

**University of Louisville**

**School of Nursing**

**Faculty Personnel Document**

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## School of Nursing

### Personnel Document

## Introduction

This document establishes the personnel policies for the School of Nursing (SON) in accordance with *The Redbook*. The faculty of the SON intends these guidelines to clarify and further define the material in *The Redbook*. This Personnel Document must always be read in conjunction with *The Redbook*; neither document should be read alone when making personnel decisions. In case of conflict between this document and *The Redbook*, *The Redbook* is the higher authority.

The faculty accept responsibility for participation in self-governance in matters relating to selection (appointment), development, evaluation, merit, tenure, and promotion. The goal of this document is to foster the professional growth of the faculty of the School of Nursing to meet the mission of school. It follows that excellence in the faculty will ensure excellence in achieving the multiple missions of the School of Nursing and preparing professional nurses.

Within the framework of the mission, diversity of intellectual pursuit should be the cornerstone of the faculty. No two faculty members are exactly alike. Each person has different strengths and weaknesses. It shall be the policy of the SON to build on the strengths of each faculty member and to support improvement in challenging areas. Although we affirm that faculty roles are diverse, some mandates are appropriate.

All probationary or tenured faculty members who hold the rank of assistant professor or above should establish their credentials as scholar. *The Redbook* defines the tripartite faculty roles as teaching, research, and service (Section 4.3.1). For the purposes of this document, the SON defines the term research as research/scholarship. Scholarship includes various forms of creative activity including but not limited to: policy briefs, white papers, accreditation reports, and/or best practice guidelines. All faculty members must remain current in their teaching/practice fields. All faculty are committed to the highest standards of professional integrity in teaching, research/scholarship, and service/clinical practice.

Per *The Redbook* this personnel document will be in effect for all faculty at the time of approval by the Board of Trustees. Consideration of this change will be given during promotion and tenure review dependent upon the amount of time remaining in a faculty member's probationary period at the time the change becomes effective.

## I. Faculty Appointments

- A. Criteria for Appointment to all faculty ranks, both full-time and part-time faculty:
1. The following are required:
    - a. An unencumbered nursing license to practice in the state of Kentucky.
    - b. Meets all statutory requirements for nursing faculty in Kentucky.
    - c. Adheres to standards of professional conduct and practice (ANA Code of Ethics Provision 1.5).
    - d. Meets degree requirements for rank.
  2. Exemption
    - a. Faculty applicants who have an earned doctorate in a related field but lack an RN license and/or graduate degree in nursing, may be considered eligible for a faculty position in the school if there are special or extenuating needs within the school that their qualifications help fulfill the mission of the school in terms of teaching, research/scholarship, and/or service/clinical practice.
- B. Full-time appointments:
1. Non-Tenable Appointments:
    - a. Term Faculty Appointments:
      - i. Definition: Term faculty appointments are full-time appointments without tenure for a contract period of up to 3 years.
      - ii. Term faculty are eligible for rank and promotion according to the School of Nursing (SON) criteria.
      - iii. Term appointments, as described in *The Redbook*, are not probationary appointments and no such appointments, continuation or renewal thereof shall result in acquisition of tenure or implied renewal for subsequent terms.
      - iv. Term faculty shall be eligible to apply to an available tenurable position if they were not previously on a probationary tenure track appointment. Time in rank will not be counted toward the probationary period unless negotiated at the time of hire into the tenurable position.
  2. Tenure Appointments:
    - a. Probationary (Full-Time, Tenure Track) Appointments:
      - i. Definition: Probationary appointments to the tenure track are appointments of full-time faculty members without tenure, but who will be eligible for tenure according to the criteria described in this document and *The Redbook* (Section 4.1).
      - ii. In circumstances where faculty wish to transfer to a probationary appointment, the individual must apply for an open position.
      - iii. In circumstances where a tenured faculty member wishes to move to a non-tenurable position, the individual must apply through the Dean's office by writing a letter of intent for a term appointment prior to the time of the Dean's tenure recommendation. The faculty member is not eligible for reappointment to a tenure track position.

- iv. In circumstances where faculty are not awarded tenure at the end of the probationary period, the individual may apply via a letter of intent to the Dean's office for a term appointment.
- v. Before offering a probationary appointment, the SON APT Committee reviews the credentials of each faculty candidate being considered for appointment and provides written recommendations to the Dean concerning appropriate rank (APPENDIX B and G).
- vi. Two options are available for tenure track: Teaching/Service tenure track and Research tenure track.
  - 1. Teaching/Service tenure track – For faculty who wish to pursue tenure where the focus is the scholarship of teaching, scholarship of practice (application), or scholarship of integration.
  - 2. Research tenure track – For faculty who wish to pursue tenure where the focus is the scholarship of discovery.
- b. Tenured (Full-Time) Appointments:
  - i. Definition: Tenure is the right of certain full-time faculty members who hold academic rank to continuous full-time employment without reduction in academic rank until retirement or dismissal as described in *The Redbook* (Section 4.1).
  - ii. Tenured faculty members must continue their professional growth and contribute to the teaching, research/scholarship, and service/clinical practice components of the University, as defined by the individual's annual work plan (AWP).
  - iii. Before offering a tenured faculty appointment, the SON APT Committee reviews the credentials of each faculty candidate being considered for appointment and provides written recommendations to the Dean concerning appropriate rank and credit for previous service at this or other institutions.
- 3. The following are minimum criteria for full-time faculty by rank:
  - a. 2 years' experience in the field of nursing.
  - b. Unencumbered nursing license to practice in the state of Kentucky.
  - c. Adhere to the Faculty Clinical and Professional Compliance Policy (Clinical Compliance requirements – located in the Policies and Procedures Library on the SON SharePoint site).
  - d. Conduct oneself in alignment with the University Faculty Accountability Policy found in the University's Policies and Procedures Library.
  - e. Instructor:
    - i. Master of Science in Nursing or Master's degree in another relevant field.
  - f. Assistant Professor:
    - i. Doctorate in Nursing or Doctorate in another relevant field.
  - g. Associate Professor:
    - i. Doctorate in Nursing or Doctorate in another relevant field.
    - ii. Demonstrated proficiency in scholarly activities, teaching, and service/clinical practice in accordance with rank indicators as supported by previous work experience (APPENDIX G).
  - h. Professor:
    - i. Doctorate in Nursing or Doctorate in another relevant field.

- ii. Demonstrated expertise in scholarly activities, teaching, and service/clinical practice in accordance with rank indicators as supported by previous work experience (APPENDIX G).
- C. Adjunct Appointments:
  - 1. Definition: Adjunct appointments are those appointments that are less than a full-time commitment to the SON as defined by *The Redbook* (Section 4.1).
  - 2. Adjunct faculty shall be appointed by contract to teach specified courses or to engage in specified instruction, research/scholarship, or service/clinical practice less than full-time for a designated period. No such appointment, continuation, or renewal thereof shall result in acquisition of tenure or implied renewal for subsequent periods.
  - 3. Adjunct faculty shall hold rank according to education and experience.
  - 4. Adjunct faculty, depending on percent of FTE, may qualify for certain benefits as authorized by the University.
  - 5. Adjunct faculty members are reviewed annually based upon areas assigned in the AWP as stipulated in their contract.
  - 6. Adjunct faculty should adhere to the Faculty Clinical and Professional Compliance Policy located in the Policies and Procedures Library on the SON SharePoint site.
- D. Emeritus Appointments:
  - 1. Definition: The Emeritus appointment recognizes a history of outstanding teaching, service/clinical practice, or research/scholarship.
  - 2. The APT Committee reviews the credentials, nominates a faculty member for emeritus appointment, and sends its recommendation to the Dean.
- E. Gratis Appointments:
  - 1. Definition: Gratis faculty appointments are unpaid positions that support the educational, research, or service/clinical practice missions of the school.
  - 2. The requirement for gratis faculty appointment is a minimum of a graduate degree in their field of expertise. For gratis faculty serving in an advanced practice registered nurse role, board certification is required. The University appoints Gratis Faculty members for one to three years for a specific function within the school.

