

COLLEGE OF NURSING

Retention and Review Statement for Career-Line and Emeritus Faculty

Approved by College of Nursing Tenure-line and Voting-Qualified Career-line Faculty:

Approved by Dean:

Approved by Senate Faculty Review Standards Committee on [date] and the Senior Vice President on [date], for implementation on July 1, 2017.

This document serves as the College of Nursing's Statement of retention and review criteria, standards, evidence, and procedures for Career-Line Faculty as required by University Policy. This statement along with relevant University Policies, 6-310, found at <http://regulations.utah.edu/academics/6-310.php>, 6-302, found at <http://regulations.utah.edu/academics/6-302.php>, and 6-300, found at <http://regulations.utah.edu/academics/6-300.php>, govern these processes.

This Statement is not intended to describe the College's rules for appointment, evaluation, and reappointment (including reappointment with promotion) of *adjunct*, and *visiting* faculty, or the rules for employment/reemployment and evaluation of other *non-faculty instructional personnel*. Those matters are governed by a separate Statement approved in accord with Policy 6-310.

The mission of the College of Nursing is to advance health through excellence in nursing, gerontology and interdisciplinary teaching, research, practice, and service. Our vision is to develop leaders in nursing and health care whose actions, discoveries and voices strengthen and advance the health of individuals and communities worldwide.

Approved:



A. Lorris Betz, MD, PhD

Interim

CEO, University of Utah Health

Executive Dean, University of Utah School of Medicine

Senior Vice President for Health Sciences

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1. Effective Date and Application to Existing Faculty

The standards and procedures contained in this Statement are effective as of July 1, 2017. All Career-Line faculty members appointed or reappointed on or after this date will be considered under this Statement with the exception that faculty members whose review for reappointment and/or promotion is within twelve months of the adoption of these standards shall have the option of selecting either (1) the prior review standards or (2) this new Statement. This Statement will apply unless the candidate's choice of the prior requirements is communicated to the Division Chair and Dean by signed letter before September 1 of the academic year in which the review will take place.

2. Faculty Categories, Ranks, Responsibilities and Rights

2.1 Faculty Categories

In addition to Tenure-Line faculty, the College of Nursing appoints faculty members as Career-Line Faculty, which includes Clinical, Lecturers, and Research Faculty.

Career-Line faculty are formally appointed as members of the faculty of the College of Nursing and of the University and serve for fixed durational terms. Appointments may be renewed for additional terms through reappointment in accordance with University and College policy. Promotions to a higher rank may be considered at the time of reappointment to a new term with the higher rank, and such promotions require a reappointment process. Career-Line faculty also are responsible, as designated in their contracts and expected by their home units, for service at the College of Nursing, University, and community levels. College and University service includes a collective responsibility to help oversee and to participate in the administration and governance of those institutions.

In addition to formal appointment to the status of member of the faculty, Career-Line faculty members are hired as an employee of the University, in a position designated as either full- or part-time, and for a designated time period which may be equal to or less than the duration of the faculty appointment term. An individual contract for employment, including the full- or part-time position, the durational period of employment, salary and benefits, and specific individual duties, is administered by College of Nursing and University administrative officers, with procedures separate from the faculty appointment processes described here. Career-Line faculty members are ordinarily hired as full-time employees.

2.2 Responsibilities and Rights of Career-Line Faculty

All Career-Line faculty members appointed at .75 FTE or above have the following rights and responsibilities. Career-Line faculty appointed by special arrangement at less than .75 FTE will have those rights and responsibilities articulated in their contract with the University (as well as those described below specifically for faculty members of at least .5 FTE but less than .75) .

2.2.1 Responsibilities and Rights of Clinical Faculty

Clinical faculty are those whose primary contributions are teaching and/or faculty practice. They are responsible for teaching in classroom and clinical settings, and other experiential learning courses. Clinical faculty members also engage in scholarship, practice, and service.

Clinical faculty are entitled to participate fully on Division, College, and University Committees (within limits prescribed by University regulations), in College Council, and at faculty meetings.

Career-Line faculty at a .75 FTE or higher, regardless of rank, are entitled to vote at College Council (as is further described in the College Council Charter). They are also entitled to vote on appointment, reappointment, and promotion matters of Career-Line faculty of their rank or lower but not on appointment, retention, and promotion of Tenure-Line faculty. Clinical faculty at a .5 FTE but less than .75 may participate in a non-voting capacity in College faculty meetings and at College Council (in accord with the Council Charter); and as provided in University Policy they are eligible to vote for the College's Career-line representative on the Academic Senate (but not to serve as a senator).

2.2.2 Responsibilities and Rights of Lecturer Faculty

Lecturers are primarily responsible for teaching and for the development and implementation of special programs connected with their teaching and other areas of expertise. Lecturers may also engage in scholarship, and service, and may engage in practice.

Lecturer faculty members are entitled to participate fully on Division, College, and University Committees (within limits prescribed by University regulations), in College Council, and at faculty meetings.

Lecturer faculty at a .75 FTE or higher, regardless of rank, are entitled to vote at College Council (as is further described in the College Council Charter). They are also entitled to vote on appointment, reappointment, and promotion matters of Career-Line faculty of their rank or lower but not on appointment, retention, and promotion of Tenure-Line faculty. Lecturer faculty at a .5 FTE but less than .75 may participate in a non-voting capacity in College faculty meetings and at College Council (in accord with the Council Charter); and as provided in University Policy they are eligible to vote for the College's Career-line representative on the Academic Senate (but not to serve as a senator).

2.2.3 Responsibilities and Rights of Research Faculty

Research faculty are primarily responsible for research and publication, usually in conjunction with specially funded projects, typically under supervision by or in collaboration with one or more members of the Tenure-Line faculty or appropriate College of Nursing administrator. Research faculty also may be responsible for the development and implementation of special programs connected with their research and other areas of expertise. Research faculty may work onsite at the University, or at other locations depending on the nature and funding of the research projects. Research faculty may teach certain courses in their area of expertise, give guest lectures, participate in other programs, or otherwise enhance the College's teaching mission as related to their research programs.

Research faculty may participate fully and vote in Division, College of Nursing, and University committees to which they are assigned, as related to their research activities. Research faculty may attend College Council and appropriate faculty meetings.

Research faculty at a .75 FTE or higher, regardless of rank, are entitled to vote at College Council (as is further described in the College Council Charter). They are also entitled to vote on appointment, reappointment, and promotion matters of Career-Line faculty of their rank or lower but not on appointment, retention, and promotion of Tenure-Line faculty. Research faculty at a .5 FTE but less than .75 may participate in a non-voting capacity in College faculty meetings and at College Council (in accord with the Council Charter); and as provided in University Policy they are eligible to vote for the College's Career-line representative on the Academic Senate (but not to serve as a senator).

