THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

SCHOOL OF LEADERSHIP & ADVANCED NURSING PRACTICE

ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

LaWanda Baskin, PhD, FNP-C   08/24/2021
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Director   Date

Rachel Story   8/27/21
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Dean   Date

Steven Moser   8/31/21
_____
Provost   Date

School Policies and Procedures: Evaluation Processes

This is the first phase of school document creation and covers faculty evaluations, pre-tenure review, promotions, tenure, and post-tenure review. Further information for school documents will be covered at a later stage.

School: Leadership and Advanced Nursing Practice
School Director: LaWanda Baskin, PhD, FNP-C
College: Nursing and Health Professions
College Dean: Lachel Story, PhD, RN

Mission, Vision, and Values

School Policies and Procedures must align with current University and College Policies and Procedures, the Academic Master Plan, and the Faculty Handbook.

School Mission

The School of Leadership and Advanced Nursing Practice is a diverse collaborative of distinguished nurse educators, leaders, practitioners, and scholars dedicated to promoting and achieving optimal quality of life for state, national, and international populations.

School Vision

The School of Leadership and Advanced Nursing Practice endeavors to broaden nursing knowledge and advance excellence in practice through student success, innovative scholarship, strategic service, and interdisciplinary partnerships.

School Values

Diversity, excellence, and innovation

Faculty Evaluations: Performance Categories

Refer to Faculty Handbook for more information:

- Committee Membership (1.10)
- Faculty Governance Options (1.10.2)
- Faculty Evaluation Process (4.1, 4.2, 4.4, 4.5.2-4.5.4, Appendix C, Appendix D)
- Workload Allocation/Assignment (4.3, Appendix B)
- Administrator Workload (Appendix A)
- Circumstantial Adjustments to Workload Allocation (Appendix B)

School General Statement about Annual Evaluation Standards

All faculty members of the School of Leadership and Advanced Nursing Practice (SLANP) are evaluated annually on the basis of excellence and performance. The Annual Performance Evaluation allows faculty to lead the process of setting goals and establishing workload distribution for the subsequent evaluation year. The Annual Performance Evaluation is a written document that evaluates a faculty's contribution to teaching, scholarship, and service. The annual evaluation period is August 1 through July 31. Faculty members are to submit data for the Annual Performance Evaluation by the last day of the Spring Semester or other date designated by the School. The annual evaluation is a three-part process:

1. The faculty submits a self-evaluation to the personnel committee (PC) or Director.
2. The PC or Director completes an evaluation for the previous year, followed by a meeting with the faculty member to finalize the evaluation process.
3. During this meeting, the parties (Director and faculty) negotiate a Faculty Development Plan (FDP), a written document that expresses the individual's "…clear and measurable annual objectives for professional contributions for the year" (USM, Initiative #3, p. 9) that is mutually agreed upon in dialogue between the individual faculty member and SLANP Director. Attainment of these objectives will be evaluated as follows: 1) Does Not Meet Expectations, 2) Meets Expectations, and 3) Exceeds Expectations.

If there is disagreement regarding the evaluation, the faculty member may pursue action with the next higher authority in the College (See details in USM Faculty Handbook, Academic Policies/VIII-3). Additionally, the outcome of the Annual Evaluation informs decisions for merit-based salary adjustments. Noteworthy is that the success expectations of faculty in the Annual Evaluation should not be construed as equivalent and/or the same expectations for the Tenure and/or Promotion for each of these processes have their own unique success criteria. The evaluation process will be based on workload distribution among three domains, representing the core functions of university-level faculty of teaching, scholarship, and service. There are unique performance expectations for each faculty member's highest level of education, classification upon employment, and subsequent promotion.

Tenured and Tenure Track

Teaching

Teaching is a core function of University faculty to be evaluated using multiple criteria, such as:

1. Participates in professional development opportunities based on professional licensure requirements that increase one's effectiveness in the professional nursing role as a nurse educator.
2. Updates each course to reflect current evidence-based findings.
3. Adheres to University, CNHP, and SLANP policies, procedures, and regulations.
4. Submits Course Evaluation Summaries for all courses to the Curriculum Committee.
   a. SOAR Student Course Evaluations: Expectation of a mean score of 3.0 or higher on item #14
   b. SOAR Student Course Evaluations: Quantitative.
5. Assures that all health-related information, i.e., immunizations and TB test results are current and on file with the SLANP administrative specialist.
6. Assures that all professional-related information, including but not limited to, MS professional nursing license, CPR card, and advanced practice licenses and certifications (if applicable) are current and on file with the SLANP administrative specialist.
7. Availability to meet with students and maintain office hours for an amount of time agreed upon with the School Director. These office hours maybe virtual if teaching online.
8. Grades assignments for theory and/or clinical courses in a timely manner.
9. Adheres to "Essential Content" in each course.
10. Promotion of student success (theory and/or clinical courses).
11. Student advisement.
12. Peer Evaluation of Teaching.
13. Formalized mentorship of students and other faculty, service on student committees, including but not limited to, graduate examinations and dissertations and delivery of independent study courses
14. Other teaching-related activities that impact faculty workload and time commitment for completion of assigned teaching duties, such as last-minute reassignment to cover duties in the absence of another instructor.

Meets Expectations for Teaching

1. Meeting individual teaching objectives set by faculty and approved by the School Director for the evaluation period.
2. Teaching the full complement of assigned courses.
3. Adhering to the teaching expectations outlined in the Faculty Handbook. These expectations include:
   a. providing classes with detailed syllabi on the first day of class. (At the faculty member's discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)
   b. holding classes as assigned. (If missing a class is unavoidable, faculty members must notify the School Director and attempt to provide students with an appropriate alternative, such as a guest instructor.)
   c. complying with FERPA, adhering to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page.
4. Revising and updating previously taught courses as appropriate.
5. Holding at least three teaching-related office hours per week or virtual office hours as appropriate to ensure availability to meet with students when needed. Responds to student questions and correspondence in a timely manner.

6. Adhering to assessment-related requirements, such as including the requisite writing requirements for writing-intensive courses and collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.
7. Returning student assignments promptly and with constructive feedback.
8. Submitting grades, grade roster reports, and textbook orders on time.
9. Demonstrating effective teaching through both student evaluations and other relevant evidence as defined by disciplinary units, such as peer teaching evaluations or teaching portfolios.
10. Serving as a committee member on graduate projects and dissertations when appropriate and relevant to one's area of expertise.
11. All members of the School of Leadership and Advanced Nursing Practice should participate in professional development that significantly enhances their ability and maintains their eligibility to teach courses at the University.
12. In regard to teaching, collegiality includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality also includes the willingness to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.

Fails to Meet Expectations for Teaching

After performance improvement discussion and mutual agreement, fails to satisfy one or more of the criteria from the "meets expectations" list.

Exceeds Expectations for Teaching

Satisfying more than one of the criteria below, while also meeting all the criteria from the "meets expectations" list.

