Promotion and Tenure Guidelines

School of Nursing

New Mexico State University

2018

The New Mexico State University School of Nursing (SON) faculty strives for excellence in the tripartite mission of the land grant university: teaching, research/scholarship, and service/outreach that benefits all the residents of New Mexico. This mission is consistent with the missions of the College of Health and Social Services (CHSS) and of NMSU. This SON policy document is meant to supplement, not supplant, CHSS and NMSU guidelines for faculty pursuing promotion and/or tenure. NMSU policies regarding promotion and tenure supersede the policies of the SON and CHSS, therefore elements not specifically addressed in this document will be governed by University Promotion and Tenure guidelines and the CHSS P&T guidelines (https://health.nmsu.edu/p-t-policies/).

The purpose of this document is to provide transparent and consistent direction for faculty seeking promotion and/or tenure within the SON. The P&T process is used in conjunction with department and CHSS annual performance evaluations and allocation of effort assignments to help SON faculty to build and maintain their professional and academic careers. NMSU Faculty Annual Evaluation Guidelines and direction for the promotion and tenure process can be found in the **NMSU Administrative Rules and Procedures (ARP) Chapter 9**.

Professional and Academic Roles

SON faculty members are expected to meet the same academic role responsibilities as expected from all NMSU faculty, regardless of discipline. In addition, SON faculty are also expected to meet the standards of the nursing profession, including the standards of relevant professional specialty organizations as well as the conditions for licensure and certification as governed by the New Mexico Board of Nursing and accreditation bodies.

Nursing curricula provides for numerous clinical and field experiences where students and faculty provide nursing services at different levels of nursing practice. As a discipline and a profession, nursing is foremost a practice profession where scholarship/research, service/outreach and education are considered opportunities to contribute to professional nursing practice. SON faculty will maintain a current level of practice knowledge and skill in their specialty or clinical background and use that expertise to educate students, perform service in their community and among stakeholders, and to improve practice within the professional community.

There are two kinds of SON faculty positions, Tenure/Tenure Track (T/TT) and College Faculty. T/TT faculty are either tenured or eligible for tenure (continuous contract). College Faculty are those faculty with regular appointments but not eligible for tenure, as described in NMSU policy **ARP 9.18, 9.31.**

The promotion and tenure process for T/TT faculty follows the guidelines of **ARP 9.40,9.41,9.42, and 9.43.** These guidelines also provide direction for faculty who do not apply for tenure according to the timelines determined by the College and Provost.

Any tenure track faculty member intending to resign shall give written notice to the department head at the earliest time possible, but in no case later than 30 days after receipt of written notification of the terms of the next year's contract, or three months prior to the start of the following academic year, whichever is later, except when mutually agreed upon by the individual and the administration. The faculty member should inform the department head in writing.

However, if the person is in the fifth year of tenure-track service, withdrawal from consideration for tenure must be accompanied by written notice of resignation effective at the end of the sixth year of service (this notice must be received by the department head before the end of the fifth year of service).

In addition, if a faculty member does not apply for tenure in the fifth year, or extended year as appropriate, and does not submit a resignation letter to the department head, that faculty member's employment will terminate with the expiration of the current annual ("temporary") appointment. **(ARP 9.35 Part 7)**

Tripartite Role Expectations

<u>Teaching</u>

Teaching is central to the mission and goals of the NMSU SON and therefore comprises the majority of most SON faculty appointments. Teaching in the SON includes all areas related to advisement, instruction, and evaluation of students as well as course and curriculum development, implementation, and evaluation.

Teaching responsibilities outlined in University P&T Policy **(ARP 9.31)**include, but are not limited to; preparation and delivery of courses, seminars and other learning experiences, development of non-credit workshops, informal instructional activities, supervision of student research and scholarship, field and practicum supervision, creation of supplemental materials for teaching, and others.

College Faculty will demonstrate expertise in clinical teaching and practice. Clinical teaching should show evidence of promoting critical thinking and evidenced based interventions in the instruction of students in the clinical setting. T/TT faculty will apply current expertise in their specialty to classroom instruction and promote application of theory and research-based evidence to clinical practice.

