



**UNIVERSITY OF WEST FLORIDA  
SCHOOL OF NURSING  
(SON)  
BYLAWS**

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# UNIVERSITY OF WEST FLORIDA NURSING PROGRAM BYLAWS AND STANDING RULES

## 1. Name of Program

The name, the School of Nursing, hereafter referred to as the SON, is a unit within the College of Health at The University of West Florida.

## 2. Mission and Vision

Mission: To be a catalyst for excellence and innovation by providing high-impact educational experiences in alliance with clinical practice partners and placing human caring values at the core of our teaching, practice, and service.

Vision: As transformational leaders, we engage the future nursing workforce in the art of patient centered care while advancing knowledge and competencies to enhance the quality of life in the region.

### *Section 1. Academic Learning Compact*

[Academic Learning Compact](#)

### *Section 2. Academic Learning Plan*

[Academic Learning Plan](#)

## 3. Values

The values of the SON, shared with students, faculty and staff, align with those of the University of West Florida. The SON is committed to maintaining congruent practices and initiatives. The values are compassionate caring, collaboration, innovation, integrity/accountability, and academic excellence.

## 4. Structure of the SON of Nursing

### *Section 1. Members of the School of Nursing*

The SON shall be composed of a Director, Director of the Undergraduate Program, Director of the Graduate Program, tenured and tenure-track faculty, clinical practice track faculty, lecturers, adjuncts, and visiting instructors/professors and administrative staff. The SON shall be under the supervision of the Director. It is expected that the Director will perform all responsibilities in the best interests of the SON by taking into account the wisdom and advice of faculty colleagues.

### *Section 2. Eligibility in Governance*

- (a) A shared governance model encourages all full-time faculty (including instructors, lecturers, visiting) to participate in SON discussions and vote on non-personnel matters.

Administrative staff members may be invited to participate in discussions by the SON Director or a majority of the faculty.

- (b) All faculty members shall vote on non-personnel and personnel matters.
- (c) Only tenured faculty vote on tenure decisions for candidates. All votes will go into the dossier on an anonymous basis. Other SON members can provide informal opinion on tenure decisions.
- (d) If the SON has fewer than three tenured faculty then the SON will involve additional- tenured faculty members as needed from the Usha Kundu MD College of Health as evaluators. No action shall be taken without a quorum in attendance. A quorum shall consist of a simple majority of voting members.
- (e) All actions shall be based on a majority vote.

## **5. SON Faculty Meetings**

The Director or designee serves as presiding officer at Nursing Faculty Organization (NFO) meetings until a faculty Director is elected. NFO is comprised of all full-time faculty.

The SON will hold NFO meetings only during the regular academic year as requested by the Director or by a majority of the faculty. SON faculty on sabbatical or other authorized paid leave shall be informed of faculty meetings and shall be given an opportunity to participate in discussions and votes.

There will be at least two NFO meetings in each of the Fall and Spring semesters. A minimum of two weeks' notice shall be given, with the exception of emergency meetings called by the Director. All academic and student-related matters requiring SON action shall be discussed at the NFO meetings. During the summer, the Director and faculty employed may make decisions and take action on an emergency basis. These actions will be discussed at the next regularly scheduled Nurse Faculty Organization (NFO) meeting, to be adopted or rejected if necessary.

The agenda for each meeting will be distributed in hard copy and/or through E-mail. The agenda for meetings will be distributed two working days in advance, when practical. Any faculty member may request that an agenda item be added by giving notice to the Director at least four days in advance of the meeting.

Minutes will be taken by the administrative staff or designated faculty member and distributed to the faculty at least one week before the next NFO meeting for review, by hard copy or through Email. If requested by any faculty member, the minutes of the NFO meeting shall be tape-recorded. The tape may be used only for verification of the minutes; it must be erased after the minutes have been approved. One hard copy shall be filed in the permanent notebook of minutes. An electronic copy of the minutes shall be filed on the O drive. The administrative staff shall maintain the notebook of minutes and the electronic copy. A majority at the next faculty meeting must approve the minutes.

For all NFO meetings, a simple majority of the eligible voting faculty members shall constitute a quorum. The Director votes only in case of a tie among the voting faculty. The presiding officer at SON meetings will vote only in case of a tie among the voting faculty. All votes will be by show of hands. In items relating to personnel matters, or when requested by at least one-third of the faculty present, the voting shall be by secret ballot. The Recorder shall tally the votes for recording in the minutes.

Robert's Rules of Order shall be followed. "The rules contained in the current edition of *Robert's Rules of Order Newly Revised (RONR)* shall govern the Committee in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Committee may adopt." These rules can be accessed at: <https://robertsrules.org/robertsrules.pdf>.

## **6. Committee Structure**

### ***Section 1. Ad Hoc Committees***

The Director establishes Ad Hoc committees as the need develops, to carry out specific responsibilities (example: Search committee). These committees are disbanded following completion of assigned duties and submission of a written report to the NFO. The Director shall serve as ex officio member to ad hoc Committees.

### ***Section 2. Standing Committees***

#### **A. Bylaws Committee**

1. Membership: there shall be a minimum of three (3) faculty members. At least one member from the BSN program, RN-BSN track and the Graduate program to be elected by a full faculty vote. The Director shall serve as ex officio member to all standing Committees.
2. Purpose: To establish and maintain governance of the Nursing Program.
3. Function: To annually review the bylaws.
  - a. Monitor Nursing Faculty Bylaws for consistency with Bylaws of College of Health
  - b. Receive and review recommendations from Nursing Faculty for revisions to the Bylaws.
  - c. Generate recommendations for revision to the Faculty Organization.

### ***Section 2a. SON Program Committees.***

The following Committees are established for the Undergraduate and Graduate programs. All actions taken by the committees will be discussed monthly at the Nursing Faculty Organization (NFO) meeting to ensure program concepts are in agreement across the curricula.

#### **A. Curriculum Committee for Undergraduate and Graduate Membership:**

Undergraduate: there shall be a minimum of two (2) faculty members and one volunteer

student representative from each program (i.e. pre-licensure and RN BSN). A student representative\* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

Graduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. education, executive, and FNP). A student representative\* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

1. Each faculty member has one vote, and student representation\* has one vote, if the student representative\* is actively involved.
2. Purpose: To maintain the integrity of the curriculum and improve the educational programs.
3. Functions:
  - a. Review the philosophy and curriculum of the Nursing Program.
  - b. Evaluate the relevance and consistency of the philosophy, conceptual framework, student learning outcomes (SLOs) and the curriculum in relation to the educational goals of the program.
  - c. Explore, identify, and validate need for change in the curriculum.
  - d. Explore innovative approaches to curriculum.
  - e. Review requests for and make recommendations regarding: (i) changes in new course offerings; (ii) changes in course learning outcomes, (iii) rotation of courses to be offered during educational terms.
  - f. Develop and review the curriculum maps.
  - g. Investigate new approaches, including Evidence-based nursing practice to the teaching-learning process.
  - h. Obtain input to curriculum development and implementation.
  - i. Submit recommendations for all the above to nursing faculty organization (NFO) for discussion and approval.

## **B. Assessment Committee for Undergraduate and Graduate**

1. Membership:

There shall be a minimum of two (2) faculty members and one volunteer student representative from each program (undergraduate and graduate) and track (i.e. pre-licensure and RN-BSN, education, executive, FNP). A student representative\* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program. \*(Committee can split into undergraduate and graduate if deemed necessary).
2. Each faculty member has one vote, and collectively student representation\* has one vote if the student representative\* is actively involved.
3. Purpose: to evaluate comprehensive program data and utilize analysis to foster ongoing program improvement.
4. Function:
  - a. Reviews assessment data related to student learning and makes recommendations to foster ongoing program improvement.
  - b. Develop and revise tools for faculty and program evaluation. Implement the

- established calendar for evaluation of the program.
- c. Compiles and prepares an annual report of evaluation data, committee decisions, and actions.
- d. Submit summary of program evaluations to the Program Effectiveness Committee and NFO.

