APPENDIX A-3: CRITERIA FOR REAPPOINTMENT, TENURE & PROMOTION
FACULTY ANNUAL EVALUATION

See *ASU Faculty Handbook* Chapter 3 for Reappointment, Tenure, and Promotion policies.

Faculty are evaluated annually in the spring in accordance with Section 3.7 of the *Faculty Handbook*. In addition, they are reviewed for reappointment, tenure, and promotion based on the mission of AppState. The mission statement of AppState indicates 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 Appointment, Promotion, and Tenure committee (APT). The recommendations of the APT 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.

The Department of Nursing (DON) at Appalachian State has as its mission *to prepare nurse leaders and providers advancing the nursing profession through education, scholarship, and practice in service to the community.* The DON holds the values of *leadership (inspire, influence, shape), integrity (authentic, trusted, credible), diversity (variability, inclusivity), excellence (distinctive, notable), and innovation (creative, visionary, agile).*

The DON grounds its work of educating students, creating and producing scholarship, modeling clinical best practices, and providing a diverse array of services to the University and community based on its mission and values. In this way, we form a community of scholars and practitioners who integrate diverse perspectives and backgrounds in our work to prepare nurses and advance the science in *meeting the healthcare needs of society and underserved populations* (DON Vision, 2022).

The DON embraces the Boyer Model (1990) of scholarship as foundational to clinical and didactic education, and to scholarship. In this model, the traditional definition of scholarship is broadened beyond the discovery of new knowledge, and includes application or engagement, integration, and teaching. The DON supports the following statements with respect to its philosophy and expectations for all faculty:

The ***Scholarship of Discovery*** includes scholarly activities that extend beyond creating new knowledge through the research or collection of new information, and contributes to the intellectual climate of the department, college, university, and community.

The ***Scholarship of Application*** includes scholarly activities that involve engagement and direct application of content expertise or knowledge for the betterment or in service of the discipline and society. Academic and clinical scholars further investigate and extend knowledge. With each application, theory and practice interact and inform one another. Nursing and healthcare innovations, interdisciplinary development, and intellectual work that enhances human health are highly valued.

The ***Scholarship of Integration*** includes interdisciplinary or interpretive activities or writing, and working across disciplines to support the larger context of knowledge development. The purpose is active and intentional synthesis of isolated facts to provide meaning. Collaborative activities within the BCHS and with other scholars are essential to foster enhanced pragmatic meaning.

The ***Scholarship of Teaching*** includes activities designed to improve teaching and advise students, the development and dissemination of materials to use in teaching, and theoretical and practical works that extend the range of knowledge about the pedagogical process. The process of lifelong learning is supported to reciprocally enhance knowledge and practice.

Specific requirements for tenure track faculty to achieve tenure and promotion, and for clinical faculty to achieve reappointment and promotion follow. Faculty must meet all criteria listed for each rank, including the criteria required for previous ranks. The evidence listings are representative, rather than exhaustive. Faculty should submit evidence that best reflects and documents their achievements. Sources of evidence may be determined in consultation with the Department Chair, and/ or by recommendations of the APT Committee.

Faculty with an Academic Focus

The Appalachian State Faculty handbook indicates that the primary responsibilities of faculty include contributions in the areas of teaching, scholarship, and service. The responsibilities of faculty in the Department of Nursing may include academic teaching, clinical teaching, research and scholarship, clinical service delivery, academic and professional service and/or administration. Further, the distribution of assigned effort across these areas may vary considerably across individuals.

The Appalachian State Faculty Handbook provides the minimum qualifications for Tenure Eligible Appointments by rank. Candidates who are hired at the rank of Associate Professor may be hired with tenure or evaluated for tenure at a later date (see *Faculty Handbook*).
To be granted tenure, all candidates must meet the criteria for Associate Professor.

Specific requirements for tenure track faculty to achieve tenure and promotion follow. *Faculty must meet all criteria listed for each rank, including the criteria required for previous ranks.* Criteria are numbered for ease of aggregation. The evidence listings are representative, rather than exhaustive. Faculty should submit evidence that best reflects and documents their achievements. Sources of evidence may be determined in consultation with the Department Chair, and/ or by recommendations of the APT Committee.

