



SCHOOL OF
PROFESSIONAL NURSING
PRACTICE
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

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8/25/2021
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School Policies and Procedures: Evaluation Processes

This is the first phase of School document creation and covers faculty evaluations, pre-tenure review, promotions, tenure, and post-tenure review. Further information for School documents will be covered at a later stage.

School: Professional Nursing Practice

Director: Elizabeth Tinnon, PhD, RN

College: Nursing and Health Professions

College Dean: Lachel Story, PhD, RN

Mission, Vision, and Values

School Policies and Procedures must align with current University and College Policies and Procedures, the Academic Master Plan, and the Faculty Handbook.

School Mission

The mission of School of Professional Nursing Practice (SPNP) is to educate students at the baccalaureate level to practice professional nursing in complex healthcare environments. Graduates are prepared to advance health outcomes for diverse individuals, communities, and societies.

School Vision

The vision of the SPNP is to be a dynamic learning environment while preparing nurses of the next generation to lead change and improve healthcare

School Values

Caring – Building relationships on a foundation of mutual respect that promotes the overall well-being of patients and students while advocating for their physical, psychosocial, cultural, and spiritual needs.

Professionalism – Upholding the image of nursing and promoting standards of care by advocating for patients, students, and the needs of their community of interest

Integrity – Modeling honest and just behavior consistent with ethical values

Excellence – Maintaining high standards of professional and academic performance while promoting safe care for patients, students, and communities

Diversity – Creating an inclusive environment that celebrates the uniqueness and differences among persons, ideas, and values

School General Statement about Annual Evaluation Standards

Faculty Evaluation

All faculty members of the SPNP are evaluated annually on the basis of excellence in performance. The Annual Performance Evaluation is intended to involve faculty in the setting of goals and objectives for academic expectations of the School, College, and University to, evaluate performance, identify strengths and weakness of

performance, recognize achievement of faculty, and correct unsatisfactory performance. Faculty are evaluated on teaching, scholarship, and service. The Annual Performance Evaluation is a written document that evaluates a faculty's contribution to teaching, research/scholarship, and service. (See Appendix A for copy of evaluation tools).

Collegiality

Collegiality is an expectation of all SPNP faculty, regardless of rank or tenure status. SPNP maintains that collegial behavior is a hallmark of tenure and/or promotion criteria. Candidates for tenure and/or promotion are expected to demonstrate collegial behavior during the period of tenure and/or promotion and beyond.

Collegiality is not assessed independent of teaching, scholarship, and service, but rather taken into consideration in each of those areas when evaluating a faculty member's performance for tenure and promotion/and or annual evaluation.

Collegiality is defined as a quality expressed through teamwork, collaboration, and constructive cooperation. Collegiality includes a set of values that are regarded as essential for the success of the university, students, faculty colleagues, staff and other constituents. Collegiality includes, but is not limited to:

- Demonstrating an interest in and consideration for the needs and uniqueness of others
- Effective and respectful communication with colleagues and others
- Effectiveness in interpersonal relationships, including demonstrating professional ethics, cooperation, resourcefulness, and responsibility
- Respect for differences of opinions and points of view, including listening to and recognizing the merit of others' positions
- Willingness to engage in problem-solving and collaborative goal achievement
- Establishing mutual trust reinforce through shared governance procedures in decision-making
- Demonstrating an openness to professional growth

Engagement

Engagement is an essential dimension of institutional health, growth, and well-being. Faculty are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University. Engagement is an expectation of all SPNP faculty whether teaching primarily face to face or online. Physical presence and availability to colleagues, students and staff is an aspect of engagement for SPNP faculty. Engagement is not assessed independent of teaching, scholarship, and service, but rather taken into consideration in each of those areas when evaluating a faculty members performance. Please see the USM Faculty Handbook for more explicit information regarding expectations of engagement.

The Annual Performance Evaluation is a three-part process:

1. The faculty member submits a self-evaluation to the personnel committee (PC) or School Director.
2. The PC or School Director completes an evaluation for the previous year, followed by a meeting with the faculty member to finalize the evaluation process.
3. During this meeting, the parties (School Director and faculty member) negotiate a Faculty Development Plan (FDP), a written document that expresses the individual's "...clear and measurable annual objectives for professional contributions for the year" (USM, Initiative 3, p. 9) that is mutually agreed upon in dialogue between the faculty member and School Director. Attainment of these objectives will be evaluated as: (1) Does Not Meet Expectations, (2) Meets Expectations, and (3) Exceeds Expectations.

Faculty members may appeal the results of their annual evaluations if they disagree with assigned grading or written comments (see USM Faculty Handbook for more details). Each academic year, the School chooses one of three governance options for faculty evaluations (USM Faculty Handbook [1.10.2], p. 6).

Dates Associated with Annual Performance Evaluation

The annual evaluation period is August 1 through July 31. Faculty members are to submit data or the Annual Performance Evaluation by the first date of the Fall semester, or other date designated by the School.

Performance reviews are conducted annually between June 1 and August 31. These dates may change annually, based on the Provost's calendar. Summaries of each faculty Annual Performance Evaluation is submitted to the Dean of the College of Nursing and Health Professions by the date identified in the Provost's calendar and according to the procedures outlined in The University of Southern Mississippi Handbook. (Refer to the USM Faculty Handbook for additional instructions.)

Faculty Evaluations: Performance Categories

Refer to Faculty Handbook for more information:

- [Committee Membership](#) (1.10)
- [Faculty Governance Options](#) (1.10.2)
- Faculty Evaluation Process ([4.1](#), 4.2, [4.4](#), [4.5.2-4.5.4](#), [Appendix C](#), [Appendix D](#))
- Workload Allocation/Assignment ([4.3](#), [Appendix B](#))
- Administrator Workload ([Appendix A](#))
- Circumstantial Adjustments to Workload Allocation ([Appendix B](#))

Also see attached Appendix B, a model for a rubric to complement the narrative to be provided below.

Tenured and Tenure Track

Teaching

Faculty members in the SPNP must remain current in their area of expertise, and tenure/or promotion candidates must consistently demonstrate high standards and quality in teaching. Evaluation of teaching should include the quality of instruction and materials, interactions with students, and student learning and achievement.

Evidence of teaching excellence must include the following:

1. Have current certifications and licensures as specified by the School of Nursing, state, regional, and national regulatory boards
2. Possess a terminal degree
3. Teaching the full complement of assigned courses
4. Must consistently demonstrate high standards and quality in teaching
5. Should demonstrate excellence in student learning and achievement
6. Revising and updating courses as appropriate
7. Holding at least three teaching-related office hours per week
8. Adhering to assessment-related requirements (such as including the request writing requirement for writing-intensive courses and collecting student papers, grading rubrics, course evaluations, other archives, and compiling statistics necessary for accreditation)

9. Nursing faculty are expected to:
 - a. Obtain a minimum of 10 CEUs per academic year.
 - b. Ensure TB testing is current.
 - c. Ensure CPR certification is current.
 - d. Ensure vaccinations are current.
10. Development and implementation of evidence-based educational strategies that promote critical thinking and clinical decision making
11. Evidence of academic advising
12. Documentation of timely, thoughtful feedback to students
13. Evidence using technology to support the teaching/learning process
14. Overall student evaluations of teaching at a quantitative mean of 3.0 to 5.0 on a 5-point scale on the rating of instructor
15. Peer evaluations of teaching (maintenance of a quantitative mean of 85% or higher per year)
16. Overall positive qualitative student evaluations of teaching and evidence of efforts to improve teaching based on student feedback
17. Statements from other faculty explicating positive examples of teamwork, as well as cooperative, civil, and meaningful interactions between the candidate, colleagues, and other professionals