## II. Faculty Personnel Reviews

### A. Annual Review of Tenured, Probationary, and Term Faculty:

1. The purpose of the annual reviews is the evaluation, enhancement, and recognition of faculty performance in the SON. Annual reviews will be based on the individual's accomplishments in accordance with their AWP and achievements of performance indicators at current or desired rank. All annual reviews will become part of the faculty's personnel file to be used in pre-tenure, tenure, promotion, and periodic career reviews.
2. The annual review process is as follows:
  - a. The Dean will communicate the protocols, guidelines, and timelines to the faculty for the annual review process.
  - b. Evaluations are based on performance criteria, as outlined in the SON Personnel Document (Section III) and other supporting documents. Supporting documents include, but are not limited to, evidence that performance indicators specific to rank were met, assigned AWP documents, self-report summary of past year accomplishments, summary of student evaluations, and current curriculum vita (CV).
  - c. Per the School of Nursing Bylaws, annual reviews will be conducted by the supervising dean. ([https://louisville.edu/provost/faculty-personnel/unit/unit-personnel-documents/SON\\_Bylaws.pdf](https://louisville.edu/provost/faculty-personnel/unit/unit-personnel-documents/SON_Bylaws.pdf))
  - d. A faculty member may elect to have a peer review by Faculty Council. The faculty member will follow the process developed by Faculty Council. The resulting peer review will be forwarded to the Dean for inclusion in the performance evaluation.
  - e. The supervising dean will submit an annual review for all full-time and part-time faculty members reporting to them and make a recommendation to the Dean for level of merit.
  - f. The Dean will determine the final level of merit to be awarded to each faculty based on the recommendations of the supervising dean and Faculty Council, if applicable.
  - g. The merit review will also serve as the periodic career review for term faculty.
3. The procedure for completing the annual reviews is outlined in the Merit Review document for faculty which is distributed by the office of the Dean annually.
4. Merit salary increases are awarded based on the following three level system:
  - a. Low Merit: Demonstrates marginal to low level of competency at current rank. Inconsistently demonstrates performance indicator expectations for rank in accordance with the AWP.
  - b. Merit: Demonstrates consistent competency at current rank. Consistently demonstrates overall performance indicator expectations for rank in accordance with the AWP.
  - c. High Merit: Demonstrates outstanding achievements consistent with the performance indicators for rank in accordance with the AWP.

- d. Exceptional Merit: Demonstrates exceptional achievement above and beyond performance indicators for rank in accordance with the AWP.
  - 5. In accordance with *The Redbook* (Section 4.4.4), faculty should attempt to resolve disputes at the most informal level possible.
  - 6. A faculty may appeal a merit review from the supervising dean by submitting a request in writing to Faculty Council within ten (10) calendar days of receipt of the merit review. The faculty must provide rationale and documentation in his or her request for the appeal. The Faculty Council must provide a merit recommendation to the Dean in writing within thirty (30) calendar days after receipt of the faculty appeal. The Dean will consider both recommendations from the supervising dean and the Faculty Council in determining the final level of merit.
- B. Tenure and Promotion in Rank Review
- 1. Tenure and/or Promotion to Associate or Full Professor:  
(Often probationary faculty apply for promotion to Associate Professor and tenure at the same time.)
    - a. The process for promotion and/or tenure review begins in the Dean's office. **Dates for steps of all reviews can be found in APPENDIX A.**  
NOTE: For any full-time faculty member appointed with a start date other than the beginning of an academic year, dates will be adjusted accordingly.
    - b. External reviews for tenure and/or promotion to Associate or Full Professor:
      - i. External reviews of teaching, research/scholarship, and/or service/clinical practice, in accordance with AWP percentages, are required for promotion and/or tenure to Associate or Full Professor.
      - ii. The candidate submits to the APT Committee five (5) names, institutions, and email addresses of reviewers external to the University who meet qualification criteria to evaluate submitted materials. The candidate may be asked to provide additional names as needed.
      - iii. Potential external reviewers must be faculty members currently holding rank at or above the rank to which the candidate is seeking promotion and/or tenure. For probationary/tenured faculty, external reviewers must be tenured. External reviewers should be from peer/benchmark institutions. The faculty candidate must disclose any existing relationship with any of the potential reviewers.
      - iv. For each nominated external reviewer, the candidate will provide a brief narrative that describes the reviewer's rank, area of expertise, and explain any prior relationship with the reviewer. Based on the information provided, the APT Committee will select reviewers.
      - v. Based on the information provided, the APT Committee will recommend three (3) reviewers to the Dean who will make the final determination and contact the potential reviewers to ascertain their willingness to serve. If the external reviewers agree, the Dean will formally request the review in writing and communicate the appropriate career review period.

- vi. The candidate will submit the following to the Office of the Dean for the purposes of an external review:
  - a. A concise summary of how the individual has demonstrated excellence in the primary area for promotion.
  - b. Current CV
  - c. Three to Five (3-5) examples of scholarly work.
  - d. Other examples as determined by the candidate to demonstrate excellence in the primary area for promotion.
- vii. The Dean will distribute the review materials to the selected external reviewers and will include a statement on the criteria for which the candidate is to be evaluated. These criteria will include the area of scholarship aligned with Boyer's Model of Scholarship and a copy of the SON performance indicators for the candidate's area of scholarship.
- viii. The APT Committee will provide a written summary of the external reviews for the promotion and/or tenure dossier. The candidate may review the external reviewers' letters after de-identification and submit a written response. This response must be included in the review materials prior to final review by the APT Committee.
- c. The candidate will submit the tenure and/or promotion dossier to the Dean's office. Components of the dossier must include:
  - i. Current CV
  - ii. A personal statement outlining the evidence that the criteria for tenure and/or promotion have been met according to the AWP, in alignment with Boyer's Model of Scholarship (APPENDIX B and C).
  - iii. AWP for periods under review.
  - iv. Annual performance reviews.
  - v. Three to five (3-5) examples of scholarly work.
  - vi. Peer and student evaluations of teaching.
  - vii. Mid-tenure and Pre-tenure reviews, if applicable.
- d. The candidate may submit other supporting documentation such as letters of recommendation from colleagues or collaborators as the candidate sees fit. This documentation is to be included in the dossier and is due at the same time as the required documents.
- e. The Dean's office will forward the tenure and/or promotion dossier to the APT Committee for review. The APT Committee members will review all materials.
- f. Voting on tenure and/or promotion will be conducted in accordance with the SON Bylaws. A vote by ballot to "recommend" or "not recommend" will be taken at a meeting of the APT Committee. The recommendation of the APT Committee will be forwarded to the Dean's office and will include the results of the vote. A copy of the APT Committee's recommendation will be sent to the candidate.
- g. The Dean will review the candidate's dossier, the APT Committee's summary of the external reviews, and the APT Committee's recommendation.