1. Unusually high or positive student evaluations judged relative to both class grade distributions and historical norms for the class.
2. Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience, such as through time-consuming field trips or service-learning activities.
3. Teaching unpaid or emergency overloads, including special topics courses, in addition to other teaching duties.
4. Assuming primary administrative or technological responsibilities for large, online, team-taught courses.
5. Planning and implementing a full creation or full redesign of a course.
6. Significantly redesigning or introducing new curriculum to advance program goals and enhance student learning.
7. Recognition of pedagogical effectiveness/reputation, such as receiving major awards.
8. Participation in the University's ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing unusual dedication to teaching excellence.
9. Directing a doctoral dissertation, projects, undergraduate Honor's thesis, or actively contributing to a number of graduate committees.
10. Securing internal or external grant funding to develop new teaching initiatives and methods.

Scholarship, Research, and Creative Activity

Scholarship is a core function of university-level faculty, which can be evaluated within four categories identified by the American Association of Colleges of Nursing (AACN). The four scholarship domains include discovery scholarship, teaching scholarship, practice scholarship, and integration scholarship. The AACN defines scholarship in nursing as:

> … those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that (1) is significant to the profession, (2) is creative, (3) can be documented, (4) can be replicated or elaborated, and (5) can be peer-reviewed through various methods. This definition is applied in the following standards that describe scholarship in nursing. (2018, para. 7)

Discovery Scholarship

The AACN defines discovery scholarship as:

> … inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p. 1)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development, and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups, and within nursing itself. (2018, para. 8)

Examples include, but are not limited to: conducting primary empirical research; analyzing large data sets; theory development; methodological studies (including implementation and translation science); health services research; philosophical inquiry; competitive extramural funding; and disseminates in peer-reviewed journals; presenting research findings at regional, national, and international conferences; communicating to lay groups to promote translation and implementation of research findings; developing innovative scientific approaches that inform practice and advance healthcare; developing and investigating unique programs of scientific inquiry at the basic, clinical, or population levels to include testing interventions for efficacy, effectiveness, or implementation processes, and consulting as an academic partner in a clinical setting.

Teaching Scholarship

The AACN defines teaching scholarship as:

> … inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge and adds to a deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through the application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling. (AACN, 2018, para. 14)

Examples include but are not limited to: redesigns or develops educational systems to effectively prepare students as practitioners, scholars, and educators of the future, develops and implements evidence-based educational strategies that promote critical thinking and clinical decision-making, participates in dissertations and DNP projects, evaluates impact, cost-effectiveness, and efficiency of teaching strategies in attainment of

student learning outcomes, disseminates scholarship finding from programmatic and systematic evaluations to foster curricular changes in all levels of nursing education, develops new teaching methods and strategies to prepare graduates for a transformed healthcare system, incorporates and evaluates the use of instructional technology in nursing education, leads the design of interprofessional education that enhances collaborative practice and/or policy development to improve health outcomes, uses current faculty clinical practice into nursing education, etc.

Practice Scholarship

The AACN defines practice scholarship as:

> … a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). (AACN, 2018, para. 15)

Examples include, but are not limited to: develops best practices for translating evidence to practice based on results of translational and implementation science; disseminates policy papers through peer-reviewed media; provides expert knowledge for scholarly student papers; provides expert review for quality improvement projects, journals, periodical, or textbooks; analyzes system-wide data to evaluate practice patterns and/or uncover new issues related to practice for such data; engages with stakeholders including patients, coalitions, corporations, and industries to educate the workforce, develop clinical innovations, and/or conduct scholarship and practice transformation; develops unique clinical nursing programs or interventions with documented effectiveness; serves as an expert in leadership positions, committee membership, healthcare board and other involvement related to practice expertise in regional, national or international areas; and consults with healthcare organizations to build capacity for improving care and implementing evidence-based practice.

Integration Scholarship

The American Association of Colleges of Nursing (AACN) defines integration scholarship as:

> The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas and brings new insight to bear on original concepts scholarship. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights. (AACN, 2018, para. 24)

Examples include, but are not limited to: the use of data and implementation science to inform population health strategies and the strategic direction of accountable care organizations (ACOs); conducting demonstration projects and evaluating health system innovations and population health capabilities, including new care model designs, implementing quality and safety interventions across care settings and into the community, nurturing transdisciplinary research teams with a focus on improving science and population health interventions; and promoting formation of scholarship programs in partnership with academic medicine, health systems, and other professional schools.

Meets Expectations for Scholarship Activity

Standard expectations for scholarship, research, and creative activity include all of the following:

1. Meeting individual scholarship objectives set by faculty and approved by the School Director for the evaluation period.
2. Evidence of active engagement in scholarly projects through publishing or demonstrated progress on a significant new and/or revised work that will eventually be published. Progress is meant to include not only drafts produced but also extensive research. The level of significance of any work will be evaluated on a case-by-case basis, making appropriate adjustments for contribution length and qualitative criteria, but may include:
   a. Significant work on a monograph.
   b. Peer-reviewed journal article or chapter in an edited book.
   c. Scholarly book reviews.
   d. Non-scholarly articles that require significant research.
   e. Submission of a book draft as part of a contract with a publisher.
   f. Development and submission of a proposal for external funding.
   g. Administration of an externally funded grant.
3. Collegiality in the context of scholarship and creative activity includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Fails to Meet Expectations for Research/Creative Activity

Failing to satisfy any of the criteria from the "meets expectations" list.

Exceeds Expectations for Teaching

Satisfying one or more of the criteria below, while also meeting the conference criteria from the "meets expectations" list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis.
1. Publication of a monograph or co-authored monograph.
2. Multiple peer-reviewed scholarly articles or chapters in edited books.
3. Exceptional scholarly recognition of a book, or article (such as receiving a major award or publication in a prestigious journal).
4. Publication of textbooks or edited books (such as anthologies or scholarly editions or collections of essays).
5. Major invited keynote address.
6. Awarded a major research award or research grant.

Service

Service is a core function and expectation of all University faculty. Service will be evaluated using multiple service categories.

Institutional Level

Examples may include, but are not limited to, University, College, and School level committees and activities, student and faculty recruitment, philanthropy, and volunteerism.

Campus and Community Level

Examples of service include active participation in University campus activities (i.e., recruitment and retention events, participation on organizational boards for charitable entities, volunteerism, health and wellness promotion activities, and participation in faith-based organization activities).

Professional Level

Examples include professional nursing and health organization membership, activities, and service, attending conferences, and recruitment.

Other

Occasionally, faculty are called upon to serve in unique roles or provide services that transcend or encompass all or most of the established Service categories. These unique roles are highly valued opportunities that exemplify the expectations of *Keeping it Golden* within the School of Leadership and Advanced Nursing Practice. In many cases, these opportunities require an additional commitment of time and resources. Examples of these unique roles may include:
- Special recognition and awards
- Election or appointment to a position with significant implications for nursing practice
- Development of theory, treatment, policy, or device/product that advances nursing practice and/or improves health outcomes

Engagement

Engagement is defined as an active commitment to meet teaching, service, and scholarship obligations to students, faculty, and other University entities. Opportunities for engagement are woven throughout all evaluation domains.

