

Updated: 8/19/2021

Southern Utah University College of Health Sciences

Department of Nursing

Department P&T Criteria

Updated: 8/19/2021

Approved: 9/08/2021

Instructions for Application

When developing your Faculty Engagement Criteria Document you will create a portfolio that will remain with the candidate and will be available per request. When developing your portfolio, thoroughly read policy 6.1.

<https://www.suu.edu/academics/p-and-t/documents/policy-6.1.pdf>

Your portfolio should highlight and showcase your knowledge, skills, and abilities as they relate to the areas of evaluation. Cite supporting evidence that reflects your best efforts across all three domains—Teaching Effectiveness, Scholarship/Creative Activities, Service/Professional Service. Documents that need to be completed:

- Faculty Engagement Worksheet-not turned in used to guide report and plan
- FEC report-include reflection in each category and collegiality survey results
- FEC plan
- Portfolio- available per request
- Annual Evaluation of FEC (mentorship team)
- Annual Evaluation of FEC Plan (mentorship team)

Department Faculty Evaluation Criteria

Mentorship

Mentorship process:

The mentorship process is to follow guidelines established by Southern Utah University Policies and Procedures, specifically Policy #6.1. A mentorship team will be assigned within the first week of the calendar school year.

Mentorship team:

Each mentorship team member will consist of a minimum of two faculty members, meeting the following specifications according to faculty track:

- Non Tenure-track: Minimum of two faculty members on each mentorship team including at least one Associate Professor (Tenured or Non-Tenure-Track) or Professor.
- Tenure track: Minimum of two tenured faculty members on each mentorship team.

The mentorship team members will be decided on by the department chair as facilitated through input from the potential faculty mentors and mentees to determine appropriate matches with

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consideration to scholarly interests, teaching styles, expertise, goals, personalities, etc.
Mentorship team members to be reviewed annually to determine continuation of involvement.

Evaluation Process

Evaluations will follow guidelines established by Southern Utah University Policies and Procedures, specifically Policy #6.1, Department of Nursing, and the College of Health Sciences. The peer evaluation process will be completed by the mentorship teams as outlined in policy 6.1. The portfolio must show evidence that faculty members have met the required criteria in each category, the portfolio will remain with the candidate and be available per request.

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FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA

Name:

Contribution Period: August 16, _____ through Aug 15, _____

Benchmark/key contributions summary

Faculty members will complete this form as part of their FEC Plan, under advisement with their mentor, and submit it to the Department Chair. One signed copy will be forwarded on as part of the FEC Plan. Another signed copy will be retained by the Department and attached to the FEC Report at the end of the academic year.

Benchmarks/key contributions for the Department of Nursing (non-tenure track NTT).

Teaching Effectiveness

_____ 80% of benchmarks/key contributions were achieved

Scholarly/Creative

_____ 80% of benchmarks/key contributions were achieved

Service/Leadership

_____ 80% of benchmarks/key contributions were achieved

SIGNATURES

Faculty Member

Date

Mentor

Date

Mentor

Date

Department Chair

Date

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FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA

Name:

Contribution Period: August 15, _____ through Aug 14, _____

Benchmark/key contributions summary

Faculty members will complete this form as part of their FEC Plan, under advisement with their mentor, and submit it to the Department Chair. One signed copy will be forwarded on as part of the FEC Plan. Another signed copy will be retained by the Department and attached to the FEC Report at the end of the academic year.

Benchmarks/key contributions for the Department of Nursing (tenure track TT).

Teaching Effectiveness

____ 80% of benchmarks/key contributions were achieved

Scholarly/Creative

____ 80% of benchmarks/key contributions were achieved

Service/Leadership

____ 80% of benchmarks/key contributions were achieved

SIGNATURES

Faculty Member

Date

Mentor

Date

Mentor

Date

Department Chair

Date

EXPLANATION OF FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA

FACULTY ENGAGEMENT & CONTRIBUTION SYSTEM EXPLANATION

All faculty members are expected to meet benchmarks/key contributions in each area. Faculty are allowed to fall under this benchmark with the knowledge that they will receive development required status for that years' FEC report. This action is intended to ensure these faculty members are supported appropriately by the department mentorship team.