- h. The Dean will prepare a recommendation and notify the faculty member in writing.
  - i. The Dean will then forward the recommendation along with the required documentation to the appropriate university administrators, as outlined in *The Redbook*. The university will follow the process as written in *The Redbook* through final approval by the Board of Trustees.
  - j. Addition of New Material: A faculty member may add newly available material as evidence and request a review by the APT Committee and the Dean. This must occur before the file is forwarded to the designated University administrators.
  - k. Access to the File: The candidate may examine any substantive material in the promotion file but shall not be informed of the identity of evaluators.
  - l. Appeals: Any appeals will be in accordance with the established grievance resolution of disagreements procedures described in *The Redbook* (Section 4.2). The request must be filed on, or before, the 10th working day following written notification of the SON recommendation to the candidate.
  - m. Withdrawal from the Process:
    - i. A faculty member is required to apply for promotion and tenure according to the University designated timeline as noted in *The Redbook* (Section 4.2.2). which includes any extensions granted. A candidate may not withdraw from the required tenure review process.
    - ii. If the candidate exercises the option of withdrawing from early promotion/tenure consideration, the process halts, and no recommendation is forwarded from the SON.
2. Promotion to Assistant Professor – Term:
- a. Faculty member should notify the supervising Dean of intent to apply for promotion. A discussion of intention and readiness should occur.
  - b. Promotion begins with a letter from the faculty member to the Dean. The Dean must receive the request for consideration for promotion with a copy to the chair of the APT Committee to be considered in the upcoming academic year. **Dates for steps of all reviews can be found in APPENDIX A.**
  - c. The Dean, the chair of the APT Committee, the supervising dean, and the SON Human Resources consultant will meet with the faculty member to discuss the promotion review process.
  - d. Components of the promotion file include: Current CV, a personal statement outlining the evidence that criteria for promotion have been met, AWP for periods under review, annual performance reviews, published works and manuscripts under review, successful grant applications and award letters, honors, letters of recommendation, list of courses taught, evaluations of teaching, summary table of student evaluations, peer evaluations, list of service/clinical practice activities by periods under review, and other documentation the faculty member would like to add.
  - d. The faculty member will submit the promotion file to the Dean’s Office.
  - e. APT members will review all materials.

- f. Voting on promotion will be conducted in accordance with the SON Bylaws. The APT Committee will vote to “recommend” or “not recommend” and the results (the count) will be forwarded to the Dean. A copy of the APT Committee’s recommendation will be sent to the candidate.
  - g. The Dean will prepare a recommendation and notify the faculty member in writing.
  - j. Addition of New Material: A faculty member may add newly available material as evidence for review by the APT Committee and the Dean before the file is forwarded to the designated University administrator(s).
  - k. The completed file including the Dean’s recommendation will be forwarded to the designated University administrator(s).
  - l. Access to the File: The candidate may examine any substantive material in the promotion file but shall not be informed of the identity of evaluators.
  - m. Appeals: Any appeals will be in accordance with the established grievance resolution of disagreements procedures described in *The Redbook* (Section 4.4). The request must be filed on, or before, the 10th working day following the faculty member’s receipt of the “final notification”.
  - n. Withdrawal from the Process: If the candidate exercises the option of withdrawing from promotion consideration, the process halts, and no recommendation is forwarded from the SON.
- C. Periodic Career Review for Tenured Faculty:
- 1. All faculty members with tenure shall undergo periodic career review every five (5) years after appointment as tenured faculty to evaluate their contribution to the mission of the school. **Dates for steps for periodic reviews can be found in APPENDIX A.** The APT Committee shall conduct the review and issue an evaluation report. The evaluation report shall characterize the member’s overall contribution as satisfactory (meeting the minimum standards of the SON), or unsatisfactory (not meeting the minimum standards of the SON). The Periodic Career Review is a summative review according to performance for rank during the review period. The review will be performed in accordance with the criteria for rank, AWP’s, and merit ratings for the five (5) year review period.
  - 2. The year prior to the review year, the Dean will notify the faculty member that they will have a periodic review in the coming academic year and will send a copy to the chair of the APT Committee.
  - 3. The Dean, the faculty member’s supervising dean, the chair of the APT Committee, and the SON Human Resources Coordinator will meet with the faculty member to discuss the periodic career review process.
  - 4. The faculty member will submit the review file to the Dean’s Office.
  - 5. The APT Committee will review the file and submit a recommendation to the Dean, with a copy to the faculty member.
  - 6. The Dean will make the final determination and notify the faculty member in writing.
- D. If the conclusion of the Dean’s review is that the faculty member’s overall contribution has been unsatisfactory (did not meet the minimum standards of the SON), the report shall state the deficiency(ies) that was (were) the basis for the conclusion. Within thirty (30) calendar days of receipt of the report,

the faculty member, in consultation with the Dean will prepare a career development plan to remedy the deficiency(ies) in one year, unless the Dean approves a longer period. The Dean will work with the faculty member to develop a specific plan to overcome the specified deficiency(ies). This plan will identify specific weaknesses, define specific goals, outline the activities that will be undertaken to achieve those goals, set a timeline for accomplishing this work, and specify how the activities will be monitored and assessed. All documentation about the plan will be forwarded to the APT Committee for review and input. The Dean will make the final decision regarding the plan. After the faculty member completes the development plan, the faculty member has one year to demonstrate satisfactory performance before another career review. A faculty member whose performance is judged unsatisfactory in this second review shall be subject to appropriate disciplinary action as defined by *The Redbook* (Section 4.5).

E. Mid-Tenure Review:

1. The SON requires a comprehensive review of probationary Assistant Professors (hereafter referred to as candidates) in their third year of time toward tenure accrual. For any full-time faculty appointed with a start date other than the beginning of an academic year, dates will be adjusted accordingly. **Dates for steps of Mid-Tenure review can be found in APPENDIX A.**
2. The purpose of the review is to:
  - a. Provide a thorough evaluation of the candidate's progress toward tenure and promotion.
  - b. Provide the candidate with comprehensive and detailed feedback on the status of his or her progress toward tenure and promotion at the mid-point in the process.
  - c. Put in place, when deemed necessary, an action plan that will assist the candidate in meeting the SON requirements for tenure and promotion. This action plan will be developed in collaboration with the supervising dean.
3. The academic year prior to the review year, the Dean will notify faculty members by letter of the pre-tenure review during the next academic year. A copy of the letter will be sent to the supervising dean and the chair of the APT Committee.
4. The Dean, the supervising dean, and the chair of the APT Committee will meet with the faculty member to discuss the mid-tenure review process.
5. Components of the mid-tenure review file include:
  - a. Current CV.
  - b. A personal statement outlining progress toward promotion and tenure.
  - c. Annual Work Plans (AWPs).
  - d. Annual performance reviews for period under review.
  - e. Evidence of research and scholarly works during the period of review (i.e., manuscripts and grants).
  - f. Honors.
  - g. List of courses taught.
  - h. Evaluations of teaching.
  - i. Summary table of student evaluations.

- j. Peer evaluations.
  - k. List of service/clinical practice activities by periods under review.
6. The faculty member may submit other supporting documentation such as a letter of reference from colleagues or collaborators or other documents as the candidate sees fit.
  7. The faculty member may add additional documents until the file is forwarded to the Provost.
  8. The candidate will submit the mid-tenure review file to the Dean's Office which will notify the chair of APT Committee. The APT Committee will review the file and will submit a written assessment of the mid-tenure review to the Dean, with a copy to the candidate.
  9. Mid-tenure reviews will address the areas considered in tenure and promotion deliberations and will determine if the candidate is making satisfactory progress towards promotion and tenure. For example, the mid-tenure review may consider the following (APPENDIX B and C):
    - a. Is the candidate's teaching at, or above, school norms and expectations, or making steady progress in that direction?
    - b. Has the candidate presented papers/posters in appropriate venues and are the number and quality of those papers/posters acceptable?
    - c. Has the candidate published at an acceptable rate and in appropriate peer reviewed journals?
    - d. Is the candidate beginning to establish a regional and national reputation in his or her field?
    - e. Is the candidate attracting external funding to support his or her scholarly work?
    - f. Does the candidate's record suggest teaching and research trajectories that are likely to lead to the rank of associate (and later full) professor?
    - g. Is the candidate appropriately involved in service/clinical practice activities at the SON, the University, the community, and/or professionally at the local, state, national, or international level?
  10. The candidate's mid-tenure packet will be evaluated in accordance with the faculty member's AWP. The outcome of the review should be a detailed and candid assessment of the candidate's progress toward tenure. Any concerns over the candidate's performance should be clearly stated and specific recommendations for addressing these concerns should be documented.
  11. The Dean will prepare a letter to the candidate that identifies areas of strengths and weaknesses in the candidate's record and provide recommendations.
  12. After the review, the Dean, supervising dean, and the chair of the APT Committee will meet with the candidate to discuss the mid-tenure review letter. The discussion will address the candidate's strengths and areas of concern including what the candidate might do to strengthen his or her performance in the future and what assistance might be available in the SON to address the candidate's needs and improve performance.
  13. A copy of the letters from the APT Committee and the Dean will be placed in the candidate's personnel file. The candidate may respond to the letters. The candidate's response will be placed in the personnel file.

