

Department of Nursing (DON)
Departmental Evaluation Criteria (DEC) and Promotion and Tenure Document (P&T)

The primary document that governs Faculty Promotion and Tenure is [SUU Policy 6.1](#) Faculty Evaluation, Promotion and Tenure; the information below merely augments and clarifies the submission process, the evaluation criteria, and the requirements for advancement for Nursing Faculty. Any areas not addressed in this document refer to [SUU Policy 6.1](#).

The DON appreciates and values amicable, ethical, collegial, and responsible colleagues. DON expects the Faculty to follow [SUU Policy 6.28](#). The DON assumes that Faculty members comply with SUU policies on professional and ethical conduct unless evidence is presented to the contrary, according to processes outlined in [SUU Policy 6.28](#).

Evaluation Process

Evaluations will follow procedures established by [SUU Policy 6.1](#), DON, and the College of Health Sciences (CoHS).

All Faculty members are expected to meet benchmarks/key contributions in each area. Faculty that do not meet or exceed the expected benchmark for each area will receive "Development Required" rating for that year's Faculty Engagement and Contribution (FEC) Report. This action is intended to ensure these Faculty members are supported appropriately by the department. The procedure for Faculty seeking redress related to unmet performance benchmarks will be to create a plan with the Department Chair during the next Alignment and Integration Meeting (AIM) and include it in AIM documentation (see [SUU Policy 6.1](#) for more information).

Faculty performance is evaluated in three main categories: Teaching Effectiveness, Scholarly/Creative Activities, and Service/Leadership. While including contributions in each year is not required, the Faculty must meet minimum benchmarks, as per Commission on Collegiate Nursing Education (CCNE) Accreditation (80 percent of the benchmark). Minimum benchmarks must be met to be awarded Tenure and/or Rank Advancement. The Department Chair should take great care in assisting Faculty in their yearly planning as well as in formulating a plan that efficiently works towards Tenure and/or rank advancement during Aim Meetings.

Departmental Evaluation Criteria (DEC)

Outlines required elements for each area of Teaching Effectiveness, Service/Leadership, Scholarship, including student-centric Faculty engagement and SUU Mission. The current copy will be maintained in the DON Google shared drive and published on the [Provost's Office website](#). Previous versions will be stored in the shared drive.

Required documentation for annual FEC Reports, Mid-Point Reviews, Tenure applications, Promotion applications, and Five-Year Post-Tenure Reviews:

- 1-3 page report
- All student feedback is provided for Faculty courses.
- Reflection provided regarding student feedback ([SUU Policy 6.1.d.2.e](#)).
- Course syllabi
- Supporting documentation for contributions will include: instructional delivery/design, professional development activities, and/or other sources of evidence for Teaching Effectiveness, Service/Leadership, or Scholarly/Creative Activities as applicable (e.g., copies of published, Peer-Reviewed manuscripts). Outside roles (activities outside of SUU) contributions should have documentation.

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- All documents need to be in one PDF and uploaded to the Faculty Dashboard.

	Hired before Fall 2025	Hired after Fall 2025
Annual FEC Reports and Midpoint Reviews	New DEC	New DEC
Tenure or Rank Advancement and 5-year Review	Legacy or New DEC	New DEC

Faculty are required to check the dates for submissions on the Provost website. [Deadlines](#)

Faculty are expected to attend 80% of College and DON meetings, as defined per the DON handbook.

Co-taught course: Instructors will grade and follow through on required tasks promptly (reported by course lead to the Department Chair).

The Department P&T Committee will divide the department submissions and evaluate them, then meet as a committee and review all the submissions, and provide comments and suggestions.

FEC Tenure and Rank Advancement Benchmarks / Key Contributions

Faculty Type & Advancement	Yearly Benchmark Requirement	Teaching Effectiveness	Scholarship / Creative Contributions	Service Contributions
Non-Tenure Track (Assistant → Associate Professor)	≥ 80% (8 of 9)	6 total (≥ 2 highly valued)	1 (highly valued)	2 (valued or higher)
NTT Post Advancement (Associate Professor)	≥ 80% (8 of 10)	6 total (≥ 2 highly valued)	1 (highly valued)	3 total (≥ 1 highly valued)
Tenure-Track (Assistant → Associate Professor)	≥ 80% (8 of 10)	4 total (≥ 2 highly valued)	3 total (≥ 1 highly valued)	3 total (≥ 1 highly valued)
Tenured (Associate → Full Professor, 5-Year Post-Tenure Review)	≥ 80% (10 of 12)	4 total (≥ 2 highly valued)	4 total (≥ 2 highly valued)	4 total (≥ 1 highly valued)
Tenured Post-advancement (Full Professor)	≥ 80% (12 of 14)	5 total (≥ 2 highly valued)	5 total (≥ 2 highly valued)	4 total (≥ 1 highly valued)

*Per CCNE Accreditation, faculty must meet 80% of expected benchmarks.

