



Roles, Scope, Criteria, Standards and Procedures
of the

College of Nursing

(Name of Department/School/College)

Effective Date: 7-1-19

APPROVALS

SIGNATURE

DATE

Sandra W. Kuntz

Sandra W. Kuntz

4/7/19

Department Faculty

Chair, Primary Review Committee

(varies depending on campus of RTP candidate) -----

Primary Administrative Reviewer

Department Head/Director

NA

Intermediate Review Committee

Chair, Intermediate Review Committee

Dean Sarah Shannon

Sarah Shannon

4/8/2019

Intermediate Administrative Reviewer

College Dean

NA

College Review Committee

Chair, College Review Committee

DAVID J SINGEL

David J Singel

4/16/19

University Retention, Tenure and Promotion

Chair, University Retention, Tenure and Promotion

R.L. Mokwa 4.16.19

Provost

R.L. Mokwa

Role and Scope Document

College of Nursing

Article I. Role and Scope of Unit

The mission of the College of Nursing (CON) is to enhance the health of the people of Montana, our nation, and the global community by providing leadership for professional nursing through excellence in education, research, practice, and service.

Accordingly, we:

- Inspire baccalaureate and graduate students, within a diverse, challenging, and engaging learning environment, to become leaders in the practice of professional nursing.
- Create an interactive environment in which faculty and students discover, learn, and integrate knowledge into nursing practice.
- Serve as leaders in nursing by generating, translating, and disseminating knowledge through research and scholarly activities.
- Promote health and wellness through professional practice, collaboration, consultation, civic engagement, education, and leadership.

Article II. Appointment and Advancement of Research Faculty

Not applicable

Article III. Annual Review Process

The tenure/tenure-track faculty member and the Campus Director annually review the faculty member's performance relative to the faculty member's assigned percentages of effort, current assigned responsibilities, and previous year's goals. The review assesses the faculty member's performance in each of the major areas of responsibility (teaching, scholarship, and service) over the preceding calendar year. The faculty member prepares materials for the annual review as an evolving dossier that adheres to the outline used in the formal review process for retention, tenure, and promotion (see 8.03). By dovetailing the annual review with the expectations of retention, tenure, and promotion, the candidate presents a well-developed plan for achieving the expectations of each career milestone. The faculty member and the Campus Director will meet in person and conduct the review no later than March 1st. The faculty member will update the scholarship data system (e.g. Activity Insight) in advance of the annual review meeting with the following information:

- (a) An annual self-evaluation narrative.
- (b) Contributions to teaching (student evaluations, course syllabi),
- (c) Contributions to scholarship and service.
- (d) Continuing education activities, licenses and certifications and all CON requirements.

The Campus Director rates the performance of the faculty member in each area of responsibility and calculates an overall rating for the faculty member's performance for the year, weighted by the assigned percentages of effort using the Annual Review form approved by the Provost. The faculty member will be given a copy or electronic access to the completed form.

The Campus Director negotiates with faculty in goal setting, career planning, and professional development. The Campus Director and the faculty member will develop goals and assignments for the next calendar year. The goals and assignments for individual members of the faculty will reflect needs and professional opportunities consistent with the CON strategic plan or articulated priorities.

Mentorship of tenure track faculty through the completion of the tenure review is a strategic priority of both the CON and MSU. Mentorship is required through the retention review conducted in the 3rd year of the TT faculty employment. Continued mentorship is recommended while the faculty member progresses in the tenure and promotion process. During the annual review, the Campus Director and the faculty member will assess the faculty member's satisfaction with both formal and informal mentors identified at the time of hire and will make changes as needed.

If the assigned percentages of effort are inconsistent with the faculty member's current activities and levels of performance, a revision of the assigned percentages of effort should be discussed and rationale for the revision indicated in writing. If a modification of the assigned percentages of effort is made it will be documented using the Faculty Assigned Percentages of Effort Update form from the Provost's Office. Mutual agreement between the Campus Director and faculty member must be reached before the change is made.

The annual review documents, including Campus Director reviews/ratings and applicable revisions of the assigned percentages of effort are provided to the faculty member and Dean. Copies of all annual reviews and the performance ratings of each faculty member are confidential and will be maintained in the faculty member's personnel file in the CON as outlined in the Faculty Personnel Files policy.

A faculty member may appeal the results of the annual review or an individual rating following the procedures specified in the Montana State University Faculty Handbook.

Article IV. Primary Review Committee and Administrator

Section 4.01 Primary Review Committee-Composition and Appointment

(a) Purpose

Nursing Formal Review Committee (NFRC) conducts all reviews for retention, tenure and promotion (RTP) of tenured/tenure track faculty within the CON and makes recommendations to the Dean.

(b) Membership

- i. Three tenured faculty members are elected by tenured and tenurable faculty.
- ii. Two tenured faculty are appointed by the Dean
- iii. At least one-half of the members will have attained the rank of professor.
- iv. The Dean's appointment reflects peer, academic balance, minority representation, and/or the specialty of the reviewee as appropriate.
- v. No member of the committee may participate in any aspect of her/his own review.
- vi. The chair is elected by NFRC committee members.

- (c) Terms of Office
 - i. Terms of office for elected faculty are 2 years and staggered unless otherwise indicated by the Dean.
 - ii. Terms of office for appointed faculty are 1 year.
 - iii. No faculty member will be elected for more than 2 consecutive terms
- (d) Vacancies
 - i. Vacancy of an elected or appointed member will be filled by special election (by tenured/tenure track faculty) or appointment by the Dean for completion of the unexpired term.
 - ii. If a member(s) cannot participate in a review for promotion or tenure, the Dean appoints a replacement so that committee membership totals 5 members for each review.
- (e) Duties
 - i. Prior to the review year, members should review the MSU Faculty Handbook section on RTP Rights and Responsibilities (sections 2-6) and attend required trainings. http://www.montana.edu/policy/faculty_handbook/reviews_rights_responsibilities.htm
 - ii. Conduct all reviews for retention, tenure, and promotion and make recommendations to the Dean.
 - iii. Review and update assigned policies and procedures.
 - iv. Inform reviewees of the policy and procedure regarding the review process for retention, tenure, and promotion.
 - v. Record minutes for each meeting.
 - vi. Maintain confidentiality of all deliberations and records of meetings.
 - vii. Complete charges assigned by the CON Faculty Organization President and Dean.
 - viii. Complete duties described in the Master Evaluation Plan (MEP).
 - ix. Prepare and submit an annual report to CON Faculty Organization President.
 - x. Assume responsibility for the transition of the committee from one academic year to the next.

Section 4.02 Primary Review Administrator

The Campus Director (Department Head) is the Primary Review Administrator. NFRC is responsible for management of RTP related activities. The Campus Director (Department Head) conducts an independent review of the candidate after the NFRC completes their review.

Section 4.03 Identification of Responsible Entities

- (a) Create the Primary Review Committee by assuring the election or appointment of members as described in 4.01. *(Dean)*
- (b) Select external reviewers and solicit review letters. *(NFRC)*
- (c) Select internal reviewers and solicit letters if internal reviews are a part of the unit's review process. *(NFRC)*
- (d) Assure the following materials are a part of the dossier *(Dean's Office by the Review Administrator)*
 - i. Internal and external reviewer letters; a short bio is required for external reviewers.
 - ii. Applicable Role and Scope document
 - iii. Letter of hire, any percentages of effort changes, all annual reviews, and all evaluation letters from prior retention, tenure, and promotion reviews at MSU.
 - iv. Candidate's teaching evaluations from the review period. If the evaluations are not in electronic format, the unit will provide evaluation summaries. Upon request by review

committees and review administrators, the unit will provide access to the original evaluations during the review.

