

RADFORD UNIVERSITY

School of Nursing

Faculty Evaluation, Promotion, and Tenure

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Introduction

According to Radford University's *Teaching and Research (T & R) Faculty Handbook*, faculty evaluations form the basis for reward/recognition, provide feedback and aid faculty development. The evaluation provides the basis for decisions regarding reappointment, merit pay, tenure, and promotion.

Faculty are evaluated in **three primary areas** and two **additional area** of **faculty development and professionalism**:

1. **teaching**
2. **professional contributions**
3. **university service.**

Each Fall, the School of Nursing Chair prepares evaluations of all faculty based on the activities of the previous academic year for teaching and university service, and the past three years for scholarly and professional activities, in accordance with University timelines and procedures specified in the *T & R Faculty Handbook*. The Chair also considers the recommendations and supporting justifications for reappointment or non-reappointment provided by the SON Personnel Committee, whose members are experienced tenured faculty peers.

The purpose of these guidelines is to:

- Communicate specific School of Nursing expectations for faculty effort, consistent with the University's expectations described in the *T & R Faculty Handbook* Section 1.4.1.4: Faculty Evaluation Procedures.
- Ensure that CCNE accreditation Standard II-E & II-G, regarding faculty adequacy and qualification (academically and experientially), faculty professional development efforts, and institutional support, are met during the faculty evaluation process.
- Provide practical assistance to faculty preparing for annual evaluation, tenure, or promotion.

Section I: The Faculty Annual Report

The Faculty Annual Report (FAR)

The FAR is a reflective, evidence-based collection of materials that documents the previous year's performance and professional development goals for the current year.

Submitting the Faculty Annual Report

By mid-August every year (generally on August 15), each returning full-time faculty member submits a FAR to the Chair of the School of Nursing, based on the Radford University Personnel Timeline at <https://www.radford.edu/content/provost/home/resources/policy-manuals.html>.

Faculty in their first year in the SON do not need to complete FAR. Those faculty only need to complete the section '*Yearly Goals and General Comment Section*' for teaching, professional contribution, and university from the Radford University online *Faculty Activity Report system* and run the report and submit it by the first week of the 2nd semester. It should include goals and action steps for the year, developed in collaboration with the department chair.

Process and format of the FAR

1. Faculty first record their activities in teaching, professional contributions, and university service in the online *Faculty Activity Report system* (formerly *Digital Measure*). Brief descriptions of the significance of activities should be entered in the text boxes in each section. (Faculty can access the Faculty Activity Report system through the *One Campus* at Radford University website and search by typing '*Faculty Activity Report*.') Instruction to navigate the 'Faculty Activity Report' system can be found in Appendix A.
2. FAR includes specific information concerning the faculty member's significant activities for the past academic year in teaching, professional contributions, and university service, and a brief statement of what the faculty member hopes to accomplish in each area for the upcoming academic year. A brief description of the faculty member's workload, including factors that might influence faculty performance, such as overloads, number of class preparations, graduate hours taught, independent studies, supervision of interns, off-campus assignments, etc., should be included.
3. In the *teaching* section, faculty uploads must include:
 - a. A syllabus for each course taught.
 - b. A summary of the Student Evaluation of Faculty results for each course.
 - c. A copy of their current license to practice as a registered nurse, a certified nurse practitioner, or equivalent role in Virginia, qualified to teach the relevant program.
4. Individual faculty member needs to run/generate a report from the online *Faculty Activity Report system* (formerly *Digital Measure*), re-organize the format following the instruction of the 'FAR Submission Form' (See Appendix B), and submit the

refined final FAR to program chairs. Once Department Chairs receive the individual faculty members' FAR report, they will save those electronically under the secured drive for review.

Review of the FAR by the Chair and the Department Personnel Committee

The Department Chair follows the procedures described in Section 1.4.1.4 of the *T & R Faculty Handbook* to review the FAR and prepare a written faculty evaluation. Then the Chair forwards the FAR to the School of Nursing Personnel Committee, for their review.

The Personnel Committee develops a short report to the Department Chair, which summarizes the faculty member's achievements and includes recommendations about his/her reappointment. If the faculty member is on a tenure track, the Personnel Committee is responsible for communicating the faculty member's progress in working toward the departmental expectations for tenure and promotion.

The Chair's evaluation shall include:

- a. Strengths and weaknesses within the categories of teaching, professional contributions and university service, citing examples.
- b. A description of evaluation of performance for each category using the terms outstanding, above expectations, meets basic expectations, meets basic expectations minimally, below expectations or poor.
- c. An overall evaluation and written justification for the ratings assigned in each evaluation category.
- d. An assessment of the faculty member's progress towards the minimum criteria for eligibility for tenure and/or promotion, where appropriate.
- e. If weaknesses are cited or if the rating is below 3.5 in any of the three evaluation categories over, the Chair's annual evaluation shall include recommendations for improving performance.
- f. For the evaluation of faculty members, the Chair shall consider recommendations and supporting justifications for reappointment or non-reappointment provided by the Personnel Committee *from the previous year*.
- g. A justification of reappointment with the statement of a faculty member's qualification status (SP/TT).
- h. A statement of the recommended activities for Tenure for Tenure-Track faculty and/or Promotion for both Special Purpose and Tenure-Track faculty.
- i. When performance does not meet basic expectations or issues are identified in any areas including a lack of professionalism, an action plan will be initiated at the discretion of chairs/directors. The performance will be reviewed every semester by the chairs/directors. A deduction of 0.5 points will be made from the final score from teaching, professional contributions, and university service for the areas where the issue is identified.