Requirements for Teaching

Instructor		
Core Competency Areas	**Criteria**	**Evidence**
Teaching Performance Course, Clinical, or Simulation Development, Revision, Support Student Mentorship/ Academic Support Professional Development	1. Instructs students in the care of patients in varied settings. 2. Employs current evidence-based teaching strategies that support the needs of diverse learners. 3. Demonstrates collaborative practice with other faculty. 4. Collaborates with senior faculty in implementation of assigned teaching. 5. Models professionalism and ethical comportment for students. 6. Demonstrates inclusive practices in classroom/ clinical settings. 7. Participates in professional development activities to enhance teaching effectiveness.	Faculty Annual Reviews Student Evaluations Peer Evaluations (including interdisciplinary team member, if appropriate) Teaching changes based on standardized test scores/NCLEX scores or NCLEX test-plan Personal Narrative of Teaching Philosophy Syllabi/ Course Materials/ Assignments/ Learning Modules Continuing Education Certificates

Assistant Professor		
Core Competency Areas	**Criteria**	**Evidence**
Teaching Performance	8. Demonstrates appropriate pedagogical approaches for diverse learners.	Faculty Annual Reviews Student Evaluations Peer Evaluations
Course Development, Revision, Support Student Mentorship/ Academic Support	9. Develops and modifies courses based on integration of accreditation standards, departmental policies, current research, best practice, evaluation data.	Personal Narrative of Teaching Philosophy Syllabi/ Course Materials/ Assignments/Learning Modules
Curriculum Development, Modification, Integration	10. Participates in curriculum evaluation and revision. 11. Contributes to assessment of student learning outcomes (Xitracs, EBI, others).	Course Summaries Optional Evidence: Certifications Continuing Education Professional Organization
Faculty Instructional Development	12. Participates in instructional development activities to enhance teaching effectiveness.	Office or Membership Educational Presentations Curriculum or Course Proposals
Instructional Mentoring Interdisciplinary Efforts	13. Serves on thesis/ project committees of assigned advisees. 14. Mentors assigned graduate advisees as committee chair; successful project completion and presentation.	
Must include two of the following categories:		
Interdisciplinary Efforts	15. and 16. (Select 2). Works effectively with colleagues in interdisciplinary/ interprofessional efforts	Documents or products reflecting interdisciplinary contributions
Awards	Nominated for college or higher teaching award Other institutional recognition	Award Letters Proposal and Outcome Report
Credentialing	Maintains appropriate credential to teach in area of expertise	Syllabi, Link to module, webinar, activity
University Strategic Focus Global/ Service Learning Innovative Educational Strategies Other Activities	Expands university focus or global/ service learning through curricular or extra-curricular activities to support QEP Incorporates new technology or pedagogy into course or educational offering.	

Associate Professor		
Core Competency Areas	**Criteria**	**Evidence**
Teaching Performance	17. Evaluates effective pedagogical approaches that are inclusive, current in the discipline, informed by scholarship, and address needs of diverse learners.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy
Course Development, Revision, Support	18. Redesigns courses across levels to meet curricular needs based on accreditation standards, departmental policies, evaluation data, current research, best practices. 19. Creates program or departmental evaluation/ revision of curriculum.	Syllabi/ Course Materials/ Assignments/ Learning Modules Course Summaries
Student Mentorship/ Educational Support	20. Proposes solutions based on assessment of student learning outcomes from program metrics.	
Professional Development	21. Promotes faculty instructional development activities to enhance teaching effectiveness.	
Professor		
Core Competency Areas	**Criteria**	**Evidence**
Teaching Performance Course, Clinical or Simulation Development and/ or Revision Student Mentoring/ Educational Support Professional Development	21. Models effective pedagogical approaches that are inclusive, current in the discipline, informed by scholarship, and address the needs of diverse learners. 22. Leads course redesign to meet curricular needs of the program based on accreditation standards, departmental policies, evaluation, current research, and best practices. 23. Directs program or departmental evaluation/ revision of curriculum.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy and Aligned Pedagogy Evaluation Tools Syllabi/ Course Materials/ Assignments/ Learning Modules Course Summaries