3. Initial Appointment, Term Length and Mentors

3.1 Initial Appointments

Career-Line faculty members are appointed at one of four ranks: Instructor, Assistant Professor, Associate Professor, or Professor. Initial appointment is based on demonstrated achievement and the expectation of future contributions. Number of years in a relevant profession, length of prior teaching or research experience, and other significant achievements, service, awards, and contributions to their profession or field shall be considered when determining the initial term and faculty rank. Members of the Faculty Appointments Advisory Committee will review at a minimum the curriculum vitae and summary statement from the candidate. As more fully described in Section 5.1, for Clinical and Lecturer faculty, a doctoral degree is preferred for appointment to the rank of Assistant Professor and required for the rank of Associate Professor or Professor, and for Research faculty, a doctoral degree is required for all ranks.

3.2 Appointment Body

Initial appointments of Career-Line faculty require a vote of the Faculty Appointments Advisory Committee. The Faculty Appointments Advisory Committee shall consist of all faculty members eligible to vote on an appointment or reappointment matter. The Faculty

Appointments Advisory Committee shall only vote when a two-thirds or greater quorum exists, including any proxy votes provided in advance in writing. A majority vote by the quorum is required for a positive recommendation on the appointment from the committee. Votes by the Faculty Appointments Advisory Committee shall proceed by secret ballot, which may be electronic.

3.3 Appointment Duration

- (a) Career-Line faculty members appointed at the rank of Instructor or Assistant Professor ordinarily serve for a one or two year term. Career-Line faculty members appointed at the rank of Associate Professor ordinarily serve for a three year term. Career-Line faculty members appointed at the rank of Professor ordinarily serve up to a five-year term. Faculty of all ranks will have a yearly informal review by the Division Chairs. Formal reviews will be conducted for faculty of all ranks every five years.
- (b) Once appointed at the rank of Professor, Career-Line faculty members at that rank hold a five-year term with a presumption of renewal to subsequent five-year terms.
- (c) Notwithstanding the above, the appointment of Career-Line faculty members may be ended in conjunction with formal reviews, under University policy, or if there is financial exigency or discontinuation of a program or department of instruction. The affected faculty member will be given notice as soon as possible consistent with their contract terms. Unless the contract specifies otherwise, notice must be provided at least three months in advance of the ending of the appointment if the faculty member has served at least three years continuously.
- (d) The appointment of Research faculty also may be ended if there is no longer a need for the faculty member's expertise or relevant teaching or research services in light of the teaching portfolios or expertise of other members of the faculty, or for lack of funding where such appointments are contingent on funding. The affected faculty member will be given notice as soon as possible.
- (e) The appointment of any Career-Line faculty member may be terminated for cause under University Policy related directly and substantially to the fitness of the faculty member in their professional capacity. Termination for cause shall not infringe on their right to exercise academic freedom or their rights as a citizen of the United States.

3.4 Mentors

Until promoted to the rank of Professor, Instructor, Assistant and Associate Professor Career-Line faculty members may be assigned an appropriate mentor either in the Tenure-Line or the Career-Line.

4. Procedures for Review

Once appointed, all Career-Line faculty will be regularly reviewed by the College of Nursing. This section describes the procedures for such reviews.

4.1 Informal Reviews

The Division Chair will review teaching, research/scholarship, service, and practice (if applicable) activity for all members of the faculty and other non-faculty teaching personnel at least annually. The Division Chair will also ensure peer-review of the individual's teaching and will solicit input and feedback from the Center for Teaching and Learning Excellence where appropriate. Any issues or problems are discussed and addressed individually, as needed. All informal reviews are included in the candidate's formal review file. If, in an informal review, a Career-Line faculty member does not demonstrate clearly adequate progress toward reappointment, an early formal review may be "triggered" by the Division Chair, who will notify the Review Committee. Such "triggered" formal review shall occur the following fall unless a majority of the Review Committee votes to proceed with the review in the current academic year. Such a review, however, must not be conducted sooner than 30 days after written notice of the review is provided to the candidate.

4.2 Formal Reviews

To ensure the continued quality performance of faculty members and make decisions about their continuation in a position or promotion to a different rank, the College of Nursing will conduct formal reviews of its Career-Line faculty at least every 5 years or more frequently if dictated by annual review or the length and terms of the contract provided to the faculty member.

4.3 Career-line Faculty Reappointment and Advancement Committee (CL-FRA)

The (4) elected Career-Line faculty members from Review and Advancement Oversight (ROA) will organized and charge Career-Line Faculty Reappointment and Advancement (CL-FRA) Subcommittee Review Teams (as needed) to review Career-Line faculty according to the College of Nursing Charter Article IV Section 1 C. This process is coordinated with the Division Chairs in the College of Nursing and the Chair of the Review and Advancement Oversight (RAO) Committee as liaison for Tenure-Line faculty to determine membership on the Subcommittee Review Teams and to initiate the review process for Career-Line faculty candidates. Each Subcommittee Review Team is comprised of (3) Career-Line faculty members and (1) Tenure-Line faculty member. Category and Rank-appropriate faculty from within or outside the Division of the faculty member under review may be utilized in specific circumstances (for example, if the faculty member being reviewed has a research appointment or is requesting reappointment as a Professor and no one on the Review Team is on the same appointment line or of appropriate rank).

4.4 Report of CL-FRA Committee

The CL-FRA Committee is responsible for conducting formal reviews of Career-Line faculty and completing a report of the review from the Subcommittee Review Teams. Based on this report, the CL-FRA Committee shall recommend either (1) that the candidate be reappointed and, where appropriate, promoted, (2) that the candidate be denied reappointment or, where appropriate, promotion, or (3), where there are issues that require attention, that the candidate be reappointed for a one-year contract with the opportunity to be considered for reappointment in the following year. The report of the CL-FRA Committee shall: (1) summarize the evidence considered; (2) state how the evidence considered satisfies or fails to satisfy the applicable standard(s); (3) make recommendations for rating the candidate in all applicable areas of evaluation (*e.g.*, Excellent, Very Good, Effective, or Not Effective in Teaching); and (4) give the reasons for its recommendations.

4.5 Procedures for Formal Career-Line Reviews

The CL-FRA Committee shall conduct its formal review of Career-Line faculty members using the following timeline and procedures:

1. By September 1 the fall semester of the academic year for review, the Chair of the CL-FRA Committee shall solicit a Student Advisory Committee (SAC) report on the faculty candidate to be reviewed. The documentation considered by SAC consists of the faculty member's vita, the numerical rankings for classes, evaluations with student comments, and clinical evaluations. The Course and Instructor Evaluation reports (student evaluations) to be considered by SAC will be for courses taught since the last formal review. The SAC report shall be submitted to the Chair of CL-FRA Review by December 1.
2. By October 1, the Chair of the CL-FRA Committee shall request a portfolio from the candidate. The candidate shall submit that portfolio by December 1 of that year. The portfolio shall include:
 - (a) A curriculum vitae;
 - (b) A personal statement, including the following as appropriate: (1) a list of courses taught; (2) a description of course load and administrative responsibilities, which includes types of courses taught, student enrollment, student contact hours, and the types of student assessment for the courses; and (3) a personal statement from the candidate describing how she or he has met the relevant standards for review.
 - (c) All publications during the review period;
 - (d) If she or he has current teaching responsibilities, a peer teaching review by one or more members of the Career-Line or Tenure Line faculty (at or above the proposed rank of the candidate). In addition, the faculty member may arrange an assessment by the Center for Teaching and Learning Excellence. The reviewing faculty members may include

members of the CL-FRA Committee. These peer teaching evaluations of the candidate shall be submitted to the candidate's file by December 1.

