

Promotion of Non-Tenure Faculty: Clinical Track and Teaching Tracks

Definition of Faculty

The definition of faculty as defined by the Mississippi's public universities is "teaching staff and those members of the administrative staff having academic rank in a college, university or other educational institution or one of its divisions" (IHL Policies & Bylaws 404.01; USM *Faculty Handbook*). This definition includes personnel in the University who are tenured, in tenure-track positions, individuals with the academic rank of Instructor or Teaching Professors (of all ranks), administrative officers with academic rank, and Clinical Professors (of all ranks), and Visiting Professors with comparable education and training.

The Corps of Instruction at The University of Southern Mississippi includes full-time employees holding the rank of tenure-track or tenured Professors (at any rank), Personnel with academic rank of Instructor or Teaching Professors (at any rank), full-time University Clinical Professors (of any rank), Professors of Practice and Artists-in-Residence, administrative office with academic rank, and tenured and tenure-track librarians. Although Visiting Professors are included in the definition of faculty, they are not members of the Corps of Instruction and do not vote in institutional elections or departmental proceedings. Post-doctoral and adjunct personnel are considered non-faculty academic staff and are neither members of the faculty nor members of the Corps of Instruction.

CORPS OF INSTRUCTION: COLLEGE OF NURSING					
TRACK	EMPHASIS	RANK PROGRESSION			
NON-TENURE TRACK	CLINICAL (Employed in Clinical Agency)	Clinical Instructor (Masters Degree)	Clinical Assistant Professor (Doctoral Degree)	Clinical Associate Professor (Doctoral Degree)	Clinical Professor (Doctoral Degree)
	TEACHING: CLINICAL & CLASSROOM	Instructor (Masters Degree)	Lecturer (Masters Degree)	Senior Lecturer (Masters Degree)	
	TEACHING: CLINICAL & CLASSROOM		Teaching Assistant Professor (Doctoral Degree)	Teaching Associate Professor (Doctoral Degree)	Teaching Professor (Doctoral Degree)
TENURE TRACK	TENURE TRACK		Assistant Professor (Doctoral Degree)	Associate Professor (Doctoral Degree)	Professor (Doctoral Degree)

The University of Southern Mississippi and the College of Nursing's mission support and value the contribution of non-tenure track clinical and teaching faculty. The positions are used to support and enhance clinical programs and initiatives and teaching at the College of Nursing. Non-tenure track clinical and teaching faculty appointments are intended to offer a creative career pathway for individuals who are pursuing a career that focuses primarily on clinical or teaching. Teaching, service, and scholarship should be commensurate with rank for all individuals holding any of the clinical or teaching track positions. Reappointment decisions are at the sole discretion of the University and are based upon annual performance reviews and the continued ability of faculty to meet or exceed minimum standards.

Recruitment and Appointment

Non-tenure appointments and/or promotions are initiated by the College of Nursing. The College of Nursing's policies and procedures will be delineated in accordance with The University of Southern Mississippi's process for recruiting, appointing, evaluating, and promoting non-tenure track faculty in the following teaching or clinical ranks:

- Clinical faculty that render service at the College of Nursing are employed by clinical agencies outside of the University. Clinical ranks include Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.
- Faculty in the non-tenure appointment Teaching ranks are employed by the College of Nursing. Teaching appointments are Instructor, Lecturer, Senior Lecturer, Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

Tenure cannot be awarded to individuals with an existing appointment of non-tenure track positions; but appointees may apply, on the same basis as other candidates, for a tenure-track position should one become available. Non-tenure appointments are renewable, although The University of Southern Mississippi does not accrue any obligation to renew these appointments. Appointments automatically expire at the time specified in the original appointment letter or reappointment action.

The number of non-tenure track faculty appointments in the College of Nursing shall be will be managed by the Dean of the College of Nursing based upon the programmatic needs of the College.

Continued Employment and Promotion

Non-tenure track faculty appointments are renewable term appointments. Only tenured and tenure-track appointees qualify for a status of continuing employment

within a state institution of higher learning (e.g. USM).

