Department of Nursing
Faculty Evaluation, Promotion and Tenure Document

"The primary document that governs faculty promotion and tenure is SUU Policy 6.1; the guidelines below merely augment and clarify the submission process, the evaluation criteria, and the requirements for advancement for Nursing faculty." Any areas not addressed by this document refer to the SUU policy 6.1: https://www.suu.edu/policies/06/01.html

All faculty members are expected to meet benchmarks/key contributions in each area. Faculty that fall under this benchmark will receive development required status for that years' FEC report. This action is intended to ensure these faculty members are supported appropriately by the department mentorship team.

The benchmark is broken up by three main categories, Teaching Effectiveness, Scholarly/Creative Contributions, and Service Contributions. Individual FEC Plans or Reports do not need to fall within these ranges every year, allowing faculty flexibility. However, for the awarding of Tenure and/or Rank Advancement, a minimum benchmark/key contribution in each is required, along with the appropriate number of years of service. The Mentorship Team 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.

Mentorship
Mentorship process:
The mentorship process is to follow guidelines established by Southern Utah University Policies and Procedures, specifically Policy #6.1. A mentorship team will be assigned within the first week of the calendar school year.

Mentorship team:
Each mentorship team member will consist of a minimum of two faculty members, meeting the following specifications according to faculty track:
- Non Tenure-track: Minimum of two faculty members on each mentorship team including at least one Associate Professor (Tenured or Non-Tenure-Track) or Professor.
- Tenure track: Minimum of two tenured faculty members on each mentorship team.

The mentorship team members will be decided on by the department chair as facilitated through input from the potential faculty mentors and mentees to determine appropriate matches with consideration to scholarly interests, teaching styles, expertise, goals, personalities, etc. Mentorship team members to be reviewed annually to determine continuation of involvement.

Evaluation Process
Evaluations will follow guidelines established by Southern Utah University Policies and Procedures, specifically Policy #6.1, Department of Nursing, and the College of Health Sciences. The peer evaluation process will be completed by the mentorship teams as outlined in policy 6.1 The portfolio must show evidence that faculty members have met the criteria in each category, the portfolio will remain with the candidate and be available upon request.

Early Tenure/ rank advancement
Following University policy, a tenure-track faculty member may opt to apply for tenure one year early (6.1.IV.H.2.c.). A tenure-track faculty member considering early tenure should discuss this with their Mentor Team. In order 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 member who receives a "Development Required" designation on more than one FEC Report within the tenure review period is less likely to receive tenure. NTT faculty will have clearly established roles within the department that generally emphasize teaching/mentoring, with a secondary responsibility to Departmental, College and University service/leadership.

*High Impact Educational Practices
https://www.aacu.org/trending-topics/high-impact

*High Impact Teaching Strategies
https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx

FEC TENURE AND/OR RANK ADVANCEMENT BENCHMARKS/KEY CONTRIBUTIONS

> **Non-Tenure-Track Faculty Rank Advancement (Assist. Professor to Assoc. Professor)**
>
> Non-Tenure-track faculty must achieve at least 85% (12 of 14) of benchmarks yearly by the end of their 6th year prior to applying for advancement to the rank of Associate Professor. The benchmarks/key contributions are as follows:
>
> **Benchmarks/Key Contributions**
>
> TEACHING EFFECTIVENESS: 2 in highly valued and 6 in valued
>
> SCHOLARSHIP/CREATIVE CONTRIBUTIONS: 2 in highly valued
>
> SERVICE: 1 in highly valued and 3 in valued
>
> **Tenure-Track Faculty Rank Advancement** (Asst. Professor to Assoc. Professor)
>
> Tenure-track faculty must achieve at least 80% (12 of 15) of benchmarks by the end of their 6th year prior to applying for advancement to the rank of Associate Professor. The benchmarks/key contributions are as follows:
>
> **Benchmarks/Key Contributions**
> TEACHING EFFECTIVENESS: 2 in highly valued and 4 in valued
> SCHOLARSHIP/CREATIVE CONTRIBUTIONS: 3 in highly valued and 2 in valued
>
> SERVICE CONTRIBUTIONS: 1 in highly valued and 3 in valued

Tenured Faculty Rank Advancement (Assoc. Professor to Full Professor)

Tenured faculty must accomplish at least 83% (15 of 18) of benchmarks each year. This can be accomplished no sooner than the 5th year after tenure was awarded. The benchmarks/key Contributions are as follows:

Key Contributions (since tenured date)

TEACHING EFFECTIVENESS: 2 in highly valued and 6 in valued

SCHOLARSHIP/CREATIVE CONTRIBUTIONS: 3 in highly valued and 3 in valued.

SERVICE CONTRIBUTIONS: 1 in highly valued and 3 in valued

FEC POST-TENURE POINT BENCHMARKS

Tenured faculty must accomplish at least 83% (15 of 18) of benchmarks each year.