- (e) Any prior written evaluations or reports from the CL-FRA Committee;
 - (f) Any other materials the candidate deems relevant, such as course materials, simulations, presentations, evidence of pro bono or other work or activities that serve to enhance the College of Nursing's local, regional, national, or international reputation, or internal or external letters of support.
3. By October 1, the Chair shall assure that all teaching evaluations and recent syllabi for the candidate are placed in the candidate's file. By December 1, the Chair shall solicit comments about the candidate from other members of the College of Nursing.
 4. The Chair shall circulate the candidate's portfolio to CL-FRA Subcommittee Review Team members, who shall read the complete file.
 5. The Chair shall assign CL-FRA Subcommittee Review Team members at or above the candidate's rank to prepare a draft of the CL-FRA Committee Report. The draft report shall be completed by February 1, and the CL-FRA Committee shall confer and approve the report by February 10.
 6. The Chair shall expeditiously transmit the report to the candidate following its approval by the CL-FRA Committee. Upon receipt of the report, the candidate shall have five business days to make a written comment on any item in her file, or to indicate the candidate is waiving such right. The candidate has the right to review all contents in her file, except for any confidential letters of evaluation solicited from outside the College of Nursing.
 7. By March 1, the CL-FRA Committee Chair shall circulate a copy of the report to the Faculty Appointment, Review, and Advisory Committee (FARAC) and make the candidate's file available for review. Thereafter, but no later than March 15, the FARAC shall meet in person or by distance synchronous technology and discuss recommendations and by a majority electronic secret ballot vote make a recommendation on the candidate's reappointment and, if applicable, promotion. The Division Chairs will compile the final recommendation into a letter to the Dean. The candidate will receive a copy of the letter.
 8. The Dean shall receive the entire file and make an independent recommendation and forward the file to the appropriate University official for approval. Before forwarding the file, the Dean shall give the candidate a copy of his/her recommendation. The candidate has the right to make a written response to the Dean's letter and/or the faculty vote and minutes within five business days of receiving the Dean's letter.
 9. The Dean shall notify the candidate of the decision no later than April 1 of the academic year for review.

5. Formal Review Guidelines

A faculty member's stature is based on an assessment of achievements in the area of faculty responsibility and the functions of faculty members, as those functions are relevant to that faculty member's appointment: (1) teaching, (2) service, (3) research/scholarship, and (4) practice (where applicable).

Summary ratings of performance in these areas as relevant to the faculty member's appointment serve as the standards for review, reappointment, and promotion. As permitted by University Policy, this unit will use a four-level scale for evaluating performance: excellent, very good, effective, and not satisfactory. On this scale, the standard very good is located between the standards of excellent and effective in University Policy. The same criteria and standards apply to both formal and informal reviews. Evaluations of candidates are based on the evidence provided regarding a candidate's research/scholarship activity, teaching, service, and practice (if applicable), are described in subsequent sections.

University Policy allows a candidate's conduct as a responsible member of the faculty to be taken into consideration during a review. As a result, one's failure to abide by the Faculty Code or any other rules or policies of the University may be considered in determining whether one will be retained, reappointed, or promoted.

5.1 Review Standards and Criteria for Clinical, Lecturers and Research Faculty

Career-Line faculty are reviewed according only to the missions (teaching, research/scholarship, service, clinical) assigned in their employment contract. The following standards apply to (1) Clinical Faculty and Lecturers and (2) Research Faculty.

5.1.1 Review Standards by Rank for Clinical Faculty and Lecturers

- a. **For initial appointment at Instructor**, the College of Nursing requires a graduate degree, evidence of licensure (if applicable), and a certification (as appropriate). **For reappointment at the rank of instructor**, the candidate must be Effective in their assigned mission(s).
- b. **To be appointed, reappointed or promoted to the rank Assistant Professor**, a candidate member must demonstrate that they are at least Effective in all assigned missions. A doctoral degree is *preferred* for appointment at this rank.
- c. **To be reappointed or promoted to the rank of Associate Professor**, a faculty member must demonstrate that they are at least (1) Very Good in their primary assigned mission, and (2) at least Effective in the other assigned missions. A doctoral degree is required.
- d. **To be reappointed or promoted to the rank of Professor**, a faculty member must demonstrate that they are (1) Excellent in their primary assigned mission and (2) at least Very Good in the other assigned missions. A doctoral degree is required.

5.1.2 Review Standards for Research Faculty

- a. **To be appointed or reappointed at the rank of Assistant Professor**, a Research faculty member must demonstrate that they are (1) at least Effective in research and (2) at least Effective in all other assigned missions. A doctoral degree is required for appointment at this rank.
- b. **To be reappointed or promoted to the rank of Associate Professor**, a Research faculty member must demonstrate that they are (1) Very Good in research and (2) at least Effective in the other missions as assigned. A doctoral degree is required for appointment at this rank.
- c. **To be reappointed or promoted to the rank of Professor**, a Research faculty member must demonstrate that they are they are Excellent in research and (2) at least Very Good in the other missions as assigned. A doctoral degree is required for appointment at this rank.

5.2 Evaluation of Teaching

Within the University system, the term *teaching* refers to regularly scheduled instruction in classroom and clinical settings, curriculum and program development, directing undergraduate and/or graduate student work, and counseling and advising of students in general. There are therefore three components of teaching: (1) course and clinical instruction, (2) curriculum and program development, and (3) student advising and mentoring.

(1) Course and clinical instruction

Course and clinical instruction encompass (a) didactic classroom instruction; (b) instruction in the clinical setting; (b) online and distance education teaching; (c) the organization and facilitation of seminars and workshops that are related to curriculum needs; and (d) independent instruction involving one or more students on special topics. Specific sources of information to evaluate the candidate's course instruction shall include: (a) the candidate's statement of teaching philosophy as found in their personal statement; (b) peer review of the candidate's syllabi, assignments, and other teaching materials; (c) peer observation of the candidate's course or clinical instruction, seminars, workshops, and other public presentations; (d) information from student course evaluations (e) Student Advisory Committee (SAC) recommendations. SAC will have access to all course evaluation information, including student comments. Other information about teaching, including, for example, a teaching portfolio, teaching awards, or any evaluation of the candidate's teaching done by personnel from the University's Center for Teaching and Learning Excellence (CTLE) may also be included.

(2) Curriculum and program development

Academic programs require significant investments of faculty time in ongoing curriculum/program development and maintenance. The contributions of a candidate to such

efforts, beyond regular teaching assignments, may therefore be considered as part of contributions in the area of teaching. Examples of these kinds of contributions include the development and teaching of new and novel courses, curriculum development or revision, and the publication of textbooks or other teaching materials.