The benchmark is broken up by three main categories, Teaching Effectiveness, Scholarly/Creative Contributions, and Service Contributions. Individual FEC Plans or Reports do not need to fall within these ranges every year, allowing faculty flexibility. However, for the awarding of Tenure and/or Rank Advancement, a minimum benchmark/key contribution in each category are required, along with the appropriate number of years of service. The Mentorship Team should take great care in assisting faculty in their yearly planning as well as in formulating a plan that efficiently works towards tenure and/or rank advancement.

FEC TENURE AND/OR RANK ADVANCEMENT BENCHMARKS/KEY CONTRIBUTIONS

Non-Tenure-Track Faculty Rank Advancement (Assist. Professor to Assoc. Professor)

Non-Tenure-track faculty must achieve at least 80% of benchmarks in each category by the end of their 6th year prior to applying for advancement to the rank of Associate Professor. The required benchmarks/Key Contributions are as follows:

Benchmarks/Key Contributions

TEACHING EFFECTIVENESS:

One peer/chair review every year. Two of every five reviews must be from members outside of nursing department.

One documented "High Impact Educational Practice" or "High Impact Teaching Strategy" every year. *see end of document for links

SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

Current nursing license in the state of Utah.

200 hours of clinical practice every year OR alternative activities as approved by department chair and mentoring team

Attend one conference/workshop every other year.

SERVICE CONTRIBUTIONS:

Serve as a member of one department committee every year.

Tenure-Track Faculty (Asst. Professor to Assoc. Professor)

Tenure-track faculty must achieve at least 80% of benchmarks in each category by the end of their 6th year prior to applying for advancement to the rank of Associate Professor. The required benchmarks/Key Contributions are as follows:

Benchmarks/Key Contributions

TEACHING EFFECTIVENESS:

One peer/chair review every year. Two of every five reviews must be from members outside of nursing department.

One documented “High Impact Educational Practice” or “High Impact Teaching Strategy” every year. *see end of document for links

SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

Current nursing license in the state of Utah.

200 hours of clinical practice every year OR alternative activities as approved by department chair and mentoring team

Complete two of the following activities every five years: present at a conference, present at a workshop, complete a nursing graduate degree or graduate degree which was accepted by chair or mentorship team, or submit manuscript for peer-reviewed publication

SERVICE CONTRIBUTIONS:

Serve as a member of one department committee every year.

Complete one of the following activities every year: serve as a member of one college or university committee/serve on advisory board or in leadership capacity for a healthcare-related organization.

Tenured Faculty Rank Advancement (Assoc. Professor to Full Professor)

Tenured faculty must accomplish at least 80% of benchmarks each year. This can be accomplished no sooner than the 5th year after tenure was awarded. The required benchmarks/key Contributions are as follows:

Key Contributions (since tenured date)

TEACHING EFFECTIVENESS:

One peer/chair review every year. Two of every five reviews must be from members outside of nursing department.

One documented “High Impact Educational Practice” or “High Impact Teaching Strategy” every year. *see end of document for links

SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

Current nursing license in the state of Utah.

200 hours of clinical practice every year OR alternative activities as approved by department chair and mentoring team

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Complete one of the following activities every two years: present at a conference, present at a workshop, complete a nursing graduate degree or graduate degree which was accepted by chair or mentorship team, or submit manuscript for peer-reviewed publication

SERVICE CONTRIBUTIONS:

Serve as a member of one department committee every year.

Complete one of the following activities every year: serve as a member of one college or university committee/serve on advisory board or in leadership capacity for a healthcare-related organization.

FEC POST-TENURE POINT BENCHMARKS

Tenured faculty must accomplish at least 80% of benchmarks.

TEACHING EFFECTIVENESS:

One peer/chair review every year. Two of every five reviews must be from members outside of nursing department.

One documented “High Impact Educational Practice” or “High Impact Teaching Strategy” every year. *see end of document for links

SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

Current nursing license in the state of Utah.

200 hours of clinical practice every year OR alternative activities as approved by department chair and mentoring team.

Complete one of the following activities every two years: present at a conference, present at a workshop, complete a nursing graduate degree or graduate degree which was accepted by chair or mentorship team, or submit manuscript for peer-reviewed publication.

SERVICE CONTRIBUTIONS:

Serve as a member of one department committee every year.

Complete one of the following activities every year: serve as a member of one college or university committee/serve on advisory board or in leadership capacity for a healthcare-related organization.