Other teaching responsibilities of all SON faculty include course and curriculum design, implementation, program and course leadership and curriculum evaluation. It is also expected that faculty will teach across curricula tracks as necessary. All faculty will advise students appropriate to the student's level- for example, PhD students are advised by PhD faculty. It is the responsibility of all faculty to document their teaching and advising efforts in a way that provides direct evidence of these activities.

To be promoted to another level in teaching, all criteria from the current position level must be met and all the criteria in the next level must be met regardless of rank or appointment track. Cumulative allocation of effort statements must be a part of the

determination of promotion. Faculty members must provide at least two sources of evidence for teaching evaluations, the last five semesters of student evaluations of faculty performance and one other**. (NMSU ARP 9.31**). See the faculty performance Review document in the appendix. Additional evidence may be included as appropriate.

Research and Scholarship

Research and scholarship are broadly defined for a practice-based discipline such as nursing. According to the Boyer model (1990) scholarship encompasses both inquiry that produces new knowledge (the traditional research model) but also inquiry based on the application of knowledge in practice. Each approach to inquiry results in tangible products that both advance the faculty's status as an authority in their chosen specialty or field of research and that also provides benefits for the department, the University, and/or other communities outside the university.

Products developed through these processes, are typically public, open to peer review, and available for use by others, but may also include classified projects, protected intellectual property or other confidential materials. Scholarship and creative activity can take many forms, including but not limited to refereed publications and patented intellectual property. At NMSU's community colleges, scholarship and creative activity includes scholarship that is also evidenced by professional development activities that disseminate knowledge to the college's learning communities**(ARP 9.31. Part 3.D).**

The tangible products of research/scholarship for nursing faculty include, but is not limited to, research projects, refereed   research or non-empirical publications and presentations, book and book chapter authorship, grant submissions and/or funded grants, appointment as a manuscript reviewer for journals or books, serving as a grant reviewer for professional organizations,   the creation of electronic teaching materials and courses, editorial publications, and invited papers and presentations, or collaborative, intra- and interdisciplinary work that demonstrates the integration of knowledge with practice.

As in the category of teaching, it is expected that the focus of research and scholarship will vary based on appointment, with College Faculty focusing on clinical issues as they relate to patient care, the clinical instruction of students and to the extent that research/scholarship is a part of their annual allocation of effort. The research/scholarly work of T/TT faculty may be broader and may include any area of interest to the discipline. It is the responsibility of all faculty to document their scholarship and research in a way that provides direct evidence of these activities.

To be promoted to another level in Research and Scholarship, all criteria from the current position level must be met and all the criteria in the next level must be met regardless of rank or appointment track. Cumulative allocation of effort statements must be a part of the determination of promotion.

Service

Service to the university, school, community and profession is an integral part of the faculty role. Service to the university and school includes participating in those activities

essential to effective organizational function, such as committee and public relations work. Professional service includes those activities that support faculty teaching and scholarly activities such as membership/leadership in professional organizations and activities that promote clinical competence (i.e., writing test items for NCLEX or teaching P.A.L.S). These service activities are additional to and distinct from efforts that demonstrate meeting requirements for the teaching role.

University, community, professional and school service activities will vary widely based on SON need, faculty interests and other faculty assignments. However, all faculty are expected to contribute to any of these three areas. It is generally expected that T/TT faculty will be more involved in committee work at the University and college level than College Faculty.

To be promoted to another level in professional service, all criteria from the current position level must be met and all the criteria in the next level must be met regardless of rank or appointment track. Cumulative allocation of effort statements must be a part of the determination of promotion. It is the responsibility of all faculty to document their service efforts in a way that provides direct evidence of these activities.

Outreach

Outreach is defined as the function of applying academic expertise to the direct benefit of external audiences in support of the university and unit missions. Contributions in this area will vary according to faculty interest and other faculty assignments. Many times outreach functions blend seamlessly into teaching and research activities. Outreach activities of College Faculty may include innovative clinical teaching methods that improve services to the clients encountered during clinical education experiences. Outreach activities of T/TT faculty will more likely focus on specific outreach projects consistent with scholarship interests. Regardless, products of outreach efforts are to be identified and described. According to **ARP 9.31 Part 3 E**, outreach activities should be 1) creative and intellectual, 2) validated by peers, 3) communicated to stakeholders, and 4) have an impact on stakeholders and the region.