Other evidence of teaching excellence may include, but is not limited to, the following:

1. Teaching awards
2. Completion of ACUE; Quality Matters Certification
3. Participation in curriculum development and revisions
4. Participation in quality improvement and effectiveness assessments
5. Substantive revision of course(s) or development of new course(s); if co-developer, include percent effort; and evidence of course material revision and/or development should be included
6. Workbooks and/or other instructional materials developed or published
7. Evaluation of students in clinical and practicum activities
8. Evidence of maintaining current knowledge and expertise in the area of clinical practice
9. Coordination of on-campus and off-campus practicum responsibilities
10. Teaching grants
11. Chairing DNP projects and/or dissertations for candidates
12. Chairing undergraduate honors projects and/or directed studies
13. Awards won by students related to direct supervision by a faculty member
14. Unsolicited written statements from community members and colleagues

Meets Expectations for Teaching

Meets all criteria for teaching excellence

Fails to Meet Expectations for Teaching

Consistently fails to satisfy one or more of the criteria from the “meets expectations” list (See Appendix A for the evaluation tool)

Exceeds Expectations for Teaching

Meets all criteria of “meets expectations,” in addition to “exceeds expectations” listed in Appendix A

Scholarship, Research, and Creative Activity

Scholarship, Research, and Creative Activity

Scholarship is an essential expectation for all nurse educators and is a competency identified by the National League for Nursing. The School uses the American Association of Colleges of Nursing (AACN, 2018, March 26) document, “Defining Scholarship for Academic Nursing Task Force Consensus Position Statement,” as its guideline for defining scholarship within academic nursing.

Scholarship

SPNP values scholarship for all faculty. The SPNP adheres to the definition of scholarship used by the AACN.

Teaching Scholarship

The AACN defines the scholarship of teaching as:

... inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge and adds to a deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through the application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluations, and professional role modeling (2018, para. 14).

Examples include, but are not limited to: (1) redesign or development of educational systems to effectively prepare students as practitioners, scholars, and future educators; (2) development and implementation of evidence-based educational strategies that promote critical thinking and clinical decision-making; (3) chairing of or committee participation with PhD dissertation and DNP projects; (4) evaluation of impact, cost-effectiveness, and efficiency of teaching strategies in achieving student learning outcomes; (5) dissemination of scholarship findings from programmatic and systematic evaluation to foster curricular changes in nursing education; (6) development of new teaching methods and strategies to prepare graduates for a transformed healthcare system; (7) incorporating and evaluating the use of instructional technology in nursing education; (8) leading or participating in the design of interprofessional education that enhances collaborative practice and/or policy development to improve health outcomes, using current faculty clinical practice in nursing education.

Discovery Scholarship

The AACN (2018, para. 8) defines scholarship of discovery as:

... inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that ‘takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort’ (AACN, 1998, p. 1). The scholarship of discovery takes the form of primary empirical research historical research, theory development, testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups, and within nursing itself.

Examples include, but are not limited to: (1) engaging in primary empirical research, analyzing data sets, theory development, evidence-based practice, implementation and translation science, health services research, philosophical inquiry, securing competitive extramural funding; (2) disseminating research and/or knowledge in peer-reviewed journals and presenting research findings or other scholarship at regional, national, and international conferences; (3) developing innovative scientific approaches that inform practice and advance healthcare; (4) developing and investigating unique programs of scientific inquiry at the basic, clinical, or population-level to include testing interventions for efficacy or effectiveness, as an academic partner in a clinical setting.

Practice Scholarship

The AACN (2018, para. 15) defines the scholarship of practice as:

... a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown et al., 1995; Norbeck & Taylor, 1998; Wright, 1993).

Examples include, but are not limited to: (1) developing best practices for translating evidence into practice based on results of translational and implementation science; (2) disseminating scholarly works, such as journal articles, books, and book chapters through peer-reviewed media; (3) providing expert knowledge for scholarly student papers, expert review for quality improvement projects, journals, periodicals, or textbooks; (4) analyzing system-wide data to evaluate practice patterns and/or uncover new issues related to practice for such data; (5) engaging with stakeholders, including but not limited to, patients, coalitions, corporations, and industries to educate the workforce, develop clinical innovations, and/or conduct scholarship and practice transformation; (6) developing unique clinical nursing programs or interventions with documented effectiveness; (7) serving as experts in leadership positions, committee memberships, healthcare boards, and other opportunities related to practice expertise in regional, national, or international areas; and (8) consulting with healthcare organizations to build capacity for improving care and implementing evidence-based practice.

Integration Scholarship

The AACN (2018, para. 24) defines the scholarship of integration as:

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas and brings new insight to bear on original concepts scholarship. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights.

Examples include, but are not limited to: (1) using data and implementation science to inform population health and the strategic direction of accountable care organizations (ACOs); (2) conducting demonstration projects and evaluating health system innovations and population health capabilities; (3) including new care model designs; (4) implementing quality and safety interventions across care settings and into the community; (5) nurturing transdisciplinary research teams with a focus on improving science and population health interventions; and (6)

promoting the formation of scholarship programs in partnership with academic medicine, health system, and other professional schools.

As part of its mission, the School expects faculty members to maintain integrity and professional behaviors in all scholarly activities to advance scientific knowledge and/or translate clinical research into nursing practice. Scholarly activities should demonstrate a consistent track record throughout the tenure probationary/promotion evaluation period. A consistent track record is regularly/annually production of peer-reviewed publications and scholarly works. A candidate's scholarly products should reflect their program of scholarship.

Consistent with the School's mission, in order to be recommended for tenure and qualify for promotion, faculty members must identify and engage in a circumscribed program of scholarship. Evidence of scholarship and dissemination is required. A primary, narrowly focused program of the scholarship is a priority, and should be clearly defined. However, additional areas of focus consistent with the advancement of nursing education, practice, or science will be considered as supplementing the strength of the candidate's work.

The annual evaluation process also serves as a guide for the employee on the tenure track to evaluate progress toward promotion and tenure. Therefore, the promotion and tenure guidelines serve as the framework for annual evaluation. Faculty on the tenure track must provide evidence of discovery scholarship sufficient to meet the criteria at the appropriate times for pre-tenure review/tenure and promotion. Tenured faculty are required to meet expectations outlined in Appendix A.

Evidence of discovery scholarship includes the following but is not limited to:

Grants and External Funding

It is expected that faculty members consistently submit internal and external grant proposals to support their scholarship efforts. These funding opportunities may include support for research, student education, advanced practice, or program initiatives, and should primarily focus on the candidate's defined scholarship area.

Publications

In many cases, faculty in the School engage in scholarship that leads to publications in traditional journals, textbooks, book chapters, or other scholarly work and projects in the discipline. The School places the highest premium on peer-reviewed journal articles (for an explanation of "premium" see the rank-ordered weight of publications in the next section). In keeping with University initiatives, interdisciplinary collaboration in scholarly work is also highly valued when the products of such collaboration are focused on the candidate's identified focus of expertise.

Award of tenure and promotion to the Associate Professor rank requires:

A minimum of four peer-reviewed publications during the probationary period, with at least one of these being sole or first author.

Promotion to Professor rank requires:

A minimum of six peer-reviewed publications during the previous five-years, with four publications in peer-reviewed journals as first or second author.

Two of the publications counted toward tenure and promotion may be in the stage of being accepted for publication and/or pre-published online, as evidenced by a letter of acceptance from the publishing company or journal editor. The other publications must be published.