- (e) Maintain copies of all review committee evaluation letters and external review letters after the review. (*Dean's Office by the Review Administrator*)

Section 4.04 Next Review Level

University Retention, Tenure, and Promotion Committee (URTPC)

Article V. Intermediate Review Committee and Administrator

Section 5.01 Intermediate Review Level—Composition and Appointment

Not applicable

Section 5.02 Intermediate Review Administrator

Dean of the College of Nursing is the Intermediate Review Administrator

Section 5.03 Level of Review after Intermediate Review Administrator

The Dean (Intermediate Review Administrator) assures the election and/or appointment of faculty representatives and alternates to URTPC by the deadline established by the provost. The representative serves a three (3) year term. Alternates serve on the URTPC if the elected or appointed member is unable to serve.

Article VI. Review Materials

Section 6.01 Materials Submitted by Candidate

Materials submitted in the dossier by the candidate must include:

- (a) The "Cover Sheet" obtained from the Provost's Office
- (b) A comprehensive curriculum vitae (CV) generated from the scholarship data system (e.g. Activity Insight) documenting the candidate's teaching, scholarship, and service.
- (c) A brief statement describing the candidate's area of scholarship (50 words)
- (d) A personal statement that summarizes the candidate's case for retention, tenure, or promotion (maximum 2500 words).
- (e) Separate self-evaluations for scholarship, teaching, service, and integration summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. Each self-evaluation will include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant review period.
- (f) Selected articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best represents the candidate's scholarship.
- (g) For tenure and promotion reviews, only scholarly products that have been accepted for publication, performance, or exhibition during the Review Period may be considered.
- (h) For each scholarly activity or product that involves collaboration, the candidate will briefly specify their contribution to the activity or product.

Dossier materials provided to external reviewers by NFRC include the following items:

- (a) Relevant MSU and CON promotion and tenure standards and the candidate's percentages of effort
- (b) The comprehensive CV generated from the scholarship data system (e.g. Activity Insight) documenting the candidate's teaching, scholarship, service.
- (c) The brief statement describing the candidate's area of scholarship (50 words)
- (d) A personal statement that summarizes the candidate's case for retention, tenure, or promotion (maximum 2500 words).

- (e) Separate self-evaluations for scholarship, teaching, service, and integration summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. Each self-evaluation will include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant review period.
- (f) The selected articles, publications, creative endeavors, and other evidence from the review period submitted by the candidate.

Section 6.02 Documentation of Collaborative Scholarly Contributions

Candidates are expected to establish **independent lines of scholarship**. For collaborative work, such as grants and publications, a candidate must document each listed collaborator's contributions to the scholarship. For example, "a manuscript published by J. Smith, T. O'Connor, and B. Black might indicate that Smith designed the study, O'Connor established the community-based participatory outreach in the community, and Black analyzed the data. All three authors participated equally in writing the manuscript."

- (a) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to scholarship or to writing for publication are appropriately acknowledged, such as in footnotes or in an introductory statement.
- (b) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's work. Faculty advisers discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.
- (c) The candidate is advised that outputs of collaboration with their undergraduate and graduate students and colleagues will be weighed more heavily than collaborations with their own doctoral committee or mentors.

Section 6.03 Peer Review Solicitation Procedure

In addition to its own internal review of a candidate's scholarship, the CON NFRC will use qualified individuals from outside the CON to evaluate the candidate's contributions for all tenure reviews and reviews for promotion to Associate Professor and Professor. MSU policy requires external reviews from at least four (4) respected authorities appropriate to the candidate's area of scholarship to provide an independent and objective evaluation of the candidate's scholarship. At least one half of the external reviewers should be persons other than the reviewers recommended by the candidate.

- (a) The candidate will submit to the CON NFRC three names of potential external reviewers, along with a description of their qualifications and their relationship, if any, to the candidate. These potential external reviewers should normally come from institutions with scholarship expectations similar to those of the CON, although candidates may include one or more potential reviewers from institutions with higher scholarship expectations than the CON.
- (b) The CON NFRC will develop its own list of potential external reviewers. These reviewers will normally come from institutions with scholarship expectations similar to those of the CON.
- (c) The CON NFRC will select at least one (but no more than two) of the reviewers on the candidate's list and two or three other reviewers from the list generated by the NFRC for a total of four reviewers. All reviewers must meet the following criteria:
 - i. No more than two reviewers can come from the candidate's list.
 - ii. All reviewers should be from different institutions.
 - iii. No reviewer may have a close personal relationship with the candidate (see the Faculty Handbook for specific and mandatory Conflict of Interest requirements, section 3).

- iv. All reviewers must be at the rank of Associate Professor or Professor.
 - v. The reviewers must be a respected authority and knowledgeable about the type of work being reviewed but not necessarily be leaders in the candidate's scholarship area.
 - vi. For a candidate seeking promotion to Professor, at least one reviewer must be nationally recognized in the candidate's area of expertise.
 - vii. Each reviewer will supply a current vita along with his or her external review.
- (d) The identities of all external reviewers will be kept confidential from the candidate and anyone not directly involved in the review process to the limits allowed by law.
 - (e) Reviewers will not be informed of the CON NFRC evaluation or final recommendation.
 - (f) If selected external reviewers fail to provide a letter, the CON NFRC will seek additional letters from external reviewers who meet the criteria in Section 6.03c. The Committee will notify the candidate in a timely manner of its decision to seek additional reviews and may request from the candidate a list of three additional reviewers. If the Committee seeks two or more additional reviews, at least one reviewer should come from the candidate's initial list of external reviewers or the candidate's list of additional reviewers.

Article VII. Applicable Role and Scope Documents

Section 7.01 Retention Review

Candidates for retention are reviewed under the standards and indicators in the Role and Scope documents in effect on the first day of employment in a tenurable position.

Section 7.02 Tenure and Promotion to Associate Professor Review

Candidates reviewed for tenure and promotion to Associate Professor are reviewed under the standards and indicators in the Role and Scope in effect on the first day of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope document by notifying the primary review committee (NFRC).

Section 7.03 Promotion to Professor Review

The faculty member will be reviewed using standards and indicators in the Role and Scope documents in effect two (2) years prior to the deadline for notification of intent to apply for promotion.

Article VIII. Retention Reviews

Section 8.01 Timing of Retention Review

Faculty are reviewed for retention in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy

http://www.montana.edu/policy/faculty_handbook/extending_tenure.html

Section 8.02 University Standard

The standards for the retention of probationary faculty members are:

- (a) Effectiveness in teaching, scholarship, and service during the review period, and
- (b) Integration of no less than two of the following during the review period: teaching, scholarship, and service, and

- (c) Satisfactory progress towards meeting the standards for tenure by the candidate's review year (see the Faculty Handbook for RTP definitions including the definition of integration http://www.montana.edu/policy/faculty_handbook/reviews_definitions.html)

Section 8.03 Performance Indicators and Weighting

Under the definitions in the Faculty Handbook, performance indicators are the categories of products and activities used to evaluate performance of the faculty undergoing review. For retention the indicators are as follows:

- (a) Teaching: The required indicators for teaching effectiveness include course materials (syllabi, assignments); results of student evaluations; and assessment of undergraduate and graduate advisement. See Section 9.03a and Appendix A for application examples for retention, tenure, and promotion.
- (b) Service: Performance indicators and weighting for retention review are consistent with those identified for tenure. See Section 9.03b and Appendix A.
- (c) Integration: Performance indicators and weighting for retention review are consistent with those identified for tenure. See Section 9.03c and Appendix A.
- (d) Scholarship: Performance indicators and weighting for retention review are consistent with those identified for tenure. See Section 9.03d and Appendix A.

