

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

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1. Name of Program

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

2. Mission and Vision

Section 1. Mission

To be a catalyst for excellence and innovation by delivering high-impact, competency-based educational experiences. In collaboration with clinical practice partners, we are committed to preparing nurses who can meet the evolving healthcare needs of all populations. Our aim is to cultivate nurses who excel at every level of practice, grounded in a commitment to excellence, integrity, fairness and compassionate care for all.

Section 2. Vision

As transformational leaders, we prepare future nurses in person-centered care, enhancing their knowledge, skills, and competencies to improve regional quality of life. Committed to excellence in clinical practice and lifelong learning, our competency-based approach equips graduates to be proficient, compassionate caregivers with strong clinical judgment, communication, and ethical decision-making. We foster an inclusive, collaborative environment that respects different perspectives and supports individualized learning needs. By addressing the broader factors that influence of health, we empower future nurse leaders to confidently meet society's evolving healthcare needs with confidence and compassion.

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 an Executive Director, Director(s) of Undergraduate and Graduate Program(s), 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 Executive Director. It is expected that the Executive Director will perform all responsibilities in the best interests of the SON by considering the wisdom and advice of faculty colleagues.

Section 2. Faculty Governance

- a. A shared governance model encourages all full-time faculty to participate in SON discussions and vote on non-personnel matters.
- b. 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 opinions on tenure decisions.
- c. If the SON has fewer than three tenured faculty 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.
- d. All actions shall be based on a majority vote.
- e. All recommendations shall be approved by faculty at the program level prior to implementation and by the Nursing Faculty Organization (NFO) if a programmatic decision cannot be reached.
- f. All program decisions will be reported to NFO.
- g. All committees shall follow the aforementioned shared governance model.

Section 3. SON Faculty Meetings

The Executive Director or designee serves as presiding officer at Nursing Faculty Organization (NFO) meetings. The NFO is comprised of all fulltime faculty.

The SON will hold NFO meetings only during the regular academic year as requested by the Executive 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, except for emergency meetings called by the Executive Director. All academic and student-related matters requiring SON action shall be discussed at the NFO meetings. During the summer, the Executive Director and faculty employed may make decisions and act on an emergency basis. These actions will be discussed at the next regularly scheduled Nursing Faculty Organization (NFO) meeting, to be adopted or rejected if necessary.

The agenda for each meeting will be distributed electronically two working days in advance, when practical. Any faculty member may request that an agenda item be added by giving notice to the Executive Director at least four days in advance of the meeting.

Minutes will be recorded by the administrative staff or designated faculty member and distributed to the faculty at least one week before the next NFO meeting. A simple majority

of eligible voting faculty members must approve the prior NFO minutes via electronic vote before the next NFO meeting.

For all NFO decisions a simple majority of the eligible voting faculty members shall constitute a quorum. The Executive Director votes only in case of a tie among the voting faculty. All voting will be made accessible to faculty. 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.

5. Committee Structure

Section 1. Membership

There shall be a minimum of three (3) faculty members for each committee assigned by the Executive Director based upon the School of Nursing needs. A Committee Chairperson will be determined by each committee or at the discretion of the Executive Director. Student or staff involvement in committees may be designated, as appropriate by the Executive Director, to a specific committee. The Executive Director shall serve as ex-officio member to all standing Committees.

Section 2. Committee Chairperson Expectations

The chairperson (or designee if unavailable) of a committee:

- a. Schedules, organizes, and presides over meetings.
- b. Establishes meeting times congruent with member availability
- c. Provides committee members with an agenda for each meeting 48 hours prior to each meeting
- d. Documents committee decisions and recommendations.
- e. Leads committee members in review of specified CCNE standards and other SON business as assigned.
- f. Submits committee reports to the program prior to program meetings
- g. Submits a committee summary report one week prior to the final NFO meeting of the academic year.
- h. Send meeting agendas 48 hours prior to each meeting
- i. Ensure meeting minutes are documented and filed per department protocol
- j. Meeting agendas should be sent 48 hours prior to each meeting and meeting minutes are recorded and filed.