FACULTY ENGAGEMENT CRITERIA FOR EVALUATION WORKSHEET

TEACHING EFFECTIVENESS

Consistent with SUU's mission as defined in R312, teaching is of primary importance at SUU. Teaching effectiveness through the documentation of and reflection on student, peer, and Department Chair evaluations (except Department Chairs may only evaluate their own teaching effectiveness as a self-reflection); self-reflections; professional development activities; and/or other pertinent information. Teaching efforts may involve the overlap of Teaching Effectiveness, Scholarship, and/or Service/Leadership. Other evidence of teaching effectiveness includes instructional delivery/design, and course management skills.

Teaching Effectiveness Guide

Check those that apply and cite evidence in FEC Report for each one selected.

- One documented "High Impact Educational Practice" or "High Impact Teaching Strategy" every year
- Documented overall student course evaluations illustrating effectiveness
- Faculty narrative indicates a focused and sincere effort to improving teaching and responding to student concerns, if any.
- Course syllabi are updated to current University standards and clearly demonstrate appropriate level of student expectations, course objectives, grading & assessment criteria, and research-based instructional design.
- Course syllabi demonstrate content expertise, strong instructional design and sound evaluation procedures.
- Revise/updates coursework to maintain currency according to Evidence Based Practices and standards.
- Use of appropriate and current scientific technology, pedagogical technology and/or techniques.
- teaches a new course(s) develops new course material, or implements new instructional approaches.
- Documented activities (workshops, conferences, reading materials) appropriate for keeping current with teaching strategies.
- Received award denoting teaching excellence.
- Documented consultation with educational specialist.
- Peer-Evaluation conducted for a colleague.
- Participation in a team-taught course.
- Contributes to overall program curriculum revision and currency.
- Demonstrates they hold students to a high level of academic performance.
- Recognition for development of innovative pedagogical methods and materials.
- Serve as a curriculum consultant to outside Schools and Colleges of Nursing.
- Development of resources to facilitate teaching excellence (e.g., guidebooks, learning resources, simulations).
- Documented contributions for innovations to nursing program (e.g., development of training grants, courses, seminars, lectures, teaching aids, computer-aided instruction, interdisciplinary courses or lectures).

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- _____ Represents the DON in national and/or international level planning activities associated with nursing education.
- _____ Serves as undergraduate scholarly mentor/advisor.
- _____ Guest lectures in courses in area of expertise.
- _____ Positive ratings by DC and peers in respect to the following course characteristics outlines in Appendix A. Quality learning environment, Personal student investment, Meaningful interactions, Challenging thinking, Demonstration of competence, Timely feedback, and Student reflection and integration
- _____ Other with justification.

SCHOLARLY/CREATIVE CONTRIBUTIONS

Scholarly work is deeply informed by current knowledge in a field, skillfully interpreted, and deployed with purpose and intention that seeks to provide new knowledge or understanding, leads to innovative curriculum and improved pedagogical practices, helps address issues or problems within the community, and/or integrates thoughts and ideas from diverse disciplines or areas of inquiry. Scholarly work culminates in a form of dissemination that is reviewed by peers and is acceptable by approved departmental evaluation criteria. Scholarly work includes creative activity when defined through departmental evaluation criteria.

Scholarly/Creative Guide: Check those that apply and cite evidence in FEC Report for each one selected.

- _____ Publication of a book related to academia and/or nursing
- _____ Funded External Grant over \$40,000 (Principal or Co-Principal Writer).
- _____ Director of project involving over \$100,000 in funding.
- _____ Published data driven article in a peer-reviewed journal (author, co-author)
- _____ Completed evidence-based practice (EBP) project or quality improvement (QI) project with dissemination
- _____ Mentored student in research which resulted in presentation at a state, local or regional professional meeting or conference.
- _____ Director of multi-year project
- _____ Project director of externally funded grant
- _____ New academic program development (lead)
- _____ Principal writer for national accreditation or accreditation review.
- _____ Professional consultation report which is submitted in writing to a client that has national or international impact.
- _____ Current RN licensure in the state of Utah
- _____ 200 hours of clinical practice OR alternative activities as approved by department chair and mentoring team
- _____ Published non-data driven article in a peer-reviewed journal.
- _____ Publication and dissemination of white paper.
- _____ Provide invited scholarly presentations at national/international meetings on a variety of topics related to content expertise
- _____ Attained national certification from an approved primary certifying body of the specialty (new from last review)