### **III. Performance Indicators for Annual Faculty Merit Review, Periodic Career Review, Promotion, and Tenure**

In the SON, faculty achievement is evaluated under the distribution of effort indicated in the approved annual work plan. The AWP for faculty members may include teaching, research/scholarship, and service but may be limited to fewer than the three (3) areas depending on external funding and the needs of the unit. Proficiency within the effort indicated on the AWP is expected for satisfactory career review and term contract renewal (APPENDIX G).

Faculty promotion is based on faculty achievement, with consideration of the percent effort assigned to each area. For promotion, faculty must achieve excellence in one of the assigned areas, with a minimum of proficiency in the remaining areas on the AWP (APPENDIX G). Excellence should be demonstrated in the area of greatest work effort during the period of review; however, a faculty member can petition the Dean for an exception if two areas of workload are close in percent effort.

“Proficiency” is defined as demonstrating competence. The proficient faculty member is adept at performing the functions and applying specific skills required for competence in the respective area. To demonstrate proficiency, faculty are expected to meet indicators at and below rank, in accordance with their annual work plan. Proficiency does not necessarily imply expertise, but rather the ability to complete the given tasks independently at a satisfactory level of performance as determined by one’s peers (APPENDIX G).

“Excellence” is defined as superiority in skill and achievement. To demonstrate excellence, the faculty member must clearly surpass the baseline of proficiency in a respective area. To demonstrate excellence, faculty are expected to exceed indicators at and below rank in the area of excellence. They must document the ability to work independently and to produce significant work and outcomes that internal and external peers recognize as exemplary in the field.

Research/Scholarship is defined using Boyer’s Model of Scholarship as interpreted by the American Association of Colleges of Nursing, *Defining Scholarship for the Discipline of Nursing* (AACN, 1999). Although the areas of scholarship within Boyer’s model are not prescriptive, the following provides guidance for each of the areas of scholarship and the alignment with the three (3) categories of scholarship within the SON:

- Proficiency in teaching includes the scholarship of teaching.
- Proficiency in service/clinical practice includes scholarship of practice application and integration.
- Proficiency in research includes the scholarship of discovery.

For faculty with research in their AWP, the scholarly focus must be the scholarship of discovery. For faculty with scholarship in their AWP, any of the Boyer’s model categories will fulfill the scholarly requirement.

The culture of the SON is rooted in collegiality, collaboration, and respect of others in accordance with the American Nurses Association (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.

In addition, advanced practice providers should serve as a preceptor/mentor in their area of practice.

A. Teaching:

1. Teaching is defined as the guidance of learners in the acquisition of knowledge and skills and the development of attitudes and values. Teaching may include, but is not limited to, classroom, laboratory or clinical instruction, site visits, mentoring, and scholarly project or dissertation supervision. In addition, teaching may include various forms of individualized instruction, student advising, counseling, program or project development, and course development and refinement.
2. When a faculty member is applying for promotion with teaching as the area of excellence, a teaching portfolio must be submitted. The teaching portfolio includes documentation of didactic or clinical teaching, curriculum development, and mentoring of students and faculty. The portfolio should also include sample syllabi for courses taught, student and peer teaching evaluations, and other evidence of accomplishment of learning objectives, innovation, and overall teaching effectiveness. Documentation of activity in the design and development of new courses, restructuring of courses, teaching awards, publications related to the scholarship of teaching and learning, and any other teaching-related activities should be included. The amount and quality of mentoring also may be documented by letters of support. Lastly, the faculty member must include a self-assessment of teaching performance. Teaching evaluations must consider the AWP.
3. Proficiency in Teaching for Promotion – Proficiency in teaching requires faculty members to apply their expertise toward advancing the understanding of a topic by students and mentees and encouraging critical and creative thinking (APPENDIX G).
4. All faculty with teaching in their AWP will demonstrate proficiency (APPENDIX G).
5. Excellence in Teaching for Promotion – Evidence of excellence in teaching is required for promotion for those with the majority of workload allocated to teaching. Excellence in teaching requires faculty to display leadership in actively challenging and engaging students in the learning process and influencing them to grow as critical and creative thinkers. Performance indicators for excellence in teaching are delineated according to rank, with the

expectation that faculty increase responsibility and associated performance in teaching as rank increases.

- a. Indicators for excellence in Teaching at the rank of Assistant Professor include:
    - i. Participate in course/curriculum development, evaluation, and revision.
    - ii. Evaluate innovative teaching strategies within the context of course delivery.
    - iii. Provide leadership in teaching teams.
  - b. Indicators for excellence in teaching at the rank of Associate Professor include:
    - i. Provide leadership in course/curriculum development, evaluation, and revision.
    - ii. Design and implement innovative student learning opportunities.
    - iii. Promote faculty development in teaching.
    - iv. Demonstrate student mentorship.
  - c. Indicators for excellence in teaching at the rank of Professor include:
    - i. Provide leadership for integration of research and evidence-based practice into the curriculum.
    - ii. Demonstrate a sustained pattern of innovation in teaching.
    - iii. Serve as an expert in teaching/learning.
    - iv. Demonstrate mentorship of colleagues.
    - v. Sustained engagement in leadership, scholarship, and/or entrepreneurship in teaching.
6. Promotion Associate Professor (term and tenure-track) - Promotion to Associate Professor requires evidence of excellence in the Scholarship of Teaching when this is the primary area of greatest effort. The expectation is that there will be strong evidence to demonstrate a substantial teaching assignment with a major responsibility for internal leadership in teaching or curriculum development and engagement in the scholarship of teaching.
  7. Promotion to Professor (term and tenure-track) - Promotion to Professor requires evidence for sustained excellence as described in A.5, as well as demonstrated external leadership, scholarship, and/or entrepreneurship in the area of teaching.
  8. Tenure with the area of excellence in Teaching - Tenure is awarded to tenure-track faculty members who have demonstrated superior achievement and recognition in the Scholarship of Teaching. Peer acceptance of disseminated scholarship related to teaching may be demonstrated in various ways. The following criteria will be met as evidence of scholarship in teaching and all three (3) will be considered in evaluating the strengths of the candidate (APPENDIX B):
    - a. Dissemination - A minimum of six (6) publications in peer reviewed or clinical/teaching journals, half of which are first authored and four (4) regional or national presentations. Other documentation may include textbooks or book chapters.
    - b. Funding - Receipt of primarily extramural funding, but may also include internal funding, from training grants or contracts that support teaching initiatives.

- c. Recognition - Emerging regional, national, or international recognition in a focused area of instructional innovation. Additional examples of evidence may include, but are not limited to, demonstrated leadership roles on training grants or on national organizations related to teaching, serving as an external teaching consultant, innovated community or DEI-focused teaching initiatives, exceptional entrepreneurship through continued development and dissemination of new educational technologies, and/or receipt of teaching awards.
9. Research/Scholarship – Research involves the scholarship of discovery and is specific to peer reviewed and data-based work with the focus on public dissemination. Other scholarly activities may include the scholarship of teaching, or practice application and integration. To demonstrate proficiency, all faculty with research/scholarship in their AWP must demonstrate the required proficiencies (APPENDIX G):
    - a. Contribute to knowledge development through a coherent program of research and/or other scholarship.
    - b. Disseminate scholarly products that demonstrate the art or science of nursing.
  10. Excellence in research/scholarship for Promotion – Evidence of excellence in research/scholarship is required for promotion for those with the highest assigned percent effort in either category. Performance indicators for excellence in research/scholarship are delineated according to rank, with the expectation that faculty increase performance as their rank increases.
  11. Indicators of excellence in research/scholarship at the rank of Assistant Professor include the following:
    - a. Term:
      - i. Collaborate with others in research or other scholarly activities.
      - ii. Prepare and present scholarly work at local, state, regional or national meetings.
    - b. Research Tenure-Track:
      - i. Develop a program of research (APPENDIX C).
      - ii. Submit manuscripts to refereed journals and abstracts for presentations at professional conferences.
    - c. Teaching and Service Tenure-Track:
      - i. Submit manuscripts to refereed journals and abstracts for presentations at professional conferences.
  12. Indicators of excellence in research/scholarship activity at the rank of Associate Professor include the following:
    - a. Term:
      - i. Engage in an active program of research/scholarship which includes a minimum of one of the following:
        - Conference podium or poster presentations.
        - Submission of proposals to funding agencies.
        - Publication in a clinical or peer reviewed journal.
    - b. Research Tenure-Track:
      - i. Have a sustained program of extramurally funded research, in a focused area of research.