All publications in the curriculum vitae (CV) and dossier must be separately identified by categories according to the School's CV format. Some publication categories in rank-ordered weight include, but are not limited to the following examples:

1. Peer-reviewed international and national journals (highest level of significance and weight)
2. Authored or co-authored, peer-reviewed textbooks or books (not including workbooks, as these are in the teaching category)
3. Edited books or textbooks (not including workbooks, as these are in the teaching category)
4. Book chapters in edited or non-edited books
5. Peer-reviewed state or regional journal articles
6. Evidence-based clinical guidelines, evidence-based case studies, innovative projects, systematic reviews, or policy analysis for advance practice nurses
7. Invited commentaries about other articles or editorials published in peer-reviewed national and international journals
8. Book reviews in peer-reviewed international or national journals
9. Journal articles that are not peer-reviewed
10. Publications in prominent newspapers at the international, national, regional, or state levels
11. Guest editor for peer-reviewed international or national journals

Additional Notes of Importance

For all peer-reviewed journals, the impact factor and acceptance rate must be included. In co-authored publications, whether peer-reviewed or non-peer-reviewed articles, book chapters, or newspapers, the contribution percentage of each author, beginning with the largest percentage, must be listed.

Open-access, fee-for-publishing journals are not automatically excluded from meeting required scholarship criteria. However, it should be apparent that candidates have not heavily depended on fee-for-publishing journals to achieve tenure and/or promotion requirements.

Presentations

Peer-reviewed or invited presentations represent important components of scholarly activities. Although scholarly presentations are considered part of a faculty member's contribution, the individual may not rely heavily on presentations as evidence of scholarship for the purposes of tenure and/or promotion. It is expected that a substantial portion of the faculty member's scholarship will be published and presented orally.

Award of tenure and promotion to the Associate Professor ranks requires:

At least one presentation at the international or national level must be disseminated to scholars in the field of nursing, and other health sciences, in the form of oral paper presentations.

Two additional presentations are required, and may be presented as posters at the international or national levels.

Promotion to Professor rank requires:

A minimum of two international and national presentations in the form of oral paper presentations.

Three additional presentations are required, and may be presented as posters at the international or national levels.

For the purposes of tenure and promotion, greater significance and weight will be given to peer-reviewed or invited presentations (podium papers) at the international and national levels. Lesser significance and weight will be given to peer-reviewed or invited presentations (oral papers) at the regional and state levels.

1. Multiple presentations of the same information will only count as one presentation unless the paper was presented on two of the four levels (state, regional, national, and international).
2. Peer-reviewed posters at the state, regional, national, and international levels also carry significance and weight for the faculty member who is applying for tenure and promotion. Additionally, the individual may not rely solely on posters as evidence of scholarship for the purposes of tenure and promotion.
3. In a co-authored presentation, whether podium or poster, list the contribution percentage of each presenter beginning with the largest percentage of contribution.

In order to provide credit to a tenure and promotion candidate for prior scholarly activities at another academic institution of higher education, a consistent track record of scholarship meeting the above criteria for rank must be evident during the credited period. Credit must be negotiated with evidence of approval at the beginning of the probationary period. Faculty members considered for tenure and/or promotion who receive credit for scholarship at another academic institution of higher education must publish one or more peer-reviewed publication during employment at The University of Southern Mississippi, by the time of tenure and promotion review.

Meets Expectations for Research/Creative Activity

Faculty members, on an annual basis, will produce scholarly work sufficient for meeting pre-tenure review and tenure and promotion. Tenured faculty members will meet criteria outlined in Appendix A.

Fails to Meet Expectations for Research/Creative Activity

Faculty members consistently failing to produce scholarly work sufficient for meeting pre-tenure review and tenure and promotion will not be recognized as meeting expectations for research/creative activity. Tenured faculty members consistently failing to meet one or more of the criteria listed in Appendix A will also not be recognized as meeting expectations for research/creative activity.

Exceeds Expectations for Research/Creative Activity

Faculty members producing scholarly work in excess of the criteria for meeting expectations, with regard to quality and quantity, will be recognized as exceeding expectations for research/creative activity.

Service

Service

Faculty members must demonstrate leadership on committees by serving as an officer or chair and by exhibiting a commitment to engaged service to the School, College, and University. Further, candidates must also engage in service and leadership in local, state, regional, national, and/or international professional and community organizations.

Candidates must display good citizenship by considering the views of others, and communicating effectively when performing service activities, such as attending meeting and engaging in committee work.

Evidence of service must include the following:

1. Service to the School, College, and/or University
 - a. Recruitment activities
 - b. Committee membership and leadership (such as serving as committee chair)
 - c. Task force leadership or participation
 - d. Council membership
 - e. Faculty Senate and/or Gulf Coast Faculty Council membership
 - f. Faculty or administrative personnel search committee leadership or membership
 - g. Special presentations
 - h. Advising student groups
 - i. Participation on funded grants, when percent effort is documented in the award
 - j. Mentoring other faculty members
2. Service to the profession
 - a. Serving as an officer in a professional association at the state, regional, national, or international levels
 - b. Planning professional programs, workshops, and/or conferences
 - c. Professional organization committee work at the local, state, regional, national, or international levels
 - d. Serving as Chair on a professional committee
 - e. Serving as a consultant to healthcare organizations
 - f. Grant proposal review or service to external funding agencies
 - g. Mentoring colleagues outside of the University
 - h. Serving as a reviewer for national or international journals
3. Service to the community
 - a. Conducting workshops
 - b. Delivering lectures
 - c. Serving as a consultant
 - d. Membership on editorial boards for national or international journals
 - e. Refereeing or reviewing competitive convention papers and programs
 - f. Serving on community boards
 - g. Serving in community agencies

Meets Expectations for Service

Faculty members must provide evidence of service to three of the following: School, College, and/or University, profession, and community.

Fails to Meet Expectations for Service

Faculty members fail to meet expectations when evidence of service to three of the following: School, College, and/or University, profession, and community is not provided.

Exceeds Expectations for Service

Faculty members must consistently provide evidence of service above and beyond those required for meeting expectations.

Non-Tenure Track Faculty

Teaching Track

Teaching-track faculty members who do not have a terminal degree in the discipline, or a closely related one, in which they teach are initially appointed as Instructors, and then promoted to Lecturer, and Senior Lecturer. Individuals in these positions who earn the relevant terminal degree may be moved to the rank of Assistant Teaching Professor.

Teaching faculty who hold a terminal degree in the discipline in which they teach, or a closely related discipline, are appointed at the rank of Assistant Teaching Professor, unless a higher rank is negotiated when hired, in which they may be promoted to the rank of Associate Teaching Professor, and then Teaching Professor in a manner comparable to tenure-track faculty.

Teaching

Teaching

Faculty members in the SPNP on the non-tenure track must remain current in their area of expertise and consistently demonstrate high standards and quality in teaching. Evaluation of teaching should include the quality of instruction and materials, interactions with students, and student learning and achievement.

Evidence of teaching excellence must include the following:

Lecturers

Faculty members appointed to the rank of Lecturer must:

1. Have current certifications and licensures as specified by the School of Nursing and state, regional, and national regulatory boards.
2. Not possess a terminal degree.
3. Teach the full complement of assigned courses.
4. Consistently demonstrate high standards and quality in teaching.
5. Demonstrate excellence in student learning and achievement.
6. Revise and updating courses as appropriate.
7. Hold at least three teaching-related office hours per week.
8. Adhere to assessment-related requirements (including requesting writing requirements for writing-intensive courses and collecting student papers, grading rubrics, course evaluations, other archives, and compiling statistics necessary for accreditation).
9. Nursing faculty are expected to:
 - a. Earn a minimum of 10 CEUs per academic year.
 - b. Ensure TB testing is current.
 - c. Ensure CPR certification is current.
 - d. Ensure vaccinations are current.
10. Develop and implement evidence-based educational strategies that promote critical thinking and clinical decision making.
11. Produce evidence of academic advising.
12. Provide documentation of timely, thoughtful feedback to students.
13. Provide evidence using technology to support the teaching/learning process.