A definition of non-tenure track appointments are delineated in The University of Southern Mississippi *Faculty Handbook* in “Hiring Policies, Contracts, and Employment Terms” for delineation of specific policies and procedures for non-tenure track appointments. The policies and procedures shall govern decisions of these appointments and rank. While the non-tenured faculty members have no expectation of continuing employment beyond the expiration of their contracts and are not eligible for the award of tenure, the IHL authorizes universities to enter into renewable contracts for periods up to four years in length with non-tenure faculty.

Continued employment or reappointment of non-tenure track clinical or teaching faculty members during the term of appointment is dependent on satisfactory performance of assigned responsibilities, satisfactory performance as reflected on the Annual Performance Review, and the availability of funding. If a decision not to recommend reappointment of a non-tenure track clinical faculty or teaching faculty member is based on performance rather than on lack of funding, the schedule for notification as delineated below should be observed:

- For non-tenure track clinical and teaching faculty with less than one year of service, notice shall be given at least three months before the expiration of the appointment.
- For non-tenure track clinical and teaching faculty with more than one year of service, notice shall be given at least twelve months before the expiration of an appointment.

Any faculty wishing to move from a non-tenure track faculty line to a tenure track faculty position must apply, on the same basis as other candidates, for a vacant position for which recruitment has been authorized.

Financial Rewards

Financial rewards for promotion of non-tenure faculty will be consistent with those of all faculty members of the University, subject to resource availability. Financial increases may be awarded in situations of merit and/or promotion to a higher rank.

Promotion Review

Teaching Instructors, Lecturers, Assistant Teaching Professors, Associate Teaching Professors, Clinical Assistant Professors, and Clinical Associate Professors will be eligible to seek promotion based on performance, demonstrated competence, and achievement in accordance with the College of Nursing guidelines for the rank sought. Promotion is based on a reasonable time of service as specified by The University of Southern Mississippi. A reasonable time of service in each rank as designated by the College of Nursing is approximately six

years, which corresponds with promotion of tenure-track and tenured faculty in the College of Nursing and The University of Southern Mississippi.

The Department Promotion Committee, the Department Chair, the College Advisory Committee, and the Dean of the College of Nursing recommends candidates for promotion in the non-tenure ranks. Clinical ranks eligible for promotion are: Clinical Assistant Professor, and Clinical Associate Professor. Faculty eligible for promotion in the Teaching non tenure ranks are: Instructor, Lecturer, Teaching Assistant Professor, and Teaching Associate Professor. Criteria for promotion will specify the performance expected at each non-tenure rank and the required quality of service in assigned academic responsibilities based on expectations within the College of Nursing. All decisions on promotion are made in accordance with the College bylaws and The University of Southern Mississippi *Faculty Handbook*. The process and steps in promotion decisions for non-tenure faculty are similar to but distinct from promotion decisions for tenure-track and tenured faculty.

The College of Nursing's recommendation to promote a non-tenure track clinical or teaching faculty member is based on a discussion and vote of the Departmental Promotion Committee, Department Chair, College Advisory Committee, and the College Dean. The same procedures and deadlines for submission of promotion records are applied to non-tenure track faculty as are applied to tenure-track and tenured faculty candidates for promotion consideration. The Dean consults the College of Nursing Advisory Committee during its deliberations and transmits a recommendation to the Provost. A new term appointment is initiated upon promotion.

Collegiality in Promotion Decisions

Collegiality is an expectation of all College of Nursing faculty members, regardless of rank or tenure status. Collegiality is defined as a quality expressed through collaboration and constructive cooperation. Collegiality includes a set of values that are regarded as essential for the success of the university, a diverse composition of students, faculty, staff and constituents; mutual respect for similarities and differences of opinions and points of view; and mutual trust established and reinforced through shared governance procedures in decision-making. Collegiality is manifest by demonstrating an interest in and consideration for the needs of others; seeking to understand the nature and character of others and communicating effectively with them; listening to and recognizing the merit of others' opinions even when in disagreement and willingness to consider engaging in problem-solving and goal achievement; effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness, and responsibility; and demonstrating an openness to professional growth.

Collegiality should not be assessed independently of teaching, research, and service, but rather taken into consideration in the evaluation of a faculty member's overall performance in promotion decisions.

Criteria for Appointment, Reappointment, and Promotion of Non-Tenure Track Clinical and Teaching Faculty.