- ii. Serve as a Principal Investigator (PI), Co-Principal Investigator (co-PI), Project Director (PD), or co-Project Director (co-PD) on scholarly projects.
  - iii. Have a consistent record of peer-reviewed publications in a focused area of scholarship (consistent equates to an average of two (2) per year over the review period) commiserate with an AWP of 30-50% time.
  - iv. Present peer-reviewed papers/posters at state, regional, national, or international meetings.
  - v. Mentor students in research/scholarship.
  - c. Teaching and Service Tenure-Track:
    - i. Engage in an active program of scholarship.
    - ii. Have a consistent record of publication in an area of scholarship focused in either teaching or clinical practice. Consistent equates to an average of one per year over the review period commensurate with an AWP of 20-30% time.
    - iii. Professional conference podium or poster presentations.
    - iv. Mentor students in research/scholarship.
13. Indicators of Excellence in research/scholarship at the rank of Professor include the following:
- a. Term:
    - i. Engage in an active program of research which includes a minimum of two of the following:
      - Conference podium or poster presentations.
      - Submission of proposals to funding agencies.
      - Publication in a clinical or peer reviewed journal.
      - Serve as a Principal Investigator (PI), Co-Principal Investigator (co-PI), Project Director (PD), or co-Project Director (co-PD) on scholarly projects.
      - Mentor faculty and colleagues in research/scholarship.
  - b. Research Tenure-Track:
    - i. Demonstrate progression of extramural funding as a principal investigator (PI), co-Principal Investigator (co-PI), Project Director (PD), or co-Project Director (co-PD) in a focused area of research.
    - ii. Direct interdisciplinary/collaborative scholarship activities.
    - iii. Consistently disseminate scholarly products via refereed publications in high quality, refereed venues, or papers/poster presentations at regional, national, and/or international meetings. Consistent equates to an average of two (2) per year over the review period commiserate with AWP of 30% time (APPENDIX C).
    - iv. Provide leadership at regional, national, and/or international levels in scholarship.
    - v. Mentor faculty colleagues in research/scholarship.
  - c. Teaching and Service Tenure-Track:
    - i. Demonstrate extramural funding as a principal investigator (PI), co-Principal Investigator (co-PI), Project Director (PD), or co-Project Director (co-PD) in a focused area scholarship.

- ii. Direct interdisciplinary/collaborative scholarship activities, consistently disseminate scholarly products in high quality venues, and podium/poster presentations at regional, national, and/or international meetings. Consistent equates to an average of one (1) per year over the review period – commensurate with an AWP of 20% time (APPENDIX B).
- iii. Provide leadership at regional, national, or international levels in areas of nursing scholarship.
- d. Mentor faculty and colleagues in research/scholarship Service: Service is defined as activities, including practice, that support the development and mission of the SON, and the University in conjunction with the community or profession at the city, local, regional, state, national, or international level. Community work that does not draw upon a faculty member’s professional expertise is not included. The SON requires faculty, regardless of rank and percent time, to be involved in service to the school and demonstrate engagement in University functions (e.g., ceremonies, unit sponsored events, recruitment events etc.). Participation in SON Faculty Organization and academic meetings as well as school assemblies is required. Faculty members are expected to serve on SON and/or University committees as determined by rank and workload.

It is recognized that service on some committees requires more extensive involvement and time commitment than others. Evaluation of service is determined by the faculty member’s supervising dean and is based on documented evidence of extent of involvement. Because of the value of nursing practice and community engagement, both are particularly recognized to include practice in the community, public contracts, community committee memberships or board appointments, economic development and outreach partnerships, training, practice-based and research service, and other forms of community and civic engagement that benefit the health of communities. Service also includes service to the profession of nursing, including but not limited to service as a peer reviewer of abstracts, manuscripts, and grants, as well as service to professional organizations.

It is the responsibility of the faculty member to document progress towards meeting their service goals and to provide a self-assessment of service performance when this accounts for a percentage of work assignment.

1. Proficiency in Service:
  - a. All faculty with service in their AWP must meet the required proficiencies in service (APPENDIX G).
2. Faculty at the Instructor Level will demonstrate proficiency by:
  - a. Participation in professional organizations, health-related organizations, or community related activities at local, state, or regional level (APPENDIX G).
3. In addition to the above expectations, Faculty at the rank of Assistant Professor must meet two (2) of the following criteria, whereas those at the

rank of Associate Professor and Professor must meet all four (4) of the following criteria:

- a. Ongoing healthcare or academic focused service to the community or profession.
  - b. Serve on SON and/or University committees.
  - c. Mentor SON colleagues in service and/or practice.
  - d. Provide leadership for SON and/or University committees or initiatives.
5. Promotion in the area of service – Excellence associated with service requires faculty to display leadership, which is best demonstrated through exceptional community engagement and extramurally funded practice activities.
- a. Promotion to Associate Professor (term and tenure-track):
    - i. Promotion to Associate Professor requires evidence of excellence in service and must include Scholarship of Practice/Application or Integration above and beyond proficiency when this is the primary area of greatest effort. There will be strong evidence of major leadership responsibility in the practice environment and/or a service program, and a consistent pattern of scholarship including presentations or publications from these activities.
  - b. Promotion to Professor (term and tenure-track)
    - i. In addition to the criteria specified above under section a, promotion to professor requires demonstrated extra-university influence and leadership in service at the national level, as well as continued Scholarship of Practice/Application and Integration.
7. Tenure in the area of service - Tenure is awarded to tenure-track faculty members who have demonstrated Scholarship of Practice, Application, and Integration through superior achievement and recognition with the development of new service protocols or programs or the expansion of existing service programs that are specifically associated with practice or community engagement. It is expected that two (2) of the following criteria will be met for evidence of scholarship in service and all three (3) will be considered in evaluating the strengths of the candidate:
- a. Dissemination - A minimum of six (6) publications in peer reviewed or clinical/teaching journals half of which are first authored and four (4) regional or national presentations. Other documentation may include textbooks or book chapters in lieu of a journal publication.
  - b. Funding- Receipt of primarily extramural funding but can also include internal funding from training grants, community initiatives that focus on community health, community engagement, diversity or equity initiatives or extramural contracts that support practice initiatives.
  - c. Recognition- Emerging regional, national, or international recognition in a focused area of practice or community engaged innovation. Additional examples of evidence may include, but are not limited to, demonstrated leadership roles on training grants or on national organizations related to practice or community engagement, serving as an external practice or community consultant, innovated community or DEI focused practice initiatives, exceptional entrepreneurship through continued development and dissemination of new practice or community service models, or receipt of practice or community engagement awards.

- d. Examples of evidence may be found in APPENDIX G.