Meets Expectations for Service

Standard service expectations in the School of Leadership and Advanced Nursing Practice include all of the following:

1. Meeting individual service objectives set by faculty and approved by the School Director for the evaluation period.
2. Attending and actively participating in School meetings.
3. Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University. Faculty presence on campus is valued. Therefore, faculty members should be available to be on campus at least four days a week. One of those days may be spent engaging in faculty clinical practice that is required to maintain certifications required for teaching.

4. Performing basic employment-related obligations, including but not limited to, completing required University-mandated training modules, completing monthly time and attendance reports, filing Outside Employment Forms if applicable, completing annual financial conflict of interest disclosures, and other administrative requirements of this sort.
5. Actively participating in at least one School, College, or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.
6. Advising students (as assigned).
7. Participating in recruitment and retention efforts when requested.
8. Participating in the School's hiring activities.
9. Contributing to respective disciplines through peer reviews, professional association committee work, non-academic publications, grant consultations, and other professional activities; or contributing significantly to student and faculty mentorship; or by contributing to academic discourse in the community through public presentations, organizing lecture series, developing public websites, and other community activities related to scholarly work; or enhancing the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities, and so forth.
10. Attending doctoral defenses for which you are on the committee and most of the other doctoral defenses of students in the School as possible.
11. Attending commencement ceremonies in which students from programs that the faculty teaches in are graduating.
12. Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute to shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and issues concerning the governance of the institution.

Fails to Meet Expectations for Service

Nonperformance of expected program School, College, or University committee work or neglecting advising responsibilities typically constitutes service performance that is "below expectations." However, faculty members who have made unusually significant contributions to any of the above categories may still meet expectations even if they have not contributed to all the areas, as determined on a case-by-case basis.

Exceeds Expectations for Service

Service performance that "exceeds expectations" typically consists of substantial time contributions to service activities that have a significant positive effect on the School, College, University, profession, or community. Examples include serving as a member of the School leadership team, chairing committees that require substantial time commitments; editing journals; conference planning; substantial peer reviews; sustained and time-consuming community projects related to the University's mission; considerable contributions to the accreditation process; administrating a large or especially onerous grant; or regular and substantial engagement with the community. Service performance that "exceeds expectations" may also include winning a major service award.

Teaching Track

Teaching

Teaching is a core function of University faculty to be evaluated using multiple criteria such as:

1. Participates in professional development opportunities that increase one's effectiveness in the professional nursing role as a nurse educator based on professional licensure requirements.
    2. Updates each course to reflect current evidence-based findings.
    3. Adheres to University, CNHP, and SLANP policies, procedures, and regulations.
    4. Submits Course Evaluation Summaries for all courses to the Curriculum Committee.
    5. Assures that all health-related information, such as immunizations and TB test results, are current and on file with the SLANP administrative specialist.
    6. Assures that all professional-related information, such as MS professional nursing licenses, CPR cards, and if applicable, advanced practice licenses and certifications, are current and on file with the SLANP administrative specialist.
    7. Is available to meet with students and maintain office hours, which may be virtual if teaching online.
    8. Grades assignments for theory and/or clinical courses in a timely manner.
    9. Adheres to "Essential Content" in each course.
    10. Promotion of Student Success (Theory and/or Clinical Courses).
    11. Student advisement.
    12. SOAR Student Course Evaluations: Expectation of a mean score of 3.0 or higher on item #14.
    13. SOAR Student Course Evaluations: Quantitative.
    14. Peer Evaluation of Teaching.
    15. Examples include, but are not limited to, formalized mentorship of students and/other faculty, service on student committees to include graduate examinations and dissertations, and delivery of independent study courses.
    16. Other teaching-related activities that impact faculty workload and time commitment for completion of assigned teaching duties, such as last-minute reassignment to cover duties in the absence of another instructor.

Meets Expectations for Teaching

Standard teaching expectations in the School of Leadership and Advanced Nursing Practice include all of the following:

1. Meeting individual teaching objectives set by faculty and approved by the School Director for the evaluation period.
2. Teaching the full complement of assigned courses.
3. Adhering to the teaching expectations outlined in the Faculty Handbook. These expectations include:
    a. providing classes with detailed syllabi on the first day of class. (At the faculty member's discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)
    b. holding classes as assigned. (If missing a class is unavoidable, faculty members must notify the School Director and attempt to provide students with an appropriate alternative, such as a guest instructor.)
    c. complying with FERPA, adhering to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page.
4. Revising and updating previously taught courses as appropriate.
5. Holding a minimum of three teaching-related office hours per week.
6. Adhering to assessment-related requirements, such as including the requisite writing requirements for writing-intensive courses and collecting student papers, grading rubrics, and compiling statistics necessary for the assessment of GEC and other assessed courses.

7. Returning student assignments promptly and with constructive feedback.
8. Submitting grades, grade roster reports, and textbook orders on time.
9. Demonstrating effective teaching through both student evaluations and other relevant evidence as defined by disciplinary units, such as peer teaching evaluations, or teaching portfolios.
10. Collegiality in the context of research and scholarly activity includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Fails to Meet Expectations for Teaching

Consistently failing to satisfy one or more of the criteria from the "meets expectations" list.

Exceeds Expectations for Teaching

Satisfying several of the criteria below while also meeting all the criteria from the "meets expectations" list.
1. Evidence of strong teaching performance evidenced by exceptional teaching evaluations (judged relative to both historical norms and grade distributions) and/or class observation feedback.
2. Significant involvement in supplemental teaching activities such as:
    a. Designing, significantly redesigning, innovating, and/or implementing courses and/or strategies to enhance learning, including special problems courses. The School also recognizes considerable efforts to engage students with innovative and effective assignments that involve significant additional work for the instructor.
    b. Teaching unpaid or emergency overloads in addition to other teaching duties.
    c. Assisting with graduate student research, writing, and committees, such as by directing Honors' or Masters' theses, or serving as graduate committee readers.
    d. Teaching special topics courses (as needed for School curricula or student degree progress).
    e. Securing internal or external grant awards to develop new teaching initiatives and methods.
    f. Participation in the University's ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing dedication to teaching excellence.
    g. Enhancing the classroom experience with field trips, service-learning activities, or other supplementary activities.
3. Assuming primary administrative or technological responsibilities for large, online, team-taught courses.
4. Winning a major teaching award.

Scholarship/Professional Development

Scholarship is a core function of university-level faculty, which can be evaluated within four categories identified by the American Association of Colleges of Nursing (AACN). The four scholarship domains include discovery scholarship, teaching scholarship, practice scholarship, and integration scholarship. The AACN defines scholarship in nursing as:

> … those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that (1) is significant to the profession, (2) is creative, (3) can be documented, (4) can be replicated or elaborated, and (5) can be peer-reviewed through various methods. This definition is applied in the following standards that describe scholarship in nursing. (AACN, 2018, para. 7)

Discovery Scholarship

The AACN defines discovery scholarship as:

> … inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p. 1)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development, and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups, and within nursing itself. (AACN, 2018, para. 8)

Examples include, but are not limited to: primary empirical research; analyzing large data sets; theory development; methodological studies including implementation and translation science; health services research; philosophical inquiry; securing competitive extramural funding and disseminated this work in peer-review journals; presenting research findings at regional, national, and international conferences; communicating to lay groups to promote translation and implementation of research findings; developing innovative scientific approaches that inform practice and advance healthcare; developing and investigating unique programs of scientific inquiry at the basic, clinical, or population levels to include testing interventions for efficacy, effectiveness, or implementation processes, and consulting as an academic partner in a clinical setting.