**C. Recruitment, Admission, Retention, and Progression Committee (RARP)**

1. Membership:

Undergraduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. pre-licensure and RN BSN). A student representative\* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

Graduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. education, executive, and FNP). A student representative\* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

- 2. Each faculty member has one vote, and collectively, student representation has one vote. The Nursing Program Advisor may participate in the committee deliberations as requested but does not vote.
- 3. Purpose: To determine the needs and design policies that will facilitate the recruitment, admission, retention, and progression, and readmission and transfer of students in the nursing program.
- 4. Functions:
  - a. To assess the needs of the program and establish priorities for meeting those needs in regard to the recruitment, admission, retention, and progression, readmission and transfer of nursing students and credit by exam.
  - b. Develop criteria and recommend policies for the recruitment, admission, retention, and progression, readmission, and transfer of nursing students.
  - c. Review and recommend revision for processes and procedures governing recruitment,
  - d. Explore innovative approaches to recruitment, admission, retention, and progression, readmission, and transfer of nursing students.
  - e. Establish calendar for admission/readmission process and submit to NFO for discussion and approval.
  - f. Review and make recommendations regarding applications for admission to the Program.
  - g. Review and make recommendations regarding applications for readmission and transfer/credit by exam of nursing students.
  - h. Obtain student input concerning the recruitment, admission, retention, and progression and readmission and transfer.
  - i. Review and revise the respective Nursing Program Student Handbook.
  - j. All recommendations shall be approved by faculty at the program level prior to implementation and by the NFO if a programmatic decision cannot be reached.

**D. Student Affairs Committee**

- 1. Membership: Undergraduate: there shall be a minimum of two (2) faculty members and one

volunteer student representative from each program (i.e. pre-licensure and RN BSN). A student representative\* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

Graduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. education, executive, and FNP). A student representative\* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program

2. Each faculty member has one vote, and collectively student representation\* has one vote, if the student representative\* is actively involved.
3. Purposes: to promote positive professional relationships among faculty and students.
4. Functions
  - a. Promote student involvement in university activities.
  - b. Assist with orientation programs of new students.
  - c. Promote student interest, activities, and articulation between and among students in the Nursing Program and: (i) students in other majors at UWF; (ii) UWF Nursing Alumni Association; (iii) Student Nurses' Association of Florida.
    - i. Plan for recognition of graduates.
    - ii. Participate in developing the selection criteria for student awards and scholarships.
  - d. Participate in the selection of outstanding students as requested.

#### **E. Program Effectiveness Committee**

1. Membership: Four faculty members elected for alternating two-year terms to ensure continuity of membership and no more than four consecutive terms. Ex-officio member shall be the Director of the School of Nursing.
2. Each faculty member has one vote, and collectively student representation\* has one vote, if the student representative\* is actively involved.
3. Purposes:
  - a. To serve as a communication link between the results of evaluation data and faculty changes in program and curriculum.
  - b. To provide data that demonstrates quality in program outcomes.
  - c. To provide data that the program serves students in allowing program progression and successful graduation.
  - d. Ensures program assessment methods are consistent with accreditation and program standards.
4. Functions
  - a. Monitor and evaluate the progression, retention, and graduation of students in the undergraduate and graduate programs.
  - b. Conduct and analyze student evaluations including end of program, 1-year post-graduation, and employer surveys.
  - c. Develop, revise, and assure implementation of the School's Systematic Evaluation Plan.
  - d. Maintain a database that provides longitudinal data used to evaluate/analyze program



success.

- e. Identify and track changes in programs and curriculum that are responses to evaluation feedback.

## **F. Program Level Committees**

1. Pre-licensure Program Committee
  - a. Membership: Comprised of full-time faculty who primarily teach in the pre-licensure program for the majority of their faculty workload assignment. Each full time faculty member shall have one vote.
  - b. Purpose: to establish and maintain procedures set forth by program specific committees such as curriculum, assessment, RARP (recruitment, admission, retention, and progression), and student affairs.
  - c. Function: to discuss and vote on matters regarding the Pre-licensure Program
2. RN-BSN Program Committee
  - a. Membership: Comprised of full time faculty who primarily teach in the RN-BSN Program for the majority of their faculty workload assignment. Each full time faculty member shall have one vote.
  - b. Purpose: to establish and maintain procedures set forth by program specific committees such as curriculum, assessment, RARP (recruitment, admission, retention, and progression), and student affairs.
  - c. Function: to discuss and vote on matters regarding the RN-BSN Program
3. Graduate Program Committee
  - a. Membership: Comprised of full time faculty who primarily teach in the Graduate Program for the majority of their faculty workload assignment. Each full time faculty member shall have one vote.
  - b. Purpose: to establish and maintain procedures set forth by program specific committees such as curriculum, assessment, RARP (recruitment, admission, retention, and progression), and student affairs.
  - c. Function: to discuss and vote on matters regarding the Graduate Program

\*Student representatives on these committees are selected on the basis of their ability to represent their peers and their willingness to serve. Therefore, student representatives serve as an important communication link between faculty and students regarding program issues, changes, and needs. Students are notified of meeting schedules, and although their schedules limit their ability to attend all meetings, their attendance is frequent enough for substantive and meaningful participation.

## **7. Academic Policies:**

### ***Section 1. Advising***

The SON shall provide two types of advising for the nursing majors: career advising (performed by a faculty mentor), and academic advising (performed by an academic advisor).

The purpose of the faculty mentor is to answer general questions concerning the profession of nursing, to serve as a mentor, and to assist students in selecting specific nursing elective courses

that will meet the student's professional goals and interests. All teaching faculty members will serve as faculty mentors. Each faculty member will be responsible for mentoring related to the faculty member's specialization area of nursing. This function is in addition to regular course advisement for classes taught by the faculty member. Other mentoring responsibilities may be assigned by SON Director.

The purpose of the academic advisor is to provide academic advising, curriculum planning, and to ensure that all degree requirements are met. Academic advising shall be under the supervision of the Director, who may assign advising related duties to non tenure-earning SON faculty or staff.

### ***Section 2. Changes in Policies***

All changes to academic and curricular at the SON level must be approved by majority vote of eligible faculty and must be in accordance and in alignment with the college and university policies.

### ***Section 3. Grading and Examination Policies***

Grading and examination policies are made at the discretion of the instructor, and will be consistent with program grade scale determination. These policies are to be published in all class syllabi. <https://uwf.edu/academic-engagement-and-student-affairs/departments/dean-of-students/dean-of-students/other-processes/>Controversy over grading practices shall begin with the concerned parties. University grievance process will be followed in accordance with college and university policies.

## **8. Personnel Policies/Procedures**

### ***Section 1. Recruitment/Selection of New Faculty***

Advertising, recruiting, and selection of new faculty follow the established university procedures. Based on an interview and strengths and weakness provided by search committee, the Director makes a recommendation to the dean. The dean makes the formal offer of rank and salary to the successful applicant.

A new faculty member is assigned a senior colleague who serves as mentor during the tenure earning years. New faculty members hired in either the Tenure or Clinical Practice track will be assigned a senior faculty member from their perspective track.

### ***Section 2. Annual Work Assignments***

The Annual Work Assignments shall be consistent with the current UWF-BOT/UFF Collective Bargaining Agreement ([UWF CBA](#)):

- (a) Communication of Workload Assignment. Faculty will be apprised in writing, at the beginning of their employment and at the beginning of each year of employment thereafter, of the expectations related to teaching, scholarly and creative projects, and

service for that year. Any special or atypical work expectations affecting these activities will be identified in the workload assignment letter. All of this information is included in the letter of assignment submitted to UKCOH.