Section 3. Ad Hoc Committees

The Executive Director establishes Ad Hoc committees as the need develops to carry out specific responsibilities (example: Search committee). The Executive Director assigns committee members and determines the purpose and function of ad hoc committees.

These committees are disbanded following completion of assigned duties and submission of a written report to the NFO. The Executive Director shall serve as an official member to Ad Hoc Committees.

6. School of Nursing Standing Committees

Section 1. Governance Committee

Purpose

To establish and maintain governance of the Nursing Program.

Functions

- a. Ensure the mission, goals, and expected program outcomes are congruent with those of the parent institution, reviewed periodically and revised as appropriate.
- b. Ensure the mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.
- c. Ensure the mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.
- d. Ensure academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes.
- e. Ensure the nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.
- f. Ensure policies are fair and equitable, published and accessible; and reviewed and revised as necessary to foster program improvement.
- g. Ensure the program defines and reviews formal complaints according to established policies.
- h. Ensure documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

Section 2. Program Effectiveness Committee

Purpose

To ensure the School of Nursing is demonstrating alignment with accreditation and program standards by evaluating comprehensive program data to foster ongoing program improvement.

Functions

- a. Develop, revise, and ensure implementation of the School of Nursing's Systematic Evaluation Plan.

- b. Ensure a system is in place to store evidence used to evaluate/analyze program effectiveness.
- c. Ensure program assessment methods are consistent with accreditation and program standards.
- d. Ensure data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.
- e. Ensure aggregate faculty outcomes demonstrate program effectiveness.
- f. Ensure aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.
- g. Ensure other program outcome data are used, as appropriate, to foster ongoing program improvement.

7. School of Nursing Program Committees

The following committees are established for the Undergraduate and Graduate programs. All actions taken by programs will be reported to the Nursing Faculty Organization (NFO) meeting.

Section 1. Curriculum Committee

Purpose

To maintain the integrity of the curriculum and improve the educational programs.

Functions

- a. Ensure the curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:
 - are congruent with the program's mission and goals;
 - are congruent with the roles for which the program is preparing its graduates; and
 - consider the needs of the program-identified community of interest
- b. Ensure curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).
- c. Ensure the curriculum is logically structured to achieve expected student outcomes.
- d. Ensure teaching-learning practices:
 - support the achievement of expected student outcomes
 - consider the needs and expectations of the identified community of interest
- e. Ensure the curriculum includes planned clinical practice experiences that:
 - enable students to integrate new knowledge and demonstrate attainment of program outcomes; and are evaluated by faculty.
- f. Ensure the curriculum includes planned experiences that prepare students to provide care to all individuals and populations.

- g. Ensure the curriculum includes planned experiences that foster interprofessional collaborative practice.
- h. Ensure individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes.
- i. Ensure evaluation policies and procedures for individual student performance are defined and consistently applied.
- j. Ensure the curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.
- k. Ensure Course Coordinator expectations are written and communicated to the faculty and are congruent with institutional expectations.

Section 2. Recruitment, Admission, Retention, and Progression Committee (RARP)

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.

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 a calendar for the admission/readmission process and submit to the program 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. Track and report program completion rates to the program, including a description of the formula used to calculate program completion rate.

Section 3 Student Affairs Committee

Purpose

To promote student participation in program governance.

Functions

- a. Promote student involvement in program governance.

- b. Facilitate student evaluation of academic support services.
- c. Identify opportunities to support student success.
- d. Promote student engagement in professional nursing activities.
- e. Plan for recognition of graduates.
- f. Participate in developing the selection criteria for student awards and scholarships.
- g. Participate in the selection of outstanding students as requested.

Section 4. Program Level Committees

Membership

Comprised of full-time faculty who primarily teach in the program and/or serve as a course coordinator for one or more courses in the program. The Program Director serves as the chairperson. Programs may be combined at the discretion of the Executive Director.

Purpose

To ensure faculty involvement in program governance to foster ongoing program improvement.

Functions

- a. Discuss and vote on matters regarding individual programs.
- b. Review and discuss how program completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.
- c. Review and discuss how other program outcome data are used, as appropriate, to foster ongoing program improvement.
- d. Document how program outcome data are used, as appropriate, to foster ongoing program improvement.