Optional Evidence may be included to support teaching at any listed rank. This includes but is not limited to: Graded Student Work, Examples of Formative/ Summative Work, Remediation Documentation, Student Letters, Certifications, Continuing Education, Professional Organization Office or Membership, Educational Presentations, Curriculum or Course Proposals, Certifications, Correspondence or Materials r/t Self Directed Learning Activities, Proposed Program of Study, Peer Institution Analyses, Curriculum/ Faculty Meeting Minutes, Annual Reports Standardized Test Results, Other documentation as appropriate.

Requirements for Scholarship
The DON embraces the Boyer Model (1990) of scholarship as foundational to clinical and didactic education, and to scholarship. In this model, the traditional definition of scholarship is broadened beyond the discovery of new knowledge, and includes application or engagement, integration, and teaching.

Dissemination of scholarly work, that includes peer-reviewed publications, is an expectation in the Department of Nursing. Based on the established Department of Nursing faculty outcomes it is expected that faculty, on average, will contribute to the scholarship of the discipline with a minimum of 2 scholarly products each year per doctorally prepared faculty. This may include peer-reviewed publications, presentations, and/or grant proposals. Internal and external grants may be considered. As grant writing varies widely from complex to simple, depending on the grantor, impact and use of the grant to advance programs of scholarship or departmental need will be considered in the review process in lieu of the grant type.

Academic Rank	Criteria	Evidence
Instructor	1. Exemplifies to students evidence-based practice for care of patients, families, and populations, or the pedagogical process. 2. Summarizes evidence-based practices in class/ clinical settings. 3. Participates in dissemination of scholarship.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy Poster, publication, panel member Textbook chapter
Assistant Professor	4. Disseminates scholarship through publications and presentations. 5. Submits grants related to research trajectory or programmatic needs.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Poster, presentation panel documentation or acceptance Journal article pdf/ url Textbook url Grant Review Documentation Grant Award Letters
Associate Professor	6. Collaborates with other disciplines to integrate evidence-based practice for care of patients, families, populations. 7. Applies evidence-based practices in class/ clinical settings.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Poster, presentation panel documentation or acceptance Journal article pdf/ url Textbook url Grant Review Documentation Grant Award Letters

Professor	8. Proposes initiatives to incorporate evidence-based practice for care of patients, families, populations. 9. Disseminates research through national/ international venues. 10. Mentors early and mid-career faculty in scholarship.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Products of Scholarship Documentation of citations/ journal impact factor Grant Review Documentation Grant Award Letters Graduate advisee project list

Requirements for Service

In the Department of Nursing service may include service to the Department, College, University, as well as Clinical and Professional service.

Academic Rank	Criteria	Evidence
Instructor	1. Participates in service to the department, college, university or community. 2. Member of at least one DON committee. 3. Participates in accreditation process. 4. Member of at least one professional organization. 5. Participates in collaborative practice with an interdisciplinary, academic, and/ or research team.	Faculty Annual Reviews Student Evaluations Peer Evaluations Committee Minutes/ Work Product Documentation of Organizational Membership Other documentation as appropriate
Assistant Professor	6. Serves as preceptor/ mentor for graduate or honors students. 7. Contributes to problem solving and decision making for positive change in the profession, department, college, university or community. 8. Participates in ongoing service to the profession and community. 9. Participates in orientation and mentorship for new and continuing faculty.	Faculty Annual Reviews Peer Evaluations Evidence of Mentorship Other documentation as appropriate
Associate Professor	10. Serves as committee chair, co-chair, or other defined leadership role in academic focused committee. 11. Holds a leadership role in at least one professional organization. 12. Organizes collaborative practice with an interdisciplinary, academic, and/ or research team.	Faculty Annual Reviews Peer Evaluations Committee Annual Reports CEU Certificate of Attendance Other documentation as appropriate
Professor	13. Leads positive change in the profession, department, college, university or community. 14. Directs collaborative practice with an interdisciplinary, academic, and/or research team.	Faculty Annual Reviews Peer Evaluations; CEU Certificate of Attendance; Documentation of Organizational Leadership Other documentation as appropriate