It is the responsibility of all faculty to document their outreach efforts in a way that provides direct evidence of these activities. Because outreach presents in many different ways and is closely related to service in a practice based discipline such as nursing, the percentage of allocation of effort to outreach and service is combined. Accumulated allocation of effort statements must be a part of the determination of promotion.

SON Role Expectations for Professorial Ranks

Role expectations differ for professors in the tenure/tenured track as compared to the college faculty and are described in **ARP 9.33.** T/TT professors carry the major responsibilities for SON scholarship and the dissemination of that scholarship in addition to their teaching assignments. College Faculty are expected to allocate most of their effort toward teaching and advising. Both tracks are expected to perform service and outreach. These responsibilities should be reflected in the performance goals and allocation of effort negotiated with the department head each year.

The criteria below specify performance expectations at the Assistant Professor, Associate Professor, and Professor. The expectations of Assistant Professor/ Clinical Assistant Professor are the expectations of performance on hire and early (1-2years) in a faculty member's service in the SON. For promotion to the Associate Professor/College Associate Professor rank as well as the Professor/College Professor rank, the faculty member will consistently demonstrate achievement of the performance expectations of the next level. It is expected that faculty members will display an attitude of respect, cooperation, and collaboration and collegiality in implementing the tripartite mission of the university.

All faculty teaching nursing courses in NMSU SON curricula will be licensed as a registered nurse or as an advanced practice nurse according to New Mexico Board of Nursing regulations. All SON faculty must possess a graduate degree in nursing.

Assistant Professor

An assistant professor is able to demonstrate a broad knowledge of the discipline and a more comprehensive knowledge of their foci for scholarship. An SON Assistant Professor will also demonstrate sustained progress in the professional and academic role, as evidenced in yearly evaluation documentation. A terminal degree (DNP/PhD/DNC) is required of those holding the rank of assistant professor in tenure.

Tenure-Track assistant professors are hired on a yearly basis for up to seven years. During the sixth year, assistant professors on the tenure track are evaluated for promotion and tenure simultaneously. However, an assistant professor on the tenure track, with written approval from their department head and Dean, may apply for tenure and promotion at any time before the sixth year. Application for tenure may occur only once. Candidates are given a one-year, non-renewable contract following an unsuccessful tenure application.

Associate Professor

Associate professors are tenured, mid-career academicians. They have demonstrated success in the lower ranks, evidence of competent and progressive scholarship plus evidence of productivity in all academic role expectations. Their knowledge of the discipline of professional nursing and nursing practice is broad and comprehensive. They share their expertise with students and other faculty, contributing to the missions of the SON and the University as well as using their knowledge for the benefit of the wider

community.

Professor

A professor (sometimes referred to as "full" professor) has not only met the requirements of prior ranks but is also able to assume leadership positions within the SON and CHSS. Professors share their expertise and experience through meaningful, sustained service to the University.   The professor demonstrates a command of disciplinary knowledge, the capacity to communicate and contribute their expertise across a broad range of audiences and through a variety of methodologies. It is appropriate that professors serve in leadership positions at state, national or international institutions or that their expertise is sought by other disciplines.

Guidelines The following guidelines should govern all decisions about promotion and/or tenure decisions.

1) Consistent contributions to the development and achievement of School goals
2) Continuous professional growth and potential for continued growth and productivity.
3) Expertise in teaching in a specialization or topic of interest
4) Service/Outreach accomplishments that support a reputation beyond NMSU
5) Evidence of consistent and sustained record of research/scholarship
6) Continuous and effective leadership within and for the School, College and University

Workload Expectation Policy

NMSU is the land grant institution for New Mexico. Its tri-fold mission of instruction, outreach/service and scholarship/research is unique among public colleges and universities. Because the University is a comprehensive teaching and research institution, the academic units, faculties, programs and students are heterogeneous. To provide a wide breadth of academic programs, the faculty perform a complex combination of duties. NMSU SON faculty are expected to teach across programs as appropriate to their expertise and credentials. Faculty members are independent professionals without prescribed working hours. For some, the work period fits a conventional workday, five days a week. For others, the workweek is spread over a variety of hours and shifts. For most, the workday is more flexible and ultimately more time consuming than would be true of a usual 40-hour work week during business hours.