Teaching Scholarship

The AACN defines teaching scholarship as:

> … inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge and adds to a deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through the application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling. (AACN, 2018, para. 14)

Examples include, but are not limited to: redesigning or developing educational systems to effectively prepare students as practitioners, scholars, and educators of the future; developing and implementing evidence-based educational strategies that promote critical thinking and clinical decision-making; participating in dissertations and DNP projects; evaluating impact, cost-effectiveness, and efficiency of teaching strategies in attainment of student learning outcomes; disseminating scholarship findings from programmatic and systematic evaluations

to foster curricular changes in all levels of nursing education; developing new teaching methods and strategies to prepare graduates for a transformed healthcare system; incorporating and evaluating the use of instructional technology in nursing education; leading the design of interprofessional education that enhances collaborative practice and/or policy development to improve health outcomes; and using current faculty clinical practice in nursing education.

Practice Scholarship

The AACN defines practice scholarship as:

> … a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). (AACN, 2018, para. 15)

Examples include, but are not limited to: developing best practices for translating evidence to practice based on results of translational and implementation science; disseminating policy papers through peer-reviewed media; providing expert knowledge for scholarly student papers; providing expert review for quality improvement projects, journals, periodicals, or textbooks, analyzing system-wide data to evaluate practice patterns and/or uncover new issues related to practice for such data; engaging with stakeholders including patients, coalitions, corporations, and industries to educate the workforce; developing clinical innovations, and/or conduct scholarship and practice transformation; developing unique clinical nursing programs or interventions with documented effectiveness; serving as an expert in leadership positions, committee membership, healthcare boards, and other involvement related to practice expertise in regional, national or international areas; and consulting with healthcare organizations to build capacity for improving care and implementing evidence-based practice.

Integration Scholarship

The American Association of Colleges of Nursing (AACN) defines integration scholarship as:

> The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas and brings new insight to bear on original concepts scholarship. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights. (AACN, 2018, para. 24)

Examples include, but are not limited to: using data and implementation science to inform population health strategies and the strategic direction of accountable care organizations (ACOs); and conducting demonstration projects and evaluating health systems innovations and population health capabilities, including new care model designs, implementing quality and safety interventions across care settings and into the community, nurturing transdisciplinary research teams with a focus on improving science and population health interventions, promoting formation of scholarship programs in partnership with academic medicine, health systems, and other professional schools.

Meets Expectations for Scholarship/Professional Development

Standard expectations for scholarship, research, and creative activity include all of the following:
1. Meeting individual scholarship objectives set by faculty and approved by the School Director for the evaluation period.
2. All members of the School of Leadership and Advanced Nursing Practice should participate in professional development that significantly enhances their ability and maintains their eligibility to teach courses at the University. Faculty should demonstrate continued engagement in current scholarship and/or professional development through attendance at scholarly/professional events on campus or participation (in person or online) in pedagogical training and seminars.
3. Collegiality in the context of scholarship, creative activity, and professional development includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Fails to Meet Expectations for Scholarship/Professional Development

Failing to satisfy any of the criteria from the "meets expectations" list.

Exceeds Expectations for Scholarship/Professional Development

Satisfying one or more of the criteria below while also meeting the criteria from the "meets expectations" list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis:
1. Professional development well beyond what is minimally required to teach courses at the University. Evidence may include:
    a. Organizing a national or regional teaching workshop.
    b. Being awarded or substantial facilitation of a major grant.
    c. Recognition of scholarly or pedagogical effectiveness/reputation (e.g., major awards, being invited to share their expertise outside of the University).
2. Scholarly contributions well beyond what is minimally expected for teaching and service. Evidence of this type of scholarship includes the publication of any of the following:
    a. Presentation of conference papers.
    b. Significant contributions to pedagogical newsletters, blogs, and other resources designed to share and disseminate best teaching practices.
    c. Providing pedagogical training to campus and regional community institutions and organizations.
    d. Articles and book reviews that address historical or pedagogical issues.
    e. Active participation in semester-long teaching workshops that may include teaching and writing.
    f. Monograph or co-authored monograph.
    g. Peer-reviewed scholarly article.
    h. Chapter(s) in an edited book.
    i. A book translation (for which the faculty member serves as translator).
    j. Exceptional scholarly recognition of a book or article.
    k. Research and scholarly writing in professionally recognized print/online journals or anthologies.
    l. Textbooks.

Service

Service is a core function and expectation of all University faculty. Service will be evaluated using multiple service categories.

Institutional Level

Examples include, but are not limited to, University, College, and School level committees and activities, student and faculty recruitment, philanthropy, and volunteerism.

Campus and Community Level

Examples of service include, but are not limited to, active participation in University campus activities, such as recruitment and retention events, participation on organizational boards for charitable entities, volunteering for health and wellness promotion activities, and participation in faith-based organization activities.

Professional Level

Examples include, but are not limited to, professional nursing and health organization memberships, activities, and service, attending conferences, and recruitment.

Other

Occasionally, faculty are called upon to serve in unique roles or provide services that transcend or encompass all or most of the items included in the Service categories. These unique roles are highly valued opportunities that exemplify the expectations of *Keeping it Golden* within the School of Leadership and Advanced Nursing Practice. In many cases, these opportunities require an additional commitment of time and resources. Examples of these unique roles may include, but are not limited to:

- Special recognition and awards;
- Election or appointment to a position with significant implications for nursing practice; and
- Development of theory, treatment, policy, or devices/products that advance nursing practice and/or improves health outcomes.

Engagement

Engagement is defined as an active commitment to meet teaching, service, and scholarship obligations to students, faculty, and other University entities. Opportunities for engagement are woven throughout all evaluation domains.

Meets Expectations for Service

Standard service expectations in the School of Leadership and Advanced Nursing Practice include all of the following:

1. Meeting individual service objectives set by faculty and approved by the School Director for the evaluation period.
2. Attending and actively participating in School meetings.
3. Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University. Faculty presence on campus is valued. Therefore, faculty members should be available to be on campus a minimum of four days a week. One of those days may be spent engaging in faculty clinical practice that is required to maintain certifications required for teaching.

4. Performing basic employment-related obligations, including but not limited to, completing required University-mandated training modules, completing monthly time and attendance reports, filing Outside Employment Forms if applicable, completing annual financial conflict of interest disclosures, and other administrative requirements of this sort.
5. Actively participating in at least one School, College, or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.
6. Advising students (as assigned).
7. Participating in recruitment and retention efforts when requested.
8. Participating in the School's hiring activities.
9. Contributing to respective disciplines through peer reviews, professional association committee work, non-academic publications, grant consultations, and other professional activities; or contributing significantly to student and faculty mentorship; or by contributing to academic discourse in the community through public presentations, organizing lecture series, developing public websites, and other community activities related to scholarly work; or enhancing the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities, and so forth.
10. Attending doctoral defenses for which you are on the committee and as many of the other doctoral defenses of students in the School as possible.
11. Attending commencement ceremonies in which students from programs in which the faculty teaches in are graduating.
12. Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and colleagues, students, and staff members. This also includes a willingness to collaborate and contribute toward shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and issues concerning the governance of the institution.