(b) Informal Communication of Instructional Assignment. The published schedule available the first day of student registration will serve as the informal notification of the faculty member's course assignment. If there is a mismatch between the published schedule and the workload assignment, the faculty member and supervisor will discuss and resolve the discrepancy. The informal communication of instructional assignment is not grievable.

(c) Formal Communication of Instructional Assignment. This instructional assignment will be confirmed in writing no later than six (6) weeks in advance of the start of classes.

(d) Instructional Assignment. The period of an instructional assignment during an academic year will not exceed an average of seventy-five (75) days per semester and the period for testing, advisement, and other scheduled assignments will not exceed an average of ten (10) days per semester. Within each semester, activities referred to above will be scheduled during contiguous weeks with the exception of University breaks, if any.

(e) Change in Instructional Assignment. Should it become necessary to make changes in a faculty member's instructional assignment less than six weeks before the start of classes, the supervisor will notify the faculty member prior to making such changes and will specify such changes in writing. Faculty can identify late changes in schedule as an extenuating circumstance in interpreting their performance evaluation data. Supervisors will take the late assignment into consideration in interpreting the results of student evaluations from those classes.

(e) Equitable Opportunity. Each faculty member will be given assignments, which provide equitable opportunities, in relation to other faculty in the same SON/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases.

(1) For the purpose of applying this principle to promotion, assignments will be considered over the entire period since the original appointment or since the last promotion, not solely over the period of a single annual assignment. The period under consideration at the University will not be less than four (4) years. The faculty member's annual assignment will be included in the promotion file.

(2) For the purpose of applying this principle to tenure, assignments will be considered over the entire probationary period and not solely over the period of a single annual assignment. The faculty member's annual assignment will be included in the tenure file.

The Director in consultation with the faculty member will establish the faculty member's assignments in teaching, research, and service for the upcoming academic year. These assignments are based upon the needs of the SON and the professional development of the faculty member. The Director prepares and signs the letter of assignment and refers to the dean for further processing.

### ***Section 3. Annual Evaluation Criteria and Procedures***

Annual evaluations are made by the Director. The evaluation is based on the annual assignment letter written by the Director and acknowledged by the faculty member. The assignment letter addresses teaching, research, and service. The Director considers all materials submitted by the faculty member which include at minimum:

- A statement of accomplishments
- Student evaluations

Other evidence may be submitted to support performance claims, including, but not limited to:

- Course syllabi
- Instructional materials/aids
- Handouts
- Examinations
- Clinical practice
- Scholarly publications
- Scholarly proposals and grant proposals
- Seminar participation
- Workshop participation
- Conference presentations
- Poster presentations
- Further academic preparation
- Participation in professional organizations
- Contributions to the profession
- Developing curricula
- Participation in program, college, and university committees
- Service to the community
- Student advisement
- Preparing program documents/reports, e.g., accreditation, self-study

The Director and faculty member review and discuss the submitted material. The Director writes the letter of evaluation with a rating of poor, fair, good, excellent, or distinguished in each area being evaluated. An overall evaluation is also provided. A rating of excellence is considered the SON “standard”. The letter is forwarded to the dean for further evaluation. The criteria for tenure and promotion specified in Appendix I shall be used in the annual evaluations of tenure-track faculty. Lecturers and instructors shall be evaluated based on the assignments made by the Director in teaching and service. The criteria of evaluation in these two areas shall be the same as those used to evaluate tenure-track faculty.

### ***Section 4. Merit Pay***

Merit pay, when made available by the University, is made by the Dean upon consultation

with the Director based on the annual evaluation and the merit pay criteria.

### ***Section 5. Tenure***

- At minimum, candidates who demonstrate achievement consistent with the pattern expected for tenured faculty (e.g., two areas of “excellence” and one area of “good” ratings) may go up for tenure review early; however, even stronger performance may create a more persuasive argument for a favorable decision.
- Candidates coming in from other university employment may negotiate up to two years credit toward tenure. Early consideration allows the candidate to go up in the fall of the third- year at UWF. Any formal credit for tenure/promotion must be reflected in the dossier.
- Directors must provide an annual assessment of progress on T&P and offer specific suggestions to enhance the likelihood of successful T&P.
- Candidates cannot construe strong annual performance evaluations as a guarantee of either tenure or promotion.
- SON must have a procedure devoted to mentoring new faculty.
- The Dean must identify when the mid-point review will transpire in the initial appointment letter. The Director will be responsible for midpoint probationary review but the faculty member may choose whether or not to include in the dossier. The dean must respond to the mid-point review in writing.
- Tenured faculty will evaluate and vote on tenure for candidates. Unsigned votes will go into the dossier. Other SON members can provide informal opinions.
- University requirements allow for granting of tenure at a level of “excellent” in teaching and at least one other excellent rating in either scholarly projects or service for scholarship.

Excellence in teaching and demonstration of scholarship as well as tangible evidence of service to the university, community and profession justify the decision to grant tenure. During the tenure earning years the faculty member is encouraged to seek critiques and advice from the assigned mentors, as well as other colleagues within the university.

Following submission of the candidate’s dossier, the full-time tenured faculty shall complete a secret ballot. The Director will also seek signed letters of evaluation from all members of the program and solicit at least three letters of evaluation from external references. See SON tenure and promotion guidelines in Appendix I for criteria.

### ***Section 6. Promotion***

- Promotion can be initiated either by a faculty member or Director of SON.
- Promotion worthiness is based on annual evaluations demonstrating quality in performance consistent for three years with the expected level of performance to which the person aspires. Example: A successful Professor should have three solid years of professor-like behavior (at least one distinguished rating in each of the three years) and a minimum of excellent rating in all other categories to justify the promotion.

- Unsuccessful promotion candidates should wait a minimum of one year and show substantial improvement prior to resubmission. Results of all prior unsuccessful reviews shall be required in subsequent promotion reviews. *[This practice is to discourage premature or frivolous submissions].*
- Promotion to Professor: Five years at associate level with the final three of them at UWF is typical. All areas of evaluation must be at least excellent and at least one area should be rated as distinguished in each of the three years prior to submission of the dossier; these need not be all in the same areas.
- Promotion to Associate Professor: Suitability for early promotion depends on meeting or exceeding performance expectations for the preceding three-year period; at least excellent in all three categories [note this is different than tenure where the rating does not need to rise to excellent in all categories to be successful]. Faculty members are encouraged to exceed performance expectations to make the clearest case that an early promotion is warranted; however, if they meet the criteria for the prior three year period, they can submit for early review.
- All full-time faculty (except visiting instructors) evaluate promotion candidates within their department. If an evaluation is declined by a colleague, the Director will note that decision.

Excellence in teaching and tangible evidence of service to the university, community, and profession justify the yearly reappointment of a clinical assistant professor.

Clinical Associate professors must show sustained excellence in teaching and leadership in their service obligations which may be addressed in the SON, college, university, discipline, or community.

Clinical Professors must demonstrate distinguished performance in the areas of effort, whether it be distinguished teaching, or exemplary service. Those areas that are not distinguished must be rated as excellent.

### ***Section 7. Summer Supplemental Contract Opportunities.***

Opportunities for summer employment are available to the extent that funds for salaries are made available. Summer employment has a direct effect on a faculty member's accrual of retirement benefits. All summer assignments are contingent upon the allocation of sufficient lines and programmatic needs and expertise of faculty to teach the course(s) scheduled for the summer.

***BSN:*** Summer courses may be available to qualified faculty members depending upon the needs of SON and available funding.

***RN to BSN Online Courses:*** Regular full-time faculty who have completed the Quality Online Instructor Certificate offered through UWF ATC Global online will be given the opportunity to teach those courses for which they are prepared.

***Graduate:*** All graduate courses must be taught by a faculty member holding a doctoral level

degree who has expertise in the area assigned.