8. Academic Policies

Section 1. Advising

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 Executive 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 and within each [School of Nursing Program Handbook](#). Controversy over grading practices shall begin with the concerned parties. University grievance process will be followed in accordance with college and university policies.

9. 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 weaknesses provided by a search committee, the Executive Director makes a recommendation to the dean. The dean makes the formal offer of rank and salary to the successful applicant.

Section 2. Annual Work Assignments

The Annual Work Assignments shall be consistent with the current UWF-BOT/UWF 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.
- f. **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 Executive 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 Executive 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 Executive Director. The evaluation is based on the annual assignment letter written by the Executive Director and acknowledged by the faculty member. The assignment letter addresses teaching, research, and service. The Executive Director considers all materials submitted by the faculty member which include at minimum:

- A statement of accomplishments
- Student evaluations

The Executive Director and faculty member review and discuss the submitted material. The Executive Director writes the letter of evaluation with a rating of “exceeds expectations”, “meets expectations”, “does not meet expectations”, or “unsatisfactory” in each area being evaluated. An overall evaluation is also provided. A rating of “meets expectations” 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, clinical-track, and lecturer/instructor faculty.

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

Exceeds expectations: Exceeds SON standards for productivity in teaching, scholarly and creative projects, and service. This rating is based upon significant achievements beyond one’s expectation and is exceptional.

Meets expectations: Meets SON standards for productivity in teaching, scholarly and creative projects, and service.

Does not meet expectations: Does not meet SON standards for productivity in teaching, scholarly and creative projects, and service. Future improvements in efforts toward tenure and/or promotion are necessary.

Unsatisfactory: Performance in the areas of teaching, scholarly and creative projects, and service is absent or far below expectations.

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

Section 4. Merit Pay

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

- Executive 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.
- The Dean must identify when the mid-point review will transpire in the initial appointment letter. The Executive Director will be responsible for midpoint probationary review but the faculty member may choose whether or not to include it 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 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 Executive 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 to Professor can be initiated either by a faculty member or Executive Director.
- Promotion success is based on annual evaluations demonstrating quality in performance consistent for 3 years with the expected level of performance to which the person aspires.
- Unsuccessful promotion candidates should not immediately resubmit without substantial improvement. 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: 5 years at associate level with the final 3 of them at UWF is typical; early consideration allows review at 4 years for “exceptional cases.”
- Promotion to Associate: Suitability for early promotion depends on meeting or exceeding performance expectations for the preceding three-year period.

- All full-time faculty (except visiting faculty) are eligible to evaluate promotion candidates. If a specific evaluation is declined by a colleague, the Executive Director will note that decision.
- If the SON has fewer than three tenured people, three additional tenured faculty from within the UKCOH will serve as evaluators.

Meets expectations in teaching and scholarship as well as tangible evidence of service to the university, community, and profession justify the yearly reappointment of an assistant professor.

The University of West Florida adheres to Florida Board of Governors' Regulation 10.003, as well as Article 11 of the Collective Bargaining Agreement, in all matters related to post-tenure review.

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. 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 Executive 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

10. SON Resources

Section 1. Budgeting

Program Expense Budget: The program expense budget is determined by the Dean in consultation with the Executive Director. The Executive 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 Executive 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 Executive Director shall report periodically to the faculty on the state of the budget.

11. 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 Executive Director that will, based on SON needs, decide on feasibility of release time.

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 2023 – Revisions
April 2024 – Adopted
November 2024- Revisions
March 2025- Revisions
April 2026- Adopted

APPENDIX I: SCHOOL OF NURSING TENURE AND 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:

- **Exceeds expectations:** Exceeds SON standards for productivity in teaching, scholarly and creative projects, and service. This rating is based upon significant achievements beyond one's expectation and is exceptional.
- **Meets expectations:** Meets SON standards for productivity in teaching, scholarly and creative projects, and service.
- **Does not meet expectations:** Does not meet SON standards for productivity in teaching, scholarly and creative projects, and service. Future improvements in efforts toward tenure and/or promotion are necessary.
- **Unsatisfactory:** Performance in the areas of teaching, scholarly and creative projects, and service is absent or far below expectations.

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

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.)