(3) Student advising and mentoring

Work with undergraduate and graduate students outside of the classroom is also an important component of teaching. Activities of primary importance in this area include (1) general student advising and mentoring; (2) chairing and serving on graduate student committees; and (3) including students in research and as co-authors in scholarly work. Contributions in this area are evaluated with respect to both quantity and quality.

(4) Summary Rating Scale for Teaching

Ratings on the four-point scale below reflect the joint consideration of the three components of teaching described above, as applicable to the candidate's assigned missions.

Excellent: The candidate has made substantial, sustained contributions in areas of course instruction, curriculum/program development, and student advising and mentoring. This means that to be Excellent in teaching, a candidate will have a sustained record of teaching effectiveness, leadership, and professional conduct including by making a substantial contribution to the teaching mission of the College with demonstrated impact beyond the University. A candidate will make this demonstration through:

(1) a sustained record as a master educator within and external to the University, shown by, for example:

- (a) demonstrating expertise in a subject area, including use of evidence-based and theory-based teaching approaches;
- (b) being recognized by others for skill in communicating knowledge;
- (c) presenting nationally or internationally on educational pedagogy and standards; or
- (d) being recognized at local, regional, national, or international levels for teaching expertise in the clinical or classroom setting;

(2) making sustained contributions related to the College's teaching mission, shown by, for example:

- (a) designing/implementing innovative instructional strategies and materials;
- (b) providing formal or informal leadership in curriculum development and evaluation;

- (c) providing systematic leadership in supervising student scholarly activities; or
 - (d) providing evidence of student productivity in scholarship including presentations and publications; or
- (3) serving as an expert and mentor in curriculum development and teaching innovations within and external to the University, shown by, for example:
- (a) serving as a Fellow in the Academy of Health Science Educators or other professional organizations;
 - (b) providing leadership as an expert resource by colleagues (i.e., faculty, clinical, and/or interdisciplinary colleagues) or policy makers regarding teaching/learning;
 - (c) mentoring others in programmatic and teaching innovations; or
 - (d) serving as a PI or consultant on educational, training or other grants.

Very Good: The candidate has made significant, sustained contributions in areas of course instruction, curriculum/program development, and student advising and mentoring. This means that to be Very Good in teaching, a candidate will have a consistent record of teaching effectiveness, leadership, and professional conduct including by a substantial contribution to the teaching mission of the College. A candidate will make this demonstration through:

- (1) being recognized as an expert educator within the College, shown by, for example:
 - (a) demonstrating teaching expertise in a subject area, including use of evidence-based and theory-based teaching approaches;
 - (b) demonstrating skill in communicating knowledge;
 - (c) demonstrating the ability to stimulate and challenge the intellectual capacity of students in classroom and/or clinical settings;
 - (d) demonstrating versatility in teaching strategies;
 - (e) demonstrating competence in teaching a broad range of courses within an area of expertise;
 - (f) evaluating and modifying their own teaching performance;

- (g) participating in educational experiences to assure current knowledge of teaching theory or practice;
 - (h) providing advisement to students resulting in students' professional/career success;
 - (i) integrating current educational theory to improve learning experiences;
 - (j) participating in peer review and mentoring of other faculty;
 - (k) receiving exceptional student and peer teaching evaluations; or
 - (l) receiving teaching awards or recognitions;
- (2) leadership related to the College's teaching mission, shown by, for example:
- (a) designing and implementing innovative instructional strategies and teaching materials;
 - (b) originating and developing new courses or programs;
 - (c) taking initiative in programmatic and teaching innovations;
 - (d) participating actively in curriculum development, evaluation, and/or revision;
 - (e) supervising student clinical and research/scholarship activities; or
 - (f) chairing and/or serving as a content expert for scholarly projects); or
- (3) mentoring and collaborating in curriculum development and teaching innovations, shown by, for example:
- (a) serving as a Fellow in the Academy of Health Science Educators or other professional organizations;
 - (b) serving as a resource to interdisciplinary colleagues (i.e., faculty, clinical, and/or interdisciplinary colleagues) regarding teaching/learning;
 - (c) mentoring others in programmatic and teaching innovations;
 - (d) participating in developing and implementing grants that support programmatic or innovative teaching projects;

- (e) participating in developing and implementing grants that support the teaching mission; or
- (f) integrating current educational theory to improve learning experiences.

Effective: The candidate has made acceptable, sustained contributions in teaching. The candidate shows sufficient progress in the areas of course instruction, curriculum/program development, and student advising and mentoring to suggest that the eventual contributions in these areas will be significant. This means that to be Effective in teaching, a candidate will have a record of progressive teaching effectiveness and professional conduct contributing to the teaching mission of the College. All candidates except those for appointment or reappointment at the rank of Instructor will make this demonstration through:

- (1) progressive competence and effectiveness in relation to an area of teaching, shown by, for example:
 - (a) demonstrating expertise in identifying content in area of teaching responsibility;
 - (b) demonstrating selectivity and flexibility in the use of teaching methods based on educational theory and research and patient needs;
 - (c) demonstrating understanding of philosophy, framework, and course structure in the program in which they teach;
 - (d) effectively supervising, mentoring, and/or advising students appropriately within context of their program or clinical setting;
 - (e) using evaluative feedback to modify course organization and teaching strategies; or
 - (f) receiving progressively improved student and peer evaluations of teaching;
- (2) participating in the College's educational programs, shown by, for example:
 - (a) participating in the development of new courses or revisions within current courses;
 - (b) participating in curriculum development and/or revisions with respect to courses;
 - (c) participating in evaluation of student performance in relation to expected program outcomes; or

- (d) participating in supervising independent studies or student scholarly projects); or
- (3) collaborating with faculty colleagues and constituencies related to the teaching mission, shown by, for example:
 - (a) serving as a member of the Academy of Health Sciences Educators or other professional organizations;
 - (b) serving as a resource to colleagues (i.e., faculty, clinical) in relation to area of teaching expertise;
 - (c) collaborating with colleagues in development of new educational strategies and course offerings; or
 - (d) engaging in productive planning with preceptors to enhance education.

For candidates being reviewed for appointment or reappointment at the rank of Instructor, a demonstration of Effectiveness in teaching will be made through:

- (1) demonstrating competence and effectiveness in relation to an area of teaching, shown by, for example:
 - (a) participating in identifying content relevant to assigned course responsibilities;
 - (b) using theory-guided, evidenced-based content and teaching materials in various settings;
 - (c) remaining current in their area of expertise and using that knowledge to improve courses and teaching;
 - (d) using a variety of teaching methods to meet individual student and patient needs;
 - (e) mentoring, advising, and evaluating students appropriately within context of course responsibilities or clinical supervision; or
 - (f) using evaluative student and peer feedback to make course improvements;
- (2) participating in the Program's educational teaching mission (BS, RN to BS, MS, or DNP), shown by, for example:
 - (a) contributing to the evaluation and improvement of program outcomes and competencies; or

- (b) contributing observations and evaluations of students' performance in relation to expected program outcomes; or
- (3) participating with faculty colleagues with respect to the teaching mission, shown by, for example:
 - (a) serving as a member of the Academy of Health Sciences Educators or other professional organizations;
 - (b) using colleagues (i.e., faculty, clinical) as resources to improve teaching expertise;
 - (c) participating with colleagues in revision of course offerings and educational strategies; or
 - (d) involving program faculty and/or preceptors in planning student-learning experiences.