Clinical Instructors

1. Are employed by clinical agencies outside of the University
2. Have relevant experience and expertise in instruction in clinical settings
3. Have current certifications and licensures as specified by the College of Nursing
4. Do not possess a terminal degree
5. Are members of the University corp of instruction
6. Show promise of excellence in clinical supervision
7. Evidence of excellence for a Clinical Instructor must include the following items:
 - Student SOAR evaluations of clinical teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Peer evaluations of clinical teaching by a faculty member (maintenance of a quantitative mean of 85% or higher per year)

Clinical Assistant Professors

Faculty members newly *appointed* to the rank of Clinical Assistant Professors are expected to:

1. Hold a minimum of a doctorate in the discipline.
2. Have current certifications and licensure as specified by the College of Nursing, state, regional, and national regulatory agencies.
3. Have experience and expertise in clinical and other professional practice.
4. Show promise of excellence in teaching and in clinical supervision and direction.
5. Show promise of excellence in:
 - Professional productivity and service .
 - Clinical service.
 - Teaching excellence.
6. Meaningful contributions in professional service.

Faculty members reappointed to the rank of Clinical Assistant Professor are required to meet criteria (above), and *in addition*, meet the following expectations including, but not limited, to:

1. Have an established record of success in teaching and in clinical supervision or direction.
2. Evidence of teaching excellence for Clinical Assistant Professors must include the following items:
 - Student evaluations of teaching (maintenance of a quantitative mean of

- 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
- Creative instructional methods, e.g. self-developed creative activities in the classroom; strategies; or materials.
 - Peer evaluations of teaching by a tenure-track, tenured or clinical track faculty member (maintenance of a quantitative mean of 85% or higher per year)
 - Teaching portfolio:
Elements constituting a teaching portfolio may include, but are not limited to teaching materials including syllabi, tests, quizzes, homework assignments, handouts, graded papers or other examples of student work; reflective statements describing teaching during the review period and future teaching goals; reports based on peer observation of teaching (whether recorded or live); teaching awards; awards won by supervised students; teaching grants; unsolicited written statements from students, trainees, or clients; grade distributions; commentary on course levels/degree of difficulty of courses taught.
3. Other evidence of teaching excellence may include, but is not limited to, the following activities:
- Qualitative student evaluations of teaching.
 - Workbooks and/or other instructional materials developed or published.
 - Evaluation of supervision of students in clinical and practicum activities.
 - Maintenance of current knowledge and expertise in area of clinical practice.
4. Evidence of clinical excellence for faculty in clinical teaching must include:
- Student evaluations of clinical instruction (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Creative clinical instructional methods (e.g. mastery of simulation, self-developed clinical instructional methods, etc.).
 - Peer evaluation of teaching.
 - Clinical teaching portfolio:
Elements constituting a clinical teaching portfolio may include, but not limited to clinical instructional materials, clinical quizzes, clinical seminar instructional strategies, unsolicited written statements from students and/or clinical staff; evaluation instruments, etc.
5. Have demonstrated success in professional and scholarly productivity in a designated area of expertise. Examples may include, but are not limited, to:
- Submission of manuscripts in refereed or non-refereed journals, book chapters, or articles.
 - Conduction of ongoing: clinical research, translation research, action research, and evaluative research, or health care quality performance/indicator research.
 - Presentation of clinical scholarship at professional conferences at the local or state level, at least one per year, refereed, non-refereed, or invited, at least one per year.
 - Presentation of teaching scholarship at professional conferences at the local

or state level, at least one per year, refereed, non-refereed, or invited at least one per year.

- Have demonstrated contributions in professional service, including, but not limited to, clinical service and teaching scholarship.
6. Have demonstrated contributions in departmental and professional service, including but not limited to teaching scholarship.
- Service as an external committee member of doctorate of nursing practice student projects.
 - Participation in clinical or practice projects in collaboration with other faculty within the College of Nursing.