Fails to Meet Expectations for Service

Faculty members may still meet expectations even if they have not contributed to all the areas of possible activity listed above, provided they have made significant contributions to a number of them. However, nonperformance of expected program, School, College, or University committee work, or neglecting advising responsibilities, typically constitutes service performance that is "below expectations."

Exceeds Expectations for Service

Service performance that "exceeds expectations" typically consists of substantial time contributions to service activities that have a significantly positive effect on the School, College, University, profession, or community. Examples include, but are not limited to: serving as a member of the school leadership team; chairing committees that require substantial time commitments; serving on search committees; editing journals; conference planning; multiple peer reviews; sustained and time-consuming community projects related to the University's mission; considerable contributions to the accreditation process; administrating a large or especially onerous grant; regular and substantial engagement with the community; extensive mentoring and advising of graduate students (beyond what is required for standard teaching expectations); contributing to the teaching mission of the School by improving the pedagogical skills of graduate students, learning assistants, and teacher candidates; or winning a major service award.

Goals for Next Evaluation Period

Direction for Completion of Annual Evaluation

1. The Self-Evaluation Summary is to be completed using the Annual Evaluation of Faculty Evaluation Framework, School, and University policies and procedures, as well as data from Digital Measures.
2. The Self-Evaluation Summary is to be used to complete the Teaching Evaluation, Scholarship Evaluation, and Service Evaluation forms.
3. Once the Teaching, Scholarship, and Service forms are complete you will then complete the Annual Evaluation of Faculty Performance Summary form.
4. The Evaluation of Faculty Performance Summary is to be provided to the evaluator(s).
5. Once the evaluator(s) complete the process, faculty will meet with the School Director.
6. The faculty and School Director will complete the Faculty Development Plan for the next evaluation year.

Tenure and Promotion

The faculty of the School of Leadership and Advanced Nursing Practice at The University of Southern Mississippi is comprised of individuals whose appointments are predicated on anticipation of significant contributions to teaching, research/scholarship, and service. The School of Leadership and Advanced Nursing Practice Guidelines are designed to provide a consistent and measurable means to evaluate tenure-track faculty members' qualifications for promotion and tenure. These guidelines are in accordance with and in deference to those issued by the Board of the Institutions of Higher Learning of the State of Mississippi and the Faculty Handbooks of The University of Southern Mississippi and School of Leadership and Advanced Nursing Practice. Tenure and/or promotion are not guaranteed as a function of University employment or length of employment but represent a special relationship between the faculty member and the institution. The School seeks to encourage, through its tenure and promotion policies, the academic freedom and professional stability necessary to meet the missions of the School, College, and University.

Collegiality in Tenure and Promotion Decisions

Collegiality is an expectation of all School of Leadership and Advanced Nursing Practice faculty members, regardless of rank or tenure status. The School maintains that collegial behavior is a hallmark of tenure status. Tenure candidates are expected to demonstrate collegial behavior satisfactorily during the period of tenure probation and beyond the award of tenure. Collegiality is defined as a quality expressed through collaboration and constructive cooperation. Collegiality includes a set of values that are regarded as essential for the success of the University, a diverse composition of students, faculty, staff, and constituents; mutual respect for similarities and differences of opinion and points of view; and mutual trust established and reinforced through shared governance procedures in decision-making. Collegiality is manifest by demonstrating an interest in and consideration for the needs of others; seeking to understand the nature and character of others and communicating effectively with them; listening to and recognizing the merit of others' opinions even when in disagreement and willingness to consider engaging in problem-solving for goal achievement; effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness, and responsibility; and demonstrating an openness to professional growth.

Collegiality should not be assessed independently of teaching, research, and service, but rather taken into consideration in the evaluation of a faculty member's overall performance in tenure and promotion decisions.

Timing of Application for Tenure and/or Promotion

The School of Leadership and Advanced Nursing Practice expects that an Assistant Professor will apply for tenure and promotion simultaneously at the end of the tenure probationary period, which will include any time awarded for service at previous institutions. The Assistant Professor candidate will be evaluated using criteria for the Associate Professor rank.

An Associate Professor or a Professor will apply for tenure at the end of the tenure probationary period, which will include time awarded for service at previous institutions. The associate professor candidate may seek promotion to the higher rank simultaneously or may make a separate promotion application at a later date.

Pre-Tenure Review

Criteria for pre-tenure review are the same as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The School Promotion and Tenure Committee is to identify areas in which the candidate needs to improve in order to eventually merit tenure and to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

Promotion to Associate Professor

Promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure-track faculty). The promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Teaching

Faculty members in the School of Leadership and Advanced Nursing Practice must remain current in their area(s) of expertise and tenure and/or promotion candidates must consistently demonstrate high standards and quality in teaching. Evaluation of teaching should include the quality of instruction and materials, interactions with students, and student learning and achievement.

Evidence of teaching excellence must include the following items:
1. Student evaluations of teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on the overall rating of instructor);
2. Creative instructional methods (e.g. self-developed creative activities in the classroom, strategies, or materials);
3. Peer evaluations of teaching by a tenure-track or tenured faculty member (maintenance of a quantitative mean of 85% or higher per year);
4. Qualitative student evaluations of teaching;
5. Evidence of academic faculty advisement; and
6. Teaching portfolio
   Elements constituting a teaching portfolio may include, but are not limited to: teaching materials including syllabi, tests, quizzes, homework assignments, handouts, graded papers, or other examples of student work; reflective statements describing teaching during the review period and future teaching goals; reports based on peer observation of teaching (whether recorded or live); teaching awards; awards won by supervised students; teaching grants; unsolicited written statements from students, trainees, or clients; grade distributions; commentary on course levels/degree of difficulty of courses taught.

Other evidence of teaching excellence may include, but is not limited to, the following activities:
- Teaching awards.
- Revision of an existing or development of a new course; if co-developer, include percent effort. Evidence of course material revision and/or development should be included.
- Substantive course and/or curriculum revisions.
- Workbooks and/or other instructional materials developed or published.
- Direction of student research and projects at the undergraduate and/or graduate levels.
- Evaluation of students in clinical and practicum activities.
- Evidence of maintenance of current knowledge and expertise in the area of clinical practice.
- Teaching grants.

Research and Scholarship

As part of its mission, the School of Leadership and Advanced Nursing Practice expects faculty members to maintain integrity in research and scholarly activities that advance scientific knowledge and/or translation of clinical research in nursing. Research and scholarly activities should occur on a regular and consistent basis throughout the tenure probationary/promotion evaluation period for faculty seeking tenure and/or promotion. Most of the candidates' scholarly products must reflect their program of research and/or scholarship.