Section 8.04 Quantitative and Qualitative Expectations

- (a) Teaching: Quantitative and qualitative expectations of teaching effectiveness for retention are consistent with those identified for tenure. See Section 9.04a and Appendix A.
- (b) Service: Quantitative and qualitative expectations for service effectiveness for retention are consistent with those identified for tenure. See Section 9.04b and Appendix A.
- (c) Integration: Quantitative and qualitative expectations for retention are consistent with those identified for tenure. See Section 9.04c and Appendix A.
- (d) Scholarship: Effectiveness in scholarship recognizes that candidates for retention are often novice scholars beginning the process of establishing an independent line of scholarship, a record of oral and written dissemination of scholarship, and a beginning record of proposal submission.
 - i. Quantitative Considerations: Candidates for retention shall have:
 - a. a clear plan for development of scholarly pursuits (e.g. generation of new knowledge or application of evidence to nursing practice)
 - b. work published in a peer-reviewed journal (at least annual publication[s]) and biennial (every other year) oral presentations.
 - c. competitive research/project proposals with potential for funding to support scientific pursuits or application of new knowledge to practice (funding/funding attempts at least twice during review period).
 - ii. Qualitative Considerations:
 - a. Discipline-based scholarship, pedagogical research, and contributions to practice are all valued. Activities subject to a rigorous review process, typically blind peer reviewed, are essential. Retention candidates are encouraged to focus on more heavily weighted forms of scholarship because a record consisting solely of non-peer-reviewed activity will not be sufficient for tenure. Scholarship will be evaluated based on both the influence and impact of individual works and the venues through which they are disseminated. Candidates are encouraged to consult with their mentor(s) regarding potential projects, anticipated work products, and target publication/dissemination outlets to strategize and focus on quality efforts.

- b. The College values substantive contributions to collaborative and cross-disciplinary work as well as solo-authored work. The candidate must provide descriptions that allow for evaluation of whether the candidate's specific contributions to collaborative work (multi-authored pieces) are substantive enough to earn credit as publications toward tenure.

Candidates are responsible for providing evidence regarding the quality of their scholarship. The College recognizes the potential trade off in quality of scholarship over quantity of products. Fewer publications of consistently high quality and/or publications in top journals are better than numerous publications in less rigorous outlets. Ultimately, NFRC will consider the evidence provided by the candidate and information collected by the NFRC to assess the quality and quantity of the candidate's scholarly contribution.

Section 8.05 Evidence of Performance Indicators

Candidates for retention will submit a dossier that provides indicators of performance that meet the standards for retention. The standards for the award of retention are effectiveness in scholarship, teaching, and service during the review period, and integration of no less than two of the following during the review period: teaching, scholarship, and service. Materials submitted in the dossier by the candidate must include:

- (a) The cover sheet obtained from the Provost's Office;
- (b) A comprehensive CV generated from the scholarship data system (e.g. Activity Insight) documenting scholarship, teaching, service, and integration activities of the candidate.

In addition to these materials, this section details the specific materials that should be provided as evidence that the candidate meets the performance standards.

- (a) Evidence of Effectiveness in Teaching: To meet the effectiveness standard, candidates should demonstrate that they structure course(s) thoughtfully to achieve course and College learning objectives, challenge students to perform at a high level, evaluate students based on the learning objectives, and engage in self-reflection of teaching/course outcomes. Required materials include the following:
 - i. A brief narrative (maximum 1000 words) that makes the case for effectiveness in teaching.
 - ii. Sample syllabi that include specific course learning objects that comply with the College's Master Resource Outline(s).
 - iii. A table summarizing all student evaluation scores from standardized University course evaluation forms during the review period.
 - iv. Complete student comments from standardized University course evaluation forms during the review period.
 - v. A summative review of all advising activities conducted during the review period (undergraduate and graduate).
- (b) Evidence of Effectiveness in Service: To meet the effectiveness standard for retention, candidates should show a record of service consistent with their status as junior faculty members. As evidence of effectiveness, candidates must provide a bulleted, dated list of service activities, organized by and clearly labeled with the type of service. See Appendix A for example indicators of service.
- (c) Evidence of Integration: Candidates should provide a bulleted, dated list of two of three components (see Appendix A for integration examples) and clearly label the type of integration demonstrated through each activity [i.e., (a) teaching and scholarship, (b) scholarship and service, (c) teaching and service, and/or (d) teaching, scholarship, and service]. Candidates may also provide a brief narrative (approximately 500 words) providing further explanation/justification of components of integration activities.
- (d) Evidence of Effectiveness in Scholarship: To meet the effectiveness standard for retention, candidates should have work nearing publication in a peer-reviewed journal and a pipeline of scholarship at various stages. Scholarly products that have been submitted or accepted within the

review period will be considered. To provide evidence of effectiveness in scholarship, candidates must provide:

- i. A statement (approximately 50 words) that identifies the candidate's area of scholarship;
- ii. A scholarship statement (approximately 1000 words) that describes the candidate's scholarship for the review committee. This scholarship statement should explain the candidate's focus and impact on the field.
- iii. A numbered table of all articles appearing in peer-reviewed publications during the review period.
 1. The table should be accompanied by a correspondingly numbered list describing the candidate's specific contribution(s) to each collaborative work listed (up to 50 words for each entry). For example: "All authors designed the project. The first author conducted the project. The first and second author analyzed the data. All authors participated equally in writing the manuscript."
 2. If applicable, the table may be accompanied by a correspondingly numbered list (up to 100 words for each entry) that provides additional support for non-traditional peer-reviewed publications listed in the table (e.g., alternative impact factors, acceptance rates, inclusion in textbook or course pack at another university, internal or extramural funding, reputation of published conference proceedings, etc.).
- iv. Evidence of multiple activities at various stages in a pipeline of scholarship might include:
 1. A table of conference presentations during the review period. The table must be accompanied by a correspondingly numbered list describing the candidate's specific contribution(s) to each collaborative work listed (up to 50 words for each entry).
 2. A table of grants submitted during the review period. The table must be accompanied by a correspondingly numbered list describing the candidate's specific contributions(s) to each collaborative work listed (up to 50 words for each entry).
- v. Candidates must also include selected scholarly products that best represent their scholarship. These products could include full-text articles, publications, creative endeavors, or other evidence. Per University requirements, candidates must include any scholarly products that have been accepted for publication, but not yet published or scholarly products published in a journal not readily available through University databases.

Section 8.06 Status of Scholarly Products

For the retention review, all scholarship submitted during the review period will be considered as evidence of scholarship and a pipeline.

Article IX. Tenure Review

Section 9.01 Timing of Tenure Review

Faculty are normally reviewed for tenure in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy http://www.montana.edu/policy/faculty_handbook/extending_tenure.html.

