievement in service will follow the same guidelines as for assistant professors applying for tenured associate professor rank, however, with higher expectations in terms of quality and impact commensurate with the number of years in rank.*

II.C Tenured Associate Professor Applying for Promotion to Tenured Professor or Associate Professor Applying for Tenure with Promotion to Tenured Professor

Promotion to the rank of professor with tenure requires that the faculty member has clearly met the criteria for tenure and demonstrated outstanding scholarly achievement combined with international recognition in a particular discipline. Promotion to the rank of professor with tenure should be in accordance with the following general requirements:

A successful candidate must have demonstrated outstanding scholarly achievement in research combined with international recognition, and at least an excellent record in either teaching or service, and a very good record in the other one.

In considering promotion to the rank of professor, a comprehensive assessment of the candidate's overall contributions, achievements and impact should be conducted and supporting evidence provided, based on the research domains of excellence, including leadership, teaching domains of excellence, and service domains of excellence. Promotion to the rank of professor necessitates higher expectations compared to promotion to the rank of associate professor for all domains of excellence, in addition to a sustained trajectory of growth combined with leadership and international recognition especially in the research domain of excellence. Although research, teaching, and service are normally evaluated separately, demonstrating an appropriate level of integration and/or inter-relatedness among these areas of activity is desirable at this rank and will be considered favorably in support of the evaluation of the candidate.

1. *Demonstration of outstanding scholarly achievement in research evidenced by:*
 - b. *An outstanding record of excellent achievement and recognition in scholarly research evidenced by original articles/publications as major contributor since appointment to the rank of Associate Professor; the majority of the publications as major contributor should be original articles. The quality of publications and their scientific value should receive considerable emphasis.*
 - c. *Successful funding as principal investigator or co-principal investigator on competitive intramural and extramural research grants, since appointment as Associate Professor (where applicable)*
 - d. *National, regional, and typically international reputation for excellence in research/scholarly activity with recognition as being an authority in one's area(s) of expertise and national, regional, or international invitations to present scholarly findings.*
2. *Evaluation of the level of achievement in teaching will follow the same guidelines as for assistant professors applying to tenured associate professor rank, however, with higher expectations in terms of breadth of contributions and achievements (spanning multiple attributes of teaching excellence) combined with quality and impact, commensurate with the number of years in rank.*
3. *Evaluation of the level of achievement in service will follow the same guidelines as for assistant professors applying to tenured associate professor rank, however, with higher expectations in terms of breadth of contributions and achievements (spanning multiple attributes of service excellence) combined with quality and impact, commensurate with the number of years in rank.*

It is expected that the above domains of excellence are required for promotion from associate professor rank to tenured professor rank.

Although the domains of excellence for professors are similar to promotion to the associate professor rank, HSON emphasizes the need for higher expectations and international recognition for the latter, e.g.: Promotion to professor with tenure builds on the scholarly record in the associate professor rank evidenced by sustained research output. At the full professor rank, the same indicators of research success are used, but with higher expectation in quality, quantity, and impact, while emphasizing international recognition.

Successful funding as principal investigator or co-principal investigator on competitive intramural and extramural research grants is expected at these levels.

Moreover, leadership and international recognition is a required attribute at the level of tenured professor.

II.D Professor Applying for Tenure Only to Tenured Professor

Granting of tenure to professors should be in accordance with the following general requirements:

A successful candidate: 1) must have a cumulative record of excellent achievement and recognition in scholarly research 2) should have also maintained an excellent record, in the previous five years or longer, of either effective teaching and/or professional service, in a balanced combination of these two activities; and 3) must demonstrate the potential sustainability of continued activity in scholarship, teaching and professional service over the course of the faculty member's career.

The level of achievement in scholarly research should be in line with tenure evaluation as per Section II.B, while taking into consideration the overall trajectory of the candidate and the potential sustainability of continued activity in terms of research, teaching and service, in addition to any major recent academic or administrative appointments and responsibilities. The faculty member should demonstrate an excellent record of scholarship accomplishment evidenced by original articles in refereed journals and judged by expert reviewers to have advanced the field, while taking into account the number of years in the professorial ranks. The candidate should also provide evidence of a deliberate and forward-looking research agenda and intellectual leadership in collaborative work. The candidate should have attracted funding.

1. *Demonstration of a cumulative record of excellent achievement and recognition in research evidenced by:*
 - a. A growing number of publications as a major contributor commensurate with the number of years in rank. The majority of these publications as major contributor should be original articles. The quality of publications and their scientific value should receive considerable emphasis.
 - b. Successful funding as principal investigator or co-principal investigator on competitive intramural and extramural research grants, commensurate with the number of years in rank.
 - c. National, regional, and international reputation for excellence in research/scholarly activity with recognition as being an authority in one's area(s) of expertise and national, regional, or international invitations to present scholarly findings..
 - d.

2. *Evaluation of the level of achievement in teaching will follow the same guidelines as for assistant professors applying to tenured associate professor rank, however, with higher expectations in terms of breadth of contributions and achievements (spanning multiple attributes of teaching excellence) combined with quality and impact, commensurate with the number of years in rank.*
3. *Evaluation of the level of achievement in service will follow the same guidelines as for assistant professors applying to tenured associate professor rank, however, with higher expectations in terms of breadth of contributions and achievements (spanning multiple attributes of service excellence) combined with quality and impact, commensurate with the number of years in rank.*

May 17, 2018