Program of Research and Scholarship

Consistent with this mission, in order to be recommended for tenure and to qualify for promotion, faculty members must identify and engage in a program of research with evidence of scholarship and dissemination, both that demonstrates consistent contributions and commitment to advancing and improving nursing education, clinical practice, or nursing science through scholarly inquiry. The program of research should be focused on a singular area and may include additional diverse topics consistent with the advancement of nursing education, practice, or science.

Grants and External Funding

It is expected that faculty members consistently submit internal and/or external grants to support their scholarship efforts. These funding opportunities should be focused in the areas of research, program development, and teaching.

Publications

The tenure and/or promotion candidate must meet the current or desired professorial expectations. For instance,
- At the Associate Professor rank, an award of tenure and/or promotion requires that the candidate will have at least 4 to 6 peer-reviewed publications.
- A consistent track record and level of scholarship productivity is required throughout the tenure probationary and/or promotion evaluation period at the University. The phrase consistent track record means peer-reviewed publications and scholarly works must be produced on an annual, regular basis.
- One of the publications counted toward tenure and/or promotion may be accepted for publication, but not yet published, as evidenced by a letter of acceptance from the publishing company or journal editor. The other publications must be in print.
- Of the required publications for Associate Professor (4 to 6 publications), the expectation for an award of tenure and/or promotion is that the candidate will have at least 2 peer-reviewed journal publications as first author, co-author, or second or third author in a multi-authored article during the tenure probationary and/or promotion evaluation period.
- If prior service time is credited to the tenure and/or promotion candidate, a consistent track record of scholarship productivity meeting the above criteria for rank is expected during that period. The faculty, considered for tenure and/or promotion, who moved from a university to a current tenure-track position at The University of Southern Mississippi must have published one or more peer-reviewed publications while currently employed at the University.

In many cases, faculty in the School of Leadership and Advanced Nursing Practice engage in scholarship that leads to publications in traditional journals, textbooks, and/or book chapters of the discipline. The School of Leadership and Advanced Nursing Practice places the highest premium on peer-reviewed journal articles (for an explanation of "premium" see the rank-ordered weight of publications in the next section).

All publications in the curriculum vitae (CV) and dossier must be separately identified into categories. Some publication categories in rank-ordered weight include, but are not limited to, the following examples:
- Peer-reviewed national and international journals (highest level of significance and weight).
- Authored, peer-reviewed textbooks or books (note: does not include workbooks – workbooks are in the teaching category).
- Edited books or textbooks (note: does not include workbooks – workbooks are in the teaching category).

- Invited commentaries about other articles or editorials published in peer-reviewed national and international journals.
- Book chapters in edited or non-edited books.
- Book reviews in peer-reviewed national and international journals (example – a manuscript written to review the latest book on heart conditions and treatments in which the book was written by someone else, but you wrote the manuscript to be published in the peer-reviewed journal as a review of the book's contents and significance).
- Non-peer-reviewed journals.
- Regional or state journals.
- Publications in prominent newspapers at the national and international levels; and
- Guest editor for peer-reviewed national or international journals.

Important Additional Note: For all peer-reviewed journals, include impact factor and acceptance rate. In co- or multi-authored publications, whether peer-reviewed or non-peer-reviewed articles, book chapters, or newspapers, list the contribution percentage of each author in the order by way of a percentage of contribution.

Presentations

Peer-reviewed or invited presentations represent important components of scholarly activities. Although scholarly presentations are considered part of a faculty member's contribution, the individual may not rely solely on presentations as evidence of scholarship for the purposes of tenure and promotion. It is expected that a substantial portion of the faculty member's research and scholarship will be published *and* orally presented. For instance,
- At least one of the Associate Professor candidate's presentations must be at the national or international levels and disseminated to scholars in the field of nursing and other health sciences.
- For the purposes of tenure and promotion, greater significance and weight will be given to peer-reviewed or *invited* presentations (podium papers) at the national and international levels and lesser significance and weight will be given to peer-reviewed or invited presentations (oral papers) at the regional and state levels.
- Multiple presentations of the same information will only count as one presentation unless the paper was presented on two of the four levels (e.g., state, regional, national, and international levels).
- Peer-reviewed posters at the regional, national, and international levels also carry significance and weight for the faculty member who is applying for tenure and promotion to Associate Professor but not for promotion to Professor. Additionally, the individual may not rely solely on posters as evidence of scholarship for the purposes of tenure and promotion, and posters may not replace the weight and requirements of oral presentations (papers) at the national and international levels.
- In a co- or multi-authored presentation, whether podium or poster, list the contribution percentage of each presenter in the order by way of a percentage of contribution.

Service

Faculty members seeking tenure and/or promotion in the School of Leadership and Advanced Nursing Practice must demonstrate leadership on committees by serving as an officer or chair and by exhibiting a commitment to quality service to the School, College, and University. School faculty members recognize the merit of service and leadership in local, state, regional, national, and international professional and community organizations.

Service activities may include, but are not limited to the following activities, and are dependent on the rank sought by the candidate—
To the College and/or University:
- Committee membership and leadership at the School, College, and University levels

- Task forces
- Councils
- Faculty Senate
- Recruitment
- Faculty search committees
- Search committees for administrative ranks, such as Deans and Directors, or staff personnel
- Special presentations
- Advising student groups
- Coordination of on-campus and off-campus practicum responsibilities
- Curriculum development
- Quality assurance and effectiveness assessment/improvement
- Participation in funded grants with a specific percentage effort

To the profession:
- Serving as an officer in a professional association at the state, regional, national/international levels
- Planning professional programs, workshops, and/or conferences
- Committee work at the local, state, regional, national, or international levels
- Serving as Chair on a committee and/or professional group
- Serving as a consultant in nursing and other healthcare organizations
- Grant review or service to external granting agencies
- Mentoring colleagues
- A national or international journal reviewer

To groups other than nursing and health care but related to the health field:
- Conducting workshops
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Other Service Activities:
- Membership on editorial boards for national or international journals
- Refereeing or reviewing competitive convention papers and programs

Tenure

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, School, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality.

Disciplinary variations necessitate a degree of autonomy at the School level. Note school or unit criteria for tenure.

Teaching

Faculty members in the School of Leadership and Advanced Nursing Practice must remain current in their area(s) of expertise, and tenure and/or promotion candidates must consistently demonstrate high standards and quality in teaching. Evaluation of teaching should include quality of instruction and materials, interactions with students, and student learning and achievement.

Evidence of teaching excellence must include the following items:
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Consistent with this mission, in order to be recommended for tenure and to qualify for promotion, faculty members must identify and engage in a program of research with evidence of scholarship and dissemination, both that demonstrates consistent contributions and commitment to advancing and improving nursing education, clinical practice, or nursing science through scholarly inquiry. The program of research should be focused on a

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The tenure and/or promotion candidate must meet the current or desired professorial expectations. For instance,

- At the Associate Professor rank, an award of tenure and/or promotion requires that the candidate will have at least 4 to 6 peer-reviewed publications.
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- Non-peer-reviewed journals.
- Regional or state journals.
- Publications in prominent newspapers at the national and international levels; and
- Guest editor for peer-reviewed national or international journals.