Clinical Associate Professors

Faculty promoted, newly appointed, or reappointed to the rank of Clinical Associate Professor are expected to:

1. Hold a doctorate in the discipline.
2. Have current certification and licensure as specified by the College of Nursing.
3. Have an established record of sustained success in professional and clinical scholarly productivity.
 - Three or more publications, refereed or non-refereed, in articles, book chapters, or journals that include clinical or evidence-based practice techniques, clinical research, methods of or standards in clinical supervision, standards of practice, clinical handbooks, textbooks, or chapters in clinical textbooks.
 - Presentation of clinical scholarship or teaching scholarship at professional conferences at the regional or national levels, approximately one per year—refereed, non-refereed, or invited.
4. Other examples of success in professional and clinical scholarly productivity may include, but are not limited, to:
 - Production of videos or other multi-media materials on clinical instruction or videos or other multi-media materials on teaching.
 - Conduction and evidence of ongoing clinical research or educational research, translation research, action research, and evaluative research, or health care quality performance/indicator research.
 - Participate in clinical activities or teaching activities in ways that contribute to and sustain evidence-based practice activities or departmental research programs.
5. Have an established record of sustained success in teaching and in clinical supervision at the undergraduate and/or the graduate levels and in clinical direction.
6. Have an established record of sustained success in clinical and professional practice.
 - Participation in clinical and practice projects in collaboration with other faculty within the College of Nursing.

- Participation in state, regional, or national professional organizations.
 - Participation in outreach activities to service organizations and civic groups.
7. Have an established record of effective participation in service to the College of Nursing.
- Service as an internal committee members of doctorate of nursing practice student projects.
 - Serve as chair of undergraduate student honors thesis.
 - Participation in clinical and practice projects in collaboration with other faculty within the College of Nursing.

Clinical Professors

Faculty promoted, newly appointed, or reappointed to the rank of Clinical Professor are expected to:

1. Hold a doctorate in the discipline.
2. Have current certification and licensure as specified by the College of Nursing.
3. Comply with criteria for maintenance of certification and licensure as required by College of Nursing, state, regional, and other regulatory bodies
4. Have an established record of sustained success in professional and clinical scholarly productivity.
 - Five or more publications, refereed or non-refereed, in articles, book chapters, or journals that include clinical or evidence-based practice techniques, evidence-based teaching techniques, clinical research, educational research methods, or standards in clinical supervision, instructional methods, standards of practice, clinical handbooks, instructional handbooks, textbooks, or chapters in clinical or instructional textbooks.
 - Presentation of clinical scholarship or educational scholarship at professional conferences at the regional, national, or international levels, approximately one per year—refereed, non-refereed, or invited.
5. Other examples of success in professional and clinical scholarly productivity may include, but are not limited, to:
 - Production of videos or other multi-media materials on clinical instruction or teaching instruction.
 - Conduction and evidence of ongoing clinical research or educational, translation research, action research, and evaluative research, or health care quality performance/indicator research.
 - Participate in clinical activities or classroom instructional activities in ways that contribute to and sustain evidence-based practice activities or departmental research programs.
6. Have an established record of sustained success in teaching and in clinical supervision at the undergraduate and/or the graduate levels and in clinical

- direction.
7. Have an established record of sustained success in clinical or teaching and professional practice.
 - Participation in clinical and practice projects or classroom instructional projects in collaboration with other faculty within the College of Nursing. Professional consultation.
 - Participation in outreach activities to service organizations and civic groups.
 8. Have an established record of participation in service to the College of Nursing.
 - Service as an external members of doctorate of nursing practice student projects.
 - Participation in clinical and practice projects or in classroom instructional projects in collaboration with faculty within the College of Nursing.
 9. Have achieved recognition for professional contributions and direction of clinical activities or classroom instructional activities in ways that contribute to and sustain evidence-based practice activities or departmental research programs.
 10. Have evidence or recognition of clinical expertise or classroom instructional expertise. Examples may include, but are not limited to:
 - Invited regional or national presentations at professional meetings and workshops.
 - Serve as an editor or member of an editorial board of professional journals.
 - Appointment or election to leadership positions in professional organizations at regional or national levels.
 - Awards and honors from professional organizations.

Instructors

Faculty members newly *appointed* to the rank of Instructors are expected to:

1. Be employed by the University.
2. Have relevant clinical practice experience.
3. Have current certifications and licensures as specified by the College of Nursing and state, regional, and national regulatory boards.
4. Do not possess a terminal degree.
5. Are members of the University corp of instruction.
6. Show promise of expertise in classroom teaching and clinical supervision of students.
7. Participate in service and scholarly activities of the College and University.
8. Evidence of teaching excellence for an Instructor must include the following items:
 - Student evaluations of teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).