The amount of effort that faculty members regardless of rank or position devote to the various aspects of their duties necessarily varies, and any promotion and tenure process will recognize these variations. A successful process considers whether the faculty member is effectively serving the mission of the university, as defined by a department's criteria and the individual's agreed upon goals and objectives. This means, for example, that the efforts of a faculty member made in response to administrators or committees are taken into account during promotion and tenure evaluation **(ARP 9.31, Part 2)**

The efforts of two faculty members may vary at the same points in their careers according to their particular strengths and department needs. Faculty assignments in different departments will also vary. For example, a department or program must not impose similar expectations for scholarship and creative activity, service, extension, or outreach from a faculty member teaching one class a semester as from another faculty member teaching three classes a semester or several large lecture classes **(ARP 9.31 Part 2)**

As a practice-based discipline, nursing regulatory agencies mandate time intensive laboratories, clinical instruction with limited faculty to student ratios, and travel to acute care and community facilities for experiential learning. Theory courses in nursing include team teaching complex concepts in 4-8 hour credit courses requiring multiple and varied strategies of delivery. In addition to the heavy time commitments required by teaching, full-time permanent faculty are also expected to contribute to scholarship and outreach/service and maintain competence in a clinical area. The purpose of this policy is to provide guidelines for fair, equitable, and realistic faculty workloads to accomplish the missions of the School of Nursing and NMSU.

I. **General Guideline for Determination of Overall Workload**

Negotiated workloads are dependent upon the following variables:
Faculty expertise, experience, and educational preparation
- Faculty appointment (clinical or tenure track) and faculty rank
- Programmatic needs
- Number and level of students involved
- Difficulty/scope of courses (Web-based, number of written assignments, graduate vs undergraduate, etc.)
- Type of courses (lab, didactic, simulation, clinical

graduate/undergraduate, web-based, etc.)

- New or different course preparations
- Course coordination
- Research or scholarly endeavors (research projects, grant writing, grant/manuscript reviewer or consultant, publications, regional or national/international presentations etc.)
- Professional service opportunities (leadership/participation in professional organizations, faculty development/education)
- Service opportunities (participation/leadership in SON and/or University committees, task forces, honor societies, etc.)
- Outreach opportunities

The NMSU SON workload policy is flexible, negotiable and guided by the understanding that the education of our undergraduate and graduate students is our primary focus and the expectation of our profession. All full-time faculty are assigned a 12 credit workload to be allocated according to their faculty appointment or position. While the performance expectations for promotion and tenure are the same for College Faculty and T/TT faculty, individualized allocation of effort for College Faculty will be heavily weighted toward teaching. The allocation of effort for T/TT track faculty will include at least 25% effort devoted scholarship and research. All other weights are negotiated with the SON Director according to the needs of the SON and the interests of the faculty member.

Faculty Annual Performance Review

Faculty Name:

Rank:

Academic Year: 2017-18

Department Head: Alexa Doig

Instructions and Review Process: Update your academic CV in Digital Measures with your accomplishments in teaching, research/scholarship, service and outreach. In the space provided on this form, please provide a brief explanation that supports how you met, or did not meet, the criteria at your rank. Focus your comments on the impact of your work, rather than repeating what is on your CV. If you feel that your CV or other forms of evidence such as course evaluations clearly provide evidence of meeting expectations, then no comments are required. If you feel that you exceed the expectations at your rank, you may include a narrative and/or evidence that you meet criteria at a higher rank indicating your readiness to go up for promotion.