Not Satisfactory: The candidate has made insufficient contributions in teaching.

5.3 Evaluation of Service

Evaluations are made with respect to three areas of service: (1) professional service, (2) University service, and (3) public service. It is not necessary for a candidate to participate equally in all three service areas. Differing participation in the three service areas typically reflects the strengths and interests of individual faculty members.

(1) Professional Service

This refers primarily to professional participation at a national, international, state, or regional levels. Service in this category can be oriented toward national professional organizations and include such activities as holding offices; participating in the organization or operation of conferences; attending professional meetings; serving as chair, discussant, or reviewer for presentations at professional meetings; serving on various professional committees, panels, or boards (e.g., accreditation boards); reviewing grants and presenting professional workshops. Significant professional service contributions can also include serving as editor, associate editor, editorial review board member, or regular reviewer for scholarly or professional journals.

(2) University Service

This category refers to service within the University, including at the levels of the Program, Division, College, and overall institution. A candidate's shared-governance activities, including chairing and/or serving on standing and ad hoc committees, councils, and task

forces, or serving in administrative positions, at any of these levels, represent valuable University service contributions.

(3) Public Service

This category includes service related to the candidate's area of expertise in various local, regional, national, and international public settings and can take many forms, e.g., serving on boards and committees for governmental and/or non-profit organizations, consulting with and/or providing direct service to community agencies as appropriate within University guidelines.

(4) Summary Rating Scale for Service

Ratings on the four-point scale below reflect the joint consideration of service contributions in the three areas described above, as applicable to the candidate's assigned missions.

Excellent: The candidate has made substantial, sustained contributions to the profession, the University, and/or the public. This means that to be Excellent in service, a candidate will have a sustained record of significant accomplishments in service that includes providing outstanding contributions, demonstrating leadership and facilitating others through collaborative service at the University, broader community, and national/international levels. A candidate will make this demonstration through:

- (1) Providing leadership in state, regional, national/international professional organizations, shown by, for example:
 - (a) providing leadership in policy developments locally, regionally, and nationally/internationally;
 - (b) contributing substantively to professional organizations at the national/international level;
 - (c) chairing regional or national/international committees;
 - (d) leading committees, task forces, study groups, or review committees of state and/or national/international professional or community organizations;
 - (e) establishing a record of legislative action or policy development to promote professional role;
 - (f) participating in regional or national/international conference planning;
 - (g) providing leadership in College, University, regional or national/international programs designed to impact health;
 - (h) serving on regional or national/international organizational boards or task forces;

- (i) being appointed to state or national/international panels focusing on issues of health care delivery;
 - (j) serving in elected leadership roles (e.g., President, Board of Directors) for broad community or national/international professional organizations;
 - (k) providing expert consultation to other individuals, groups, or organizations;
 - (l) being recognized as a leader in areas related to service, teaching or practice; or
- (2) Being recognized for leadership / administration at regional or national/international levels, shown by, for example, being recognized for:
- (a) leadership roles (e.g., President, Board of Directors) for broad community or national/international professional organizations;
 - (b) outstanding quality contributions to organizational work;
 - (c) as an expert resource regarding professional or health related initiatives; or
 - (d) as an expert leader in writing guidelines or policies that impact health.

Very Good: The candidate has made significant, sustained contributions to the profession, the University, and/or the public. This means that to be Very Good in service, a candidate will have a record of significant and consistent participation in regional, institutional, professional, and community service/leadership/administration. A candidate will make this demonstration through:

- (1) Providing Leadership in professional organization(s), shown by, for example:
 - (a) participating in writing guidelines or policies that impact health or education;
 - (b) serving as an active member and leader in an appropriate professional organization or organizations;
 - (c) chairing committees or serving in a role for community or professional organizations;
 - (d) participating in leadership activities which influence professional practice and education;
 - (e) leading a legislative action or policy initiative; or

- (2) Providing leadership in College, University, or community service, shown by, for example:
- (a) providing formal leadership (e.g., elected or administrative appointment) to address college, university, or community goals;
 - (b) leading a College, Health Sciences, or University committee or task force;
 - (c) serving as a resource to faculty colleagues or clinical colleagues regarding service initiatives;
 - (d) collaborating with interprofessional colleagues to achieve service outcomes;
 - (e) providing consultation to individuals, groups, or organizations;
 - (f) effectively mentoring others in committee, task force, or board roles;
 - (g) receiving awards for service contributions, leadership, or mentorship;
 - (h) articulating professional position on selected health care issues;
 - (i) demonstrating involvement in governance activities in the College of Nursing; or
 - (j) being recognized as a leader in areas related to service; or
- (3) Providing leadership in engaged learning/service/practice/research across the college, university, and community, shown by, for example:
- (a) demonstrating active leadership in initiatives that support student learning, such as University Research Opportunities Program, Community Engaged Learning, Student and Community Engagement, and Global Health
 - (b) providing leadership to promote the success of faculty practice;
 - (c) demonstrating active leadership in interdisciplinary activities in Health Sciences or University (e.g., Interprofessional Education or Simulation);
 - (d) acting as a lead for engaged learning courses; or
 - (e) providing leadership in community engaged partnerships for teaching, practice, or research (e.g., Utah Neighborhood Partners, Community Faces of Utah).

Effective: The candidate has made acceptable, sustained contributions in service. The candidate shows sufficient commitment to service in at least one area, suggesting that the

eventual contributions of the candidate will be significant. This means that to be Effective in service, a candidate will have a record of progressive participation in institutional, professional, and community service/leadership. All candidates except those for appointment or reappointment at the rank of Instructor will make this demonstration through:

(1) Being actively involved in professional organizations, shown by, for example:

- (a) being an active member of appropriate professional organizations;
- (b) actively engaging students in a professional organization;
- (c) serving on committees or in elected role for local or regional community or professional organizations;
- (d) being involved in legislative action; or

(2) Having an active role in College, University, or community service, shown by, for example:

- (a) serving a member of College, Health Sciences or University committee or task forces;
- (b) demonstrating a beginning role in leadership/administration on committees and task forces that promote the success of the college;
- (c) being actively involved in leadership / administration pertaining to teaching teams or clinical programs;
- (d) advocating for professional or health related legislation;
- (e) actively participating in university service;
- (f) actively engaging in initiatives (e.g., University Research Opportunities Program, Community Engaged Learning, Student and Community Engagement, and Global Health).