Faculty with a Clinical Focus

The Appalachian State Faculty handbook indicates that the primary responsibilities of clinical faculty are clinical education and service. However, the responsibilities of clinical faculty in the Department of Nursing may include academic teaching, clinical teaching, research and scholarship, clinical service delivery, academic and professional service and/or administration. Further, the distribution of assigned effort across these areas may vary considerably across individuals.

The Appalachian State Faculty Handbook provides the minimum qualifications for Clinical faculty by rank.

Specific requirements for clinical faculty to achieve reappointment and promotion follow. *Faculty must meet all criteria listed for each rank, including the criteria required for previous ranks.* Criteria are numbered for ease of aggregation. The evidence listings are representative, rather than exhaustive. Faculty should submit evidence that best reflects and documents their achievements. Sources of evidence may be determined in consultation with the Department Chair, and/ or by recommendations of the APT Committee.

Requirements for Teaching

Clinical Instructor		
Core Competency Areas	**Criteria**	**Evidence**
Teaching Performance	1.Demonstrates effective student instruction with emphasis on clinical teaching that is current in the discipline and informed by scholarship. 2. Employs current evidence-based teaching strategies that support the needs of diverse learners. 3. Demonstrates collaborative clinical practice with an interdisciplinary team/ other faculty. 4. Collaborates with senior faculty in implementation of assigned teaching. 5. Models professionalism and ethical comportment for students. 6. Demonstrates inclusive practices in classroom, simulation, and clinical settings. 7. Implements clinical experiences/ assignments to assist students to meet course and program objectives. 8. Utilizes student/ peer/ administrative feedback to improve teaching effectiveness.	Faculty Annual Reviews Student Evaluations Peer Evaluations (including interdisciplinary team member, if appropriate) Personal Narrative of Teaching Philosophy Syllabi/ Course Materials/ Assignments/ Clinical Performance Tools Learning Modules Course Summaries Current Clinical Practice Evaluation Continuing Education Certificates
Course, Clinical, or Simulation Development, Revision, Support	9. Participates in innovative teaching practices. 10. Participates in modification of clinical courses to meet curricular needs of the	

	program based on accreditation standards, evaluation, and best practice.	
Student Mentorship/ Academic Support	11. Provides ongoing evaluation of student clinical performance. 12. Participates in remediation and enhancing learning.	
Professional Development	13. Participates in professional development activities to enhance teaching effectiveness.	

Clinical Assistant Professor		
Core Competency Areas	**Criteria**	**Evidence**
Teaching Performance	14. Creates clinical experiences/ assignments to assist students to meet course and program objectives. 15. Develops innovative teaching practices.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy
Course, Clinical, or Simulation Development, Revision, Support	16. Coordinates at least one course. 17. Develops and/ or modifies clinical courses, assignments, and simulation based on evaluation data to meet curricular needs of program and accreditation standards. 18. Contributes to additional clinical opportunities/ partnerships.	Teaching Portfolio (including syllabi/ course materials/ assignments/ learning modules) Course Summaries Clinical Course Coordination Clinical Site Development
Student Mentorship/ Academic Support	19. Initiates clinical remediation and enhanced learning.	Examples of Student Work Examples of Student Evaluations
Professional Development	20. Attains/ maintains national certification in specialty or advanced practice.	Certification Documentation

Clinical Associate Professor		
Core Competency Areas	**Criteria**	**Evidence**
Teaching Performance	21. Contributes to collaborative clinical practice with an interdisciplinary team. 22. Mentors junior and faculty colleagues in implementation of assigned teaching.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy
Course, Clinical, or Simulation Development, Revision, Support	23. Evaluates effective pedagogical approaches in clinical instruction current in the discipline and informed by scholarship. 24. Develops new or revises existing clinical opportunities or partnerships	Teaching Portfolio (including syllabi/ course materials/ assignments/ learning modules) Course Summaries
Student Mentorship/ Academic Support	25. Redesigns clinical courses to meet curricular needs of the program based on accreditation standards, departmental policies, evaluation data, current research, best practices.	Clinical Course Coordination Clinical Site Development Certification Documentation
Professional Development	26. Maintains national certification in specialty/ advanced practice.	