If you do not have an assigned allocation of effort in a particular area (e.g., research/scholarship) then you are not required to complete that section. However, if you have accomplishments, please feel free to highlight them since accomplishments in all areas demonstrate commitment to the School of Nursing mission and goals, and will be taken into consideration during merit reviews and/or determination of readiness for promotion.

Per NMSU policy, all faculty are required to meet with the SON director (department head) for their annual performance review. Prior to the performance review meeting, faculty will send a <u>digital</u> (i.e., Word) copy of this completed Faculty Annual Performance Evaluation Review form and updated Academic CV to the Department Head with a draft of their Allocation of Effort form for the upcoming academic year. During the performance review meeting the department head will finalize the Performance Review and the Allocation of Effort form.

The department head will use the following ratings to evaluate faculty performance in the different areas where the faculty has an allocation of effort. Numerical ratings <u>will not</u> be calculated unless the department head is required to conduct merit reviews for the purpose of salary increases. Please note that numerical ratings are not the only factor involved in merit reviews.

1	2	3	4
Does not meet Expectations	*Partially Meets Expectations*	*Meets Expectations*	*Exceeds Expectations*

Department Chair Signature: _____ Date: _____

I have reviewed this performance evaluation and have received a copy of this evaluation.

Faculty Signature_____ Date: _____

2017-18 Allocation of Effort in Teaching: _____

Faculty Performance Area I: Teaching			
(Expectations for advancement in rank include meeting all the performance expectations of the current rank in addition to expectations for the next rank)			
Criteria	**Assistant Professor**	**Associate Professor**	**Professor**
Evidence of consistently satisfactory scores from student evaluations in 3 years prior to promotion is required for faculty requesting promotion in rank.			
Teaching Knowledge/Content Expert (accuracy, breadth, depth)	Maintain appropriate credentials and continuing education in content area. Ensure syllabus and course outlines are up to date with current, evidence-based nursing practice *Examples of evidence: Practice hours to maintain certifications, peer evaluations, content expert review of syllabus/course outlines* *Faculty advisor to student organizations. Chair of special projects as assigned.*	Active involvement in curriculum development. Active involvement with student projects/thesis/committees *Examples of evidence: new courses developed or major revisions to current courses or to program curricula. Service on student committees.*	Serves as a leader and mentor in curricular and instructional development, evaluation or reform in department and discipline. *Examples of evidence: receives recognition for teaching excellence from colleagues. Peer-reviewed publications and presentations related to nursing practice or nursing education. Keynote speaker or other invited presentations at state, national or international levels.*
Faculty Self Evaluation:			
Department Head Evaluation: ☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations *Comments:*			

Criteria	Assistant Professor	Associate Professor	Professor
Teaching Delivery/Creative Teaching Methods	Creative use of a diversity of teaching methods (i.e., lecture, discussion, lab, case study small group interaction, use of technology, F2F versus web-based/distance ed. Includes clinical teaching methods. *Example of evidence: Positive feedback students/peer evaluations, course evaluations, samples of assignments. Evidence of the use of feedback to improve courses. Teaching awards.*	Expert creative use of a diversity of instructional methods *Examples of evidence: documentation of rationale for a choice/match of method to class, peer/student evaluations* *Evidence of the use of feedback to improve courses. Teaching awards.*	Maintains expertise in a diversity of creative teaching methods and mentors others. *Examples of evidence: teaching awards; Consultant for teaching and curriculum outside of the SON. Peer review of colleagues. Advanced teaching recognition and/or certifications.*

Faculty Self Evaluation:

Department Head Evaluation:
☐ Does not meet expectations   ☐ Partially meets expectations   ☐ Meets expectations   ☐ Exceeds expectations
Comments:

Criteria	Assistant Professor	Associate Professor	Professor
Teaching Accessibility/Responsiveness	Makes appropriate changes related to feedback from students and peers. Open to constructive criticism; receptive to questions/discussions. Effective student interaction skills. *Examples of evidence: maintains posted office hours, positive student evaluations/feedback, peer evaluation, Documentation of advising activities. Active participation in curriculum committees. Faculty advisor to student organizations. Chair of special projects as assigned.*	In addition to the responsibilities of the Asst Prof; Responds to requests by teaching peers to review content and teaching materials, supervise graduate assistants teaching students in clinical, lab or classroom. Recognized effectiveness as level lead or team leader. Mentors new faculty. *Examples of evidence: peer evaluation, documentation of advising activities, positive team outcomes. Active participation and leadership in curriculum committees.*	In addition to the responsibilities of the Associate Prof; Fosters positive work environment within school; sustained activity to mentor graduate students and junior-level faculty *Examples of evidence: peer evaluation, Documentation of advising activities, positive team outcomes. Active, sustained leadership in SON programs and curricula.*

Faculty Self Evaluation:

Department Head Evaluation:
☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations
Comments:

Criteria	Assistant Professor	Associate Professor	Professor
Teaching Effectiveness	Seeks to improve teaching effectiveness through reflective practice and seeking feedback from peers. Consistently evaluates effectiveness of teaching strategies and techniques. Seeks teaching development opportunities *Examples of evidence: Attendance at educator's conferences, Teaching Academy, teaching certifications. Course evaluations completed, peer evaluations. Evidence obtained from analysis of student outcomes.*	In addition to the responsibilities of the Asst Prof; also mentors new faculty for teaching, works to improve teaching effectiveness by seeking feedback and by pursuing additional development opportunities *Examples of evidence: Attend educator's conferences, Teaching Academy, teaching certifications. Course and peer evaluation. Evidence obtained from analysis of student outcomes.*	In addition to the responsibilities of the Associate Prof, also Fosters and encourages collaboration for improved teaching and learning within the school, within the university and with the wider community *Examples of evidence: Serves on university, state and/or national committees to promote effective education. Evidence obtained from analysis of student outcomes. .Peer review. Teaching certifications*

Faculty Self Evaluation:

Department Head Evaluation:
☐ Does not meet expectations   ☐ Partially meets expectations   ☐ Meets expectations   ☐ Exceeds expectations
Comments:

Criteria	Assistant Professor	Associate Professor	Professor
Teaching Synthesis/Discovery	Promotes collaborative relationships at all University levels and with the community that sustain effective teaching practice. Participates in research/or creative scholarship activities that directly affect teaching. *Examples of evidence: publications, presentations, promotion of evidence-based teaching strategies*	In addition to the responsibilities of the Asst Prof; Actively involved in accreditation activities. Takes a leadership role in administrative activities to promote and support teaching within the SON and College. *Examples of evidence: course/clinical coordination, facilitating affiliation agreements, sustaining programs of peer evaluation, evaluation of program outcomes.*	In addition to the responsibilities of the Associate Prof, Fosters a positive image of the school in the community. *Examples of evidence: Leads research in teaching efforts, collaborative teaching initiatives with other departments, colleges or universities.*
Faculty Self Evaluation:			
Department Head Evaluation: ☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations *Comments:*			

2017-18 Allocation of Effort in Research/Scholarship: _____

Faculty Performance Area II: Research, Scholarship and Creativity			
(Expectations for advancement in rank include meeting all the performance expectations of the current rank in addition to expectations for the next rank)			
Criteria	**Assistant Professor**	**Associate Professor**	**Professor**
Research/Creative Scholarship Significance	Research and scholarship addresses important questions in the profession but may include entry-level inquiry and replication of the work of others. *Examples of evidence: publication and/or presentations of dissertation research. Peer review. Citations; Research awards.*	Same as Asst Prof plus Investigates new dimensions of a topic of interest to the profession; the activity adds to the knowledge of the phenomenon of inquiry. *Examples of evidence: Peer-reviewed publications, presentations at the state and national level, citations. Research awards. Outside professional recognition for creative scholarship.*	Same as Associate Prof plus Exploratory inquiry that contributes new knowledge or expands the boundaries of topics of interest to the profession. Mastery of a variety of theoretical bases for inquiry. Mentors others in research and scholarship. *Examples of evidence: Peer-reviewed publications, presentations at the state and national and international level, citations.* *Research awards. Outside professional recognition for research/creative scholarship.*
Faculty Self Evaluation:			
Department Head Evaluation: ☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations *Comments:*			