#### **IV. Annual Work Plan (AWP) and Presence at the University**

- A. Each faculty member will collaborate with the supervising dean to develop an AWP. The AWP shall specify the responsibilities of the faculty member for teaching, research/scholarship, service/clinical practice, and other institutional obligations. When circumstances require changes in the AWP, the faculty member and supervising dean will file an amended plan.
- B. Although a faculty appointment affords flexibility in schedule and technology provides the capability to work outside the campus office, full-time faculty are expected to be actively engaged in the work of the school. Faculty are required to report two (2) weeks prior to the start of the academic year as outlined in *The Redbook* (Section 4.3.1).
- C. Each faculty member is responsible for the conduct of assigned courses and is required to hold such classes and make such assignments as will fulfill the intent of the courses.
- D. In instances where faculty will request a leave of absence from the University, the School of Nursing will follow *The Redbook* (Section 4.3.6/7) and current University leave policies.

#### **V. Work outside the University**

- A. Full-time faculty may carry out professional work outside the University, with or without compensation, for the equivalent of up to one (1) day per week or 20% of time. This work must be consistent with *The Redbook* (Section 4.3.3) and must not conflict or interfere with the faculty member's work plan assignment or responsibilities at the University.
- B. As part of the documentation for annual review, full-time faculty must submit a report of all professional work outside the University.

# APPENDIX A

## Timelines for Personnel Reviews

**NOTE:** For any full-time tenure-track faculty appointed with a start date other than the beginning of an academic year, dates for pre-tenure and tenure and/or promotion will be adjusted accordingly.

The following provides a timeline for key actions related to promotion. The dates listed below are deadlines for each key action in the promotion process. Items may be completed prior to the established date but must be completed no later than the date listed to meet university deadlines.

### **I. Promotion to Assistant Professor (Term faculty):**

- A. **August 15**-Faculty member sends letter to Dean requesting promotion (with a copy to the chair of APT Committee).
- B. **September 15**-Dean meets with the chair of APT Committee and faculty member to discuss upcoming review. Faculty member given promotion binder at the meeting.
- C. **January 15**-APT Committee receives completed file.
- D. **March 1**-APT Committee makes a recommendation to the Dean (copy to faculty member).
- E. **March 15**-Dean notifies faculty member of Dean's recommendation.
- F. Dean forwards recommendation to appropriate bodies **by the date determined by Provost** for that year.

### **II. Promotion to Associate Professor and Professor (Term, Probationary, and Tenured faculty), includes Tenure:**

- A. **January 15**-Dean's office sends a call for promotion—review the personnel document and external reviewers process criteria.
- B. **February 1**-Candidate notifies Dean of the intent to apply for promotion (with a copy to the chair of the APT Committee and Associate Deans).
- C. **February 8**-Dean's office confirms the receipt of the intent to apply—email should include links for personnel document and the criteria of selecting external reviewers.
- D. **February 28**-The chair of APT Committee, HR coordinator, and Dean meet with faculty to review tenure/promotion process.
- E. **April 1**-Faculty member submits five (5) names of potential external reviewers to APT Committee. APT Committee will select three (3) reviewers from the list.
- F. **April 15**-APT Committee forwards the list and the recommendation of three (3) names of external reviewers to the Dean.
- G. **April 30**-The Dean's office contacts the external reviewers.
- H. **June 1**-Faculty member submits review materials for external review to Dean's office.
- I. **September 1**-APT Committee receives letters from external reviewers.
- J. **October 1**-APT Committee provides written analysis of external review to tenure file.
- K. **October 15**-Faculty member being reviewed has an opportunity to make a response.
- L. **October 15**-Faculty member submits tenure/promotion file to Dean's office.
- M. **November 15**-Eligible faculty (per by-laws) vote by ballot. APT Committee makes a recommendation in writing to Dean (copy to faculty member).
- N. **December 1**-Dean prepares a recommendation and will notify the faculty member in writing and forwards the recommendation to appropriate bodies.

### **III. Mid-Tenure Review**

- a. **September 15**-Dean meets with the chair of APT Committee and faculty member to discuss upcoming review. Faculty member given pre-tenure binder.
- b. **January 15**-Faculty member submits review binder to the Dean's Office.
- c. **March 1**-APT Committee issues report of review to Dean (copy to faculty member).
- d. **March 15**-Dean prepares recommendation on pre-tenure and notifies faculty by letter.

### **IV. Periodic Career Review**

- a. **March 15**-Dean meets with the chair of APT Committee and faculty member to discuss upcoming review.
- b. **September 15**-Periodic career review binders due from faculty member to the Dean's Office.
- c. **November 1**-APT Committee issues report to Dean (copy to faculty member).
- d. **November 15**-Dean makes the final decision and notifies the faculty member by letter.
  - i. If unsatisfactory, the Dean meets with the faculty member to prepare a career development plan **within 30 days**.

## APPENDIX B

### **Guidelines of Expected Research/Scholarship for Promotion from Assistant to Associate Professor with Tenure – Teaching and Service Tracks**

These guidelines are provided to assist faculty in meeting the criteria for promotion and for tenure (see Performance Indicators for Research/Scholarship).

Faculty on the Teaching and Service tenure tracks will focus on scholarly activities that focus on the scholarship of teaching or practice as defined by the American Colleges of Nursing's (AACN) document *Defining Scholarship for Academic Nursing Task Force Position Statement* (2018). The scholarship of teaching focuses on the transmission, transformation, and extension of knowledge (Boyer, 1999). According to the 2018 AACN position statement "Teaching Scholars develop, evaluate and improve nursing curricula, student learning and teaching methodologies" (p3) and "assess their impact on learner outcomes" (p7).

The scholarship of practice addresses specific issues related to patients, populations, organizations, and/or social problems. Scholarship of practice can include evidence-based projects that result in quality improvement, outcomes management, policy creation or revision, improved interprofessional collaboration or the establishment of academic/practice or academic/community partnerships.

The scholarship of teaching and practice can include various forms of creative activities that contribute to the profession of nursing as well as academic, practice, and policy settings.

Additional information and guidance on scholarship for teaching and clinical practice can be found in referenced AACN position statement.

#### **By the end of Year 1:**

Dissemination activities consistent with the focused program of scholarship. Minimum expectations include:

- One (1) in-review manuscript as first author.
- One (1) podium or poster presentation for local or regional professional conference.

#### **By the end of Year 3:**

Evidence of meeting minimum expectations of scholarship activity include:

- Funding secured for at least one (1) funded project.
- At least four (4) published or in-press articles with two (2) as first author.
- At least three (3) podium or poster presentations preferably at state, regional, national, or international conferences

#### **By the end of Year 5:**

Evidence meeting expectations of active scholarship activity includes:

- External funding (internal funding may contribute to total funding stream but external funding must be present)\*.
- At least six (6) published or in-press publications consistent with identified area of scholarship half of which are first authored.

- A minimum of four (4) podium or poster presentations at state, regional, national, or international conferences consistent with identified scholarship program area.

\*The expectation of funding dollars by APT Committee must be commensurate with time allocated for scholarship in the workload. Teaching and Service track faculty should not have the same funding expectations as Research tenure track faculty since they have a smaller percentage effort in their AWP.

## APPENDIX C

### **Guidelines of Expected Scholarship for Promotion from Assistant to Associate Professor with Tenure – Research Tenure Track**

These guidelines are provided to assist faculty in meeting the criteria for promotion and for tenure (see Performance Indicators for Research and Scholarship).

According to the American Colleges of Nursing's (AACN) document *Defining Scholarship for Academic Nursing Task Force Position Statement* (2018), faculty on the research tenure track should focus on advancing the scholarship of discovery via primary empirical research, analyzing large data, theory development, methodological studies, including implementation and translational science, and/or research in the areas of health care access, health disparities, or social determinates of health. The scholarship of discovery results in new knowledge, refines or expands existing knowledge, and is translatable into practice. The scholarship of discovery may take place with individuals, families, and/or communities and can benefit diverse populations and age groups.

#### **By the end of Year 1:**

Dissemination activities consistent with the focused program of research activity. Minimum expectations include:

- One (1) in-review manuscript for refereed journal as first author.
- One (1) refereed podium or poster presentation for local or regional professional conference.