Final summer assignments must be consistent with UWF Board of Trustees (BOT) requirements, and will comply with enrollment requirements.

### ***Section 8. Office Hours***

All full-time faculty are required to meet a posted schedule of a minimum of six office hours per week distributed over at least two days and several time blocks.

### ***Section 9. Annual Salary Increment Increases***

Annual salary increments, when made available by the University, are made by the Dean upon consultation with the Director based on the annual evaluation, the contract between the UWF Board of Trustees (BOT) and the United Faculty of Florida (UFF), and relevant action taken by the Florida Legislature.

### ***Section 10. Allocation of Paid Overload Appointments***

Paid overload appointments will be granted contingent upon SON need and selection of instructors having faculty expertise in the area of need on the area of SON need showing faculty expertise in the area of need. SON need and selection of instructors having faculty expertise in the area of need

## **9. SON Resources**

### ***Section 1. Budgeting***

Program Expense Budget: The program expense budget is determined by the Dean in consultation with the Director. The Director will provide information on budgetary allocations and report timely updates as maintained by the office administrator.

Laboratory Fee Account: Funds in the laboratory fee account are to be disbursed for the purchase of expendable supplies needed to operate the teaching laboratory sessions.

### ***Section 2. Equipment***

Operating Capital Outlay (OCO): The SON will maintain an OCO list which will be periodically updated and prioritized through input of the faculty.

Request for Use of SON Resources: Any request to use equipment and other SON resources for purposes external to the academic/scholarly mission of the SON must be submitted in written form to the Director for review and decision.

### ***Section 3. Budget Reports***

The SON Office Administrator shall maintain an up-to-date budget report, showing encumbrances and allowances. All budget documents shall be available to faculty for

inspection upon request at any time, subject to good order in the Office Administrator's duties. The Director shall report periodically to the faculty on the state of the budget.

## **10. Faculty Development**

The program is committed to assisting faculty development in ways which will not adversely affect instructional programs. Faculty requesting release time for curriculum and/or research development should present the plan to the Director that will, based on SON needs, decide on feasibility of release time.

## **11. Planning and Reviewing Process**

Planning shall be conducted on an annual cycle commencing with a SON Planning and Review meeting, which shall be held at the end of the spring term. The current annual plan shall be examined, edited, and revised.

SON review for re-accreditation shall be conducted in accordance with the requirements of the accrediting body. All SON faculty have the right to be informed and may be required to participate in the final review and decision-making process.

The SON shall be reviewed periodically at the call of faculty or every three years. The five-year planning process shall provide an annual review of the basic SON; the periodic review should focus upon broader questions of SON direction. Faculty participation is expected, as in the preceding paragraph.

**12. Revision Implementation:** The revision of bylaws shall be implemented upon adoption.

**13. Date of Adoption/Revisions:** December 16, 1997  
November 5, 2001  
January 2007  
October 1, 2009  
May 6, 2010-Revisions  
May 27, 2011- Revisions  
June 12, 2012-Final Revisions  
July 5, 2012-Adopted  
May 30, 2014- Revisions  
September 11, 2014 - Adopted  
February 18, 2016 - Revisions  
March 3, 2016 -Adopted  
October 23, 2020 – Revisions  
October 28, 2020 – Adopted  
February 17, 2021 – Revisions



March 15, 2021 – Adopted  
April 11, 2023 – Revisions  
April 14, 2023 – Adopted

NOTE: Updated as a SON of Nursing without content changes 07/11/16

**APPENDIX I  
SCHOOL OF NURSING  
TENURE PROMOTION CRITERIA**

UWF has adopted a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. There are three performance categories: teaching; scholarship and creative projects; and service. These performance assessment criteria form the basis for promotion and tenure decisions.

While nursing faculty hold academic appointments at UWF, they are required to engage in extensive clinical and continuing education activities which are integrated below in the promotion and tenure criteria for nurses. These responsibilities are dictated not only by accreditation agencies but by licensing agencies at the state level. These factors must be considered when evaluating nursing faculty.

The following criteria categories will be used in evaluating faculty quality of performance:

- **Poor:** Unacceptable level of performance. Major areas of weakness require remediation.
- **Fair:** Overall performance includes some strengths, but one or more major weaknesses exist.
- **Good:** Moderate progress toward long-term professional goals, but one or more minor weaknesses exist.
- **Excellent:** Meets SON standards for professional performance. No areas of weakness exist.
- **Distinguished:** Exceeds SON standards for professional performance. Exceeds the standards for excellence in quality, quantity or both.

The performance levels are expected as an average throughout the decision period.

**1. Criteria**

It is expected that all faculty will conduct themselves in accordance with the policies outlined in UWF Professional Standards and the UFF Collective Bargaining Agreement. Criteria evaluating teaching, scholarly and creative activity, and service include, but are not limited to, the following: (The order of the listing does not reflect relative importance.)

**Table 1. University Criteria for Tenure and Promotion Decisions**

	<i>For a favorable personnel decision the weight of evidence must show sustained performance at these levels</i>		
<b>Personnel Decision</b>	<b>Teaching</b>	<b>Scholarship and Creative Projects</b>	<b>Service</b>
<i>Tenure</i>	<b>Excellent</b>	At least <b>Excellent</b> in one category and at least <b>Good</b> in the other category	At least <b>Excellent</b> in one category and at least <b>Good</b> in the other category
<i>Promotion to associate</i>	<b>Excellent</b>	<b>Excellent</b>	<b>Excellent</b>
<i>Promotion to professor</i>	<b>Distinguished</b> in at least one category and at least excellent in the other two categories		

### **1.1. Teaching**

For tenure and promotion, a record of excellent teaching is required.

### **1.2. Scholarly and Creative Activity**

Scholarly and creative activity pertinent in the discipline and profession of nursing must address four aspects of scholarship that are salient to academic nursing—**discovery, teaching, applications in clinical practice, and integration of ideas from nursing and other disciplines** (Boyer, 1990; AACN, 1999). Applications of clinical expertise are essential to nursing as a practice discipline.

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that meet the following criteria:

- 1) is significant to the profession
- 2) is creative
- 3) can be documented
- 4) can be replicated or elaborated
- 5) can be peer-reviewed through various methods.

The definition is applied to the following standards that describe scholarship in nursing (Boyer, 1990; [Defining Scholarship in Academic Nursing](#); AACN, 2018). See annual reviews for more specific details.

### **1.3. Service**

## **2. SON Criteria for Evaluation**

The criteria categories Poor, Fair, Good, Excellent, and Distinguished will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

### **2.1. Teaching**

In this performance area, the ratings in the first three performance categories (Poor, Fair, Good) do not facilitate favorable tenure and promotion decisions.

#### **2.1.1. Poor**

This performance level demonstrates serious problems in attaining success in the teaching role as reflected either by (1) a combination of many negative indicators, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below the SON standards of excellence.

*Indicators:*

- Student evaluations document consistent and substantive problems (ratings well below the SON average).
- Syllabi fail to establish clear and relevant expectations.
- Assessment practices are inadequate to support student learning and SON needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair).

- Goals and course content reflect no continuous improvement efforts; no assistance rendered for SON assessment plan.
- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax; routinely poor preparation; disengaging, chaotic, or hostile classroom environment).
- Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping office hours, showing favoritism).
- Consistent and very negative ratings in advising, mentoring, and supervision of students' scholarly or creative activities.
- Special teaching assignments (e.g., honors, capstone) avoided or poorly executed.
- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights.
- Avoids teaching developmental experiences.

*Implication:* Requires major remedial work.

### **2.1.2. Fair**

Demonstrates some positive teaching outcomes but produces major areas for concern that have a moderately negative impact on students and their learning typically as reflected by a combination of several of the indicators below. In general, teaching performance is moderately below the SON standards of excellence.