14. Achieve overall student evaluations of teaching at a quantitative mean of 3.0 to 5.0 on a 5-point scale on the overall rating of instructor.
15. Have peer evaluations of teaching (maintenance of a quantitative mean of 85% or higher per year).
16. Achieve overall positive qualitative student evaluations of teaching and evidence of efforts to improve teaching based on student feedback.
17. Provide statements from other faculty explicating positive examples of teamwork, as well as cooperative, civil, and meaningful interactions between the candidate, colleagues, and other professionals.

Other evidence of teaching excellence may include, but is not limited to, the following:

1. Teaching awards
2. Completion of ACUE; Quality Matters Certification
3. Participation in curriculum development and revisions
4. Participation in quality improvement and effectiveness assessments
5. Substantive revision of course(s) or development of new course(s) including percent effort if co-developer, with evidence of course material revision and/or development
6. Workbooks and/or other instructional materials developed or published
7. Evaluation of students in clinical and practicum activities
8. Evidence of maintaining current knowledge and expertise in the area of clinical practice
9. Coordination of on-campus and off-campus practicum responsibilities
10. Teaching grants
11. Unsolicited written statements from community members and colleagues

Senior Lecturers

Faculty members appointed to the rank of Senior Lecturer must:

1. Have current certifications and licensures as specified by the School of Nursing and state, regional, and national regulatory boards.
2. Not possess a terminal degree.
3. Teach the full complement of assigned courses.
4. Consistently demonstrate high standards and quality in teaching.
5. Demonstrate excellence in student learning and achievement.
6. Revise and update courses as appropriate.
7. Hold a minimum of three teaching-related office hours per week.
8. Adhere to assessment-related requirements (including requesting writing requirements for writing-intensive courses and collecting student papers, grading rubrics, course evaluations, other archives, and compiling statistics necessary for accreditation).
9. Nursing faculty are expected to:
 - a. Earn a minimum of 10 CEUs per academic year.
 - b. Ensure TB testing is current.
 - c. Ensure CPR certification is current.
 - d. Ensure vaccinations are current.
10. Develop and implement evidence-based educational strategies that promote critical thinking and clinical decision making.
11. Demonstrate evidence of academic advising.
12. Provide documentation of timely, thoughtful feedback to students.
13. Provide evidence using technology to support the teaching/learning process.
14. Achieve overall student evaluations of teaching at a quantitative mean of 3.0 to 5.0 on a 5-point scale on the overall rating of instructor.
15. Have peer evaluations of teaching (maintenance of a quantitative mean of 85% or higher per year).

16. Achieve overall positive qualitative student evaluations of teaching and evidence of efforts to improve teaching based on student feedback.
17. Provide statements from other faculty explicating positive examples of teamwork, as well as cooperative, civil, and meaningful interactions between the candidate, colleagues, and other professionals.

Other evidence of teaching excellence may include, but is not limited to, the following:

1. Teaching awards
2. Completion of ACUE; Quality Matters Certification
3. Participation in curriculum development and revisions
4. Participation in quality improvement and effectiveness assessments
5. Substantive revision of course(s) or development of new course(s) including percent effort if co-developer, with evidence of course material revision and/or development
6. Workbooks and/or other instructional materials developed or published
7. Evaluation of students in clinical and practicum activities
8. Evidence of maintaining current knowledge and expertise in the area of clinical practice
9. Coordination of on-campus and off-campus practicum responsibilities
10. Teaching grants
11. Unsolicited written statements from community members and colleagues

Assistant Teaching Professors

Faculty members appointed to the rank of Assistant Teaching Professors must:

1. Have current certifications and licensures as specified by the School of Nursing and state, regional, and national regulatory boards.
2. Hold a minimum of a doctoral degree in nursing or a related field.
3. Teach the full complement of assigned courses.
4. Consistently demonstrate high standards and quality in teaching.
5. Demonstrate excellence in student learning and achievement.
6. Revise and update courses as appropriate.
7. Hold at least three teaching-related office hours per week.
8. Adhere to assessment-related requirements (including requesting writing requirements for writing-intensive courses and collecting student papers, grading rubrics, course evaluations, other archives, and compiling statistics necessary for accreditation).
9. Nursing faculty are expected to:
 - a. Earn a minimum of 10 CEUs per academic year.
 - b. Ensure TB testing is current.
 - c. Ensure CPR certification is current.
 - d. Ensure vaccinations are current.
10. Develop and implement evidence-based educational strategies that promote critical thinking and clinical decision making.
11. Provide evidence of academic advising.
12. Provide documentation of timely, thoughtful feedback to students.
13. Provide evidence using technology to support the teaching/learning process.
14. Achieve overall student evaluations of teaching at a quantitative mean of 3.0 to 5.0 on a 5-point scale on the overall rating of instructor.
15. Have peer evaluations of teaching (maintenance of a quantitative mean of 85% or higher per year).
16. Achieve overall positive qualitative student evaluations of teaching and evidence of efforts to improve teaching based on student feedback.

17. Provide statements from other faculty explicating positive examples of teamwork, as well as cooperative, civil, and meaningful interactions between the candidate, colleagues, and other professionals.

Other evidence of teaching excellence may include, but is not limited to, the following:

1. Teaching awards
2. Completion of ACUE; Quality Matters Certification
3. Participation in curriculum development and revisions
4. Participation in quality improvement and effectiveness assessments
5. Substantive revision of course(s) or development of new course(s) including percent effort if co-developer, with evidence of course material revision and/or development
6. Evidence of maintaining current knowledge and expertise in the area of clinical practice
7. Coordination of on-campus and off-campus practicum responsibilities
8. Unsolicited written statements from community members and colleagues
9. Qualitative student evaluations of teaching
10. Revisions of course(s) or development of new course(s) including percent effort if co-developer, with evidence of course material revision and/or development
11. Workbooks and/or other instructional materials developed or published
12. Direction of student research and projects at the undergraduate level
13. Member of the committee at the graduate level upon approval from Graduate School
14. Evaluation of students in clinical and practice activities
15. Teaching grants

Evidence of clinical excellence may include, but is not limited to, the following:

1. Creative clinical instructional methods such as mastery of simulation and self-developed clinical instructional methods
2. Peer evaluation of clinical teaching
3. A clinical teaching portfolio that may include, but is not limited to:
 - a. Clinical instructional materials
 - b. Clinical quizzes
 - c. Clinical seminar instructional strategies
 - d. Demonstration of timely feedback to students on clinical assignments
 - e. Unsolicited written statements from students and/or clinical staff
 - f. Evaluation instruments

Meets Expectations for Teaching

Meets all criteria for teaching excellence

Fails to Meet Expectations for Teaching

Consistently fails to satisfy one or more of the criteria from the “meets expectations” list (See Appendix A for the evaluation tool)

Exceeds Expectations for Teaching

Meets all criteria of “meets expectations,” in addition to “exceeds expectations” listed in Appendix A

Associate Teaching Professors

Faculty members appointed to the rank of Associate Teaching Professors must:

1. Hold a doctoral degree in the discipline.
2. Have current certifications and licensures as specified by the School of Nursing and state, regional, and national regulatory boards.
3. Have an established record of sustained success in teaching and clinical supervision at the undergraduate and/or graduate levels, and in clinical direction.
4. Teach the full complement of assigned courses.
5. Consistently demonstrate high standards and quality in teaching.
6. Demonstrate excellence in student learning and achievement.
7. Revise and update courses as appropriate.
8. Hold at least three teaching-related office hours per week.
9. Adhere to assessment-related requirements, (including requesting writing requirements for writing-intensive courses and collecting student papers, grading rubrics, course evaluations, other archives, and compiling statistics necessary for accreditation).
10. Nursing faculty are expected to:
 - a. Earn a minimum of 10 CEUs per academic year.
 - b. Ensure TB testing is current.
 - c. Ensure CPR certification is current.
 - d. Ensure vaccinations are current.
11. Develop and implement evidence-based educational strategies that promote critical thinking and clinical decision making.
12. Participate in curriculum and program development.
13. Provide evidence of academic advising.
14. Provide documentation of timely, thoughtful feedback to students.
15. Provide evidence using technology to support the teaching/learning process.
16. Achieve overall student evaluations of teaching at a quantitative mean of 3.0 to 5.0 on a 5-point scale on the overall rating of instructor.
17. Incorporate creative instructional methods, such as self-developed classroom activities, strategies, or materials.
18. Have peer evaluations of teaching (maintenance of a quantitative mean of 85% or higher per year).
19. Achieve overall positive qualitative student evaluations of teaching and evidence of efforts to improve teaching based on student feedback.
20. Provide statements from other faculty explicating positive examples of teamwork, as well as cooperative, civil, and meaningful interactions between the candidate, colleagues, and other professionals.

Other evidence of teaching excellence may include, but is not limited to, the following:

1. Teaching awards
2. Completion of ACUE; Quality Matters Certification
3. Participation in curriculum development and revisions
4. Participation in quality improvement and effectiveness assessments
5. Substantive revision of course(s) or development of new course(s) including percent effort if co-developer, with evidence of course material revision and/or development
6. Evidence of maintaining current knowledge and expertise in the area of clinical practice
7. Coordination of on-campus and off-campus practicum responsibilities
8. Unsolicited written statements from community members and colleagues
9. Qualitative student evaluations of teaching

10. Revisions of course(s) or development of new course(s) including percent effort if co-developer, with evidence of course material revision and/or development
11. Workbooks and/or other instructional materials developed or published
12. Direction of student research and projects at the undergraduate level
13. Member of the committee at the graduate level upon approval from Graduate School
14. Evaluation of students in clinical and practice activities
15. Teaching grants

Evidence of clinical excellence may include, but is not limited to, the following:

1. Creative clinical instructional methods, such as mastery of simulation and self-developed clinical instructional methods
2. Peer evaluation of clinical teaching
3. A clinical/ classroom teaching portfolio that may include, but is not limited to:
 - a. Clinical instructional materials
 - b. Teaching materials including syllabi, tests, quizzes, homework assignments, handouts, graded papers, or other examples of student work
 - c. Test analysis/grade distributions
 - d. Clinical quizzes
 - e. Clinical seminar instructional strategies
 - f. Demonstration of timely feedback to students on clinical assignments
 - g. Unsolicited written statements from students and/or clinical staff
 - h. Commentary on course levels/degree of difficulty of courses taught
 - i. Evaluation instruments

Meets Expectations for Teaching

Meets all criteria for teaching excellence

Fails to Meet Expectations for Teaching

Consistently fails to satisfy one or more of the criteria from the “meets expectations” list (See Appendix A for the evaluation tool)

Exceeds Expectations for Teaching

Meets all criteria of “meets expectations,” in addition to “exceeds expectations” listed in Appendix A

Teaching Professors

Faculty members appointed to the rank of Teaching Professors must:

1. Hold a doctoral degree in the discipline.
2. Have current certifications and licensures as specified by the School of Nursing and state, regional, and national regulatory boards.
3. Have an established record of sustained success in teaching and clinical supervision at the undergraduate and/or graduate levels, and in clinical direction.
4. Teach the full complement of assigned courses.
5. Consistently demonstrate high standards and quality in teaching.
6. Demonstrate excellence in student learning and achievement.
7. Revise and update courses as appropriate.

8. Hold at least three teaching-related office hours per week.
9. Adhere to assessment-related requirements, (including requesting writing requirements for writing-intensive courses and collecting student papers, grading rubrics, course evaluations, other archives, and compiling statistics necessary for accreditation).
10. Nursing faculty are expected to:
 - a. Earn a minimum of 10 CEUs per academic year.
 - b. Ensure TB testing is current.
 - c. Ensure CPR certification is current.
 - d. Ensure vaccinations are current.
11. Develop and implement evidence-based educational strategies that promote critical thinking and clinical decision making.
12. Participate in curriculum and program development.
13. Provide evidence of academic advising.
14. Provide documentation of timely, thoughtful feedback to students.
15. Provide evidence using technology to support the teaching/learning process.
16. Achieve overall student evaluations of teaching at a quantitative mean of 3.0 to 5.0 on a 5-point scale on the overall rating of instructor.
17. Incorporate creative instructional methods, such as self-developed classroom activities, strategies, or materials.
18. Have peer evaluations of teaching (maintenance of a quantitative mean of 85% or higher per year).
19. Achieve overall positive qualitative student evaluations of teaching and evidence of efforts to improve teaching based on student feedback.
20. Provide statements from other faculty explicating positive examples of teamwork, as well as cooperative, civil, and meaningful interactions between the candidate, colleagues, and other professionals.

Other evidence of teaching excellence may include, but is not limited to, the following:

1. Teaching awards
2. Completion of ACUE; Quality Matters Certification
3. Participation in curriculum development and revisions
4. Participation in quality improvement and effectiveness assessments
5. Substantive revision of course(s) or development of new course(s) including percent effort of co-developer, with evidence of course material revision and/or development
6. Evidence of maintaining current knowledge and expertise in the area of clinical practice
7. Coordination of on-campus and off-campus practicum responsibilities
8. Unsolicited written statements from community members and colleagues
9. Qualitative student evaluations of teaching
10. Revisions of course(s) or development of new course(s) including percent effort of co-developer, with evidence of course material revision and/or development
11. Workbooks and/or other instructional materials developed or published
12. Direction of student research and projects at the undergraduate level
13. Member of the committee at the graduate level upon approval from Graduate School
14. Evaluation of students in clinical and practice activities
15. Teaching grants

Evidence of clinical excellence may include, but is not limited to, the following:

1. Creative clinical instructional methods, such as mastery of simulation and self-developed clinical instructional methods
2. Peer evaluation of clinical teaching
3. A clinical/classroom teaching portfolio that may include, but is not limited to:

- a. Clinical instructional materials
- b. Teaching materials including syllabi, tests, quizzes, homework assignments, handouts, graded papers, or other examples of student work
- c. Test analysis/grade distributions
- d. Clinical quizzes
- e. Clinical seminar instructional strategies
- f. Demonstration of timely feedback to students on clinical assignments
- g. Unsolicited written statements from students and/or clinical staff
- h. Commentary on course levels/degree of difficulty of courses taught
- i. Evaluation instruments

Meets Expectations for Teaching

Meets all criteria for teaching excellence

Fails to Meet Expectations for Teaching

Consistently fails to satisfy one or more of the criteria from the “meets expectations” list (See Appendix A for the evaluation tool)

Exceeds Expectations for Teaching

Meets all criteria of “meets expectations,” in addition to “exceeds expectations” listed in Appendix A

Scholarship/Professional Development

Scholarship/Professional Development

Scholarship of Teaching is a requirement of all non-tenure track faculty. The scholarship of teaching focuses on understanding, describing, and explaining teaching-learning strategies, assessing their impact on learner outcomes, and disseminating the results (AACN, 2019). More information regarding defining characteristics is located on page four of this document.