Important Additional Note: For all peer-reviewed journals, include impact factor and acceptance rate. In co- or multi-authored publications, whether peer-reviewed or non-peer-reviewed articles, book chapters, or newspapers, list the contribution percentage of each author in the order by way of a percentage of contribution.

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- Councils
- Faculty Senate
- Recruitment
- Faculty search committees

- Search committees for administrative ranks, such as Deans and Directors, or staff personnel
- Special presentations
- Advising student groups
- Coordination of on-campus and off-campus practicum responsibilities
- Curriculum development
- Quality assurance and effectiveness assessment/improvement
- Participation in funded grants with a specific percentage effort

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- Planning professional programs, workshops, and/or conferences
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- Serving as a consultant in nursing and other healthcare organizations
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To groups other than nursing and health care but related to the health field:
- Conducting workshops
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Other Service Activities:
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Promotion to Full Professor

Teaching

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All publications in the curriculum vitae (CV) and dossier must be separately identified into categories. Some publication categories in rank-ordered weight include, but are not limited to, the following examples:
- Peer-reviewed national and international journals (highest level of significance and weight).
- Authored, peer-reviewed textbooks or books (note: does not include workbooks – workbooks are in the teaching category).
- Edited books or textbooks (note: does not include workbooks – workbooks are in the teaching category).
- Invited commentaries about other articles or editorials published in peer-reviewed national and international journals.
- Book chapters in edited or non-edited books.
- Book reviews in peer-reviewed national and international journals (example – a manuscript written to review the latest book on heart conditions and treatments in which the book was written by someone else, but you wrote the manuscript to be published in the peer-reviewed journal as a review of the book's contents and significance).
- Non-peer-reviewed journals.
- Regional or state journals.
- Publications in prominent newspapers at the national and international levels; and
- Guest editor for peer-reviewed national or international journals.

Important Additional Note: For all peer-reviewed journals, include impact factor and acceptance rate. In co- or multi-authored publications, whether peer-reviewed or non-peer-reviewed articles, book chapters, or newspapers, list the contribution percentage of each author in the order by way of a percentage of contribution.

Presentations

Peer-reviewed or invited presentations represent important components of scholarly activities. Although scholarly presentations are considered part of a faculty member's contribution, the individual may not rely solely on presentations as evidence of scholarship for the purposes of tenure and promotion. It is expected that a substantial portion of the faculty member's research and scholarship will be published and orally presented. For instance,
- For the Professor candidate, national and international presentations are expected to be more frequent than that for Associate Professor.
- For the purposes of tenure and promotion, greater significance and weight will be given to peer-reviewed or invited presentations (podium papers) at the national and international levels and lesser

significance and weight will be given to peer-reviewed or invited presentations (oral papers) at the regional and state levels.
- Multiple presentations of the same information will only count as one presentation unless the paper was presented on two of the four levels (e.g., state, regional, national, and international).
- Peer-reviewed posters at the regional, national, and international levels also carry significance and weight for the faculty member who is applying for tenure and promotion to Associate Professor but not for promotion to Professor. Additionally, the individual may not rely solely on posters as evidence of scholarship for the purposes of tenure and promotion, and posters may not replace the weight and requirements of oral presentations (papers) at the national and international levels.
- In a co- or multi-authored presentation, whether podium or poster, list the contribution percentage of each presenter in the order by way of a percentage of contribution.

Service

Faculty members seeking tenure and/or promotion in the School of Leadership and Advanced Nursing Practice must demonstrate leadership on committees by serving as an officer or chair and by exhibiting a commitment to quality service to the School, College, and University. The School faculty members recognize the merit of service and leadership in local, state, regional, national, and international professional and community organizations.

Service activities may include, but are not limited to the following activities, and are dependent on the rank sought by the candidate—

To the College and/or University:
- Committee membership and leadership at the School, College, and University levels
- Task forces
- Councils
- Faculty Senate
- Recruitment
- Faculty search committees
- Search committees for administrative ranks, such as Deans and Directors, or staff personnel
- Special presentations
- Advising student groups
- Coordination of on-campus and off-campus practicum responsibilities
- Curriculum development
- Quality assurance and effectiveness assessment/improvement
- Participation in funded grants with a specific percentage effort
- Mentoring other faculty members

To the profession:
- Serving as an officer in a professional association at the state, regional, national/international levels
- Planning professional programs, workshops, and/or conferences
- Committee work at the local, state, regional, national, or international levels
- Serving as Chair on a committee and/or professional group
- Serving as a consultant in nursing and other healthcare organizations
- Grant review or service to external granting agencies
- Mentoring colleagues
- A national or international journal reviewer

To groups other than nursing and health care but related to the health field:
- Conducting workshops
- Delivering lectures
- Serving as a consultant

Other Service Activities:
- Membership on editorial boards for national or international journals
- Refereeing or reviewing competitive convention papers and programs

External Review for Promotion to Full Professor

The School of Leadership and Advanced Nursing Practice candidate applying for promotion to full Professor must receive a satisfactory external review of their teaching, research/scholarship, and service accomplishments from 3 tenured nursing faculty members who hold the rank of Professor from a nursing school and college similar in size, Carnegie ranking, and nursing program offerings as those at The University of Southern Mississippi. Emeritus faculty or professors previously employed by The University of Southern Mississippi are excluded from serving as an external reviewer. The promotion candidate will submit 4 or more potential reviewers' names and contact information to the School Director at the time of initial material submission. The School Director will make the evaluation request to 3 of those reviewers, and the other reviewers will serve as alternates. The School Director will supply the reviewers with The University of Southern Mississippi's College promotion criteria, the candidate's summary of accomplishments, and CV. The School Director will collect and place the external review summaries in the candidates' notebook for examination by the promotion committees at the School, College, and University levels.

Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years.

Rubric

Self-Evaluation Summary
20_____

Teaching Domain

Scholarship Domain

Service Domain

Faculty Development Objectives

Other

Teaching Evaluation

AREA OF EVALUATION	Does not meet expectations	Meets expectations	Exceeds Expectations	Expectation Score
Coursework	Coursework does not reflect the standard performance level of SLANP or identified by appropriate University groups.	Coursework reflects the standard performance level of SLANP or identified by appropriate University groups.	Coursework reflects the innovative development which may include service learning, active learning, etc. consistent with SLANP directive and exceeding expectations.	Does not meet Meets Exceeds
Course delivery	Course delivery is not performed according to the University calendar and guidelines.	Course delivery performed according to the University calendar and guidelines.	Course delivery exceeds SLANP and University guidelines by the addition of independent studies, projects, dissertation coursework in addition to existing workload.	Does not meet Meets Exceeds
Student teaching evaluations	Teaching evaluations conducted by students do not reflect the standard performance level identified by SLANP.	Teaching evaluations conducted by students reflect the standard performance level identified by SLANP.	Teaching evaluations conducted by students exceed the standard performance level identified by SLANP.	Does not meet Meets Exceeds
Peer teaching evaluations	Teaching evaluations conducted by peers do not reflect the standard performance level identified by SLANP.	Teaching evaluations conducted by peers reflect the standard performance level identified by SLANP.	Teaching evaluations conducted by peers exceed the standard performance level identified by SLANP.	Does not meet Meets Exceeds
Innovative teaching	Teaching evaluations and/or peer reviews reflect a lack of change or inclusion of relevant material in the course experience.	Teaching evaluations and/or peer reviews reflect the use of new materials, new approaches to engage students.	Teaching evaluations and/or peer reviews show engaged learning based on innovative teaching methods.	Does not meet Meets Exceeds
Unique goals from FDP				Does not meet Meets Exceeds

Total Score: • 3/5 in Exceeds Expectation with 0 in Does Not Meet Expectations = Exceeds Expectations • 3/5 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations
Collegiality in Teaching Statement: (provide 1-2 sentences describing collegial efforts through teaching activities).
Engagement in Teaching Statement: (provide 1-2 sentences describing engagement efforts through teaching activities).