*Indicators:*

- Student evaluations document areas of moderate concern.
- Syllabi need to provide clearer and more appropriate expectations.
- Assessment practices show some difficulty in supporting student learning and meeting SON needs.
- Goals and course content reflect limited continuous improvement effort.
- Some pedagogical practices need attention.
- Some student support practices need improvement.
- Advising, mentoring, and student supervision practices need improvement.
- Special teaching assignments (e.g., honors, capstone) could be executed with greater competence.
- Occasional challenges related to academic integrity, including disrespect for students and their rights.
- Does not typically participate in teaching development activity.

*Implication:* Some remediation is necessary. Change will need to be substantial to qualify for tenure and promotion.

### **2.1.3. Good**

Demonstrates overall teaching effectiveness but produces some minor areas for concern, typically reflected by some combination of the indicators listed below. In general, teaching performance is moderately below the SON standards of excellence.

*Indicators:*

- Student evaluations document adequate impact on learning.

- Syllabi provide reasonably clear and appropriate expectations.
- Assessment practices support student learning and contribute to SON needs.
- Goals and course content give evidence of continuous improvement effort.
- Majority of pedagogical practices are appropriate and effective.
- Majority of student support practices are appropriate and effective.
- Advising, mentoring, and student supervision practices are appropriate and effective.
- Special teaching assignments (e.g., honors, capstone) executed with reasonable skill.
- Maintains appropriate standards of academic integrity, including respect for students and their rights.
- Participates in teaching development activities when directed to do so.

*Implication:* Performance at this level suggests positive potential but does not justify tenure or promotion.

#### **2.1.4. Excellent**

Demonstrates consistently high quality teaching with positive outcomes for students as reflected by the indicators below. In general, performance at this level meets all SON standards of excellence.

*Indicators:*

- Student evaluations document consistently positive impact on learning as indicated on the Student Assessment of Instruction.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.
- Assessment practices enhance student learning and contribute to SON needs.
- Goals and course content routinely provide evidence of continuous improvement effort.
- Pedagogical practices facilitate optimal learning conditions.
- Student support practices facilitate optimal student development.
- Mentoring of capstone and honors projects.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.
- Participates voluntarily in professional development activities to improve teaching quality and flexibility.

*Implication:* Performance average at this level over the period of employment at UWF justifies favorable tenure and promotion decisions.

#### **2.1.5. Distinguished**

Demonstrates unusually high degree of quality in teaching as shown by the following indicators that build upon indicators for excellence. In general, performance at this level exceeds SON standards of excellence.

*Indicators:*

- Numerical student evaluation data document clear statistical exceptionality as indicated by the vast majority of the ratings cluster at the high end of the scale on the Student Assessment of Instruction.
- Narrative statements emphasize powerful impact on learner or transformative

- learning experiences.
- Teaching awards honor high caliber of performance.
- Leadership evident in the promotion of high quality teaching and curriculum development in the SON.
- Program advisor

*Implication:* Performance average at this level over the last five years of employment at UWF easily justifies favorable tenure and promotion decisions.

## **2.2. Scholarship and Creative Projects**

SON standard for scholarship and creative projects is any combination of two indicators from the Good performance category per year. In this performance area, the ratings in the first two performance categories (Poor, Fair) do not facilitate favorable tenure decisions, and the ratings in the first three performance categories (Poor, Fair, Good) do not facilitate favorable promotion decisions.

### **2.2.1. Poor**

Demonstrates serious problems in developing scholarship and creative projects as reflected by the indicators below. In general, scholarly and creative production is well below the SON standards of excellence.

*Indicators:*

- Minimal pursuit of scholarly and creative projects.
- Avoidance of professional organization involvement that could help disseminate or display faculty work.
- Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training).
- Avoidance of grant exploration or pursuit.
- Ethical regulations violated regarding scholarly production.
- Poor time management strategies handicap work output.

*Implication:* Major remedial work is required. Scholarship and creative projects mentors should be considered.

### **2.2.2. Fair**

Demonstrates only minor tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are moderately below the SON standards of excellence.

*Indicators:*

- Evidence of some completion of beginning stages of scholarly process (e.g., data collection, manuscript outline, creative project plan).
- Exploration of possible scholarly collaboration or resource network to help with specific plans.
- Professional organizations identified that will support scholarly and creative goals.
- Appropriate professional educational opportunities (e.g., licensure, technology training, and special educational opportunities) identified.
- Sources of external support for scholarship or creative activities agenda identified.

- Judgment about ethical standards for scholarly production may be problematic at times.
- Questionable time management strategies limit production.

*Implication:* No support for tenure or promotion but shows future productivity promise.

### **2.2.3. Good**

Demonstrates moderate tangible progress in scholarship or creative activity agenda as shown by the indicators below (any combination of two indicators per year), but work falls moderately below SON standard of excellence in quality and quantity.

*Indicators:*

- Publications (Referred)
  - Journals: accepted, published (in press, online, in print)
  - Books as author: accepted, published (in press, online, in print)
  - Books as editor: accepted, published (in press, online, in print)
  - Chapters in book: accepted, published (in press, online, in print)
  - Proceedings full paper: accepted, published (in press, online, in print)
- Publications (Non-referred)
  - Books as author: accepted, published (in press, online, in print)
  - Books as editor: accepted, published (in press, online, in print)
  - Chapters in book: accepted, published (in press, online, in print)
  - Proceedings full paper: accepted, published (in press, online, in print)
- Meeting/conference presentations: international, national, regional, local
- External grants/contracts
  - Federal: submitted, new awards, continuing
  - State: submitted, new awards, continuing
  - Local: submitted, new awards, continuing
  - Private: submitted, new awards, continuing
- Internal grants/contracts: submitted, new awards, continuing
- Other activities
  - Abstracts: accepted, published (in press, online, in print)
  - Patents on products related to field of study: filed, awarded
  - Consulting projects in area related to field of study
  - Workshops attended related to field of study
  - Technical reports: submitted, accepted, published (in press, online, in print)
  - Maintenance of professional licensure
- Preparation of accreditation documents (self-study, continuous improvement progress report)
- Editor and/or reviewer for journal, grants, and publishing houses

*Implication for Tenure and Promotion:* Scholarly performance at this level can contribute to a favorable tenure decision but will not qualify a candidate for successful promotion. Candidates should understand these expectations represent minimum thresholds for endorsement. Additional

contributions make more persuasive cases.

#### **2.2.4. Excellent**

Demonstrates satisfactory execution of scholarship or creative activity agenda well suited to regional comprehensive university context as shown by the indicators below. In general, scholarly and creative projects exceed the SON standard (any combination of two Good indicators as listed below per year) for excellence in both quality and quantity.

*Indicators:*

- Publications (Referred)
  - Journals: accepted, published (in press, online, in print)
  - Books as author: accepted, published (in press, online, in print)
  - Books as editor: accepted, published (in press, online, in print)
  - Chapters in book: accepted, published (in press, online, in print)
  - Proceedings full paper: accepted, published (in press, online, in print)
- Publications (Non-referred)
  - Books as author: accepted, published (in press, online, in print)
  - Books as editor: accepted, published (in press, online, in print)
  - Chapters in book: accepted, published (in press, online, in print)
  - Proceedings full paper: accepted, published (in press, online, in print)
- Meeting/conference presentations: international, national, regional, local
- External grants/contracts
  - Federal: submitted, new awards, continuing
  - State: submitted, new awards, continuing
  - Local: submitted, new awards, continuing
  - Private: submitted, new awards, continuing
- Internal grants/contracts: submitted, new awards, continuing
- Other activities
  - Abstracts: accepted, published (in press, online, in print)
  - Patents on products related to field of study: filed, awarded
  - Consulting projects in area related to field of study
  - Workshops attended related to field of study
  - Technical reports: submitted, accepted, published (in press, online, in print)
  - Maintenance of professional licensure
- Preparation of accreditation documents (self-study, continuous improvement progress report)
- Editor and/or reviewer for journal, grants, and publishing houses

*Implication for Tenure and Promotion:* Performance at this level facilitates favorable promotion/tenure decisions. For candidates going up for promotion after the completion of five years of service, the expectation at the time promotion would be a minimum of three or more (any combination) of the above indicators per year. Candidates should understand these expectations represent minimum thresholds for endorsement. Additional contributions make



more persuasive cases.