Lecturer

Evidence to be submitted includes:

1. Use of a variety of evidence-based strategies to evaluate student learning.
2. Redesign and/or development of educational systems to effectively prepare students for future nursing practice.
3. Work on curricular revisions.

Other evidence of teaching scholarship may include, but is not limited to:

1. Original research that clearly describes student learning and discovery.
2. Authorship of book chapters.
3. Development and/or publication of workbooks as well as other instructional materials.
4. Presentations at the local, state, regional, national, and international levels.
5. Submission and/or award of teaching grants.
6. Submission to, and publication in, scholarly peer-reviewed nursing journals.
7. Development of peer-reviewed case studies.

8. Contributions to accreditation efforts or other comprehensive program reports.

Senior Lecturer

Evidence to be submitted includes:

1. Two scholarly peer-reviewed publications, one of which must be as sole or first author.
2. Two scholarly peer-reviewed podium or poster presentations.
3. Use of an array of evidence-based strategies to evaluate student learning.
4. Redesign and/or development of educational systems to effectively prepare students for future nursing practice.
5. Demonstration of how data analysis may be used to foster course changes
6. Work on curricular revisions.

Other evidence of teaching scholarship may include, but is not limited to:

1. Original research that clearly describes student learning and discovery.
2. Authorship of book chapters.
3. Development and/or publication of workbooks as well as other instructional materials.
4. Submission and/or award of teaching grants.
5. Development of peer-reviewed case studies.
6. Contributions to accreditation efforts or other comprehensive program reports.

Assistant Teaching Professor

Evidence of scholarship may include:

1. Successful demonstration of professional scholarly productivity in a designated area of expertise, such as presentations and/or publications.
2. Demonstration of contributions in departmental and professional service, such as in the clinical setting.
3. Participation in clinical and/or practice projects in collaboration with other faculty members within the SPNP and/or CNHP.

As part of its mission, the SPNP expects faculty members to maintain integrity and professional behavior during all scholarly activities to advance scientific knowledge and/or the translation of clinical research into nursing practice. Scholarly activities should demonstrate a consistent track record throughout the promotion evaluation period. Most candidates must reflect their program of scholarship in their scholarly products.

Consistent with the SPNP mission, faculty members must identify and engage in a circumscribed program of scholarship in order to be recommended for tenure, to qualify for promotion. Dissemination of scholarship is required. A distinct and primary, narrowly focused program of scholarship is a priority. However, additional areas of focus outside the distinct and primary narrowly focused program of scholarship will be considered as supplementation of the candidate's work, when this effort pertains specifically to the area of focus consistent with the advancement of nursing education.

Scholarly evidence may include, but is not limited to:

1. Production of clinical instruction videos or other multimedia materials relative to educational training.
2. Evidence of ongoing clinical, educational, translational, action, evaluative, and/or healthcare quality performance/indicator research.

3. Participation in clinical and/or teaching activities in ways that best contribute to and sustain evidence-based practice and/or departmental research programs.

Candidates for Assistant Teaching Professor must meet expectations including, but not limited to:

Publications

A minimum of four publications, refereed or non-refereed, in journals that include evidence-based instructional techniques, education-related research, methods and/or standards of teaching, instructional handbooks, textbooks, or chapters in educational textbooks are required.

Presentations

Peer-reviewed or invited presentations represent important components of scholarly activities. Evidence of participation in presentations includes, but is not limited to:

1. Evidence of three presentations, one of which must be at national or international levels but may also include invited regional or national presentations at professional meetings and workshops. Candidates may also have presentations of clinical or educational scholarship at professional conferences at the regional, national, or international levels.
2. Evidence of contribution as a coauthor on presentations, whether podium or poster, in which presenters list the percentage of contribution, beginning with the greatest percent effort.

Teaching Professor

1. Production of clinical instruction videos or other multimedia materials relative to educational training.
2. Evidence of ongoing clinical, educational, translational, action, evaluative, and/or healthcare quality performance/indicator research.
3. Participation in clinical and/or teaching activities in ways that best contribute to and sustain evidence-based practice and/or departmental research programs.

Candidates must meet expectations including, but not limited to:

Publications

A minimum of six publications, refereed or non-refereed, in journals that include evidence-based instructional techniques, education-related research, methods and/or standards of teaching, instructional handbooks, textbooks, or chapters in educational textbooks are required.

Presentations

Peer-reviewed or invited presentations represent important components of scholarly activities. Evidence of participation in presentations includes, but is not limited to:

1. Evidence of five presentations, two of which must be podium presentations at national or international levels, while the other three may be poster or podium presentations at national or international levels.
2. Evidence of presentations of clinical or educational scholarship at professional conferences at the regional, national, or international levels.
3. Evidence of contribution as a coauthor on presentations, whether podium or poster, in which presenters list the percentage of contribution, beginning with the greatest percent effort.

Meets Expectations for Scholarship/Professional Scholarship

The candidate meets all criteria for scholarship.

Fails to Meet Expectations for Scholarship/Professional Development

The candidate consistently fails to satisfy one or more of the criteria from the “meets expectations” list (See Appendix A for the evaluation tool).

Exceeds Expectations for Scholarship/Professional Development

The candidate meets all criteria of “meets expectations” in addition to “exceeds expectations” list in Appendix A.

Service

Faculty seeking promotion must demonstrate participation on committees and exhibit commitment to engage in service at the School, College, and University levels. Further, School faculty members must engage in service and leadership at local, state, and/or regional levels.

Faculty must display good citizenship by attending meetings and engage in the work of committees, considering the views of others, and communicating effectively when performing service activities.

Service may include, but is not limited to, the following activities, dependent on the rank sought by the candidate:

Lecturer

Evidence of service to the School, College, and/or University includes, but is not limited to, the following:

1. Recruitment at the School level.
2. Committee membership at the School level.
3. Participation on task forces.
4. Membership on Faculty Senate and/or Gulf Coast Faculty Council.
5. Participation on faculty search committees.
6. Evidence of special presentations.
7. Advising student groups.
8. Curriculum development.
9. Quality assurance and effectiveness assessment/improvement plans.
10. Mentoring other faculty members.

Evidence of service to the profession includes, but is not limited to, the following:

1. Serving as an officer in a professional association at the state level.
2. Planning professional programs, workshops, and/or conferences.
3. Committee work at the local and state levels.
4. Serving as Chair on a professional committee or group.
5. Serving as a journal reviewer.

Evidence of service to the community includes, but is not limited to, the following:

1. Conducting workshops.
2. Delivering lectures.
3. Serving as a consultant.
4. Refereeing or reviewing competitive convention papers and non-nursing programs.
5. Serving on community boards.
6. Serving with community agencies.
7. Participating in community activities.

Senior Lecturer

Evidence of service to the School, College, and/or University includes, but is not limited to, the following:

1. Recruitment at the School and College levels.
2. Membership and/or leadership (such as chairing) on committees at the School and College levels.
3. Participation on task forces.
4. Membership on Faculty Senate and/or Gulf Coast Faculty Council.
5. Participation on faculty search committees.
6. Special presentations.
7. Advising student groups.
8. Curriculum development.
9. Quality assurance and effectiveness assessment/improvement plans.
10. Mentoring other faculty members.

Evidence of service to the profession includes, but is not limited to, the following:

1. Serving as an officer in a professional association at the state, regional, national, and/or international levels.
2. Planning professional programs, workshops, and/or conferences.
3. Participating in committee work at the local, state, regional, and/or national levels.
4. Serving as chair on a professional committee or group.
5. Serving as a consultant to healthcare organizations.
6. Mentoring colleagues outside of the University.
7. Serving as a national or international journal reviewer.