Scholarship Evaluation

AREA OF EVALUATION	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Expectation Score
Participation in scholarship activities	Participates or demonstrates continuous effort in scholarship activities at a rate lower than the standard performance level of SLANP.	Participates in scholarship activities by initiating new activity and/or demonstrating a continuous effort on the existing activity as reflected within the standard performance level of SLANP.	Participates in scholarship activities by initiating new collaborative interdisciplinary activity and/or demonstrating the continuous effort on existing interdisciplinary activity exceeding the standard performance level of SLANP.	Does not meet Meets Exceeds
Dissemination of scholarly activities	Disseminates work through SLANP identified channels (i.e., peer-reviewed journals, books, performance, etc.) at a rate lower than the standard performance level of SLANP.	Disseminates work through SLANP identified channels (i.e., peer-reviewed journals, books, performance, etc.) as reflected within the standard performance level of SLANP.	Disseminates work through SLANP identified channels (i.e., peer-reviewed journals, books, performance, etc.) at a rate that exceeds the standard performance level of SLANP.	Does not meet Meets Exceeds
Applications for internal or external funding	Submits application for internal or external funding of scholarship activities at a rate lower than the standard performance level of SLANP.	Submits an application for internal or external funding of scholarship activities as reflected within the standard performance level of SLANP.	Procures internal or external funding of scholarly activities exceeding the standard performance level of SLANP.	Does not meet Meets Exceeds
Unique goals from FDP				Does not meet Meets Exceeds

Total Score:
- 2/3 in Exceeds Expectation with 0 in Does Not Meet Expectations = Exceeds Expectations - 2/3 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations - Note: SLANP = School of Leadership and Advanced Nursing Practice
Collegiality in Scholarship Statement: (provide 1-2 sentences describing collegial efforts through scholarship activities).

Engagement in Scholarship Statement:

(provide 1-2 sentences describing engagement efforts through scholarship activities).

Service Evaluation

AREA OF EVALUATION	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Expectation Score
Institutional committees	Serves on appointed or elected committees at the School, College, or University level at a rate lower than the standard performance level of SLANP or does not attend committee meetings to represent SLANP.	Serves on appointed or elected committees at the School, College, or University level as reflected within the standard performance level of SLANP; attends meetings and contributes to the needs of the committee.	Serves on appointed or elected committees at the School, College, or University level at a rate exceeding the standard performance level within SLANP; attends meetings, completes a leadership role for the committee or subcommittee.	Does not meet Meets Exceeds
Professional organizations	Contributes to their identified field study through membership and participation in professional organizations within their field internationally, nationally, regionally, or statewide at a rate lower than the standard performance level identified by SLANP.	Contributes to their identified field study through membership and participation in professional organizations within their field internationally, nationally, regionally, or statewide as reflected within standard performance level identified by SLANP.	Contributes to their identified field study through membership and participation in professional organizations within their field internationally, nationally, regionally, or statewide exceeding the standard performance level identified by SLANP.	Does not meet Meets Exceeds
Campus activities and Community services	Facilitates the growth of the University, College, or School through active participation in University campus activities and community service related to their profession at a rate lower than the standard performance level of SLANP.	Facilitates the growth of the University, College, or School through active participation in University campus activities and community service related to their profession as reflected within the standard performance level of SLANP.	Facilitates the growth of the University, College, or School through active participation in University campus activities and community service related to their profession exceeding the standard performance level of SLANP.	Does not meet Meets Exceeds
Student mentorship	Facilitated growth in their field of study through formalized mentorship of students, other faculty, service on student organizations, advisement, delivery	Facilitated growth in their field of study through formalized mentorship of students, other faculty, service on student organizations, advisement, delivery of independent study	Facilitated growth in their field of study through formalized mentorship of students, other faculty, service on student organizations, advisement, delivery of independent study	Does not meet Meets Exceeds

	of independent study courses, etc. at a rate lower than the standard performance level identified by SLANP.	courses, etc. as reflected within the standard performance level identified by SLANP.	courses, etc. exceeding the standard performance level identified by SLANP.	
Unique goals from FDP				Does not meet Meets Exceeds

Total Score:
- 3/4 in Exceeds Expectation with 0 in Does Not Meet Expectations = Exceeds Expectations
- 3/4 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations
- Note: SLANP = School of Leadership and Advanced Nursing Practice.

Collegiality in Service Statement:

(provide 1-2 sentences describing collegial efforts through service activities).

Engagement in Service Statement:

(provide 1-2 sentences describing engagement efforts through service activities).

Annual Evaluation of Faculty Performance Summary

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
School of Leadership and Advanced Nursing Practice

ANNUAL EVALUATION OF FACULTY PERFORMANCE SUMMARY

_____(year)

Faculty: _____   Rank: _____

Tenured: _____Yes   _____No   Date: _____

AREA (% workload)	Expectation Score		
	Does not meet expectations	Meets expectations	Exceeds expectations
Teaching (%)			
Scholarship (%)			
Service (%)			

Faculty Comments:

Noteworthy Activities and Remarks

NOTEWORTHY ACTIVITIES AND REMARKS The evaluator may list any activities they identify as noteworthy or include other remarks for the academic year (see Section 1.6.2 of Initiative 1)	
Teaching	
Scholarship Activities	
Service	

Evaluator Comments:

Faculty Member: _____   Date_____

Evaluator: _____   Date_____

Director: _____   Date_____

Faculty Development Plan

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THE UNIVERSITY OF SOUTHERN MISSISSIPPI
FACULTY DEVELOPMENT PLAN
School of Leadership and Advanced Nursing Practice

20_____

</div>

TEACHING OBJECTIVES	
TEACHING OBJECTIVES	WORKLOAD ADJUSTMENT

SCHOLARSHIP OBJECTIVES	
SCHOLARSHIP OBJECTIVES FOR CURRENT YEAR	WORKLOAD ADJUSTMENT

SERVICE OBJECTIVES	
SERVICE OBJECTIVES FOR CURRENT YEAR	WORKLOAD ADJUSTMENT

* Insert above objectives into Evaluation Form

_____   _____
SLANP Faculty Member   Date

_____   _____
SLANP Director   Date

Name of Preparer: LaWanda Baskin
Email Address of Preparer: lawanda.baskin@usm.edu
Date of Submission: January 22, 2021

X I certify that the information provided above has been approved by the school director.