Section 9.02 University Standard

The University standards for the award of tenure are:

- (a) sustained effectiveness in teaching and service during the review period, and
- (b) integration of no less than two of the following during the review period: teaching, scholarship, and service, and
- (c) accomplishments in scholarship.

Section 9.03 Performance Indicators and Weighting

Under the definitions in the Faculty Handbook, performance indicators are the categories of products and activities used to evaluate performance of the faculty undergoing review. This section identifies potential forms of evidence (i.e., indicators) that candidates may provide to support their case. This list is neither exhaustive nor entirely mandatory; candidates may provide some of these forms of evidence and/or additional indicators of their performance. Required indicators are identified in Section 9.05 and Appendix A. This section serves as guide for candidates to understand the types of performance indicators that they might use to support their case and the weight (i.e., value) the NFRC places on various indicators.

(a) Teaching

- (i) Indicators for teaching include: course materials including syllabi and assignments and academic advising evaluations (required); results of formal student evaluation, appropriately documented and explained (required); results of requested peer or supervisor evaluation based on class visitations; mentoring, supervision of professional or scholarly projects (required); teaching awards; evidence of student success through a sequence of courses; summary of advisement activities for undergraduate or graduate students(required); other indicators proposed by the candidate.
- (ii) Indicators that demonstrate actual course practices that tie concretely to course and College learning goals are most highly valued by the College. The criteria for effective teaching are: structuring course(s) thoughtfully to achieve course and College learning goals, challenging students to perform at a high level, and self-reflection on teaching. In addition to the candidate's statement, the Committee will examine course materials and formal student evaluations, and to evaluate sustained effectiveness in teaching. Indicators that have the potential for selection bias or are not directly related to the criteria will not be given weight in the process. For example, candidate-selected individual student comments, thank you notes, and self-designed and administered evaluations of teaching will not be considered.

(b) Service

- (i) Indicators for service include: participation in the governance of the University at the College or University levels; contributing to College or University projects and programs; mentoring faculty colleagues; serving in leadership roles in professional organizations; serving as journal editor or referee of scholarly papers or proposals; applying professional expertise in public service activities; other indicators proposed by the candidate.
- (ii) All indicators of service are equally weighted and valued by the College.

(c) Integration: Indicators of integration include:

- (i) Integration of scholarship and teaching: inclusion of scholarship/creative products in the pedagogical tools of other instructors (e.g., a supplement for a textbook, an article included in syllabus); using data gathered or results of teaching methods in a published research paper or poster presentation; using personal scholarship to inform a module, topic or other specific content of courses; presentations of scholarship in classrooms activities of other instructors; presentation of teaching innovations at academic conferences; using student research assistants on personal research projects; supervising student research projects, including presentation of their work at conferences (e.g., MSU Undergraduate Research Celebration; co-authored work at national conference); other indicators proposed by the candidate.
- (ii) Integration of scholarship and service: using knowledge learned or data gathered from service activities in a research paper or conference presentation or poster; using personal scholarship to provide community or University service (for example, using results of research on the differential effects of nursing interventions based on service to a health care organization); use of service learning in a course that will result in scholarship activities; providing editor or reviewer expertise to a journal or conference; other indicators proposed by the candidate.
- (iii) Integration of teaching and service: incorporating knowledge learned from writing questions for national exams (NCLEX); using teaching innovations or methods or content to inform service

commitments, such as presenting class content to a professional organization as part of a training session; using teaching activities to analyze, support, and provide student consulting to nurses or health care organizations; other indicators proposed by the candidate.

- (iv) Integration of teaching, scholarship, and service: preparing teaching activities that are informed by scholarship and used in service such as teaching trauma-informed care techniques, exploring the effects of trauma-informed care on students, providing scholarship supervision for student programs, e.g., the McNair Scholars or the CO-OP program, which has both academic and social objectives; other indicators proposed by the candidate.
- (v) All indicators of integration are equally weighted and valued by the College.

(d) Scholarship

- (i) Indicators of scholarship include: publications in peer-reviewed journals (required); book publications; awards of extramural funding; conference proceedings; competitively submitted conference presentations; creation of impactful knowledge that serves local, national or international audiences; projects at various stages (i.e., a scholarship pipeline; required); other indicators proposed by the candidate.
- (ii) The CON values many forms of scholarship activity. Scholarship activities consist of contributions to discipline-based scholarship, pedagogical research, and contributions to practice. Discipline-based scholarship adds to the theory or knowledge base in the faculty member's area of expertise and includes basic research and applied scholarship that extends existing knowledge to practice areas. Pedagogical scholarship contributes to the academic community's understanding and application of teaching and learning theories and techniques. Contributions to practice interpret existing knowledge for a practitioner audience. Activities subject to a rigorous review process, typically blind peer reviewed, are essential. Articles published in journals that do not follow a rigorous review process will not be considered as indicators of scholarship by the NFRC. Non-peer-reviewed scholarly activities are also viewed as research activities, but a record consisting solely of non-peer-reviewed activity is not sufficient for tenure. Scholarship indicators that have been subjected to rigorous peer review processes are valued most highly by the College.

Section 9.04 Quantitative and Qualitative Expectations

When evaluating a dossier, NFRC will consider the circumstances particular to each candidate related to the focus of their scholarship. Ultimately, each activity will be judged for quality and impact.

(a) Teaching

- (i) Qualitative considerations: The CON has established and continues to cultivate a culture of high-quality teaching. Quality teaching is a key component of the mission of the CON. Effective instructors:
 1. Structure course(s) thoughtfully to achieve course and College learning objectives
 2. Challenge students to perform at a high level
 3. Reflect on teaching (innovations, refinements, etc.)

These qualitative criteria are intended to provide guidance so that the candidate and reviewers can focus on measures that indicate effective teaching and deemphasize criteria that have the potential for selection bias or are not responsive to the criteria for effective teaching.

(ii) Quantitative considerations: Quantitative indicators can provide insight into the quality of teaching. For example, a list of the number of courses taught at certain levels and student evaluations are required materials. The CON recognizes the forms of bias consistently documented in student evaluations of instruction. Though the results of standardized course evaluations are required materials, the Committee will consider overall trends in those results and the candidate's reflections/reactions to them in determining future course design rather than imposing a required average rating. Faculty evaluations for NRS 575 (professional project MN) and 675 (scholarly project, DNP) are included as quantitative indicators of graduate student projects.

(b) Service

- (i) Qualitative considerations: In keeping with the University's mission as a land grant institution, the College values outreach and public service activities that serve the

needs and interests of the CON, University, city, state, nation, and world communities. College faculty could participate in professional organizations, community groups, and College and University committees.

- (ii) Quantitative considerations: Candidates applying for tenure should show a record of service consistent with their rank as a faculty member.

(c) Integration

- (i) Qualitative considerations: Candidates can demonstrate integration through the combination of (a) teaching and scholarship, (b) scholarship and service, (c) teaching and service, and/or (d) teaching, scholarship, and service. All forms of integration are equally valued.
- (ii) Quantitative considerations: Candidates need only provide evidence of one type of integration to meet the requirements.