Criteria	Assistant Professor	Associate Professor	Professor
Discipline-specific Expertise in Research /Creative Scholarship.	Demonstrates a high level of expertise; reflects evidence-based nursing; pilot testing of conceptual models *Examples of evidence: Publications, citations, presentations. Professional recognition of the quality of scholarship.*	Same as Asst Prof: Demonstrates a higher level of expertise ; complexity is evident in terms of design, development and implementation of scholarly work; is sought out as an expert in the topic of interest. *Examples of evidence: Publications, citations, presentations. Professional recognition of the quality of research or scholarship. Scholarship awards. Member or chair of masters and doctoral student committees*	Demonstrates continued higher level of expertise; is cited for scholarly work and as an expert in the discipline *Examples of evidence: Publications, citations, presentations. Professional recognition of the quality of research or scholarship. Scholarship awards. Member or chair of masters and doctoral student Member or chair of professional practice committees Member or chair of task forces, policy-determining bodies Creating evidence guidelines*

Faculty Self Evaluation:

Department Head Evaluation:
☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations
Comments:

Criteria	Assistant Professor	Associate Professor	Professor
Research Dissemination	Abstracts of work are accepted and presented at local, regional and national forums as poster or platform presentation *Examples of evidence: Publications, citations, presentations at local, regional and state forums.*	The same as Asst Prof plus May also include "invited" presentations, citations of work *Examples of evidence: Publications, citations, presentations at state and national forums.* *Member or chair of doctoral student committees*	Same as Associate Prof plus Receives invitations to speak on own scholarship at local regional national and international venues *Examples of evidence: Publications, citations, presentations at state, national and international forums.* *Member or chair of doctoral student committees*

Faculty Self Evaluation:

Department Head Evaluation:

☐ Does not meet expectations   ☐ Partially meets expectations   ☐ Meets expectations   ☐ Exceeds expectations

Comments:

Criteria	Assistant Professor	Associate Professor	Professor
Program of Scholarly and Creative Work	Initiates a program of scholarly and creative work; attends workshops; initiates literature reviews, design, methods; article publication in refereed journals, book chapters- serves as primary or co-author *Examples of evidence: publications and presentations, conference CE, technical reports, manuals*	Same as Asst Prof plus Shows a sustained pattern of progress in scholarship and creative work; engaged in research and/or scholarship- Evidence: publications from team authors, grant PI or CoI. Active participation that leads to positive team outcomes. *Examples of evidence: Publications, citations, presentations, Member or chair of masters and doctoral student committees*	Same as Associate Prof plus Mentors others in development of research programs, serves as research consultant. Produces work that advances professional practice or generates new knowledge. *Examples of evidence: Publications, citations, presentations, grants, Member or chair of masters and doctoral student committees*
Faculty Self Evaluation:			
Department Head Evaluation: ☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations *Comments:*			

Criteria	Assistant Professor	Associate Professor	Professor
Research Team Contribution **Co or PI- member of the research team**	Is Co-I or PI of research team; seeks resource and/or grant support from internal and local sources; prepares manuscripts for publication, chapters for textbooks. *Examples of evidence: publications from team authors, grant PI or CoI. Active participation that leads to positive team outcomes.*	Same as Asst Prof plus Assumes a leadership role on research teams and in the production of scholarship Seeks resources and funding from regional or national funders *Examples of evidence: publications from team authors, grant PI or CoI. Active leadership and participation that leads to positive team outcomes.* *Member or chair of masters and doctoral student committees*	Same as Associate Prof plus Leads and mentors research teams Teaches grantsmanship, serves on research review panels, Institutional Review Boards *Examples of evidence: publications from team authors, grant PI or CoI. Active participation that leads to positive team outcomes.* *Member or chair of masters and doctoral student committees*
Faculty Self Evaluation:			
Department Head Evaluation: ☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations *Comments:*			