### **2.2.5. Distinguished**

Demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the indicators below that build upon the indicators for excellence. In general, this performance exceeds SON standard (any combination of two Good indicators as listed below) for excellence in both quality and quantity.

*Indicators:*

- Publications (Referred)
  - Journals: accepted, published (in press, online, in print)
  - Books as author: accepted, published (in press, online, in print)
  - Books as editor: accepted, published (in press, online, in print)
  - Chapters in book: accepted, published (in press, online, in print)
  - Proceedings full paper: accepted, published (in press, online, in print)
- Publications (Non-referred)
  - Books as author: accepted, published (in press, online, in print)
  - Books as editor: accepted, published (in press, online, in print)
  - Chapters in book: accepted, published (in press, online, in print)
  - Proceedings full paper: accepted, published (in press, online, in print)
- Meeting/conference presentations: international, national, regional, local
- External grants/contracts
  - Federal: submitted, new awards, continuing
  - State: submitted, new awards, continuing
  - Local: submitted, new awards, continuing
  - Private: submitted, new awards, continuing
- Internal grants/contracts: submitted, new awards, continuing
- Other activities
  - Abstracts: accepted, published (in press, online, in print)
  - Patents on products related to field of study: filed, awarded
  - Consulting projects in area related to field of study
  - Workshops attended related to field of study
  - Technical reports: submitted, accepted, published (in press, online, in print)
  - Maintenance of professional licensure
- Preparation of accreditation documents (self-study, continuous improvement progress report)
- Editor and/or reviewer for journal, grants, and publishing houses

*Implication for Tenure and Promotion:* Performance at this level easily facilitates favorable tenure and promotion decisions. For candidates going up for promotion to full professor, scholarship is an area that can produce distinguished ratings. In general, this performance far exceeds SON standard (any combination of two Good indicators per year for excellence in both quality and quantity).

### **2.3. Service**

In this performance area, the ratings in the first two performance categories (Poor, Fair) do not facilitate favorable tenure decisions. The ratings in the first two performance categories (Poor, Fair) do not facilitate favorable promotion decisions to Associate Professor, and the ratings in the first three performance categories (Poor, Fair, Good) do not facilitate favorable promotion decisions to Professor.

#### **2.3.1. Poor**

Demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is well below the SON standards for excellence.

*Indicators:*

- Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization.
- Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs).
- Community service, if any, does not in any way provide synergy between the faculty member's area of expertise and the service functions, for example, serving as the director of a local church choir.

*Implication:* Remedial work is required; may include recommendation to find a context that is a better match to the individual's service values than the substantial service needs relevant to the regional comprehensive context. No support for tenure or promotion.

#### **2.3.2. Fair**

Demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is moderately below SON standards for excellence.

*Indicators:*

- Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation).
- Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness.
- Community service, if applicable, provides limited, tangential synergy between the faculty member's area of expertise and service functions.

*Implication:* No support for tenure/promotion.

#### **2.3.3. Good**

Demonstrates major tangible progress in relevant service contributions as shown by the indicators below. In general, service is somewhat below SON standards for excellence.

*Indicators:*

- Participates effectively in at least 5 of the service activities listed in section 1.3 of this appendix.

- Selection of service activity expresses understanding of faculty service role in regional comprehensive university.
- Usually participates actively and constructively in service activity.
- Usually effective in service as citizen of SON.
- Balance across service obligations may be a struggle.
- Community service, if applicable, provides reasonable synergy between the faculty member's area of expertise and the service functions.

*Implication:* Acceptable performance early in career as potential is demonstrated but expectation is that service excellence is the standard that produces positive personnel decisions.

#### **2.3.4. Excellent**

Demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet the SON standards for excellence.

*Indicators:*

- Participates effectively in at least 6 of the service activities listed in section 1.3 of this appendix
- Scope and effort level meet SON standards.
- Colleagues view contributions to SON as effective.
- Service agenda well suited to regional comprehensive university mission.
- Service contributions represent strategic decisions that balance demands from the discipline, SON, campus, and community.
- Community service provides excellent synergy between the faculty member's area of expertise and the service functions. For example, serving as a judge in a science competition.

*Implication:* Performance at this level qualifies for favorable promotion/tenure decisions.

#### **2.3.5. Distinguished**

Demonstrates high degree of skill in service contributions as shown by the indicators below that build upon indicators for excellence. In general, service contributions exceed the SON standards for excellence.

*Indicators:*

- Participates effectively in at least 10 of the service activities listed in section 1.3 of this appendix
- Leadership demonstrated in targeted arenas of service (e.g., holds elected office; collaborates skillfully and innovatively).
- Problems solved proactively through vigorous contributions.
- Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions.
- Community service provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions.

*Implication:* Performance easily qualifies for favorable tenure

**APPENDIX II  
SON OF NURSING  
CLINICAL TRACK PROMOTION CRITERIA**

UWF has adopted a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. There are two performance categories: teaching and service. These performance assessment criteria form the basis for promotion decisions.

While nursing faculty hold academic appointments at UWF, they are required to engage in extensive clinical and continuing education activities which are integrated below in the promotion criteria for nurses. These responsibilities are dictated not only by accreditation agencies but by licensing agencies at the state level. These factors must be considered when evaluating nursing faculty.

The following criteria categories will be used in evaluating faculty quality of performance:

- **Poor:** Unacceptable level of performance. Major areas of weakness require remediation.
- **Fair:** Overall performance includes some strengths, but one or more major weaknesses exist.
- **Good:** Moderate progress toward long-term professional goals, but one or more minor weaknesses exist.
- **Excellent:** Meets SON standards for professional performance. No areas of weakness exist.
- **Distinguished:** Exceeds SON standards for professional performance. Exceeds the standards for excellence in quality, quantity or both.

The performance levels are expected as an average throughout the decision period.

### 3. Criteria

It is expected that all faculty will conduct themselves in accordance with the policies outlined in UWF Professional Standards and the UFF Collective Bargaining Agreement. Criteria evaluating teaching and service include, but are not limited to, the following: (The order of the listing does not reflect relative importance.)

**Table 2. University Criteria for Clinical Promotion Decisions**

	<i>For a favorable personnel decision the weight of evidence must show sustained performance at these levels</i>		
<b>Personnel Decision</b>	<b>Teaching</b>	<b>Scholarship and Creative Projects</b>	<b>Service</b>
<i>Promotion to clinical associate</i>	<b>Excellent</b>	<b>Not Required</b>	<b>Excellent</b>
<i>Promotion to clinical professor</i>	<b>Distinguished</b> in at least one category and at least excellent in the other category		

### **3.1. Teaching**

For promotion, a record of excellent teaching is required.

## **4. SON Criteria for Evaluation**

The criteria categories Poor, Fair, Good, Excellent, and Distinguished will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

### **4.1. Teaching**

In this performance area, the ratings in the first three performance categories (Poor, Fair, Good) do not facilitate favorable tenure and promotion decisions.

#### **4.1.1. Poor**

This performance level demonstrates serious problems in attaining success in the teaching role as reflected either by (1) a combination of many negative indicators, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below the SON standards of excellence.

*Indicators:*

- Student evaluations document consistent and substantive problems (ratings well below the SON average).
- Syllabi fail to establish clear and relevant expectations.
- Assessment practices are inadequate to support student learning and SON needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair).
- Goals and course content reflect no continuous improvement efforts; no assistance rendered for SON assessment plan.
- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax; routinely poor preparation; disengaging, chaotic, or hostile classroom environment).
- Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping office hours, showing favoritism).
- Consistent and very negative ratings in advising, mentoring, and supervision of students' scholarly or creative activities.
- Special teaching assignments (e.g., honors, capstone) avoided or poorly executed.
- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights.
- Avoids teaching developmental experiences.