(d) Scholarship

- (i) Qualitative considerations:
 1. Discipline-based scholarship, pedagogical research, and contributions to practice are all valued. Activities subject to a rigorous review process, typically blind peer reviewed, are essential. Articles published in journals that do not follow a rigorous review process will not be considered as indicators of scholarship by the NFRC. Non-peer-reviewed research activities are viewed as scholarly activities, but a record consisting solely of non-peer-reviewed activity is not sufficient for tenure.
 2. Scholarship will be evaluated based on both the influence and impact of individual works and the venues through which they are disseminated. If there is any question about whether certain scholarship is of acceptable quality, the College encourages scholars to discuss potential projects, anticipated work product, and target publication/dissemination outlets with mentors before investing substantial time and effort in the work.
 3. Candidates are responsible for providing evidence regarding the quality and impact of their scholarship. The College values substantive contributions to collaborative and cross-disciplinary work as well as solo-authored work. The NFRC will refer to the candidate's descriptions to evaluate whether the candidate's specific contributions to collaborative work (multi-authored pieces) are substantive enough to earn credit as publications toward tenure. The College recognizes the potential trade off in quality of scholarship over quantity of products. Fewer publications of consistently high quality and/or publications in top journals are better than numerous publications in less rigorous outlets. Ultimately, the Committee will assess the quality and quantity of the candidate's scholarship contribution-based on evidence provided by the candidate, external reviewers, and information collected by the Committee (NFRC).
- (ii) Quantitative Considerations: Quantitative indicators can provide insight into the quality of scholarship. Candidates are required to submit ratings (see Section 9.05) from several reputable organizations to help with evaluation of journal quality. A record of scholarship without quantitative indicators of quality is unacceptable for tenure. Normally, a candidate for tenure should have at least an annual publication in a peer-reviewed journal. In exceptional cases, a publication in an indisputably top journal in the candidate's field may be weighed more heavily. Additionally, because not every exceptionally good article is published in a high-quality journal, in some circumstances a candidate may meet the high quality publication requirement by showing that a journal publication is generally recognized by others in the candidate's area of expertise as being of superior quality and having an impact on scholarship in the candidate's area of expertise. The candidate has the burden of proving that at least one publication meets these requirements.

In addition to a publication record, candidates must have a pipeline of scholarly projects at various stages. Tenure is granted to candidates who demonstrate the potential for continued scholarly contributions.

Section 9.05 Evidence of Performance Indicators

Candidates for tenure will submit a dossier that provides indicators of performance that meet the standards for tenure. The standards for the award of tenure are sustained effectiveness in teaching and service during the review period; integration of no less than two of the following during the review period: teaching, scholarship, and service; and accomplishment in scholarship. As noted in Section 6.01, materials submitted in the dossier by the candidate must include:

- (a) The cover sheet obtained from the Provost's Office
- (b) A comprehensive CV generated from the scholarship data system (e.g. Activity Insight) documenting teaching, scholarship, service, and integration activities of the candidate
- (c) A personal statement (approximately 2500 words) that summarizes the candidate's case for tenure
- (d) Separate self-evaluations for teaching, scholarship, service, and integration that summarize the evidence demonstrating that the candidate meets the standards for tenure. These self-evaluations should make the case that candidate meets the standards for sustained effectiveness in teaching and service, integration of activities, and accomplishment in scholarship.

This section details the specific materials that should be provided as evidence that the candidate meets those performance standards.

- (a) Evidence of Sustained Effectiveness in Teaching
 - (i) To meet the sustained effectiveness standard, candidates should demonstrate that they consistently structure course(s) thoughtfully to achieve course and College learning goals, challenge students to perform at a high level, and engage in self-reflection of teaching and advising. The case for effective teaching will be made through a narrative of no more than 1000 words that indicates how the criteria are met. The candidate is directed to demonstrate sustained effectiveness as an instructor by providing evidence from sufficiently representative data sources to support the arguments for sustained effectiveness. Sustained effectiveness will require both breadth and depth of evidence (i.e., multiple indicators) regarding teaching. The narrative must explain how the syllabus and course assignments facilitate student learning objectives and reflect on multiple indicators (see Section 9.03a) from across the evaluation period. Candidates might also choose to reflect on their number of preps, course levels, required versus elective courses, and graduate and undergraduate courses taught.
 - (ii) In addition to the narrative, candidates must provide support that may be referenced in the narrative. Required materials include:
 - 1. Sample syllabi that include specific course learning objectives consistent with the College's Master Resource Outline (MRO) for the course(s).
 - 2. A table summarizing all student evaluation scores from standardized University student evaluation forms during the formal review period.
 - 3. Complete student comments from standardized University student evaluation forms.
 - 4. Summary of undergraduate/graduate student advisement.
 - (iii) Optional support materials might include:
 - 1. Evidence of participation in conventions, conferences, and workshops involving pedagogy
 - 2. Development of interdisciplinary courses, team-teaching with others inside and outside the discipline, creating new courses, revising current courses, or developing new programmatic areas
 - 3. Recognition and awards for outstanding instruction
 - 4. Documentation of effective student mentoring, professional advising, advising student organizations, serving on graduate committees, and assisting graduate students with instruction

5. See Section 9.03a and Appendix A for additional optional indicators of teaching.

- (iv) Candidates should not include indicators such as thank you notes from students or self-administered surveys.
- (b) Evidence of sustained effectiveness in service: To meet the sustained effectiveness standard for tenure, candidates should show a record of service consistent with their rank as faculty member. As evidence of sustained effectiveness, candidates should provide a bulleted list of service activities with dates and organized by and clearly labeled with the type of service (i.e., College, University, Disciplinary, Professional, and Community) for each activity. See Section 9.03b and Appendix A for example indicators of service.
- (c) Evidence of integration: Candidates should provide a bulleted, dated list of integration activities (see Section 9.03c) that clearly labels the type of integration demonstrated through each activity [i.e., (a) teaching and scholarship, (b) scholarship and service, (c) teaching and service, and/or (d) teaching, scholarship, and service] and a brief narrative (approximately 500 words) providing further explanation/justification of integration activities.
- (d) Evidence of accomplishment in scholarship: To meet the accomplishment standard, candidates should normally have a minimum of peer-reviewed annual publications and a pipeline of scholarship at various stages. Per University policy, only scholarly products that have been published or accepted for publication within the review period may be considered as publications and counted toward the tenure requirement. In cases of tenure and promotion, works or products that have been submitted but not accepted at that the start of the review process may not be considered as publications; such manuscripts will be considered as part of a candidate's scholarship pipeline. As evidence of accomplishment in scholarship, candidates must provide:
 - (i) A statement (approximately 50 words) that identifies the candidate's area of scholarship.
 - (ii) A scholarship statement (approximately 1,000 words) that describes the candidate's scholarship for the review committees. This scholarship statement should explain the candidate's scholarship focus and its impact on the field, and be understandable to colleagues who are not in that field.
 - (ii) A numbered table of all articles appearing in peer-reviewed publications during the review period.
 - 1. This table must be accompanied by a correspondingly numbered list describing the candidate's specific contribution(s) to each collaborative work listed (up to 50 words for each entry). For example: "All three authors designed the study. The first author conducted the experiments. The first and second authors analyzed the data. All authors participated equally in writing the manuscript."
 - 2. If applicable, this table may be accompanied by a correspondingly numbered list (up to 100 words for each entry) that provides additional support for non-traditional peer-reviewed publications listed in the table (e.g., alternative impact factors, acceptance rates, inclusion in textbook or course pack at another university, internal or extramural funding, reputation of published conference proceedings, competitive review, etc.).
- (vi) Evidence of multiple activities at various stages in a pipeline of scholarship might include:
 - 1. A table of conference presentations during the review period: This table must be accompanied by a correspondingly numbered list describing the candidate's specific contribution(s) to each collaborative work listed (up to 50 words for each entry). See section 9.05d(iii)1 for an example of how to document collaboration.
 - 2. A table of grants submitted and awarded during the review period: This table must be accompanied by a correspondingly numbered list describing the candidate's specific contribution(s) to each collaborative work listed (up to 50 words for each entry). See section 9.05d(iii)1 for an example of how to document collaboration.
 - 3. A table of other scholarship output (see Section 9.03d for other potential indicators): This table must be accompanied by a correspondingly numbered list describing the candidate's specific contribution(s) to each collaborative work listed (up to 50 words for each entry). See section 9.05d(iii)1 for an example of how to document collaboration.