Teaching Effectiveness

Consistent with SUU's mission, teaching is of primary importance at SUU. Evidence of Teaching Effectiveness is demonstrated through the documentation of and reflection on student, peer, and Department Chair evaluations (except Department Chairs may only evaluate their Teaching Effectiveness as a self-reflection); self-reflections; professional development activities; and/or other pertinent

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information. Teaching efforts may involve the overlap of Teaching Effectiveness, Scholarship, and/or Service/Leadership. Other evidence of Teaching Effectiveness includes instructional delivery/design and course management skills. The Faculty member shall provide supporting evidence for the activities completed in their FEC Report.

Highly Valued

- One documented ["High Impact Educational Practice"](#) (HIEP), along with how this benefits the students' learning. Faculty can continue to use the same HIEP in sequential years and receive credit.
- One documented ["High Impact Teaching Strategy"](#) (HITS) is identified and described, along with its benefits to student learning. Faculty can continue to use the same HITS in sequential years and receive credit.
- One peer/Department Chair review, along with documentation that shows changes or improvements were made based on recommendations.
- Peer review from members outside of the DON, along with documentation that shows changes or improvements were made based on recommendations.
- Teaches a new course(s), develops new course material, or implements new instructional approaches.
- Contributions for innovations to nursing programs or college (e.g., development of training grants, courses, seminars, lectures, teaching aids, computer-aided instruction, interdisciplinary courses or lectures).
- Attend a conference/workshop for nurse educators.

Valued

- Revise/update coursework to maintain currency according to evidence-based practices and standards.
- Use of appropriate and current scientific technology, pedagogical technology, and/or techniques.
- Attend activities (workshops, conferences, reading materials) appropriate for keeping current with teaching strategies.
- Consultation with an education specialist.
- Participates in program curriculum revisions and currency.
- Serve as a curriculum consultant to outside Departments, Schools, or Colleges of Nursing.
- Development of resources to facilitate teaching excellence (e.g., guidebooks, learning resources, simulations).
- Guest lectures in courses in areas of expertise.
- Maintain board and/or specialty certification related to nurse educator (counts only once).
- Others with justification.

Scholarly/Creative Contributions

Scholarly work builds on current knowledge to generate new insights, improve teaching, address community issues, and integrate diverse disciplines. All nursing faculty must hold an active, unencumbered Registered Nurse (RN) or Advanced Practice Registered Nurse (APRN) license valid in Utah. To maintain clinical competency, faculty are strongly encouraged to complete at least 200 annual clinical hours in settings relevant to their teaching, through employment, volunteer work, or approved professional activities. Scholarly work culminates in a form of dissemination that is reviewed by peers and is acceptable by approved departmental evaluation criteria. Scholarly work includes creative activity when defined through departmental evaluation criteria. The Faculty member shall provide supporting evidence for the Scholarly/Creative Contributions completed.

Highly Valued

- 200+ hours of clinical practice every year, OR alternative activities as approved by the Department Chair.
- Presentation at a state, local, or regional professional meeting or conference.
- Publication of a peer-reviewed manuscript, book chapter, etc.
- Complete a nursing graduate degree.
- Attain a new national certification from an approved primary certifying body of a nursing specialty.
- Invited scholarly presentation(s) at national/international meetings on a variety of topics related to content expertise.
- Complete a dissertation, thesis, or graduate-level scholarly project (e.g., DNP project).
- Attend a conference/workshop with a focus on nursing practice.
- Received grant funding.

Valued

- Applied for grant funding.
- Recognized accomplishment in professionally related activities, (clinical practice).
- Serve as an undergraduate scholarly mentor/advisor.
- Publication and dissemination of a white paper.
- 20 hours of nursing practice CMEs.
- Submit a manuscript for peer-reviewed publication.
- Mentor student in research, which resulted in a presentation at a state, local, or regional professional meeting or conference.
- Maintain board and/or specialty certification related to nursing practice (counts only once).
- Workshop presentation.
- Book review for a publishing company.
- Serve as a content reviewer/advisor on an IRB, dissertation, thesis, or scholarly project (e.g., DNP project) that is not a component of your employment duties.
- Secure CoHS Faculty Scholarly Support funding (FSSF) or similar to support scholarly activities.
- Development and integration of knowledge into a course that requires learning and applying new methods or technology.
- Contributor to new program development.
- Obtain a nursing license in an additional state
- Others with justification.