- Peer evaluations of teaching by a faculty member (maintenance of quantitative mean of 85% or higher per year)

Lecturers

Faculty members newly *appointed* to the rank of Lecturer are expected to:

1. Be employed by the University.
2. Have current certifications and licensures as specified by the College of Nursing and state, regional, and national regulatory boards.
3. Do not possess a terminal degree.
4. Are members of the University corp of instruction.
5. Demonstrate a continuous record of teaching excellence.
6. Have record of service and scholarly activities commensurate with rank.
7. Evidence of teaching excellence for Lecturer must include the following items:
 - Student evaluations of teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Creative instructional methods, e.g. self-developed creative activities in the classroom; strategies; or materials.
 - Peer evaluations of teaching by a faculty member (maintenance of a quantitative mean of 85% or higher per year)
 - Teaching portfolio:
Elements constituting a teaching portfolio may include, but are not limited to teaching materials including syllabi, tests, quizzes, homework assignments, handouts, graded papers or other examples of student work; reflective statements describing teaching during the review period and future teaching goals; reports based on peer observation of teaching (whether recorded or live); teaching awards; awards won by supervised students; teaching grants; unsolicited written statements from students, trainees, or clients; grade distributions; commentary on course levels/degree of difficulty of courses taught.

Senior Lecturers

Faculty members newly *appointed* to the rank of Senior Lecturer are expected to:

1. Be employed by the University.
2. Have current certifications and licensures as specified by the College of Nursing and state, regional, and national regulatory boards.
3. Do not possess a terminal degree.
4. Are members of the University corp of instruction.
5. Demonstrate a continuous record of teaching excellence.
6. Possess evidence of innovative teaching strategies.
7. Have record of notable service and scholarly activities commensurate with

senior status.

8. Evidence of teaching excellence for Senior Lecturer must include the following items:

- Student evaluations of teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
- Creative instructional methods, e.g. self-developed creative activities in the classroom; strategies; or materials.
- Peer evaluations of teaching by a faculty member (maintenance of a quantitative mean of 85% or higher per year)
- Teaching portfolio:
Elements constituting a teaching portfolio may include, but are not limited to teaching materials including syllabi, tests, quizzes, homework assignments, handouts, graded papers or other examples of student work; reflective statements describing teaching during the review period and future teaching goals; reports based on peer observation of teaching (whether recorded or live); teaching awards; awards won by supervised students; teaching grants; unsolicited written statements from students, trainees, or clients; grade distributions; commentary on course levels/degree of difficulty of courses taught.

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

- Qualitative student evaluations of teaching.
- Revise course or develop new course; if co-developer include percent effort.
- Evidence of course material revision and/or development should be included.
- Substantive course and/or curriculum revisions.
- Workbooks and/or other instructional materials developed or published.
- Evaluation of supervision of students in clinical and practicum activities.
- Maintenance of current knowledge and expertise in area of clinical practice.
- Teaching grants.

Teaching Assistant Professors

Faculty members newly *appointed* to the rank of Teaching Assistant Professors are expected to:

1. Hold a minimum of a doctorate in the discipline.
2. Have current certifications and licensure as specified by the College of Nursing, state, regional, and national regulatory agencies.
3. Have experience and expertise in clinical and other professional practice.
4. Show promise of excellence in teaching and in clinical supervision and direction.
5. Show promise of excellence in:

- Professional productivity and service.
- Teaching and clinical excellence.
- Meaningful contributions on committees within the College of Nursing and in community service.

Faculty members reappointed to the rank of Teaching Assistant Professor are required to meet criteria above, and *in addition*, meet the following expectations including, but not limited, to:

1. Have an established record of success in teaching and in clinical supervision or direction.
2. Evidence of teaching excellence for Teaching Assistant Professors must include the following items:
 - Student SOAR evaluations of teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Creative instructional methods, e.g. self-developed creative activities in the classroom; strategies; or materials.
 - Peer evaluations of teaching by a tenure-track, tenured or teaching track faculty member (maintenance of a quantitative mean of 85% or higher per year).
 - Teaching portfolio: Elements constituting a teaching portfolio may include, but are not limited to teaching materials including syllabi, tests, quizzes, homework assignments, handouts, graded papers or other examples of student work; reflective statements describing teaching during the review period and future teaching goals; reports based on peer observation of teaching (whether recorded or live); teaching awards; awards won by supervised students; teaching grants; unsolicited written statements from students, trainees, or clients; grade distributions; commentary on course levels/degree of difficulty of courses taught.
3. Other evidence of teaching excellence may include, but is not limited to, the following activities:
 - Qualitative student evaluations of teaching.
 - Revises course or develops new course; if co-developer include percent effort.
 - Evidence of course material revision and/or development should be included.
 - Substantive course and/or curriculum revisions.
 - Workbooks and/or other instructional materials developed or published.
 - Direction of student research and projects at the undergraduate level.
 - Member of committee at the graduate level upon approval from Graduate School.
 - Evaluation of students in clinical and practicum activities.
 - Maintenance of current knowledge and expertise in area of clinical

practice.

- Teaching grants.
4. Evidence of clinical excellence for faculty in the teaching track includes:
 - Student SOAR evaluations of clinical instruction (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Creative clinical instructional methods (e.g. mastery of simulation, self-developed clinical instructional methods, etc.).
 - Peer evaluation of clinical teaching.
 - Clinical teaching portfolio: Elements constituting a clinical teaching portfolio may include, but not limited to clinical instructional materials, clinical quizzes, clinical seminar instructional strategies, unsolicited written statements from students and/or clinical staff; evaluation instruments, etc.
 5. Evidence of scholarship may include:
 - Have demonstrated success in professional and scholarly productivity in a designated area of expertise
 - Submission of a manuscript, at least an average of one per year, refereed or non-refereed.
 - Conduct of ongoing: clinical research, translation research, action research, and evaluative research, or health care quality performance/ indicator research.
 - Presentation of teaching or clinical scholarship at professional conferences at the local or state level, at least one per year, refereed, non-refereed, or invited, at least one per year.
 6. Have demonstrated contributions in departmental and professional service, including but not limited to service in the clinical setting.
 7. Participation in clinical and/or practice projects in collaboration with other faculty within the College of Nursing.

Teaching Associate Professors

Faculty promoted, newly appointed, or reappointed to the rank of Teaching Associate Professors are expected to:

1. Hold a doctorate in the discipline.
2. Have current certification and licensure as specified by the College of Nursing.
3. Have an established record of sustained success in professional and clinical scholarly productivity.
 - Four to six publications, refereed or non-refereed, in journals that include evidence-based instructional techniques, educational research, methods of or standards in teaching, standards of teaching, instructional handbooks, textbooks, or chapters in educational textbooks.
 - Production of videos or other multi-media materials on clinical instruction or videos or other multi-media materials on teaching.
 - Conduct and evidence of ongoing clinical research or educational research,

- translation research, action research, and evaluative research, or health care quality performance/indicator research.
- Participate in clinical activities or teaching activities in ways that contribute to and sustain evidence-based practice activities or departmental research programs.
 - Presentation of clinical scholarship or teaching scholarship at professional conferences at the regional or national levels, approximately one per year—refereed, non-refereed, or invited.
4. Have an established record of sustained success in teaching and in clinical supervision at the undergraduate and/or the graduate levels and in clinical direction.
 5. Evidence of teaching excellence for Teaching Associate Professors must include the following items:
 - Student SOAR evaluations of teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Creative instructional methods, e.g. self-developed creative activities in the classroom; strategies; or materials.
 - Peer evaluations of teaching by a tenure-track, tenured or teaching track faculty member (maintenance of a quantitative mean of 85% or higher per year).
 6. Evidence of clinical excellence for faculty in the teaching track includes:
 - Student SOAR evaluations of clinical instruction (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Creative clinical instructional methods (e.g. mastery of simulation, self-developed clinical instructional methods, etc.).
 - Peer evaluation of clinical teaching.
 7. Direction of student research and projects at the undergraduate level.
 8. Member of committee at the graduate level upon approval from Graduate School.
 9. Have an established record of sustained success in clinical and professional practice.
 - Participation in clinical and practice projects in collaboration with other faculty within the College of Nursing.
 - Service as an officer or chair in state, regional, or national professional organizations.
 - Participation in curriculum and program development.
 - Participation in outreach activities to service organizations and civic groups.
 10. Have an established record of effective participation in departmental service and in service to state, regional, and/or national professional organizations and, where specified by the department, in professional service in the community.
 11. Participation in clinical and practice projects in collaboration with other faculty within the College of Nursing.