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- Publication of a book chapter (author or editor)
- Funded External Grant between \$10,000.00-\$39,000 (Principal or Co-Principal writer)
- Presentation at a national or international professional meeting or conference.
- Publication of widely adopted or acclaimed textbooks, cases, simulations, or other nursing materials
- Conduct independent studies with students
- Contributor for national accreditation or accreditation review
- Professional consultation report which is submitted in writing to a client that has regional or state-wide impact.
- Publication of a book/lab manual/workbook in academic or specialty area (author or co-author).
- Published article in a non-refereed journal or other print or electronic medium.
- Submitted grant as PI or co-PI
- Professional consultation report which is submitted in writing to a client that has local impact.
- Workshop presentation (regional or state impact)
- Book review for publishing company.
- Co-PI of multi-year funded grant
- Serve on ongoing editorial board member or manuscript reviewer for peer-reviewed journal
- Serve as a content reviewer/advisor on an IRB, dissertation, thesis, or scholarly project (e.g. DNP project) that is not a component of your employment duties.
- Complete a dissertation, thesis, or graduate-level scholarly project (e.g., DNP project)
- Recognition/award related to scholarly/creative activities
- Presentation at a state, local or regional professional meeting or conference.
- Funded faculty development grant with appropriate report.
- Collaborates with clinical colleagues and other disciplines to improve standards of care within the practice setting
- Presentation/workshop at a state, local or regional professional meeting or conference
- Published article in a non-peer reviewed nursing or educational resource
- Development and integration of knowledge into a course that requires learning and applying new methods or technology.
- Book review for publishing company
- Serve as the primary author of content related to your academic or specialty area utilized in e-learning and/or other media presentations.
- Contribution to media development, technology tools, or informatics
- Contributor to new program development
- Other with justification (emphasis on contributions with a local impact.)

SERVICE CONTRIBUTIONS

Participation (usually by term of appointment) in the operation or function of a member's department, college/school, university, community, or professional field and its organizations. Such service/leadership is vital to the shared governance of SUU.

Service Activity Guide Check those that apply and cite evidence in FEC Report for each one selected.

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- _____ Serving as president of a professional organization with at least a national impact.
- _____ Principal or Co-organizer/host of large, national or international event.
- _____ At least ½ time special appointment at the University or College level
- _____ Serve in lead position (e.g., president) of a national professional organization, board or council
- _____ Documented contributions to improving health care for individuals and/or populations on a state, regional or national level (i.e., legislative activity, policy development, award)
- _____ Provide distinctive contribution in the school/university toward the aspirations, operation, development, and improvement of the organization (e.g., elective or appointed leadership positions)
- _____ Hold office in a professional society
- _____ Fellowship through professional organization (e.g., Robert Wood Johnson, FAAN)
- _____ Serving as a board member or council member of a professional organization with national impact
- _____ Faculty Senator
- _____ Principal or co-organizer of regional/state-level event
- _____ Holding office in a professional society at the state or regional level
- _____ Hosting a professional development event for off-campus groups (science related)
- _____ 1/4 -time special appointment at the University or College level
- _____ Leadership in clinical/practice standards committees and quality review boards
- _____ Leadership in the development or revision of clinical practice guidelines
- _____ Service on national or international expert panel
- _____ Administrative responsibilities at the University, College, or Department level
- _____ Graduate Committee chair
- _____ Committee member of University Committee
- _____ Chair of a department-level committee
- _____ Advisor to student organization
- _____ Member of Department FEC Mentorship Team
- _____ Member of any College or Department-level committees
- _____ Graduate Committee member
- _____ Chair of faculty hiring committee
- _____ Involvement in community service activity
- _____ Recognized accomplishment in professionally related activities
- _____ Writing letters of recommendation for students (maximum of 3 credits)
- _____ Maintain board and/or specialty certification related to nursing practice
- _____ Student academic advising
- _____ Writes health-related information for clinical agency brochures, newspapers, newsletters
- _____ Collegiality: rate of at least 3 out of 5 on survey by peers
- _____ Others with justification

***High Impact Educational Practices**

https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

***High Impact Teaching Strategies**

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>