

DEPARTMENT OF NURSING
CRITERIA FOR REAPPOINTMENT, TENURE & PROMOTION

See [*ASU Faculty Handbook*](#) Section 4.4 for Reappointment, Tenure, and Promotion policies.

Faculty are evaluated annually in the spring in accordance with Section 4.4 of the *Faculty Handbook*. In addition, they are reviewed for reappointment, tenure, and promotion based on the mission of ASU. The mission statement of ASU states that the propagation of scholarship is a part of its mission and that this is accomplished through instruction, research, creating, and service activities. It further states that instruction is the primary mission. Therefore “Instruction” is more heavily weighted than the other areas. Please refer to Table 1 for differentiation of expectations by rank. Faculty must demonstrate effectiveness in the following areas:

1. Instruction

Sources of evaluative data include:

- a. Peer evaluations *
- b. Chair evaluation *
- c. Student evaluations *
- d. Self-evaluation *

Examples may include but are not limited to:

- a. Evidence of knowledge in the discipline
- b. Syllabi
- c. Exams
- d. Assignments
- e. Handouts
- f. Graded student work
- g. Student Evaluations

*Refer to peer, chair, student, and self-evaluation forms for specific evaluation criteria

2. Scholarly Activities:

Sources of evaluative data include:

- a. Chair evaluation *
- b. Self-evaluation *

Examples may include but are not limited to:

- a. Research – conducting or participating in a study, using existing knowledge to solve a problem (EBP),
- b. Publications in scholarly journals
- c. Presentations of original work at professional regional, state, national, or international conferences
- d. Citations by others of one’s research and scholarship
- e. Grant applications

- f. Editor
- g. Reviewer
- h. Leader and/or collaborator in designing and managing an EBP with external clinical partners.

*Refer to chair and self-evaluation forms for specific evaluation criteria

3. **Service** (may work in one or all three areas)

Sources of evaluative data include:

- a. Chair evaluation *
- b. Self-evaluation *

Service to the Academic Department/University

Examples may include but are not limited to:

- Grant proposals
- Accreditation (self-study) work
- Student Advising
- Recruitment of students
- Membership on faculty committees at department, college, and University levels
- Involvement in student activities, organizations, and programs

Service to the Profession

- Member of Professional committees/governing boards
- Professional memberships/activities

Service to the Community

- Governing boards
- Advisory boards
- Government agencies
- Speaking to civic groups
- Community health related activities
- Support groups
- Professional consultation to schools, agencies, or consumers

*Refer to chair and self-evaluation forms for specific evaluation criteria

The above criteria provide structure for the faculty review process as well as a guide for faculty self-evaluation. **It is the responsibility of faculty to validate activities in each area at the time of their review.**

Reappointment, Promotion, and Tenure

Reappointment, promotion, and tenure are based upon an individual's achievements in teaching, scholarship, and service. Some years, a faculty member may elect to focus primarily on either scholarship or service-related activities in addition to teaching. Reappointment, promotion, and tenure shall be considered by the Departmental Personnel Committee (DPC). The recommendations of the DPC are sent to the Dean who then sends his or her recommendations to the Provost and Executive Vice Chancellor. In the case of retention (for the rank of Instructor), if the Provost and Executive Vice Chancellor concurs, a notice of reappointment will be sent to the faculty member. If the decision involves promotion or tenure, the Provost and Executive Vice Chancellor sends his or her recommendation to the Chancellor.

Table 1. Differentiation of Tenured Positions

Assistant Professor	Associate Professor	Professor
A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. A minimum of two years teaching experience is desirable. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.	A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. At least five years of appropriate experience, recognized skill in teaching, and evidence of at least one of the following: recognized accomplishment in research or recognized accomplishment in professional service to the University and/or to the public. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.	A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. At least ten years of appropriate experience; recognized skill in teaching, evidence of at least one of the following: outstanding accomplishment in research or outstanding accomplishment in professional service to the University and/or to the public. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.
Teaching: Must meet each criterion	Teaching: Must meet each criterion	Teaching: Must meet each criterion
Demonstrates developing expertise and current knowledge in content area	Demonstrates current knowledge and expertise of content area of one's teaching	Recognized as an authority in a content area
Demonstrates effective teaching	Demonstrates exceptional teaching skills	Serves as a role model and mentor for junior faculty for excellence in teaching
Provides effective and timely academic advising	Evaluated as a helpful and conscientious advisor by students and peers	Demonstrates outstanding advising skills and mentors junior faculty advisors
Utilizes appropriate modes of educational delivery	Incorporates state-of-the-art instructional technology in teaching	Provision of exemplary or state-of-the-art instruction
Assists in the development and ongoing evaluation of the nursing curriculum	Assumes a leadership role in the development and ongoing evaluation of the nursing curriculum	Demonstrated leadership in course and program development
Maintains knowledge in the discipline	Well-informed of emerging factors/knowledge impacting the discipline	Incorporates own research findings into teaching
Measures appropriately student performance		Expert in testing and evaluating student performance

Utilizes student and peer feedback in order to improve teaching effectiveness	Devises effective testing, evaluation, and grading of student's performance Demonstrates self-awareness of areas of needed improvement in teaching and develops a plan to enhance teaching effectiveness	Mentors junior faculty in achieving teaching excellence.
Scholarship: Must meet 2 criteria	Scholarship: Must meet 2 criteria	Scholarship: Must meet 2 criteria
Engages in scholarly, creative activities that promote professional growth (an example would be an author, coauthor/contributor of a scholarly paper/research study, or grant writing). Presentation of original scholarly work at local or regional conferences Collaborates in EBP projects with external clinical partners. Submission of findings to peer reviewed professional journal Write and submit grant application for scholarly inquiry.	Generates and participates in scholarly, creative activities that promote professional growth and the profession (an example would be serving as the principal investigator of a research study, grant writing, etc). Presentation of original scholarly work at regional, state, or national conferences Leader in designing and managing EPB projects with external clinical partners. Acceptance for publication of findings in peer reviewed professional journal Funded grant(s) for scholarly inquiry	Demonstrated leadership in scholarship and mentoring junior faculty in scholarly endeavors (for example, has a research program and mentors junior faculty in own research program or consults regarding their research). Presentations or original scholarly work at state, national, or international Publications of research activities in peer-reviewed professional journals Funded grant(s) for scholarly inquiry
Service: Must meet 3 criteria	Service: Must meet 3 criteria	Service: Must meet 3 criteria
Assists in new program development and evaluation Participates in accreditation process (CCNE) Serves as a member of the nursing department and College committees Participates in service activities in the community Member of professional organizations Attends continuing education offerings that enhance teaching/professional competence Professional certification	Effectively leads in course and program development based on research, best practice, and experience Assumes a leadership role in preparing self-study reports for accreditation (CCNE) Actively involved in committee activities in the department, College, and University Advocacy in addressing important societal needs of the community Contributes to professional organizations/associations based upon one's professional expertise Participates in continuing education offerings that enhance teaching/professional competence Professional certification	Demonstrated success in course and program development and evaluation. Demonstrated leadership in accreditation and program approval activities Appropriate involvement in the institution's faculty governance structure at department, College, or University levels Distinction in the quality of service to the community Membership and distinctive contributions to professional organizations/associations at national, regional, and state levels Professional certification