*Implication:* Requires major remedial work.

#### **4.1.2. Fair**

Demonstrates some positive teaching outcomes but produces major areas for concern that have a moderately negative impact on students and their learning typically as reflected by a combination of several of the indicators below. In general, teaching performance is moderately below the SON standards of excellence.

*Indicators:*

- Student evaluations document areas of moderate concern.
- Syllabi need to provide clearer and more appropriate expectations.
- Assessment practices show some difficulty in supporting student learning and meeting SON needs.
- Goals and course content reflect limited continuous improvement effort.
- Some pedagogical practices need attention.
- Some student support practices need improvement.
- Advising, mentoring, and student supervision practices need improvement.
- Special teaching assignments (e.g., honors, capstone) could be executed with greater competence.
- Occasional challenges related to academic integrity, including disrespect for students and their rights.
- Does not typically participate in teaching development activity.

*Implication:* Some remediation is necessary. Change will need to be substantial to qualify for tenure and promotion.

#### **4.1.3. Good**

Demonstrates overall teaching effectiveness but produces some minor areas for concern, typically reflected by some combination of the indicators listed below. In general, teaching performance is moderately below the SON standards of excellence.

*Indicators:*

- Student evaluations document adequate impact on learning.
- Syllabi provide reasonably clear and appropriate expectations.
- Assessment practices support student learning and contribute to SON needs.
- Goals and course content give evidence of continuous improvement effort.
- Majority of pedagogical practices are appropriate and effective.
- Majority of student support practices are appropriate and effective.
- Advising, mentoring, and student supervision practices are appropriate and effective.
- Special teaching assignments (e.g., honors, capstone) executed with reasonable skill.
- Maintains appropriate standards of academic integrity, including respect for students and their rights.
- Participates in teaching development activities when directed to do so.

*Implication:* Performance at this level suggests positive potential but does not justify tenure or promotion.

#### **4.1.4. Excellent**

Demonstrates consistently high quality teaching with positive outcomes for students as reflected by the indicators below. In general, performance at this level meets all SON standards of excellence.

*Indicators:*

- Student evaluations document consistently positive impact on learning as indicated on the Student Assessment of Instruction.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.
- Assessment practices enhance student learning and contribute to SON needs.
- Goals and course content routinely provide evidence of continuous improvement effort.
- Pedagogical practices facilitate optimal learning conditions.
- Student support practices facilitate optimal student development.
- Mentoring of capstone and honors projects.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.
- Participates voluntarily in professional development activities to improve teaching quality and flexibility.

*Implication:* Performance average at this level over the period of employment at UWF justifies favorable tenure and promotion decisions.

#### **4.1.5. Distinguished**

Demonstrates unusually high degree of quality in teaching as shown by the following indicators that build upon indicators for excellence. In general, performance at this level exceeds SON standards of excellence.

*Indicators:*

- Numerical student evaluation data document clear statistical exceptionality as indicated by the vast majority of the ratings cluster at the high end of the scale on the Student Assessment of Instruction.
- Narrative statements emphasize powerful impact on learner or transformative learning experiences.
- Teaching awards honor high caliber of performance.
- Leadership evident in the promotion of high quality teaching and curriculum development in the SON.
- Program advisor

*Implication:* Performance average at this level over the last five years of employment at UWF easily justifies favorable promotion decisions.

## **4.2. Service**

In this performance area, the ratings in the first two performance categories (Poor, Fair) do not facilitate favorable promotion decisions. The ratings in the first two performance categories (Poor, Fair) do not facilitate favorable promotion decisions to Clinical Associate Professor, and the ratings in the first three performance categories (Poor, Fair, Good) do not facilitate favorable promotion decisions to Clinical Professor.

### **4.2.1. Poor**

Demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is well below the SON standards for excellence.

*Indicators:*

- Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization.
- Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs).
- Community service, if any, does not in any way provide synergy between the faculty member's area of expertise and the service functions, for example, serving as the director of a local church choir.

*Implication:* Remedial work is required; may include recommendation to find a context that is a better match to the individual's service values than the substantial service needs relevant to the regional comprehensive context. No support for promotion.

#### **4.2.2. Fair**

Demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is moderately below SON standards for excellence.

*Indicators:*

- Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation).
- Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness.
- Community service, if applicable, provides limited, tangential synergy between the faculty member's area of expertise and service functions.

*Implication:* No support for promotion.

#### **4.2.3. Good**

Demonstrates major tangible progress in relevant service contributions as shown by the indicators below. In general, service is somewhat below SON standards for excellence.

*Indicators:*

- Participates effectively in at least 5 of the service activities listed in section 1.3 of this appendix.
- Selection of service activity expresses understanding of faculty service role in regional comprehensive university.
- Usually participates actively and constructively in service activity.
- Usually effective in service as citizen of SON.
- Balance across service obligations may be a struggle.
- Community service, if applicable, provides reasonable synergy between the faculty member's area of expertise and the service functions.

*Implication:* Acceptable performance early in career as potential is demonstrated but expectation is that service excellence is the standard that produces positive personnel decisions.

#### **4.2.4. Excellent**

Demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet the SON standards for excellence.



*Indicators:*

- Participates effectively in at least 6 of the service activities listed in section 1.3 of this appendix
- Scope and effort level meet SON standards.
- Colleagues view contributions to SON as effective.
- Service agenda well suited to regional comprehensive university mission.
- Service contributions represent strategic decisions that balance demands from the discipline, SON, campus, and community.
- Community service provides excellent synergy between the faculty member's area of expertise and the service functions. For example, serving as a judge in a science competition.

*Implication:* Performance at this level qualifies for favorable promotion decision.

#### **4.2.5. Distinguished**

Demonstrates an unusually high degree of skill in service contributions as shown by the indicators below that build upon indicators for excellence. In general, service contributions exceed the SON standards for excellence.

*Indicators:*

- Participates effectively in at least 10 of the service activities listed in section 1.3 of this appendix
- Leadership demonstrated in targeted arenas of service (e.g., holds elected office; collaborates skillfully and innovatively).
- Problems solved proactively through vigorous contributions.
- Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions.
- Community service provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions.

*Implication:* Performance easily qualifies for favorable promotion.

**Appendix III  
SON OF NURSING  
TENURE PROMOTION CRITERIA BY RANK**

<b>Tenure Track</b>			
<b>CATEGORIES</b>	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>TEACHING</b>	1. Demonstrates collaborative relationships in course and curricular evaluation	1. Demonstrate collaborative work with colleagues in course implementation, curricular design and evaluation.	1. Demonstrates leadership in course, program design and evaluation.
	2. Demonstrated mastery of current and relevant literature into clinical, classroom, and online teaching.	2. Demonstrates creativity while incorporating relevant current literature in clinical, classroom, and online learning environments.	2. Synthesizes and incorporates diverse literature in classroom, clinical teaching and online learning environments.
	3. Utilizes a variety of teaching strategies effectively to develop critical thinking/analytic capacity of students.	3. Utilizes creative teaching strategies to develop critical thinking and analytic student.	3. Engages and motivates students to high levels critical thinking and analysis.
	4. Articulate a teaching philosophy.	4. Demonstrates reflection and evaluation of teaching philosophies.	4. Employs a variety of philosophies in diverse teaching/learning environments.
	5. Demonstrates responsibility in motivating students to accomplish course outcomes.	5. Evaluates course and program outcomes for effectiveness.	5. Provides leadership in designing appropriate programmatic outcomes.
	6. Demonstrates academic/career advising.	6. Mentoring of capstone projects, honors projects, independent studies.	6. Provides leadership of capstone projects, independent studies and/or research projects.
	7. Demonstrates satisfactory student learning outcomes.	7. Demonstrates consistent satisfactory student learning outcomes.	7. Demonstrates three years of consistent satisfactory student learning outcomes.