- (vii) Candidates must also include selected scholarly products that best represent their scholarship. These products could include full-text articles, publications, creative endeavors, or other evidence. Per University requirements, candidates must include any scholarly products that have been accepted for publication but not yet published or scholarly products published in a journal not readily available through University databases.

Article X. Promotion to Rank of Associate Professor

Section 10.01 University Standards

The University standards for promotion to the rank of Associate Professor are the standards for the award of tenure. Appointment at the rank of Associate Professor or Professor does not demonstrate, in and of itself, that standards for tenure have been met.

Article XI. Promotion to Rank of Professor

Section 11.01 Timing of Review

Normally, faculty are reviewed for promotion after the completion of five (5) years of service in the current rank, however, faculty may seek promotion earlier if they can establish that they “meet the same standards of effectiveness and accomplishment or excellence used in evaluating candidates after five (5) years in rank.”

Section 11.02 University Standard

The University standards for promotion to the rank of Professor are:

- (a) sustained effectiveness in teaching and service during the review period, and
- (b) sustained integration of no less than two of the following areas during the review period: teaching, scholarship, and service, and
- (c) excellence in scholarship

Section 11.03 Performance Indicators and Weighting

- (a) Teaching: Performance indicators and weighting for promotion are consistent with those identified for tenure. See Section 9.03a.
- (b) Service: Performance indicators and weighting for promotion are consistent with those identified for tenure. See Section 9.03b.
- (c) Integration: Performance indicators and weighting for promotion are consistent with those identified for tenure. See Section 9.03c.
- (d) Scholarship: Performance indicators and weighting for promotion are consistent with those identified for tenure. See Section 9.03d.

Section 11.04 Quantitative and Qualitative Expectations

- (a) Teaching: Quantitative and qualitative expectations for promotion are consistent with those identified for tenure. See Section 9.04a.
- (b) Service
 - (i) Qualitative considerations: In keeping with the University’s mission as a land grant institution, the College values outreach and public service activities that serve the needs and interests of the CON, University, city, state, nation, and world communities. College faculty could participate in professional organizations, community groups, and College and University committees.
 - (ii) Quantitative considerations: Candidates applying for promotion should show a record of service consistent with their status as senior tenured faculty members. The expectation is that

tenured faculty members will participate in more and higher-level College, University, and academy service activities than junior faculty members.

(c) Integration

- (i) Qualitative considerations: Candidates can demonstrate integration through the combination of (a) teaching and scholarship, (b) scholarship and service, (c) teaching and service, and/or (d) teaching, scholarship, and service. All forms of integration are equally valued.
- (ii) Quantitative considerations: Candidates need only provide evidence of one type of integration to meet the requirements, but it is expected that senior tenured faculty members will be able to demonstrate integration throughout the review period.

(d) Scholarship

- (i) Qualitative considerations: Discipline-based scholarship, pedagogical research, and contributions to practice are all valued. Activities subject to a rigorous review process, typically, blind peer reviewed, are essential. Articles published in journals that do not follow a rigorous review process will not be considered as indicators of scholarship by the NFRC. Non-peer-reviewed research activities are viewed as scholarly activities, but a record consisting solely of non-peer-reviewed activity is not sufficient for promotion. Scholarship will be evaluated based on both the influence and impact of individual works and the venues through which they are disseminated. If there is any question about whether certain scholarship is of acceptable quality, the College encourages scholars to discuss potential projects, anticipated work product, and target publication/dissemination outlets with mentors before investing substantial time and effort in the work. The College values substantive contributions to collaborative and cross-disciplinary work as well as solo-authored work. Candidates are responsible for providing evidence regarding the quality and impact of their scholarship. The CON NFRC will refer to the candidate's descriptions to evaluate whether the candidate's specific contributions to collaborative work (multi-authored pieces) are substantive enough to earn credit as publications toward promotion. The College recognizes the potential trade off in quality of scholarship over quantity of products. Fewer publications of consistently high quality and/or publications in top journals are better than numerous publications in less rigorous outlets. Ultimately, the Committee will assess the quality and quantity of the candidate's scholarship contribution -based on evidence provided by the candidate, external reviewers, and information collected by the Committee.
- (ii) Quantitative Considerations: Quantitative indicators can provide insight into the quality of scholarship. Candidates are required to submit ratings from a number of reputable organizations to help with evaluation of journal quality. A record of scholarship without quantitative indicators of quality is unacceptable for promotion. Normally, candidates for promotion should have:
 - 1) At least one high quality publication on average annually since tenure review, and
 - 2) Publications should appear in high quality peer-reviewed journals, and
 - 3) Noticeable contribution to her/his area of expertise, which may be measured by frequency of publication, the frequency with which the candidate's work is cited by others, reputation within the field as reported by external reviewers, service as an editor of a journal in the candidate's field, the extent to which the candidate serves as a mentor to others in her/his field, and/or other relevant and appropriate evidence provided by the candidate. The candidate has the burden of proving that her/his work meets these requirements. In exceptional cases, a publication in an indisputably top journal in the candidate's field may be weighed more heavily.

In addition to a publication record, candidates must have a pipeline of research projects at various stages.

Section 11.05 Evidence of Performance Indicators

The evidence required to support the case for promotion matches the evidence required for tenure. See Section 9.05 for details about required dossier materials (see Appendix A).

Article XII. Procedures for Update and Revision of the Unit Role and Scope Document

Tenure or Tenure Track faculty members are entitled to propose changes to Role and Scope Documents for the College. CON NFRC members or administrators who identify a need for improvement, clarification, or other revision to an academic unit's Role and Scope Documents may submit the request for changes to the Chair of UPTC. The UPTC Chair will forward the recommendations to the unit. Submission to the UPTC Chair should occur only after the review committee or administrator completes all reviews for the year. The CON will act on any proposed changes received from the UPTC Chair on an annual basis.

Article XIII. Approval Process

Section 13.01 Primary Academic Unit Role and Scope Document

- (a) Tenurable faculty and administrator of the primary academic unit;
- (b) Promotion and tenure review committee and administrator of all associated intermediate units (usually colleges);
- (c) University Retention Tenure and Promotion Tenure Committee (URTPC); and
- (d) Provost

Section 13.02 Intermediate Academic Unit Role and Scope Document

- (a) Promotion and tenure review committee and administrator of the intermediate unit;
- (b) University Retention Tenure and Promotion Committee (URTPC); and
- (c) Provost.

Section 13.03 University Role and Scope Document

- (a) University Retention Tenure and Promotion (URTPC);
- (b) Faculty Senate;
- (c) Deans' Council; and
- (d) Provost.