Teaching Professors

Faculty promoted, newly appointed, or reappointed to the rank of Teaching Professor are expected to:

1. Hold a doctorate in the discipline.
2. Have current certification and licensure as specified by the College of Nursing.
3. Comply with criteria for maintenance of certification and licensure as required by College of Nursing, state, regional, and other regulatory bodies
4. Have an established record of sustained success in professional and clinical scholarly productivity.
 - Six to nine publications, refereed or non-refereed, in journals that include clinical or evidence-based practice techniques, evidence-based teaching techniques, clinical research, educational research methods, or standards in clinical supervision, instructional methods, standards of practice, clinical handbooks, instructional handbooks, textbooks, or chapters in clinical or instructional textbooks.
 - Production of videos or other multi-media materials on clinical instruction or teaching instruction.
 - Conduction and evidence of ongoing clinical research or educational, translation research, action research, and evaluative research, or health care quality performance/indicator research.
 - Participate in clinical activities or classroom instructional activities in ways that contribute to and sustain evidence-based practice activities or departmental research programs.
 - Presentation of clinical scholarship or educational scholarship at professional conferences at the regional, national, or international levels, approximately one per year—refereed, non-refereed, or invited.
5. Have an established record of sustained success in teaching and in clinical supervision at the undergraduate and/or the graduate levels and in clinical direction.
6. Evidence of teaching excellence for Teaching Associate Professors must include the following items:
 - Student SOAR evaluations of teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Creative instructional methods, e.g. self-developed creative activities in the classroom; strategies; or materials.
 - Peer evaluations of teaching by a tenure-track, tenured or teaching track faculty member (maintenance of a quantitative mean of 85% or higher per year).
7. Evidence of clinical excellence for faculty in the teaching track includes:
 - Student SOAR evaluations of clinical instruction (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
 - Creative clinical instructional methods (e.g. mastery of simulation, self-developed clinical instructional methods, etc.).

- Peer evaluation of clinical teaching.
8. Direction of student research and projects at the undergraduate level.
 9. Member of committee at the graduate level upon approval from Graduate School.
 10. Have an established record of sustained success in clinical or teaching and professional practice.
 - a. Participation in clinical and practice projects or classroom instructional projects in collaboration with other faculty within the College of Nursing.
 - b. Editorship or editorial review for professional journals.
 - c. Service as an officer or chair in national or international professional organizations.
 - d. Participation in curriculum and program development.
 - e. Professional consultation.
 - f. Participation in outreach activities to service organizations and civic groups.
 11. Have an established record of sustained effective participation in departmental service and in service to state, regional, and/or national professional organizations and, where specified by the department, in professional service in the community.
 - a. Participation in clinical and practice projects or in classroom instructional projects in collaboration with faculty within the College of Nursing.
 - b. Service on state or regional licensing or certification boards.
 12. Have achieved recognition for professional contributions and direction of clinical activities or classroom instructional activities in ways that contribute to and sustain evidence-based practice activities or departmental research programs.
 13. Have evidence or recognition of clinical expertise or classroom instructional expertise.
 - a. Invited regional or national presentations at professional meetings and workshops.
 - b. Invitations to serve as an editor or member of an editorial board of professional journals.
 - c. Appointment or election to leadership positions in professional organizations at regional or national levels.
 - d. Awards and honors from professional organizations.

Personnel Committee Original Writing: (*DRAFT 1, July 2008; DRAFT 2, Feb 2011; DRAFT 3, Mar 2011; DRAFT 4, Mar 2011; DRAFT 5 Apr 2011*)

College of Nursing Advisory Committee Revision: (*April 2013*) (*April 2016-jb, sd*)

Non-Administrative Professors of Nursing, CoN (*DRAFT 1, November 2016-km, mc, sd, jb*)

Non-Administrative Professors of Nursing, CoN (*DRAFT 2, January 2017-km, mc, sd, jb*)

Approved by faculty vote February 16, 2017.