Service/Leadership Contributions

Participation (usually by term of appointment) in the operation or function of a member's department, college/school, university, community, or professional field and its organizations. Such Service/Leadership is vital to the shared governance of SUU. The Faculty member shall provide supporting evidence for the Service/Leadership contributions completed in their FEC Report.

Highly Valued

- Serve as a member on a committee (college, and/or University).
- New Hire Mentor.
- Principal or Co-organizer/host of a large, regional, national, or international event.
- At least ½ time special appointment at the University or College level.
- Serve in a lead position (e.g., president) of a national professional organization, board, or council.
- Serve in a lead position on a committee at the college and/or University level.
- Leadership in clinical/practice standards committees and quality review boards.
- Leadership in the development or revision of clinical practice guidelines.
- Service on a national or international expert panel.
- Graduate Committee chair.

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- Leadership in clinical/practice standards committees and quality review boards.
- Leadership in the development or revision of clinical practice guidelines.
- Service on a national or international expert panel.

Valued

- Serve as a member on a committee (department-each committee counts).
- Documented contributions to improving health care for individuals and/or populations on a state, regional, or national level (i.e., legislative activity, policy development, award).
- Hosting a professional development event for off-campus groups (science-related).
- 1/4 -time special appointment at the University or College level.
- Leadership in clinical/practice standards committees and quality review boards.
- Leadership in the development or revision of clinical practice guidelines
- Service on a national or international expert panel.
- Teaching overload (counts only once).
- Advisor to a student organization.
- Involvement in a community service activity.
- Represents the DON in national and/or international level planning activities associated with nursing education.
- Writing letters of recommendation for students (counts only once).
- Student academic advising.
- Writes health-related information for clinical agency brochures, newspapers, or newsletters.
- Others with justification.

DEC and P&T Committee guidelines

The Department Chair should organize and update the DON DEC Committee as outlined in [SUU Policy 6.1](#). They should also make a reasonable effort to ensure the committee reviews this DON DEC policy at least every three years and revise it as needed. Future DEC revisions should be approved as outlined in [SUU Policy 6.1](#). Each DEC iteration must be dated, stored in the DON shared drive, and include hire dates of Faculty who fall under the respective DEC. The DEC Committee is created and organized according to departmental guidelines for Faculty committee appointments. Committee members serve for three (3) years on a rotating basis. At least one (1) member should be replaced each year.

All guidelines and procedures, presented in [SUU Policy 6.1](#), shall be followed. In addition, members of the Departmental P&T Committee shall serve a term of three (3) years, after which time, the committee member shall have the option to run for reappointment based on the department committee selection process. These rules and procedures will be publicly available on the [Provost's Office website](#).

Early Tenure/Rank Advancement

Following University policy, a Tenure-Track (TT) Faculty member may opt to apply for Tenure one year early. A TT Faculty member considering early application for Tenure should discuss this with their Mentor, Department Chair, and Dean. To pursue early Tenure, a Faculty member must get letters of support from the Department Chair and the Dean by the April 1 deadline. The letters of support serve as departmental support for a Faculty member to apply for early Tenure. To qualify for early Tenure, a TT Faculty member needs to demonstrate increasing proficiency and effectiveness in their engagement and contributions documented in their FEC Reports. A TT Faculty needs to meet equal or greater than 90% of yearly benchmarks for all previous years to be able to apply for early Tenure. A TT Faculty member who receives a "Development Required" evaluation on any FEC Report within the Tenure track review period is less likely to receive early Tenure.

Years Awarded toward Tenure or rank advancement

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Per [SUU Policy 6.1](#), as many as three (3) years may be awarded toward Tenure or rank advancement based on full-time service at other higher education institutions. The criteria from Policy 6.1 would need to be followed.

Faculty with Special Appointments

Faculty with special appointments are subject only to completing annual AIMs and submitting annual FEC Reports. Requirements for Teaching Effectiveness, Service/Leadership, and Scholarship will be made on a case-by-case basis with input from the Department Chair and Dean. These should be documented before the special appointment.

Faculty with Partial Reassignments, including Academic Officers, Program Directors, Clinical Coordinators, and those with other non-executive level University-related responsibilities

As partial reassignments specifically pertain to reduced teaching load requirements, the quantity of Teaching Effectiveness expectations (goals) may be altered in a manner commensurate with the course reduction. Scholarship and Service/Leadership expectations remain the same; this also pertains to individuals who choose to receive a stipend or overload pay, as opposed to a course reduction. Within the FEC Report (Annual, Midpoint, Promotion, or Five (5)-Year Review), individuals receiving partial reassignments should describe the associated responsibilities and briefly reflect on performance, development, and outcomes related to this role.

 DEC Forms & Checklist.xlsx