For candidates being reviewed for appointment or reappointment at the rank of Instructor, a demonstration of Effectiveness in service will be made through a record of participation in institutional, professional, and community service, shown by:

(1) Participation in professional organizations; or

(2) participation in College or community service/leadership, shown by, for example:

- (a) participating on committees and / or task forces that promote the success of college responsibilities;

- (b) participating in teaching teams or program;
- (c) reviewing student files for admission to undergraduate or graduate programs;
- (d) contributing to the work goals of community organization/association;
- (e) sharing expertise related to service initiatives with students and colleagues; or
- (f) utilizing University resources to actively engage and enrich student learning.

Not Satisfactory: The candidate has made insufficient contributions in service.

5.4 Evaluation of Research/Scholarship

Judgments about a candidate's research/scholarship are based on both the quality and quantity of research/scholarship and its relevance to the academic community and the College of Nursing's needs. The characteristics of productive research/scholarship, however, differ depending on the candidate's area(s) of specialization and professional goals and the College of Nursing's needs for research/scholarship in a given area.

(1) Summary Rating Scale for Research/Scholarship Activity

Ratings on the four-point scale below reflect the joint consideration of quantity and quality of research/scholarship as described above, as applicable to the candidate's assigned missions.

Excellent: The candidate has made substantial, sustained contributions in one or more topic areas of research/scholarship. The quality and quantity of research/scholarship reflect a coherent agenda in at least one topic area. This means that to be Excellent in research/scholarship, a candidate will have a sustained record demonstrating commitment to a program of scholarship and documenting dissemination through presentation and publication. A candidate will make this demonstration through:

- (1) Recognition nationally/internationally for a sustained commitment to a program of scholarship, shown by, for example:
 - (a) being recognized for the scholarship of application¹ in research findings to develop evidence-based practice initiatives;
 - (b) seeking/obtains external funding for practice-related program of scholarship;

¹ Scholarship of application is defined as demonstration of expertise, with results that can be shared with and/or evaluated by peers. Boyer EL, *Scholarship Reconsidered: Priorities of the professoriate*. 1990. Carnegie Foundation for the Advancement of Teaching.

- (c) being recognized for using the scholarship of application or scholarship of integration² for developing new strategies related to clinical area of expertise;
 - (d) being recognized for practice-related research/evaluation project(s);
 - (e) demonstrating impact of innovative models of care delivery;
 - (f) being recognized for using the scholarship of integration in developing effective teaching methods, materials, and evaluative techniques;
 - (g) being recognized for using the scholarship of application to apply educational standards and research findings to teaching/learning;
 - (h) seeking/obtaining external funding for scholarship of teaching;
 - (i) developing new teaching strategies using the scholarship of integration, scholarship of application, or scholarship of teaching;
 - (j) seeking/obtaining external funding for service-related program of scholarship;
 - (k) being recognized for service-related research or evaluation projects;
 - (l) being recognized for scholarly position papers or policy analyses in support of professional or community organization's mission;
 - (m) being recognized for theoretical paradigms or models;
 - (n) seeking/obtaining external funding for a program of knowledge development for the discipline or profession; or
 - (o) being recognized for developing innovative methodology related to area of research expertise.
- (2) A sustained record of peer-reviewed publications and presentations, shown by, for example:
- (a) presenting papers or posters related to practice scholarship at national/international conferences;
 - (b) being invited as speaker, panel leader, moderator or discussant for national/international meetings in area of clinical scholarship;
 - (c) coordinating invited or peer-reviewed symposium at national/international conferences related to area of clinical scholarship;

² Scholarship of integration involves synthesis of information across disciplines. *Id.*

- (d) disseminating knowledge of teaching through publications in refereed professional journals;
 - (e) authoring chapters or textbooks;
 - (f) disseminating knowledge of teaching through peer-reviewed presentations at national/international scholarly conferences;
 - (g) developing curriculum or teaching materials that are adopted by colleagues;
 - (h) presenting papers or posters related to teaching scholarship at national/international conferences;
 - (i) presenting at national/international conferences on scholarship related to service;
 - (j) being sought as a speaker, panel leader, moderator or discussant at national/international meetings in relation to service activities;
 - (k) publishing results of a program of scholarship or research in refereed journals (e.g., databased, methodological, or theory articles);
 - (l) presenting research papers at national/international conferences;
 - (m) being invited to be speaker, panel leader, or discussant at national/international meetings in area of research scholarship; or
 - (n) authoring articles explicating applications of research findings in refereed and non-refereed journals or books; or
- (3) Serving as an expert and mentor in scholarship and research within and beyond the University, shown by, for example:
- (a) mentoring others in scholarship/research endeavors;
 - (b) serving as a PI or consultant on educational, training or other grants; or
 - (c) providing expert scholarship/research consultation to other individuals, groups, or organizations.

Very Good: The candidate has made significant, sustained contributions in one or more topic areas of research/scholarship. The quality and quantity of research/scholarship reflect a coherent agenda in at least one topic area. This means that to be Very Good in research/scholarship, a candidate will have a consistent record demonstrating commitment to a program of scholarship and documenting effective dissemination through presentation and publication. A candidate will make this demonstration through:

- (1) Consistent commitment to a program of scholarship, shown by, for example:
- (a) Using scholarship of application to apply research findings to development of evidence-based practice initiatives;
 - (b) Seeking/obtaining external funding for practice-related program of scholarship;
 - (c) Changing clinical practice in area of expertise using the scholarship of application or scholarship of integration;
 - (d) Providing leadership for practice-related research/evaluation project(s);
 - (e) Conducting demonstration projects involving new models of care delivery;
 - (f) Evaluating the effectiveness of practice strategies;
 - (g) Developing protocols or procedures for practice;
 - (h) Using the scholarship of integration in developing effective teaching methods, materials, and evaluative techniques;
 - (i) Using the scholarship of application to apply educational standards and research findings to teaching/learning;
 - (j) Seeking/obtaining funding for scholarship of teaching program;
 - (k) Conducting course or program evaluations that serve as a basis for academic decision-making;
 - (l) Applying the scholarship of teaching to implement teaching initiatives;
 - (m) Seeking/obtaining funding for program of scholarship in teaching;
 - (n) Developing teaching initiatives such as new course or curriculum through the scholarship of teaching;
 - (o) Serving as journal reviewer or book reviewer in area of expertise;
 - (p) Serving as an abstract reviewer for professional conferences;
 - (q) Serving as a reviewer for foundation, HRSA, or other grants;
 - (r) Serving as reviewer for accreditation;
 - (s) Seeking/obtaining funding for service-related program of scholarship;