SK 8/5/18; CW, PB, SK 8/7/18; SK, JSG, PB 8/14/18; SK, CW 4/7/19

APPENDIX A
TENURE TRACK FACULTY
PERFORMANCE INDICATORS and POTENTIAL EVIDENCE
FOR ANNUAL, RETENTION, TENURE & PROMOTION REVIEWS

See the Faculty Handbook for definitions of areas of responsibility--teaching, scholarship, service, and integration. Faculty must address each of the defined areas in the dossier. Standards for each level of review are located in the Role and Scope document (sections 8.02, 9.02, 11.02). This Appendix provides information on **performance indicators** expected for all academic ranks and examples of **potential evidence** to support performance achievement.

| TEACHING | | |
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| Assistant Professor (Retention) <i>Effectiveness</i> | Associate Professor (Tenure & Promotion) <i>Sustained Effectiveness</i> | Professor (Promotion) <i>Sustained Effectiveness</i> |
| Performance Indicators | | |
| <ol style="list-style-type: none"> 1. Demonstrates teaching effectiveness in all areas of assignment. 2. Advises (undergraduates/graduate) students. 3. Implements curriculum. 4. Mentors students (research, professional or scholarly projects). <p>Example of an additional indicator:</p> <ul style="list-style-type: none"> • Develops demonstration, educational, or pedagogical grants or programs | <ol style="list-style-type: none"> 1. Demonstrates continuous teaching effectiveness in all areas of assignment. 2. Advises (undergraduates/graduate) students. 3. Develops, implements, and evaluates curriculum and curricular products. 4. Mentors students (research, professional or scholarly projects). <p>Example of an additional indicator:</p> <ul style="list-style-type: none"> 5. Develops demonstration, educational, or pedagogical grants or programs | <ol style="list-style-type: none"> 1. Demonstrates continuous teaching effectiveness in all areas of assignment. 2. Advises (undergraduates/graduate) students. 3. Develops, implements, and evaluates curriculum and curricular products 4. Mentors students (research, professional or scholarly projects). <p>Example of an additional indicator:</p> <ul style="list-style-type: none"> 5. Develops demonstration, educational, or pedagogical grants or programs |
| Examples of Potential Evidence (increasing impact in achieving performance indicators) | | |
| <ul style="list-style-type: none"> • Average to above average student evaluations (as defined by ratings on the official MSU University Teaching Evaluation Tool/s). For a satisfactory annual evaluation rating, there is an expectation of improvement in any below average teaching over time. | <ul style="list-style-type: none"> • Above average student evaluations (as defined by ratings on the official University Teaching Evaluation Tool/s). • Evidence of changes made to improve and enhance student learning, critical, and | <ul style="list-style-type: none"> • Above average student evaluations (as defined by ratings on the official University Teaching Evaluation Tool/s). • Reflective self-evaluation of teaching, identifying areas of strengths and |

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| <ul style="list-style-type: none"> • Reflective self-evaluation of teaching, identifying areas of strengths and weaknesses, with a plan for success in meeting teaching goals. • Written evaluative input regarding teaching performance from the Campus Director or colleagues senior in rank to the candidate. • Development of selected course materials which reflect clarity, current knowledge of content, and integration of evidence-based practice (syllabi, assignments, examinations, other assessments of learning.) • Generally positive evaluation of advising and support activities from students. • Letter(s) from colleagues regarding promotion of research or practice-based student learning opportunities. • Evidence of continuing education around teaching strategies and/or curricular development. | <p>ethical thinking (syllabi, assignments, exams, and other assessment of learning).</p> <ul style="list-style-type: none"> • Reflective self-evaluation of teaching, identifying areas of strength and weaknesses, with a plan for continued growth in the teaching role. • Written evaluative input from at least two colleagues, equivalent or senior in rank to the candidate, and from the Campus Director. • Sample of course materials that were developed or revised by the candidate. • Significant contributions to program review or curriculum development task force(s) (e.g. served as chair, samples of materials developed, etc.). • Positive evaluation of advising and support activities from students. • Description of collaborative programs that were developed to facilitate student learning. • Evidence of continuing education to improve teaching and/or curriculum development. | <p>weaknesses, with a plan for continued growth in the teaching role.</p> <ul style="list-style-type: none"> • Written evaluative input from at least two colleagues and/or the Campus Director on sustained and/or unique areas of teaching effectiveness. • Reports, projects, or supervisor evaluations documenting substantial curricular contributions. • Student evaluations of mentoring. • Written evaluative input from at least two junior colleagues and from the Campus Director or other administrator documenting activity to mentor faculty in developing teaching excellence. • Products that demonstrate educational expertise (e.g., texts, reports, funded training grants, and/or presentations). • Certificates of Teaching Enhancement activities from the Center for Faculty Excellence. • Implementation of teaching techniques informed by pedagogical scholarship. |
| SCHOLARSHIP | | |
| <p>Assistant Professor (Retention) <i>Effectiveness</i></p> | <p>Associate Professor (Tenure & Promotion) <i>Accomplishment</i></p> | <p>Professor (Promotion) <i>Excellence</i></p> |
| Performance Indicators | | |
| <ol style="list-style-type: none"> 1. Articulates a clear plan for development of scholarly pursuits (e.g. generation of new knowledge or implementation of clinical innovations). 2. Develops competitive research/project proposals capable of receiving funding to support scientific pursuits and/or application of new knowledge to practice. | <ol style="list-style-type: none"> 1. Builds a program of scholarship (e.g. generation of new knowledge or implementation of clinical innovations). 2. Improves competitive research/project proposals; receives funding to support scientific pursuits and/or application of new knowledge to practice. | <ol style="list-style-type: none"> 1. Demonstrates a program of funded scholarship (e.g. generation of new knowledge or implementation of clinical innovations). 2. Continues to create competitive research/project proposals to support scientific pursuits and/or application of new knowledge to practice; pursues follow-up funding. |

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| <p>3. Disseminates scholarly work in peer-reviewed journals.</p> <p>4. Disseminates scholarly work through peer-reviewed presentations.</p> <p>Examples of additional indicators:</p> <ul style="list-style-type: none"> • Development of intellectual property. • Creation of knowledge that impacts local, state, national, or international audiences. • Creative products of dissemination including contemporary media. • Implementation of quality improvement projects. • Contributions to interdisciplinary teams. | <p>3. Disseminates scholarly work in peer-reviewed journals.</p> <p>4. Disseminates scholarly work through peer-reviewed presentations.</p> <p>Examples of additional indicators:</p> <ul style="list-style-type: none"> • Development of intellectual property. • Creation of knowledge that impacts local, state, national, or international audiences. • Creative products of dissemination including contemporary media. • Implementation of quality improvement projects. • Contributions to interdisciplinary teams. | <p>3. Disseminates scholarly work in highly ranked peer-reviewed journals.</p> <p>4. Disseminates peer-reviewed scholarly work at national/international presentations.</p> <p>Examples of additional indicators:</p> <ul style="list-style-type: none"> • Development of intellectual property. • Creation of knowledge that impacts local, state, national, and international audiences. • Creative products of dissemination including contemporary media. • Implementation of quality improvement projects. • Contributions to interdisciplinary teams. |
| <p>Examples of Potential Evidence (increasing impact in achieving performance indicators)</p> <p>→ → → → → → → →</p> | | |
| <ul style="list-style-type: none"> • On average, a progressive record of peer-reviewed publications that meets a minimum of one per year prior to the third year review; primary author on most publications. • A minimum of one peer-reviewed presentation per year, advancing to a national conference by the third year review. • Receipt of intramural or extramural research funding (as PI) within three years of appointment. • Submission of at least one project or research proposal for extramural funding (as PI or Co-PI) within four years of appointment. • Collaborates to promote research and clinical scholarship. | <ul style="list-style-type: none"> • A consistent and continuing record of peer-reviewed publications and presentations. • A record of intramural and extramural proposal applications and funded scholarship. • Participates in interdisciplinary and/or collaborative scholarship activities as a co-investigator or consultant. • Leadership in promoting scholarship (e.g., co-author of publication with students and/or colleagues, workshops, or in-service presentations). • Awards related to scholarship, teaching, or pedagogical advancements. • Letters from agencies committing in-kind resources. • Letters from agencies regarding project impact. | <ul style="list-style-type: none"> • An excellent record of peer-reviewed scholarship publications and presentations. • An excellent record of substantial intramural and extramural funding. • Leadership in national scholarship activities (e.g., journal editor, editorial board member, national and/or international consultant, national level scientific review panels or study sections). • Leadership in mentoring others in scholarship (e.g., co-author of publications with students and/or junior colleagues; national/ international consultant; mentor, and/or co-PI on research grants). • National and/or international recognition for scholarly contributions. • Local, regional, national recognition for impact of practice innovations. |
| <p>SERVICE</p> | | |
| <p>Assistant Professor (Retention)</p> | <p>Associate Professor (Tenure & Promotion)</p> | <p>Professor (Promotion)</p> |