2017-18 Allocation of Effort in Service: _____

Faculty Performance Area III: Service			
(Expectations for advancement in rank include meeting all the performance expectations of the current rank in addition to expectations for the next rank)			
Criteria	**Assistant Professor**	**Associate Professor**	**Professor**
Leadership and Participation in Nursing organizations	Participates in professional organizations, serves on professional committees Fosters collegial interactions Attends and makes positive contributions to SON committees *Examples of evidence: vitae, membership roles*	Same as Asst Prof plus Assumes leadership roles in professional organizations, Serves as an active member on professional nursing committees or in community committees Work has impact on nursing practice Active participation in SON and CHSS committees and projects. *Examples of evidence: Vitae, appointment letters,*	Same as Associate Prof plus Assumes expanded scope of leadership roles in professional organizations, Serves as an active member/chair on professional nursing committees or in community committees Work has impact on nursing practice *Examples of evidence: Vitae, appointment letters*
Content and Practice Expertise	Maintains certifications, licenses, and/or current knowledge in specialty field *Examples of evidence: certifications, continuing education, documented practice in community*	Same as Asst Prof plus Participation in developing policy and practice in the community and specialty field- could be state or national *Examples of evidence: certifications, continuing education, documented practice in community*	Same as Associate Prof plus Expanded scope of participation in developing national and international policy and practice in the specialty field *Examples of evidence: certifications, continuing education, white papers, policy briefs, testimony or published policy papers*
University/College/School	Participates in school/university committees Promotes collaborative relationships at all levels- fosters collegial interactions *Examples of evidence: vitae, membership roles, minutes, project documentation*	Same as Asst Prof plus Assumes leadership roles in School, University and college, Serves as an active member on School/College/university committees or in community committees *Examples of evidence: Vitae, appointment letters, minutes, project documentation*	Same as Associate Prof plus Serves as active member, chair or vice chair on School/College/university committees or in community committees. *Examples of evidence: Vitae, appointment letters, minutes, project documentation*

See next page for self-evaluation and department head comments.

Faculty Self Evaluation:

Department Head Evaluation:

☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations

Comments:

2017-18 Allocation of Effort in Outreach: _____

Faculty Performance Area IV: Outreach			
(Expectations for advancement in rank include meeting all the performance expectations of the current rank in addition to expectations for the next rank)			
Criteria	Assistant Professor	Associate Professor	Professor
Effective Participation and Leadership	Participates in community or other outreach organizations in a professional role Volunteer in community projects *Examples of evidence: vitae, membership roles, minutes, appointment letters or letters of appreciation*	Same as Asst Prof plus Expanded scope of participation in community outreach, to include leadership roles *Evidence: Committee chair, team leader, membership roles, vitae, minutes, letters of appointment or letters of appreciation*	Same as Associate Prof plus Leader, collaborator, and/or director of outreach projects at the national and international levels *Evidence: documentation of committee chair, team leader, membership roles, vitae, minutes, letters of appointment or letters of appreciation, commendations*
Effective Practice Expertise used for Outreach	Demonstrates current licensure/certifications used to provide outreach services in community settings *Examples of evidence: Community/outreach presentations, documented collaboration with others in community, participation and attendance at community service events*	Same as Asst Prof plus Expanded scope of participation in outreach services that utilize discipline-specific expertise *Examples of evidence: Community/outreach presentations, documented collaboration with others in community to contribute expertise, participation and attendance at community service events*	Same as Assoc Prof plus Initiates changes in health care, education, governance or policy on local, regional, state, national or international levels to improve health care and community *Examples of evidence: White papers, policy statements, keynote addresses; Community/outreach presentations, documented collaboration with others in community, expertise used in outreach efforts that affect a broad community or population*
Faculty Self Evaluation:			
Department Head Evaluation: ☐ Does not meet expectations ☐ Partially meets expectations ☐ Meets expectations ☐ Exceeds expectations *Comments:*			

2017-18 Allocation of Effort in Administration: _____

Role:

Faculty Self Evaluation:
Department Head Evaluation: ☐ Does not meet expectations   ☐ Partially meets expectations   ☐ Meets expectations   ☐ Exceeds expectations *Comments:*