<b>SCHOLARLY AND CREATIVE ACTIVITIES</b>	1. Participates collaboratively to the body of literature by: submission, revision of a publication, production, publication of research, theory, case studies, technical applications, practice issues, or philosophical essays (minimum of 1 annually).	1. Independently and collaboratively contributes to body of literature by: submission of article or book chapter, revision of a publication, production, publication of research, theory, case studies, technical applications, practice issues, or philosophical essays (minimum of 1 annually).	1. Demonstrates a consistent record of independent and collaborative publications(at least 1/year).
	2. Engages in collaborative research or creative activity.	2. Conducts independent and collaborative research or creative activity.	2. Maintains a consistent and productive independent and collaborative research or creative activities.
	3. Participates collaboratively in presentations (poster or podium) as evidenced by a submission of 1 abstract per year, and/or; invited or refereed at a national, regional, state or local level.	3. Contributes independent and collaboratively to presentation (poster and/or podium) as evidenced by 1 submission of abstracts per year and/or, invited or refereed at a national, regional, or state level.	3. Leads in consistent research and creative activities at national or international levels as evidenced by submission of 1 abstract per year.
	4. Contributes to the planning and implementation of internal or external projects/grants related to clinical field for support of teaching, research, evidence-based projects, and or outreach activities.	4. Collaboratively, submits, plans, and implements internal or external projects/grants related to area of expertise for support of teaching, research, evidence-based initiatives and/or outreach projects.	4. Leads in mentoring, planning and implementing of internal or external projects/grants for support of teaching, research, and/or outreach activities.
	5. Contributes to the development of comprehensive program documents/reports such as accreditation.	5. Completes comprehensive program reports/consultations such as accreditation (invited or refereed).	5. Leads in refinement of comprehensive reports/consultations (invited or refereed) reports such as accreditation.
	6. Maintains professional certification.	6. Maintains professional certification or other specialty credentials	6. Maintains reputation of excellence in professional expertise in national, international professional organizations.

	7. Participates in the development of products, patents or license copyrights.	7. Collaborates and/or independently develops products, patents, license copyrights.	7. Leads in the planning and implementation of projects in support of products, patents, license copyrights.
<b>SERVICE</b>	1. Serves on a University or College Committee or	1. Demonstrates leadership within the	1. Leads the SON of Nursing or College task
	Task Force to promote the SON of Nursing.	University, College or SON committees or task forces.	force or University Committee.
	2. Actively participates in the majority of SON of Nursing organizational meetings and functions.	2. Demonstrates active participation in a majority of SON of Nursing organizational meetings, functions and the day-to-day tasks that assist the SON of Nursing in optimal operations.	2. Provides governance, leadership in the majority of SON of Nursing organizational meetings, functions, and the day-to-day task that assist the SON of Nursing in optimal operations.
	3. Provides service to professional organizations or within organizations to effect change in health care, nursing or education at the local or state levels.	3. Actively participates in professional organizations to effect change in health care, nursing or education at the state, regional and national levels.	3. Provides leadership in professional organizations, among peers, colleagues and students or within organizations to effect change in health care, nursing or education at the local, regional and national levels.
	4. Participates in outreach activities involving students that advance health care knowledge or improve the quality of life for diverse populations.	4. Collaborates in the planning, implementation and evaluation of innovative approaches to outreach activities involving students that advance health care knowledge or improve the quality of life for diverse populations.	4. Provides leadership in the planning, implementation and evaluation of innovative approaches to outreach activities that advance health care knowledge or improve the quality of life for diverse populations.
	5. Participates in the dissemination of the impact of outreach activities with presentations at the local or state level.	5. Contributes independently and collaboratively to the dissemination of the impact of outreach activities with presentations or publications at the regional, state or	5. Provides leadership and consultation in the dissemination of the impact of outreach activities with presentations or publications at the regional or national

		national level.	levels.
	6. Contributes to services related to recruitment and retention of students.	6. Contributes to the recruitment and retention of students and/or mentoring and assisting new faculty.	6. Leads in recruitment of students and faculty; mentors new faculty.

**Appendix IV  
SON OF NURSING  
CLINICAL PROMOTION CRITERIA BY  
RANK**

<b>Tenure Track</b>			
<b>CATEGORIES</b>	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>TEACHING</b>	1. Demonstrates collaborative relationships in course and curricular evaluation	1. Demonstrate collaborative work with colleagues in course implementation, curricular design and evaluation.	1. Demonstrates leadership in course, program design and evaluation.
	2. Demonstrated mastery of current and relevant literature into clinical, classroom, and online teaching.	2. Demonstrates creativity while incorporating relevant current literature in clinical, classroom, and online learning environments.	2. Synthesizes and incorporates diverse literature in classroom, clinical teaching and online learning environments.
	3. Utilizes a variety of teaching strategies effectively to develop critical thinking/analytic capacity of students.	3. Utilizes creative teaching strategies to develop critical thinking and analytic student.	3. Engages and motivates students to high levels critical thinking and analysis.
	4. Articulate a teaching philosophy.	4. Demonstrates reflection and evaluation of teaching philosophies.	4. Employs a variety of philosophies in diverse teaching/learning environments.
	5. Demonstrates responsibility in motivating students to accomplish course outcomes.	5. Evaluates course and program outcomes for effectiveness.	5. Provides leadership in designing appropriate programmatic outcomes.
	6. Demonstrates academic/career advising.	6. Mentoring of capstone projects, honors projects, independent studies.	6. Provides leadership of capstone projects, independent studies and/or research projects.
	7. Demonstrates satisfactory student learning outcomes.	7. Demonstrates consistent satisfactory student learning outcomes.	7. Demonstrates three years of consistent satisfactory student learning outcomes.

<b>SERVICE</b>	1. Serves on a University or College Committee or Task Force to promote the SON of Nursing.	1. Demonstrates leadership within the University, College or SON committees or task forces.	1. Leads the SON of Nursing or College task force or University Committee.
	2. Actively participates in the majority of SON of Nursing organizational meetings and functions.	2. Demonstrates active participation in a majority of SON of Nursing organizational meetings, functions and the day-to- day tasks that assist the SON of Nursing in optimal operations.	2. Provides governance, leadership in the majority of SON of Nursing organizational meetings, functions, and the day-to-day task that assist the SON of Nursing in optimal operations.
	3. Provides service to professional organizations or within organizations to effect change in health care, nursing or education at the local or state levels.	3. Actively participates in professional organizations to effect change in health care, nursing or education at the state, regional and national levels.	3. Provides leadership in professional organizations, among peers, colleagues and students or within organizations to effect change in health care, nursing or education at the local, regional and national levels.
	4. Participates in outreach activities involving students that advance health care knowledge or improve the quality of life for diverse populations.	4. Collaborates in the planning, implementation and evaluation of innovative approaches to outreach activities involving students that advance health care knowledge or improve the quality of life for diverse populations.	4. Provides leadership in the planning, implementation and evaluation of innovative approaches to outreach activities that advance health care knowledge or improve the quality of life for diverse populations.
	5. Participates in the dissemination of the impact of outreach activities with presentations at the local or state level.	5. Contributes independently and collaboratively to the dissemination of the impact of outreach activities with presentations or publications at the regional, state or national level.	5. Provides leadership and consultation in the dissemination of the impact of outreach activities with presentations or publications at the regional or national levels.

	6. Contributes to services related to recruitment and retention of students.	6. Contributes to the recruitment and retention of students and/or mentoring and assisting new faculty.	6. Leads in recruitment of students and faculty; mentors new faculty.
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