| <i>Effectiveness</i> | <i>Sustained Effectiveness</i> | <i>Sustained Effectiveness</i> |
|--|---|---|
| Performance Indicators | | |
| 1. Participation in College governance 2. Activity (beyond membership) in public or professional organizations Additional examples of indicators: <ul style="list-style-type: none"> • Community volunteerism and leadership | <ul style="list-style-type: none"> • Participation in College or University governance • Activity (beyond membership) in public or professional organizations Additional examples of indicators: <ul style="list-style-type: none"> • Community volunteerism and leadership • Formal mentorship of faculty colleagues | 1. Participation in College or University governance 2. Activity (beyond membership) in public or professional organizations Additional examples of indicators: <ul style="list-style-type: none"> • Community volunteerism and leadership • Formal mentorship of faculty colleagues |
| Examples of Potential Evidence (increasing impact in achieving performance indicators) | | |
| <ul style="list-style-type: none"> • Participation in other governance of the University at the college or university levels • Contributing to departmental/internal projects and programs • Delivery of knowledge and scholarship to constituent groups and the public, serving in leadership roles in professional organizations • Serving as journal referee of scholarly papers or proposals • Serving on conference planning committees • Applying professional expertise in public service activities at the local or regional levels. | <ul style="list-style-type: none"> • Participation in other governance of the University at the college or university levels • Contributing to departmental/internal projects and programs • Delivery of knowledge and scholarship to constituent groups and the public, serving in leadership roles in professional organizations • Serving as journal referee of scholarly papers or proposals • Serving on and/or leading conference planning committees • Applying professional expertise in public service activities at the local, regional and/or national/international levels. | <ul style="list-style-type: none"> • Participation in other governance of the University at the college or university levels • Contributing to departmental/internal projects and programs • Delivery of knowledge and scholarship to constituent groups and the public, serving in leadership roles in professional organizations • Serving as journal referee of scholarly papers or proposals • Serving on and/or leading conference planning committees • Applying professional expertise in public service activities at the local, regional and/or national/international levels. |
| INTEGRATION | | |
| Assistant Professor (Retention) <i>≥2 areas</i> | Associate Professor (Tenure & Promotion) <i>≥2 areas</i> | Professor (Promotion) <i>Sustained ≥2 areas</i> |

Performance Indicators

| | | | | | | |
|--|--|---|--|--|---|--|
| <p>1. Integration of two of three components (e.g. teaching and scholarship, teaching and service, or scholarship and service).</p> | <p>1. Integration of two of three components (e.g. teaching and scholarship, teaching and service, or scholarship and service).</p> | <p>1. Integration of two of three components (e.g. teaching and scholarship, teaching and service, or scholarship and service).</p> | | | | |
| <p style="text-align: center;">Examples of Potential Evidence (increasing impact in achieving performance integration)</p> <p style="text-align: center;">→ → → → → → → →</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> <ul style="list-style-type: none"> • Taking students to disadvantaged communities to provide health care as they learn (Scholarship/Service); • Mentoring undergraduate and graduate students in the research process (Scholarship/Teaching); • Co-authoring papers with students (Scholarship/Teaching); • Inclusion of one's research or scholarship into classroom teaching strategies (Teaching/Scholarship) • Radio broadcasts, blog postings or continuing education modules translating research into practice and facilitating dissemination (Service/Scholarship). </td> <td style="width: 25%; padding: 5px;"> <ul style="list-style-type: none"> • Taking students to disadvantaged communities to provide health care as they learn (Scholarship/Service); • Mentoring undergraduate and graduate students in the research process (Scholarship/Teaching); • Co-authoring papers with students (Scholarship/Teaching); • Inclusion of one's research or scholarship into classroom teaching strategies (Teaching/Scholarship) • Radio broadcasts, blog postings or continuing education modules translating research into practice and facilitating dissemination (Service/Scholarship). </td> <td style="width: 25%; padding: 5px;"> <ul style="list-style-type: none"> • Creating a program for taking students to disadvantaged communities to provide health care as they learn (Scholarship/Service); • Regularly mentoring undergraduate and graduate students in the research process (Scholarship/Teaching); • Regularly co-authoring papers with students (Scholarship/Teaching); • Developing a curricular mechanism for inclusion of one's research or scholarship into classroom teaching strategies (Teaching/Scholarship) • Sustained radio broadcasts, blog postings or continuing education modules translating research into practice and facilitating dissemination (Service/Scholarship). </td> <td style="width: 25%; text-align: center; vertical-align: middle;"> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> </td> </tr> </table> | | | <ul style="list-style-type: none"> • Taking students to disadvantaged communities to provide health care as they learn (Scholarship/Service); • Mentoring undergraduate and graduate students in the research process (Scholarship/Teaching); • Co-authoring papers with students (Scholarship/Teaching); • Inclusion of one's research or scholarship into classroom teaching strategies (Teaching/Scholarship) • Radio broadcasts, blog postings or continuing education modules translating research into practice and facilitating dissemination (Service/Scholarship). | <ul style="list-style-type: none"> • Taking students to disadvantaged communities to provide health care as they learn (Scholarship/Service); • Mentoring undergraduate and graduate students in the research process (Scholarship/Teaching); • Co-authoring papers with students (Scholarship/Teaching); • Inclusion of one's research or scholarship into classroom teaching strategies (Teaching/Scholarship) • Radio broadcasts, blog postings or continuing education modules translating research into practice and facilitating dissemination (Service/Scholarship). | <ul style="list-style-type: none"> • Creating a program for taking students to disadvantaged communities to provide health care as they learn (Scholarship/Service); • Regularly mentoring undergraduate and graduate students in the research process (Scholarship/Teaching); • Regularly co-authoring papers with students (Scholarship/Teaching); • Developing a curricular mechanism for inclusion of one's research or scholarship into classroom teaching strategies (Teaching/Scholarship) • Sustained radio broadcasts, blog postings or continuing education modules translating research into practice and facilitating dissemination (Service/Scholarship). | <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> |
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