Evidence of service to the profession includes, but is not limited to, the following:

1. Conducting workshops.
2. Delivering lectures.
3. Serving as a consultant.
4. Membership on editorial boards for national or international journals.
5. Refereeing or reviewing competitive convention papers and programs.
6. Serving as a leader on community boards.
7. Serving with community agencies.
8. Participating in community activities in a leadership capacity.

Assistant Teaching Professor

Evidence of service to the School, College, and/or University includes, but is not limited to, the following:

1. Recruitment at the School, College, and University levels.

2. Membership and leadership (such as chairing) on committees.
3. Participation and/or leadership on task forces.
4. Membership on councils.
5. Membership on Faculty Senate and/or Gulf Coast Faculty Council.
6. Participation on search committees for administrative ranks such as deans and directors or staff.
7. Special presentations.
8. Advising student groups.
9. Participation on funded grants (including the documented percent effort).
10. Mentoring other faculty members.

Evidence of service to the profession includes, but is not limited to, the following:

1. Participating, as an officer, in a professional association at the state and regional levels.
2. Planning professional programs, workshops, and/or conferences.
3. Committee work at the local, state, regional, and/or national levels.
4. Serving as Chair on a professional committee or group.
5. Serving as a consultant to healthcare organizations.
6. Mentoring colleagues outside of the University.
7. Serving as a national or international journal reviewer.

Evidence of service to the community includes, but is not limited to, the following:

1. Conducting workshops.
2. Delivering lectures.
3. Serving as a consultant.
4. Membership on editorial boards for national or international journals.
5. Refereeing or reviewing competitive convention papers and programs.
6. Serving as a leader on community boards.
7. Serving in community agencies.
8. Participating in community activities in a leadership capacity.

Associate Teaching Professor

Evidence of service to the School, College, and/or University includes, but is not limited to, the following:

1. Recruitment activities at the School, College, and/or University levels.
2. Membership and leadership (such as chairing) on committees.
3. Participation and/or leadership on task forces.
4. Membership on councils.
5. Membership on Faculty Senate and/or Gulf Coast Faculty Council.
6. Membership or leadership on faculty or administrative personnel search committees.
7. Special presentations.
8. Advising student groups.
9. Participation on funded grants (including the documented percent effort).
10. Mentoring other faculty members.

Evidence of service to the profession includes, but is not limited to, the following:

1. Participating in the capacity of an officer in a professional association at the state, regional, national, or international levels.
2. Planning professional programs, workshops, and/or conferences.

3. Serving on a professional committee or group (as chair) at the state, regional, national, or international levels.
4. Serving as a consultant to healthcare organizations.
5. Grant review or service to external funding/granting agencies.
6. Mentoring colleagues outside of the University.
7. National or international journal reviewer.

Evidence of service to the community includes, but is not limited to, the following:

1. Conducting workshops.
2. Delivering lectures.
3. Serving as a consultant.
4. Membership on editorial boards for national or international journals.
5. Refereeing or reviewing competitive convention papers and programs.
6. Serving as a leader on community boards.
7. Serving in community agencies.
8. Participating in community activities in a leadership capacity.

Teaching Professor

Evidence of service to the School, College, and/or University includes, but is not limited to, the following:

1. Recruitment activities at the School, College, and/or University levels.
2. Membership and leadership (such as chairing) committees.
3. Participation or leadership on task forces.
4. Membership on councils.
5. Membership on Faculty Senate and/or Gulf Coast Faculty Council.
6. Membership on faculty or administrative personnel search committees.
7. Special presentations.
8. Advising student groups.
9. Participation on funded grants (including the documented percent).
10. Mentoring other faculty members.

Evidence of service to the profession includes, but is not limited to, the following:

1. Participating in the capacity of an officer in a professional association at the state, regional, national, or international levels.
2. Planning professional programs, workshops, and/or conferences.
3. Serving on a professional committee or group (as chair) at the state, regional, national, or international levels.
4. Serving as a consultant to healthcare organizations.
5. Grant review or service to external funding/granting agencies.
6. Mentoring colleagues outside of the University.
7. National or international journal reviewer.

Evidence of service to the community includes, but is not limited to, the following:

1. Conducting workshops.
2. Delivering lectures.
3. Serving as a consultant.
4. Membership on editorial boards for national or international journals.

5. Refereeing or reviewing competitive convention papers and programs.
6. Serving in a leadership position on community boards.
7. Serving in community agencies.
8. Participation in outreach activities for service organizations and civic groups.

Meets Expectations for Service

The candidate meets all criteria for service.

Fails to Meet Expectations for Service

The candidate consistently fails to satisfy one or more of the criteria from the “meets expectations” list (See Appendix A for the evaluation tool).

Exceeds Expectations for Service

The candidate meets all criteria of “meets expectations” in addition to “exceeds expectations,” listed in Appendix A.

Goals for Next Evaluation Period

Each year during the annual evaluation process, faculty will set goals for the next year regarding teaching, scholarship, and service. These goals will be consistent with the strategic plans of the School, College, and Academic Master Plan. Tenure track faculty goals must complement activities which are essential to meet tenure and promotion.

Pre-Tenure Review

Criteria for pre-tenure review are the same as those for tenure, but also take into account that candidates have not had the full probationary period to develop a record of achievements. The School promotion and tenure committee are to identify areas in which the candidate needs to improve in order to eventually merit tenure, and to help the candidate identify strategies. The faculty member’s progress should be monitored in subsequent annual reviews.

Please refer to sections 5.2, 5.2.1, 5.2.2, 5.2.3, and 5.2.4 in The University of Southern Mississippi’s Faculty Handbook.

Promotion to Associate Professor

Promotion is an official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure track faculty). Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Identify School or unit criteria for promotion to associate professor in addition to the expectation that annual evaluations have shown that the faculty member has met or exceeded expectations.

Faculty must meet expectations in both teaching and service as well as the explicit scholarship requirements for Associate Professor.

Tenure

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, School, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality.

Disciplinary variations necessitate a degree of autonomy at the School level. Note School or unit criteria for tenure.

Candidates for promotion in academic rank must display evidence of (a) professional training and experience; (b) effectiveness of teaching or librarianship; (c) effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness, and responsibility; (d) professional growth, such as research, publications, presentations; and (e) service, such as economic development and non-teaching activities that further University goals or reflect favorably on the School, College and University.

Promotion to Full Professor

Identify School- or unit-specific criteria for promotion from associate to full professor

Faculty must meet expectations in both teaching and service as well as the explicit scholarship requirements for Full Professor.

Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years.

Note School- or unit-specific processes for post-tenure review.

Please refer to sections 4.7.1, 4.7.2 in The University of Southern Mississippi's Faculty Handbook.