University Criteria for Tenure and Promotion Decisions can be found here: [UWF Tenure, Promotion, and Evaluation Guidelines](#)

Teaching

Assistant to Associate Professor

For tenure and promotion, faculty are expected to have evidence of annual productivity in teaching at Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Associate to Professor

For promotion to Professor, faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements with indication of Level 1 Achievements. It is expected that the level of impact in teaching and the overall teaching practice of the faculty member will have evolved since tenure and promotion to Associate. This may be evidenced by improvements in course evaluation or engagement in more Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Post-Tenure Review

Faculty are expected to have a consistent level of achievement in multiple areas of Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Assistant Professor of Clinical Practice to Associate Professor of Clinical Practice

For promotion to Associate Professor of Clinical Practice faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements, with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Associate Professor of Clinical Practice to Professor of Clinical Practice

For promotion to Professor of Clinical Practice, faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements with indication of Level 1 Achievements. It is expected that the level of impact in teaching and the overall teaching practice of the faculty member will have evolved since being granted promotion to Associate Professor of Clinical Practice. This may be evidenced by improvements in course evaluation or engagement in Level 1 Achievement efforts. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Instructor to Senior Instructor (Lecturer to Senior Lecturer)

For promotion to Senior Instructor faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements. Level 1 and 3 Achievements can be added as additional evidence of teaching effectiveness.

Categorization of Teaching Efforts

Level 1 Achievements

Level 1 Achievements have a high impact on students or the SON and are considered significant achievements.

- New course designation as HIP
- CURE Fellowship
- Award for instructional excellence
- Leadership in the promotion of high-quality teaching and curriculum development in the SON
- Engages in directed study, thesis, or dissertation instruction
- Course QM Certification
- Course redesign with oversight by CTLT
- Course lead instructor or coordinator
- Peer review of instruction
- Authoring OER content
- External teaching award
- External grant funding to enhance instruction

Level 2 Achievements

Level 2 Achievements are impactful practices that are substantial achievements.

- Student feedback indicates a high percentage of elevated ratings and documents a positive impact on learning through emerged themes.
- Evidence of reflective teaching practice
- Evidence of continuous course improvement
- Well designed and engaging syllabi
- Evidence of creative instructional design
- Assessment data that documents student outcomes
- Invited guest lectures based upon expertise

- Participates voluntarily in professional development activities to improve teaching quality
- Mentoring of capstone or honors projects
- Participation in SON peer mentoring

Level 3 Achievements

Level 3 Achievements have a modest impact on students and the SON but provide additional support for tenure and/or promotion.

- Syllabi revisions
- Use of OERs in course(s)
- Revisions of assignments within a course to meet accreditation standards
- Assists other faculty in the SON with instruction (e.g. serving as a judge/panelist, course review and feedback, informal mentoring)

Scholarly and Creative Projects

Scholarly and creative projects pertinent to the discipline and profession of nursing must meet the parameters as outlined by AACN, [Defining Scholarship for Academic Nursing \(2018\)](#).

Assistant to Associate Professor

For tenure and promotion, faculty are expected to have evidence of annual productivity in scholarly and creative projects at Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of scholarly and creative projects.

Scholarly and creative productivity that would likely garner tenure and promotion would include two items from Level 1 Achievements or five items from Level 2 Achievements. Substantial productivity in Level 3 Achievements could be considered as further evidence toward tenure and promotion but not in substitution for higher impact activities.

Associate to Professor

For promotion to Professor, faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements with indication of Level 1 Achievements. It is expected that the level of impact in scholarly and creative projects of the faculty member will offer evidence of the prominence of their work. Level 3 Achievements can be added as additional evidence of scholarly and creative projects.

Scholarly and creative productivity that would likely garner promotion would include two items from Level 1 Achievements or five items from Level 2 Achievements. A combination of achievements from both Level 1 and Level 2 Achievements could be considered with greater weight given to Level 1 Achievements.

Post-Tenure Review

Since post-tenure review may occur at various career stages, faculty are expected to have a consistent level of achievement in areas of Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Scholarly and creative productivity that would likely garner “meets expectations” for post-tenure review would be one item from Level 1 Achievements and three items from Level 2 Achievements.