Requirements for Teaching (continued)

Clinical Professor		
Core Competency Areas	**Criteria**	**Evidence**
Teaching Performance Course, Clinical, or Simulation Development, Revision, Support Student Mentorship Professional Development	27. Models effective pedagogical approaches that are inclusive, current in the discipline, informed by scholarship, and address the needs of diverse learners. 28. Provides oversight and/ or coordination of clinical programs or courses. 29. Directs program or departmental evaluation/ revision of clinical and simulation experiences.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy Teaching Portfolio (including syllabi/ course materials/ assignments/ learning modules) Course Summaries Clinical Course Coordination Clinical Site Development Certification Documentation Evaluative Data

Requirements for Scholarship

The DON embraces the Boyer Model (1990) of scholarship as foundational to clinical and didactic education, and to scholarship. In this model, the traditional definition of scholarship is broadened beyond the discovery of new knowledge, and includes application or engagement, integration, and teaching. Clinical Scholarship is an approach that enables evidence-based nursing and development of best practices to meet the needs of clients efficiently and effectively. In conducting this work, clinical scholarship teams are commonly formed that are discipline specific or interdisciplinary in nature.

Academic Rank	Criteria	Evidence
Clinical Instructor	1.Demonstrates to students evidence-based practice for care of patients, families, and populations in class and clinical settings. 2. Summarizes evidence-based practices in class/ clinical settings.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy
Clinical Assistant Professor	3. Participates in a discipline-related clinical scholarship team. 4. Participates in dissemination activities of scholarly activities (poster, panel discussion, journal article, textbook production). 5. Integrates evidence-based practices in class/ clinical settings.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Products of Scholarship Graduate Advisee Project List
Clinical Associate Professor	6. Translates evidence-based research to practice in class/ clinical settings. 7. Leads a discipline-related clinical scholarship team	Faculty Annual Reviews Student Evaluations Peer Evaluations

Academic Rank	Criteria	Evidence
		Personal Narrative of Scholarship Trajectory Products of Scholarship Grant Award Letter Grant Review Documentation Graduate Advisee Project List
Clinical Professor	8. Creates collaborative interprofessional scholarly activities 9. Disseminates scholarship nationally/ internationally 10. Mentors early and mid -career faculty and students in clinical scholarship	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Products of Scholarship Graduate Advisee Project List

Requirements for Service

In the Department of Nursing service may include service to the Department, College, University, as well as Clinical and Professional service.

Academic Rank	Criteria	Evidence
Clinical Instructor	15. Participates in service to the department. May include service to college, university, or community. 16. Member of at least one Nursing departmental committee. 17. Participates in accreditation process. 18. Member of at least one professional organization. 19. Maintains clinical practice as appropriate.	Faculty Annual Reviews Student Evaluations Peer Evaluations Committee Minutes/ Work Product Documentation of Organizational Membership Other documentation as appropriate
Clinical Assistant Professor	20. Serve as preceptor/ mentor for graduate students. 21. Participates in orientation/ mentorship for new clinical faculty. 22. Participates in ongoing service to the profession and community.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative Minutes/ Work Product Summary of Service Activities
Clinical Associate Professor	23. Collaborates in service to the department, college and university. 24. Serves as committee chair, co-chair, or other defined leadership role in academic or clinically focused committee. 25. Oversees orientation/ mentorship of new clinical faculty or graduate students.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative Committee Minutes/ Work Product Summary of Service Activities Evidence of Collaborative Work
Clinical Professor	26. Holds a leadership role in at least one professional organization. 27. Leads ongoing service to the profession and community.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative Documentation of Organizational Leadership Summary of Service Activities