- (t) Conducting systematic reviews of literature regarding service-related projects;
 - (u) Conducting service-related research or evaluation projects;
 - (v) Preparing scholarly position papers or policy analyses in support of professional or community organization's mission;
 - (w) Formulating theoretical paradigms or models;
 - (x) Seeking/obtaining funding for a program of knowledge development for the discipline or profession;
 - (y) Implementing focused program(s) of quality improvement;
 - (z) Using the scholarship of application to develop innovative methodology related to area of research expertise; or
 - (aa) Using the scholarship of discovery³ to conduct well designed research studies addressing questions of significance to the discipline of nursing or health related fields;
- (2) A consistent record of peer-reviewed publications and presentations, shown by, for example:
- (a) Publishing in refereed journals related to area of practice expertise;
 - (b) Authoring chapters or textbooks on practice phenomenon;
 - (c) Presenting papers or posters related to practice scholarship at regional and national conferences;
 - (d) Being invited as speaker, panel leader, moderator or discussant for regional and national meetings in area of clinical scholarship;
 - (e) Coordinating invited or peer-reviewed symposium at regional and national conference related to area of clinical scholarship;
 - (f) Sharing knowledge of teaching through publications in refereed professional journals;
 - (g) Authoring chapters or makes other contributions to the development of textbooks;

³ Scholarship of discovery includes original research that advances knowledge. *Id.*

- (h) Sharing knowledge of teaching through peer-reviewed presentations at regional and national/international conferences;
 - (i) Developing curriculum or teaching materials that are adopted by other colleagues;
 - (j) Presenting papers or posters related to teaching scholarship at regional and national conferences;
 - (k) Publishing position papers or other documents concerning service activities or initiatives;
 - (l) Publishing articles on policy issues;
 - (m) Authoring articles explicating organizational or other service-related issues in refereed journals or books;
 - (n) Presenting at regional or national conferences on scholarship related to service;
 - (o) Being sought as a speaker, panel leader, moderator or discussant at state and national meetings in relation to service activities;
 - (p) Publishing research in refereed journals (e.g., databased, methodological, or theory articles);
 - (q) Publishing articles on methodological issues;
 - (r) Writing a systematic review of literature in substantive area;
 - (s) Authoring articles explicating clinical applications of research findings in refereed journals or books;
 - (t) Presenting papers related to research scholarship at regional conferences; or
 - (u) Receiving invitations to be invited speaker, panel leader, or discussant at regional or national meetings in area of research scholarship; or
- (3) Mentoring and collaborating in the development of new investigators in scholarship/research, shown by, for example:
- (a) Mentoring others in scholarship/research endeavors;
 - (b) Serving as a PI/Co-PI or consultant on educational, training, or other grants; or
 - (c) Providing scholarship/research mentoring/consultation to other individuals, groups, or organizations.

Effective: The candidate has made acceptable, sustained contributions in one or more topic areas of research/scholarship. The quality and quantity of research or scholarship reflect a coherent agenda of work and suggest that significant contributions will be made over time. This means that to be Effective in research/scholarship, a candidate will have a beginning record of commitment to a program of scholarship and dissemination through presentations and publications. All candidates except those for appointment or reappointment at the rank of Instructor will make this demonstration through:

- (1) Commitment to a program of scholarship, shown by, for example:
 - (a) Applying research findings to development of evidence-based practice initiatives;
 - (b) Using scholarship of integration to develop new practice protocols or models;
 - (c) Contributing to practice related research or evaluation projects;
 - (d) Using scholarship of application to apply educational standards and research findings to teaching/learning activities;
 - (e) Using the scholarship of integration in developing effective teaching methods and materials for classroom or clinical settings;
 - (f) Participating/collaborating in designing and implementing service activity;
 - (g) Assisting in conducting service-related evaluation projects;
 - (h) Contributing to the preparation of a scholarly position paper in support of professional or community organizations' mission;
 - (i) Collaborating in scholarship of discovery to produce disciplinary and professional knowledge; or
 - (j) Collaborating in developing research or QI projects;
- (2) Disseminating results from program of scholarship through presentation and publication, shown by, for example:
 - (a) Making poster or podium presentations of practice related initiatives at local or regional conferences;
 - (b) Being an invited speaker, panel leader, moderator or discussant for local and regional meetings in area of clinical scholarship;
 - (c) Sharing knowledge of teaching through posters or podium presentations at local and regional scholarly conferences;

- (d) Developing curriculum or teaching materials;
 - (e) Publishing position papers or other documents concerning service activities or initiatives;
 - (f) Publishing and authors articles explicating organizational or other service-related issues in refereed and non-refereed journals, book chapters, or books;
 - (g) Making poster or other presentations at local or regional conferences related to service;
 - (h) Making posters or podium presentations related to evidence based scholarship at local and regional conferences on policy issues;
 - (i) Publishing research findings in refereed journals (e.g., databased, methodological, or theory articles);
 - (j) Publishing articles on methodological issues;
 - (k) Authoring articles explicating applications of research findings in refereed and non-refereed journals or books;
 - (l) Presenting papers related to research scholarship at regional and national/international conferences;
 - (m) Publishing position papers or other documents concerning service activities or initiatives;
 - (n) Publishing articles on policy issues; or
 - (o) Authoring articles explicating organizational or other service-related issues in refereed and non-refereed journals or books; or
- (3) Commitment to external funding for a program of scholarship, shown by, for example:
- (a) Seeking/obtaining funding for program of scholarship in research;
 - (b) Engaging as a co-investigator in collaborative program of research; or
 - (c) Engaging in scholarship of discovery to produce disciplinary and professional knowledge as a result of collaborative program of research.

For candidates being reviewed for appointment or reappointment at the rank of Instructor, a demonstration of Effectiveness in research/scholarship will be made through a beginning record of scholarship, shown by:

- (1) Demonstrated knowledge of evidenced base practice and/or competencies, shown by, for example:
 - (a) Participating in case study presentations with literature review and recommendations; or
 - (b) Integrating evidence-based practices into clinical practice and /or teaching;
- (2) Beginning to develop a record of scholarship, shown by, for example:
 - (a) Participating in developing educational and/or practice protocols and guidelines;
 - (b) Attending workshops or other educational activities;
 - (c) Making poster or podium presentations; or
 - (d) Participating in scholarly publications; or
- (3) Engagement in relation to area of scholarship, shown by, for example:
 - (a) Participating in literature reviews relevant to area of scholarship;
 - (b) Engaging in scholarship activities within an interdisciplinary team of research;
 - (c) Attending workshops or other research activities;
 - (d) Seeking out scholarly collaborations within and outside the College of Nursing; or
 - (e) Providing peer reviews of manuscripts for professional journals, books, abstracts, and or association grant applications.

Not Satisfactory: The candidate has made insufficient contributions in research/scholarship activity.

5.5 Evaluation of Practice

In the College of Nursing, *practice* refers to clinical or consultation practice in an area of specialization; this practice is part of the faculty member's University and College appointment. Evaluations consider practice that is (1) evidence-based and scholarly, (2) interdisciplinary and collaborative, and may or may not include providing clinical experience supervision of students. It is not necessary for a candidate to participate equally in all areas. Differing participation in the practice or consultation typically reflects the strengths and interests of individual faculty members.

Summary Rating Scale for Practice

Ratings on the four-point scale below reflect the joint consideration of quantity and quality of practice as described above, as applicable to the candidate's assigned missions.