#### **By the end of Year 3:**

Evidence of meeting minimum expectations of research activity include:

- Funding secured for at least one (1) externally funded project.
- At least four (4) published or in-press refereed articles as first author.
- At least three (3) refereed podium or poster presentations preferably at state, regional, national, or international conferences as the first author.

#### **By the end of Year 5:**

Evidence meeting expectations of active research activity includes:

- External funding as a PI or PD (Co-PI or Co-PD).
- At least seven (7) published or in-press refereed publications consistent with identified research activity area. The majority are primary authored and data based.
- A minimum of four (4) refereed podium or poster presentations at state, regional, national, or international conferences consistent with identified area of research.
- Regional or national recognition of research activity (e.g., publication citations, research/scholarship, honors/awards, consultation requests, etc.).

# APPENDIX D

## Full-Time Faculty Annual Work Plan

The faculty work plan assignment at the SON is predicated on *The Redbook* and designed to ensure equitable workloads to meet the unit's goals and objectives while maximizing the use of the school's resources. While work assignments are negotiated in good faith, the school's mission and intended outcomes are of paramount importance and may necessitate changes in assignments. Work assignment percentages by type of faculty position are guidelines and may be negotiated with the Associate Dean(s) depending on faculty talents, interests, grant monies, and available resources. Although it is recognized that a faculty appointment affords flexibility in scheduled workload and technology provides the capability to work outside the campus office, faculty are expected to be regularly present (remotely or physically) at the SON and remain active members of the SON community of scholars.

### **Annual Work Plan**

Each faculty member shall collaborate with the supervising dean to develop an AWP. The work plan shall specify the responsibilities of the faculty member for teaching, research/scholarship, service/clinical practice, other institutional obligations, and other activities or requirements for the faculty member's presence on campus. When circumstances require changes in the work plan, the faculty member and supervising dean shall file an amended plan (including an explanation of the necessary changes) for the Dean's approval.

Workload unit (WU): Encompasses teaching, research/scholarship, and service/clinical practice.  
10-month contract: 100% = 15 WU/semester (Fall & Spring)  
12-month contract: 15 WU/semester (Fall & Spring) and 10 WU/semester (Summer)

**Service:** Faculty employed as a 1.0 FTE will receive a minimum of 10% workload dedicated to service, except pre-licensure full-time clinical instructors who will not have service workload. Administration workload and funded practice workload are designated as service. Faculty workload in non-teaching and non-research academic support roles is considered service. Faculty who are 80% or less may receive service time based on unit need. Additional service workload may be negotiated with the supervising dean depending on unit need.

**Research Tenured Faculty:** Faculty will typically receive 30% effort for research/scholarship. This may be reduced if the faculty member receives a rating of "Low Merit" on annual evaluations two (2) years in a row. With sponsored worktime, the percentage may exceed 30%, as negotiated with the supervising dean. Any reduction in percent of effort for research time will be reallocated to teaching unless negotiated otherwise.

**Research Tenure Track Faculty:** Faculty will receive a minimum of 50% work time for research/scholarship and in years one (1) through three (3) of appointment. This work time will decrease to 40% in years four (4) and five (5). The percent can increase with sponsored worktime. The reduction in percent of effort for research time in year four (4) will be reallocated to teaching unless negotiated otherwise.

**Teaching/Service Tenured Faculty:** Faculty will typically receive 20% effort for scholarship. This may be reduced if the faculty member receives a rating of "Low Merit" on annual

evaluations two (2) years in a row. The percent can increase with sponsored worktime, as negotiated with the supervising dean. Any reduction in percent of effort for research time will be reallocated to teaching unless negotiated otherwise.

**Teaching/Service Tenure Track Faculty:** Faculty will receive a minimum of 30% work time for scholarship in years one (1) to three (3) of appointment. This work time will decrease to 20% in years four (4) and five (5) (assuming satisfactory progress toward promotion and tenure). The reduction in percent of effort for scholarship time in year four (4) will be reallocated to teaching unless negotiated otherwise.

**Term Faculty:** Workload in scholarship is dependent upon faculty productivity and progress toward promotion. Work time for scholarship is not guaranteed unless negotiated with the supervising dean.

# APPENDIX E

## Principles of Workload Assignment

All courses: 1 credit hour = 1 WU.

Workload units are based on percentage of effort in the course (e.g. 50% of work in course in a 3 credit hour = 1.5 WU).

### Undergraduate/Prelicensure:

- Course leader (CL) = 0.5 WU (<50 students); 1 WU (51-100 students); 1.5 WU (>100 students).
- Clinical coordinator (CC) = 1 WU (5-10 clinical group); 1.5 WU (>11 clinical groups).
- Clinical supervision:
  - Direct (<10 students, on site) = 0.6 WU per 1 contact hour per week/group.
  - Indirect (site visits/project supervision) = 0.4 WU per 1 contact hour per week/student.
  - *Contact hour = average number of hours of contact per week.*

### Graduate:

- Course Leader (CL) = 0.5 WU (3 or more faculty in course section).
- Clinical:
  - Direct (faculty on site full-time) = WU to be negotiated.
  - Indirect (not on site, preceptor) = 0.4 WU per student.
- Chair & Committee Member:
  - PhD Doctoral Committee Chair (During candidacy only – maximum of 5 semesters) = .75 WU or 5%.
  - PhD Doctoral Committee Member (During candidacy only – maximum of 5 semesters) = .25 WU or 1.65%.
  - DNP Project Chair (During DNP project courses only, maximum of 4 semesters) = .75 or 5%.
  - DNP Project committee member (During DNP project courses only, maximum of 4 semesters) = .25 WU or 1.65%.

### Student to Faculty Ratio Caps:

- 300 to 400 level didactic (non-writing intensive) – no cap.
- 300 to 400 level didactic (writing intensive course, without clinical instructors) – maximum 35 to 1 ratio.
- 500 to 600 level didactic (non-writing intensive) – maximum 35 to 1 ratio.
- 700 level didactic (non-writing intensive) – maximum 25 to 1 ratio.
- 500 to 600 level didactic (writing intensive) – maximum 20 to 1 ratio.
- 700 level didactic (writing intensive) – maximum 15 to 1 ratio.
- Online courses – maximum 30 to 1 ratio.
- *A writing intensive course must include the following three (3) criteria and will be designated by the program directors:*
  - A minimum of two (2) written scholarly papers.
  - Feedback on APA.

- Structural and grammatical feedback on writing submissions.

New Course:

- Development of a new didactic course = 1 WU per 3 credit hours (prorated) (the course does not exist).  
OR
- New didactic course assignment (first time taught) = 1 WU per 3 credit hours (prorated).

\*Independent studies and special projects are not included in faculty workloads.

## **APPENDIX F**

### **Sabbatical Leave Policy**

The SON follows the sabbatical leave policy and procedures as detailed in *The Redbook* (Section 4.3.1).

Upon return from sabbatical leave, the faculty member must submit a detailed report describing accomplishments in relation to sabbatical goals to faculty organization, the supervising dean, and the Dean. A copy shall be retained in the individual's personnel file, and such reports are to be considered by the Dean in evaluation of future requests for sabbatical leave. The report will be reviewed by the supervising dean during the annual performance evaluation.