TEACHING EFFECTIVENESS: 2 in highly valued and 6 in valued

SCHOLARSHIP/CREATIVE CONTRIBUTIONS: 3 in highly valued and 3 in valued.

SERVICE CONTRIBUTIONS: 1 in highly valued and 3 in valued.

TEACHING EFFECTIVENESS

Consistent with SUU's mission as defined in R312, teaching is of primary importance at SUU. Teaching effectiveness through the documentation of and reflection on student, peer, and Department Chair evaluations (except Department Chairs may only evaluate their own teaching effectiveness as a self-reflection); self-reflections; professional development activities; and/or other pertinent 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. In your FEC report provide supporting evidence for the ones selected.

Highly Valued

- One documented "High Impact Educational Practice" every year, along with how this benefits the students learning.
- One documented "High Impact Teaching Strategy" every year, along with how this benefits the students learning.
- One peer/chair review every year. Along with documentation that show changes or improvements were made based on recommendations.
- Peer review from members outside of nursing department. Along with documentation that show changes or improvements were made based on recommendations.

Valued

- Summary of student course evals and how teaching effectiveness was illustrated.
- Course syllabi are updated to current University standards and clearly demonstrate appropriate level of student expectations, course objectives, grading & assessment criteria, and research-based instructional design. Then placed in the shared drive.

- Course syllabi demonstrate content expertise, strong instructional design and sound evaluation procedures with changes made based on best current practices.
- Revise/updates coursework to maintain currency according to Evidence Based Practices and standards.
- Use of appropriate and current scientific technology, pedagogical technology and/or techniques.
- Teaches a new course(s) develops new course material, or implements new instructional approaches.
- Attend activities (workshops, conferences, reading materials) appropriate for keeping current with teaching strategies.
- Consultation with education specialist.
- Participation in a team-taught course, didactic or clinical.
- Participates in program curriculum revisions and currency.
- Serve as a curriculum consultant to outside Schools and Colleges of Nursing.
- Development of resources to facilitate teaching excellence (e.g., guidebooks, learning resources, simulations).
- Contributions for innovations to nursing program (e.g., development of training grants, courses, seminars, lectures, teaching aids, computer-aided instruction, interdisciplinary courses or lectures).
- Represents the DON in national and/or international level planning activities associated with nursing education.
- Guest lectures in courses in area of expertise.
- Other with justification.

SCHOLARLY/CREATIVE CONTRIBUTIONS

Scholarly work is deeply informed by current knowledge in a field, skillfully interpreted, and deployed with purpose and intention that seeks to provide new knowledge or understanding, leads to innovative curriculum and improved pedagogical practices, helps address issues or problems within the community, and/or integrates thoughts and ideas from diverse disciplines or areas of inquiry. 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. In your FEC report provide supporting evidence for the ones selected.

Highly Valued

- Current nursing license in the state of Utah.
- 200 hours of clinical practice every year OR alternative activities as approved by department chair and mentoring team
- Attend one conference/workshop every other year.
- Presentation at a state, local or regional professional meeting or conference
- Submit manuscript for peer-reviewed publication.
- Complete a nursing graduate degree

Valued

- Apply and received Grant funding
- Serves as undergraduate scholarly mentor/advisor.
- Mentored student in research which resulted in presentation at a state, local or regional professional meeting or conference.
- Publication and dissemination of white paper.
- Invited scholarly presentations at national/international meetings on a variety of topics related to content expertise.
- Attained new national certification from an approved primary certifying body of a nursing specialty.
- Conduct independent studies with students
- Workshop presentation
- Book review for 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.
- Complete a dissertation, thesis, or graduate-level scholarly project (e.g., DNP project)
- Funded faculty development grant with appropriate report.
- Development and integration of knowledge into a course that requires learning and applying new methods or technology.
- Contributor to new program development
- Other with justification

SERVICE 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. In your FEC report provide supporting evidence for the ones selected.

Highly Valued

- Serve as a member on a committee each year (department and/or, college, and/or University)

Valued

- Serving as president of a professional organization.
- Principal or Co-organizer/host of large, national or international event.
- At least ½ time special appointment at the University or College level
- Serve in lead position (e.g., president) of a national professional organization, board or council
- 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)

- Provide distinctive contribution in the school/university toward the aspirations, operation, development, and improvement of the organization (e.g., elective or appointed leadership positions)
- Hold office in a professional society
- Serving as a board member or council member of a professional organization with national impact
- Faculty Senator
- Principal or co-organizer of regional/state-level event
- Holding office in a professional society at the state or regional level
- 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 national or international expert panel
- Graduate Committee chair
- Advisor to student organization
- Member of Department FEC Mentorship Team
- Involvement in community service activity
- Recognized accomplishment in professionally related activities
- Writing letters of recommendation for students
- Maintain board and/or specialty certification related to nursing practice
- Student academic advising
- Writes health-related information for clinical agency brochures, newspapers, newsletters
- Others with justification