Rubric (Faculty Handbook, Appendix B)

TEACHING				
Criterion	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
10 CEUs per academic year (per IHL requirements)	Does not obtain a minimum of 10 CEUs per academic year.	A minimum of 10 CEUs per academic year are obtained.		
Annual TB test, if applicable	TB testing is not current.	TB testing is current.		
Current CPR certification	Does not have current CPR certification.	CPR certification is current		
Annual influenza vaccination	Vaccination is not current	Vaccination is current.		
SPNP deadline	Does not meet deadlines set by SPNP administration.	Deadlines set by SPNP are met.		
Coursework (face-to-face, lab/clinical, online)	Does not meet expectations as outlined in the “meets expectations” column.	<ul style="list-style-type: none"> 1. In all course formats, evaluations and assignments effectively facilitate and evaluate student learning and success. 2. Course material is coherent, well-organized, evidence-based/up-to-date, appropriate to academic level, and appropriately meets quality standards in nursing. 3. Coursework is revised based on student and faculty input and evaluations. 	<ul style="list-style-type: none"> 1. In all course formats, coursework exceeds “meets expectations” criteria through the production/provision of superior course material and assessment to facilitate and evaluate student learning and success. 	
Course delivery (face-to-face, lab/clinical, online)	Does not meet expectations as outlined in the “meets expectations” column.	<ul style="list-style-type: none"> 1. Uses AACN BSN essentials to guide course development learning. 2. Uses skillful application of technology. 3. Creates opportunity for learners to develop critical thinking and clinical judgment. 4. Engages in student advisement and counseling strategies as needed. 5. Responsive to students needs through providing timely constructive feedback. 6. Provides guidance to 	<ul style="list-style-type: none"> In all course formats, course delivery exceeds “meets expectations” criteria through activities including, but not limited to the following: 1. Leading out-of-class study sessions and/or labs for students. 2. Maintaining office hours beyond SPNP requirements. 3. Obtaining Quality Matters certifications for online teaching. 4. Exceeds usual expectations of the job, such 	

		<p>students.</p> <p>7. Respectful of students' time limitations while maintaining high standards.</p> <p>8. Maintains office hours required by the SPNP.</p> <p>9. Syllabi meet University and SPNP requirements.</p>	<p>as course coordinator for two courses.</p>	
Student teaching evaluations (face-to-face, lab/clinical, online)	<p>1. Overall average of course evaluation is < 3.0 for all courses.</p> <p>2. Qualitative comments are off balance, negative.</p> <p>3. Faculty provides a reasonable rationale and plan for improvement.</p>	<p>1. Overall average of course evaluations is 3.0-3.0 for all courses and formats.</p> <p>2. Qualitative comments may be both positive and negative.</p> <p>3. Faculty provides a reasonable rationale and plan for improvement.</p>	<p>1. Overall average of course evaluations is > 4.0 for all courses and formats.</p> <p>2. Qualitative comments are primarily positive.</p>	
Innovative teaching	Does not change or include materials or approaches to engage students in the course experience.	<p>1. Faculty implements a variety of evidence-based teaching strategies.</p> <p>2. Provides updated/new/relevant materials/information.</p> <p>3. Uses technology to enhance the learning process.</p> <p>4. Uses new approaches to engage students in high-level critical thinking, clinical judgment.</p> <p>5. Serves as a faculty mentor in sharing innovative teaching strategies, promotes innovative practices in the educational environment.</p>	<p>In more than one course, faculty:</p> <p>1. Faculty implements a variety of evidence-based teaching strategies.</p> <p>2. Provides updated/new/relevant materials/information.</p> <p>3. Uses technology to enhance the learning process.</p> <p>4. Uses new approaches to engage students in high-level critical-thinking and critical judgment.</p> <p>5. Serves as a faculty mentor in sharing innovative teaching strategies and promotes innovative practices in the educational environment.</p> <p>6. Demonstrates flexibility with meeting needs of the School schedule and meeting individually with students.</p> <p>7. Teaches writing-intensive class with standards greater than those set forth by the University.</p> <p>8. Achieves certifications related to expertise, for example: Association of Colleges and University Educators (ACUE) continuing education units</p>	

			(CEUs) exceeding IHL requirements.	
PEER teaching evaluation (note if face-to-face or online)	Teaching evaluations conducted by peers score less than 85%.	Teaching evaluations conducted by peers score between 85-94%.	Teaching evaluations conducted by peers score 95% and above (should include evaluations by more than one peer and in more than one teaching format (face-to-face theory, lab/clinical, and/or online).	
Student scholarship not applicable for faculty who are not eligible to have graduate status	Does not facilitate growth in nursing through student scholarship, service on student committees to include graduate examinations, projects, and dissertations, as well as undergraduate honors theses, and delivery of independent study courses.	Facilitates growth in nursing through student scholarship, service on student committees to include graduate examinations, projects, and dissertations, as well as undergraduate honors theses, and delivery of independent study courses.	Facilitates growth in nursing through multiple instances of student scholarship through service on student committees to include graduate examinations, projects, and dissertations, as well as undergraduate honors theses, and delivery of independent study courses.	

TOTAL SCORE:

Collegiality in Teaching Statement: (provide 1-2 sentences describing collegial efforts through teaching).

RESEARCH/CREATIVE ACTIVITY				
CRITERION	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
Participation in teaching scholarship (required by all faculty)	See criteria listed in annual evaluation framework policy.	See criteria listed in annual evaluation framework policy.	Exceeds expectations of criteria listed in the annual evaluation framework policy.	
Participation in one of the following forms of scholarship should be met (others may not be applicable) Discovery, Practice, or Integration Scholarship Discovery Scholarship is required for all tenure and	See criteria listed in annual evaluation framework policy.	See criteria listed in annual evaluation framework policy.	Exceeds expectations of criteria listed in annual evaluation framework policy.	

promotion faculty				
Dissemination of research/creative activities Not applicable for non-tenure track faculty If completed by non-tenured faculty, they will be considered to have exceeded or significantly exceeded expectations	Does not submit scholarship or dissemination through channels such as articles, books, book chapters, and presentations.	Substantively prepares for submissions and/or submits scholarship through channels such as articles, books, and book chapters. May include delivering a presentation at the local level.	Disseminates (has published) scholarship through channels such as articles, books, and book chapters. May include delivering one or more presentation above the local level.	
Applications for internal/external funding Not applicable for non-tenure track faculty If completed by non-tenured faculty, they will be considered to have exceeded or significantly exceeded expectations	Does not apply for internal or external funding of research, program, or teaching activities.	Submits at least one application for internal or external funding of research, program or teaching activities.	Procures internal or external funding of research, program, or teaching activities.	

TOTAL SCORE:

2/3 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations

2/3 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

Collegiality in Research/Creative Activity Statement: (provide 1-2 sentences describing collegial efforts through research/creative activities).

SERVICE

CRITERION	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	COMMENTS
University, College, and School committees	1.Does not serve on appointed/elected committees for the School, College, and/or University levels needed to support institutional function.	1.Serves on appointed/elected committees for the School, College, and/or University at a level needed to support the institution.	In addition to "meets expectations," serves in a leadership role for multiple committees.	

	2. Does not attend a committee meeting to represent SPNP.	2. Attends School, College, and University committee meetings and contributes to the needs of the community.		
Professional organizations	Does not contribute to nursing through membership and participation in professional organizations internationally, nationally, regionally, and/or statewide.	Contributes to nursing through membership and active participation in professional organizations internationally, nationally, regionally, and/or statewide.	Contributes to nursing through active participation in professional organizations, holding official positions, and/or additional duties greater than general membership at the international, national, and regional levels.	
Campus activities and community service	Does not facilitate the growth of the University/College/School through active participation in University/campus activities, recruitment, recognition, commencement, and community service related to nursing.	Facilitates the growth of the University/College/School through active participation in University/campus activities, recruitment, recognition, commencement, and community service related to nursing.	Exceeds usual expectations of facilitating the growth of the University/College/School through active participation in multiple University/campus activities, recruitment, commencement, and community service related to nursing.	

TOTAL SCORE:

3/4 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations

3/4 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

Collegiality in Service Statement: (provide 1-2 sentences describing collegial efforts through service activities).

To be completed by evaluator:

NOTEWORTHY ACTIVITIES AND REMARKS

Evaluator may list any activities they identify as noteworthy or include other remarks for the academic year

Teaching	
Research/ Creative Activities	
Service	

Name of Preparer: Dr. Elizabeth Tinnon

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Date of Submission: January 05, 2021

I certify that the information provided above has been approved by the School Director.