Categorization of Scholarly and Creative Projects

Level 1 Achievements

Level 1 Achievements are substantial projects that result in a major advancement of the research agenda of the faculty member. These achievements demonstrate an unusually high degree of skill in design and execution of scholarly and creative projects and exceed the standards of the SON.

- Author (significant contribution) of a book published in academic press
- Full patent issued or commercialization of intellectual property
- PI on a large competitive federal or national foundation grant
- Lead author of a peer-reviewed position stand from a national organization

Level 2 Achievements

Level 2 Achievements are shorter term projects but highly impactful. These works demonstrate tangible progress and build a linear research agenda over time with value placed on the quality of the scholarly and creative efforts.

- Peer reviewed journal articles published in recognized journals (non-predatory, reputable)
- Co-PI on funded competitive federal or large foundation grants
PI or Co-PI on industry sponsored research contract
- Peer reviewed conference proceeding paper
- Author/co-author of an edited disciplinary related book chapter
- Editor of a book published in Academic Press

- Technical reports that support research contract(s)
- Invited national and international podium presentations

Level 3 Achievements

Level 3 Achievements are smaller projects with a limited audience or impact. These achievements provide additional support for tenure and/or promotion.

- Regional conference presentation
- Invited scholarly presentations
- Citations of publications
- Internal grants
- Other peer evaluated, juried, or scholarly works that can contextualize the impact of scholarship

Service

Assistant to Associate Professor

For tenure and promotion, faculty are expected to have evidence of annual productivity in service at Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of service.

Associate to Professor

For promotion to Professor, faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements with indication of Level 1 Achievements. It is expected that the faculty member will have developed into a campus and/or community leader. Level 3 Achievements can be added as additional evidence of service.

Post-Tenure Review

Post-tenure review faculty are expected to provide evidence of annual achievements in multiple areas of Level 2 Achievements. Further evidence of Level 1 and Level 2 Achievements can be used to contextualize service impact.

Assistant Professor of Clinical Practice to Associate Professor of Clinical Practice

For promotion to Associate Professor of Clinical Practice faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements. Level 1 and Level 3 Achievements can be added as additional evidence of service contributions.

Associate Professor of Clinical Practice to Professor of Clinical Practice

For promotion to Professor of Clinical Practice, faculty are expected to have developed into a campus and/or community leader. The faculty member should have consistent areas of Level 2 Achievements as well as some Level 1 Achievements since the last promotion.

Instructor to Senior Instructor (Lecturer to Senior Lecturer)

For promotion to Senior Instructor faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements. Level 1 and 3 Achievements can be added as additional evidence of service contributions.

Categorization of Service Contributions

Level 1 Achievements

- Significant service contributions with considerable impact on the University, community, and nursing profession.
- Elected officer of regional or national organization
- Chair of University or College Committee
- Program Director or similar administrative role
- Chair of a major committee for a national, regional, or local organization
- Editor/reviewer for recognized journals, grants, and publishing houses
- Leadership on University committee(s)
- Leadership role for programmatic accreditation
- Governmental commission/military officer
- Student mentoring in external competition that leads to significant achievement

Level 2 Achievements

Service contributions at Level 2 provide value at the mid-level of an organization.

- Service on University, College, or SON committee(s)
- Elected officer of a local or regional organization
- Evidence of ongoing specialty clinical practice
- Engaging in the necessary business of the SON (i.e. NFO, voting, contributing to curriculum discussions, etc.)
- Member of a committee for a national, regional, or local organization

- Presentations provided to the healthcare and/or consumer community based upon nursing specialty expertise.
- Abstract reviewer for a major conference
- Editorial board member of recognized scholarly journal (i.e. non-predatory) Programmatic accreditation contributions (i.e. data analysis, writing)
- Ad Hoc reviewer for an academic journal
- Service on ad-hoc committees
- Advising student organizations
- Preparing students for external competitions
- Participation in campus recruitment events
- Engagement in peer mentoring activities
- Event planner/coordinator for local or regional event

Level 3 Achievements

Other service contributions to the University or community that provide additional support for tenure and/or promotion.

- Participation in one day service events
- Judge for a local event
- Session moderator at a conference
- Community volunteerism