## Appendix G

<b>Proficiency in Teaching</b>	
All faculty with teaching in their workload are required to meet the required proficiencies in this category.	
<b>Required Proficiencies</b>	<ul style="list-style-type: none"> <li>● Use of a variety of teaching strategies to produce positive learning outcomes.</li> <li>● Possess current knowledge in the specialty area being taught.</li> <li>● Maintain the curriculum by ensuring material taught in courses meets course objectives and is aligned or leveled with similar topics taught throughout the curriculum.</li> <li>● Consider course evaluations and other feedback to continuously maintain or improve high-quality course design and delivery and knowledge distribution.</li> <li>● Maintain professional teacher-student relationships.</li> <li>● Function as an effective team member.</li> <li>● Incorporate research/evidenced based practice in teaching.</li> <li>● Incorporate principles of community-engagement in teaching.</li> </ul>
Faculty seeking high merit or a promotion in rank must meet multiple competencies in the advanced and expert categories in accordance with the promotion guidelines.	
➤ Advanced proficiencies	<ul style="list-style-type: none"> <li>● Participate in course/curriculum development, evaluation, and revision.</li> <li>● Evaluate innovative teaching strategies with the context of course delivery.</li> <li>● Provide leadership on teaching teams.</li> <li>● Design and implement innovative student learning opportunities.</li> <li>● Demonstrate student mentorship above and beyond teaching in the classroom.</li> </ul> <p style="margin-top: 10px;"><u>Examples of Advanced Proficiencies:</u></p> <ul style="list-style-type: none"> <li>● Obtain national certification.</li> <li>● Member of curriculum development/revision committee/taskforce.</li> <li>● Implement innovative student assignments.</li> <li>● Demonstrate improvement in teaching from evaluations (self, peer, student).</li> <li>● Serve as a course leader and role model for course/clinical faculty.</li> <li>● Provide leadership within curriculum development process.</li> <li>● Conduct faculty development programs internal or external to SON.</li> <li>● Perform teaching peer reviews for colleagues.</li> <li>● Co-author manuscripts with students.</li> <li>● Serve as a research mentor for students.</li> <li>● Serve as an advisor for student organizations.</li> <li>● Participate in interdisciplinary teaching.</li> <li>● Dissemination of scholarship in teaching.</li> </ul>

<p>➤ Expert Proficiencies</p>	<ul style="list-style-type: none"> <li>• Provide leadership in course/curriculum development, evaluation, and/or revision.</li> <li>• Promote faculty development in teaching.</li> <li>• Provide leadership for integration of research and evidence-based practice changes to the curriculum.</li> <li>• Demonstrate mentorship of colleagues.</li> <li>• Serve as an expert in the area of teaching and learning.</li> <li>• Recognized for excellence in teaching at the unit, university, or professional level.</li> </ul> <p><u>Examples of Expert Proficiencies:</u></p> <ul style="list-style-type: none"> <li>• Obtain funding for activities related to teaching.</li> <li>• Recognition for teaching excellence.</li> <li>• Mentor colleagues in teaching.</li> <li>• Provide consultation or site visits external to the SON.</li> <li>• Ongoing presentations at regional, national, or international conferences on innovative teaching.</li> <li>• Leadership in interdisciplinary teaching.</li> <li>• Entrepreneurship with teaching activities.</li> <li>• Peer-reviewed manuscripts, review articles, textbooks, book chapters, and other publications on pedagogic issues, educational outcomes studies, or the development of new teaching protocols.</li> <li>• Leadership in national education committees/initiatives.</li> <li>• Leadership in curricular design and development.</li> </ul>
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<b>Proficiencies in Research and Scholarship</b>	
<p>All faculty with research/scholarship in their workload are required to meet the required proficiencies in this category.</p>	
<p><b>Required Proficiencies</b></p>	<ul style="list-style-type: none"> <li>• Contribute to knowledge development through a coherent program of research/scholarship.</li> <li>• Disseminate scholarly products that demonstrate the art or science of nursing.</li> </ul> <p><u>Examples of Required Proficiencies:</u></p> <ul style="list-style-type: none"> <li>• Submission of abstracts for conference presentation.</li> <li>• Conference poster or podium presentations.</li> </ul>
<p>Faculty seeking high merit or a promotion in rank must meet multiple competencies in the advanced and expert categories in accordance with the promotion guidelines.</p>	
<p>➤ Advanced Proficiencies</p>	<ul style="list-style-type: none"> <li>• Collaborate with others in research/scholarship activities.</li> <li>• Prepare and present scholarly work at local, state, regional, or national meetings.</li> <li>• Submit manuscripts to refereed journals.</li> <li>• Submit manuscripts to refereed journals and abstracts for presentations at professional conferences.</li> <li>• Proposal submission to funding agency.</li> </ul>

	<ul style="list-style-type: none"> <li>• Publish in a scholarly journal.</li> <li>• Internal Funding Support.</li> <li>• Mentor Students in research/scholarship.</li> </ul>
➤ Expert Proficiencies	<ul style="list-style-type: none"> <li>• Multiple Advanced Proficiencies throughout the year.</li> <li>• External Funding Support.</li> <li>• Mentor faculty or colleagues in research/scholarship.</li> <li>• Substantial funding from a national agency or healthcare entity (HRSA, NIH, etc.).</li> <li>• Provide leadership at regional, national, or international levels in research/scholarship.</li> </ul> <p><u>Examples of Advanced and Expert Proficiencies:</u></p> <ul style="list-style-type: none"> <li>• Publication of peer-reviewed manuscripts.</li> <li>• Receipt of intramural and/or extramural grants or co-investigator on such awards.</li> <li>• Receipt of intramural and/or extramural grants as PI or co-PI on such awards.</li> <li>• Editor or writer of a book or book chapter.</li> </ul>

<b>Proficiency in Service</b>	
All faculty who have service in their workload are expected to meet the required proficiencies which are delineated according to rank and listed below.	
<b>Required Proficiencies</b> - Instructor only	<ul style="list-style-type: none"> <li>• Participation in SON or University based service, professional organizations, health-related organizations, or community-related activities at local, state, or regional level.</li> </ul>
<b>Required Proficiencies:</b> - Assistant Professor (must meet 2) - Associate and Full Professor (must meet all 4)	<ul style="list-style-type: none"> <li>• Ongoing healthcare or academic focused service to the community or profession.</li> <li>• Serve on SON and/or University committees.</li> <li>• Mentor SON colleagues in service and/or practice.</li> <li>• Provide leadership for SON and/or University committees or initiatives.</li> </ul>
Faculty seeking high merit or a promotion in rank must meet multiple competencies in the advanced and expert categories in accordance with the <u>promotion guidelines</u> .	
➤ Advanced Proficiencies	<ul style="list-style-type: none"> <li>• Meeting additional required proficiencies that are above rank or meeting more than two (2) of the proficiencies at the Assistant Professor rank.</li> <li>• Provide leadership in a healthcare related professional organization.</li> <li>• Develop new, or sustain, partnerships and/or interventions that impact the health of the community.</li> <li>• Awards for Service, practice, or leadership.</li> <li>• Novel and sustained partnerships and interventions that impact the health of the community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participant on a collaborative service-related grant or contract.</li> <li>• Membership on national forums related to health care or community engagement.</li> <li>• Committee member on scientific peer-review panels or study sections.</li> <li>• Organizer of conferences or continuing education opportunities.</li> <li>• Service as a reviewer for a peer-reviewed publication.</li> <li>• Act as a consultant to other universities or local agencies.</li> <li>• Initiated community programs to educate and promote health changes that have an impact on population health.</li> <li>• Evaluate community programs that have an impact on population health.</li> <li>• Serve as leader in a state professional nursing organization.</li> </ul>
<p>➤ Expert Proficiencies</p>	<ul style="list-style-type: none"> <li>• Participation in extramural service initiatives including program evaluation and/or grant implementation projects that impact population health or health care organizations.</li> <li>• Sustained service with data driven results related to elimination of community health disparities.</li> <li>• Develop, test, and disseminate new clinical intervention models.</li> <li>• Leadership and recognition as a clinical or community engaged expert in nursing practice.</li> <li>• Service as an editor or reviewer for a peer reviewed publication.</li> <li>• Act as a consultant to other universities or national/state agencies.</li> <li>• Evidence of mentoring individuals across nursing.</li> <li>• Grant awards in support of practice.</li> <li>• Peer-reviewed publications related to service and/or practice activities.</li> <li>• Service as an editor or reviewer for a peer reviewed publication.</li> <li>• Serve as a leader in a national professional nursing organization or government health care association.</li> </ul>