Excellent: The candidate has made substantial, sustained contributions in the area of practice or consultation. This means that to be Excellent in practice, a candidate will have a sustained record demonstrating practice expertise, leadership, mentoring, and collaborative activities that have an impact on the profession at the national or international level. A candidate will make this demonstration through:

- (1) Demonstrating expertise in relation to a practice area, shown by, for example:
 - (a) Maintaining and/or expands certification(s) applicable to area of practice;
 - (b) receiving state and/or regional recognition/awards for practice expertise from professional and public groups;
 - (c) demonstrates positive peer reviews or patient satisfaction surveys for practice; or
- (2) Mentoring and demonstrating leadership in an area of practice expertise, shown by, for example:
 - (a) Serves as mentor/resource in area of practice for faculty colleagues, clinical colleagues, and students.
 - (b) Demonstrates initiatives to develop practice standards or improve quality.
 - (c) Administers practice or programs cost efficiently and effectively.
 - (d) Facilitates implementation of student practice-related projects and clinical experiences.
 - (e) Develops and revises clinical competency assessments; or
- (3) Developing significant collaborative practice initiatives, shown by, for example:
 - (a) Collaborates with colleagues in initiation of interdisciplinary practice-related activities or projects;
 - (b) Serves on interdisciplinary health care-related work groups or committees at the local and regional level;
 - (c) Collaborates with others in seeking funding for practice-related projects; or
 - (d) Consults with individuals, groups, or institutions at the local or regional level regarding practice issues and initiatives.

Very Good: The candidate has made significant, sustained contributions in the area of practice or consultation. This means that to be Very Good in practice, a candidate will have a consistent record demonstrating practice expertise, leadership, mentoring, and collaborative activities that have an impact on the profession at a state and / or regional level.. A candidate will make this demonstration through:

- (1) Demonstrating expertise in relation to a practice area, shown by, for example:
 - (a) Maintaining and/or expanding certification(s) applicable to area of practice;
 - (b) Receiving state and/or regional recognition/awards for practice expertise from professional and public groups; or
 - (c) Demonstrating positive peer reviews or patient satisfaction surveys for practice;
- (2) Mentoring and demonstrating leadership in an area of practice expertise, shown by, for example:
 - (a) Serving as a mentor/resource in area of practice for faculty colleagues, clinical colleagues, and students;
 - (b) Demonstrating initiatives to develop practice standards or improve quality;
 - (c) Administering practice or programs cost efficiently and effectively;
 - (d) Facilitating implementation of student practice-related projects and clinical experiences; or
 - (e) Develops and revises clinical competency assessments; or
- (3) Developing significant collaborative practice initiatives, shown by, for example:
 - (a) Collaborating with colleagues in initiation of interdisciplinary practice-related activities or projects;
 - (b) Serving on interdisciplinary health care-related work groups or committees at the local and regional level;
 - (c) Collaborating with others in seeking funding for practice-related projects; or
 - (d) Consulting with individuals, groups, or institutions at the local or regional level regarding practice issues and initiatives.

Effective: The candidate has made acceptable, sustained contributions in the area of practice or consultation. This means that to be Effective in practice, a candidate will have a record of progressive practice effectiveness, leadership, and collaborative activities within the College

and with professional or community organizations. All candidates except those for appointment or reappointment at the rank of Instructor will make this demonstration through:

- (1) Demonstrating increasing competence and effectiveness in relation to practice area of expertise, shown by, for example:
 - (a) assessing appropriateness of current practice model for needs of clients;
 - (b) participating in learning experiences in practice activities directed towards maintaining and advancing clinical competence, such as records review or case presentation;
 - (c) participating in the implementation of a quality improvement project; or
 - (d) receiving positive peer reviews of practice;
- (2) Demonstrating beginning leadership in an area of practice, shown by, for example:
 - (a) Participating in developing new practice initiatives;
 - (b) Developing and monitoring quality indicators to improve practice;
 - (c) Participating in fiscal management related to practice;
 - (d) Demonstrating efforts to secure resources to sustain practice; or
 - (e) Participating in interdisciplinary teams; or
- (3) Collaborating with colleagues, students, and constituencies to facilitate practice initiatives, shown by, for example:
 - (a) effectively mentoring students and colleagues in practice activities;
 - (b) serving as a resource to others in area of practice expertise;
 - (c) fostering collaborative relationships with nursing colleagues and other health care providers; or
 - (d) serving as a clinical expert for research or teaching activities.

For candidates being reviewed for appointment or reappointment at the rank of Instructor, a demonstration of Effectiveness in practice will be made through record of practice effectiveness and collaborative activities within the College and with relevant professional teams, shown by:

- (1) Demonstrating competence and effectiveness in relation to area of expertise, shown by, for example:

- (a) Maintaining certification in specialty area;
 - (b) Maintaining active clinical practice;
 - (c) Monitoring own practice competencies and initiates practice refinements; or
 - (d) Demonstrating theory-guided, evidence-based practice;
- (2) Demonstrating informal leadership in practice activities, shown by, for example:
- (a) Documenting individual contributions to practice initiatives;
 - (b) Using quality indicators to monitor and improve practice; or
 - (c) Participating in developing and implementing evidenced based educational materials for the practice setting; or
- (3) Collaborating with colleagues and students to facilitate practice initiatives, shown by, for example:
- (a) Mentoring students in practice activities;
 - (b) Maintaining collaborative relationships with nursing colleagues and other health care providers; or
 - (c) Sharing practice expertise with others.

Not Satisfactory: The candidate has made insufficient contributions in practice or consultation.

5.6 Emeritus/Emerita Faculty Appointments

The category of this faculty appointment is for retired members of the College of Nursing. Emeritus/Emerita status is a recognized faculty category with benefits specified by University Policy (see U of U Policy 6-300, 5-112). Faculty are eligible for recommendation to this appointment at the faculty rank held upon retirement.

Procedure. To be considered for recommendation for this status, the faculty member must notify the Dean and/or Division Chair of retirement at least three months prior to the anticipated retirement date. Career-line and tenure-line faculty in the professorial ranks of Assistant, Associate, or Professor who wish to be considered for emeritus/emera status prepare a file consisting of an academic vita and two letters of recommendation from University of Utah faculty at or above the candidate's rank, at least one of those from a College of Nursing faculty member. Letters of recommendation are to address the faculty member's consistent and cumulative contributions to the College, University, and profession

for appointment as emeritus/emerita.

The file is submitted for consideration to the Faculty Affairs Office and forwarded to the voting faculty as determined by the rules governing faculty appointments. Results of the vote are forwarded to the Dean, who makes the decision regarding whether to recommend the candidate for emeritus faculty appointment. Final appointments to emeritus status for retired faculty members and certain administrative officers are made by the Board of Trustees on recommendation of the President and Vice President for Academic Affairs (see U of U Policy 5-112, 6-300, and 6-301) and are typically in place at the start of each academic year.