

# SCHOOL OF NURSING PERSONNEL DOCUMENT REVISIONS SUMMARY

Summary of Changes – Personnel Document, School of Nursing updated 11/2023

Original: Approved BOT 9/03/2015

Revised: Approved Faculty Organization of the SON 3/18/2022; revisions approved by Faculty Organization 03/18/2022

## IA. Faculty Appointments

- Term or Tenured faculty must apply for open positions if they wish to switch from tenure to term track or vice versa – before it was a request that could be honored by the Dean whether there was an available position or not
- If faculty is not awarded tenure at the end of the probationary period they may apply for a term position – this was not done before
- Two options are now available for tenure track – teaching/service tenure track and research tenure track
- Addition of minimum criteria for full time faculty position as follows
  - Adhere to the Faculty Clinical and Professional compliance policy
  - Conduct oneself in alignment with the University Faculty Accountability Policy
  - For Assistant Professor – Doctorate degree is now required – changed from a Master’s degree

## II Faculty Personnel Reviews

- Emphasis on the Annual work plan throughout. Merit and promotion review will only include areas or work noted on the annual work plan. Previously faculty were responsible for meeting promotion criteria that was outside of the work plan so they were doing extra work just to meet promotional guidelines.
- Peer review of merit documents is an elective process. Before a peer review of every faculty member’s merit packet was required. This was labor intensive and for many faculty did not add or change outcome of review. A faculty may elect to have a peer review which will serve the purpose as needed without undue burden of labor to review everyone.
- Wording no merit is changed to low merit.
- Scholarship is more broadly defined using Boyer’s Model of Scholarship as interpreted by the American Association of Colleges of Nursing for the discipline of nursing. Previously only the term research was used and was limited to the generation of new knowledge. The Boyer’s model expands what is considered research/scholarship.
- No substantive changes to the promotion procedure, periodic tenure review, or mid tenure review.

## III Performance Indicators

- Again, there is a specific focus on the consideration of the Annual work plan
- Proficiency and excellence in teaching, research/scholarship and service/practice are defined.
- For Promotion faculty must achieve excellence in one area with a minimum of proficiency in both other areas

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- There was a complete overhaul of the performance indicators which delineates out proficiency and excellence at all levels, instructor through full professor. Appendix G was added and clearly defines the minimum requirements to obtain merit. A plethora of examples are supplied to guide individuals on indicators that would lead to promotion and/or high/exceptional merit. Examples are provided for guidance and other indicators may apply.
- A sustained pattern of research/scholarly activity is needed to attain level of associate professor.
- Dissemination is required for tenure in all areas.
- There are now indicators for the new tenure track in teaching/service – located in Appendix B – this track requirements in similar to the research track – differences include 6 instead of 7 publications, variation in the journal – clinical/teaching/practice focused journals are acceptable rather than journal that report original research – funding dollars is commensurate with time allocated for scholarship.
- The culture of the SON is rooted in collegiality, collaboration, and respect of others in accordance with the ANA Code of Ethics Provision 1.5. All faculty should contribute to this positive culture as well as participate as an engaged citizen in the SON by:
  - Attendance at meetings, graduation, and other SON sponsored events.
  - Use of civil and respectful discourse.
  - Support of fellow faculty.
  - Functioning as an effective team member.
  - Participating on assigned committee(s) and constructively contributing to discussion and work of the committee.
  - Participating in events that foster the mission of the school.

### IV Annual Work Plan

- Changed ratios and better defined writing intensive courses

### V. Work outside the University

- No substantive changes

### Appendix A

- Change in dates to accommodate external reviewers – the external review time was primarily over the summer before which was problematic

### Appendix B

- Clear guideline for expectations of research/scholarship for tenure track-teaching/clinical. Guidelines were created to set the standard for meeting tenure requirements within this track.

### Appendix C

- Clear guideline for expectations of research/scholarship for tenure track-Research faculty. Guidelines changed to add more options/flexibility and decreased emphasis on a specific dollar amount of funding .

### Appendix D

## **SCHOOL OF NURSING PERSONNEL DOCUMENT REVISIONS SUMMARY**

- New verbiage regarding service: full-time clinical instructors will not have service in their workload. Funded practice and administration are designated as service and additional service time is not guaranteed. Service is not guaranteed for full time faculty who are 80% or less.
- Research faculty typically receive 30% time; however, new wording states that if the faculty receives low merit in the area of research two years in a row this amount of unfunded time may be reduced.
- Teaching/Clinical tenured faculty will typically receive 20% effort for scholarship and creative activity and this may be reduced if a low merit rating is assigned two years in a row. This is all new wording since the tenure track is new.
- Term faculty can negotiate scholarship/creative activity time. Allotment will depend on the needs of the unit and is not guaranteed.

### Appendix E

- Minor changes to workload in classes with large numbers, online or writing intensive. All workload changes gave more workload to the faculty member.

### Appendix G

- Extensive guide to required proficiencies for each of the areas of work. Lists of optional proficiency to help guide faculty in obtaining an area of excellence; high or exceptional merit; and/or promotion.