Faculty Reappointment Process

The Department Chair follows the procedures described in Section 1.5.1 & 1.5.2 of the *T & R Faculty Handbook* to reappoint the tenure-track faculty, special purpose faculty, and those full-time temporary faculty hired with an option for renewal.

Procedures for Recommending Reappointment or Non-Reappointment of Tenure-track Faculty

1. All deadlines for reappointment consideration and appeals procedures will be established each year and communicated in writing to all faculty at the beginning of the Fall Semester in the University's Time Schedule for Personnel Decisions.
2. The Department Personnel Committee shall initiate for each continuing non-tenured full-time Teaching faculty member a thorough evaluation of his or her cumulative documentation, and make its written recommendation for reappointment, including full justification, to the Department Chair. The Department Personnel Committee shall provide a copy of its recommendation and justification to the faculty member.

A minority report may be written if the Department Personnel Committee's recommendation concerning reappointment is unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be signed and submitted as a separate document and shall be included with the Personnel Committee's recommendation. A copy shall be sent to the candidate.

3. After receipt of the Personnel Committee's recommendation, the Department Chair shall make his or her own written recommendation, including full justification, and shall forward this, along with the recommendation and justification from the Department Personnel Committee to the Dean of the College. The Department Chair shall provide a copy of his or her recommendation and justification to the faculty member and the Department Personnel Committee. Additionally, Department Chairs are responsible for clearly communicating in writing, as part of the Chair's annual evaluation of each tenure-track faculty member, their evaluation regarding the faculty member's progress towards the minimal criteria for eligibility for tenure. These written evaluations shall form a portion of the justification for the ultimate decision to award or deny tenure.

4. The College Dean shall review the recommendations of the Department Personnel Committee and the Department Chair and forward these recommendations to the Provost along with his or her own written recommendation, including justification. The Dean shall provide a copy of his or her recommendation and justification to the faculty member, the Departmental Personnel Committee, and the Department Chair.

In the event that a negative recommendation is submitted by the Department Personnel Committee or the Department Chair or the College Dean, the faculty member shall have the right to submit a written response to the next higher level or to appeal any one of those decisions. The Faculty Appeals Committee, upon appropriate and timely request from the faculty member, shall have jurisdiction. That Committee shall report its recommendations on appeals to the Provost.

5. The Provost shall make his or her recommendation to the President. The Provost shall provide a copy of his or her recommendation to the faculty member, the College Dean, the Department Chair, and the Department Personnel Committee.

If the recommendation of the Provost is negative, he or she shall so inform the faculty member, furnishing the copy of his or her recommendation, including justification, at least one week before the deadline to submit an appeal to the Faculty Appeals Committee. Upon appropriate and timely request from the faculty member, the Faculty Appeals Committee shall have jurisdiction. If on appeal from the faculty member, the Faculty Appeals Committee disagrees with the recommendation from the Provost, the report of the committee shall be sent to the President.

6. The President shall make his or her decision.

If the Provost recommends positively and the decision of the President is negative, the President shall so inform the faculty member, furnishing a copy of his or her decision, including justification, at least one week before the established deadline to submit an appeal to the Faculty Appeals Committee. Upon appropriate and timely request from the faculty member, the Faculty Appeals Committee shall have jurisdiction.

8. Notice of the Provost' intention not to recommend reappointment shall be given in writing in accordance with the following:

- Not later than March 1 of the first academic year of service if the appointment expires at the end of that year. For faculty appointed at other than the beginning of the academic year, the "first academic year of service" means the academic year following the appointment. If the university terminates a one-year appointment during an academic year without cause, notice must be given by the University at least three months in advance of the termination.
- Not later than December 15 of the second academic year of service if the appointment expires at the end of that year.
- At least twelve months before the expiration of an appointment after two or more years at the institution.

Procedures for Recommending Reappointment or Non-Reappointment of Special Purpose Faculty and Full-time Temporary Faculty with an option for Renewal

- a. The procedures for recommending the reappointment or non-reappointment of special purpose faculty and full-time faculty with an option for renewal shall be the same as for tenure-track faculty except that, in lieu of appeals, the faculty member may provide a written response to the recommendation, which shall be forwarded with the recommendation to the next level.

Faculty Evaluation and Reappointment Process Flowsheet within SON

The following table shows the FAR evaluation and reappointment process within the SON.

	AUH/Chairs' Evaluation Report	Dean's Approval of Chair Evaluation	Personnel Reappointment Letter to Chairs	Chair's Reappointment Letter to Dean	Dean's Reappointment Letter to Provost
Tenured Faculty	Yes	Yes	No	No	No
1 st Year	No	No	Yes	Yes	Yes
2 nd + Subsequent Year Faculty	Yes	Yes	Yes	Yes	Yes

- Faculty in their 2nd year and subsequent year of service will receive a copy of the Chair's evaluation report, Dean's approval letter of Chair evaluation, and the Personnel/Chair/Dean's reappointment (or non-reappointment) recommendation letters, based on Faculty's Personnel Timeline.
- Faculty in their 1st year of service will receive a copy of reappointment (or non-reappointment) recommendation letters from SON personnel committee, Chair, and Dean, based on Faculty's Personnel Timeline.
- Faculty who received the tenure will receive a copy of the Chair's evaluation report, and the Dean's approval letter of Chair evaluation.

Section II: Criteria for Annual Evaluation of Special Purpose Faculty

Categorizing Faculty Performance and Weighting the Categories in the Annual Evaluation

Special purpose faculty are primarily evaluated by their teaching performance. However, professional activities, including scholarship and leadership, are recommended. It can account for higher overall performance. Minimum SON requirements of special purpose faculty for professional contribution and university service are stated here. For example, all faculty are required to serve on at least two SON standing committees.

The faculty performance in teaching, professional contribution, and university service are evaluated and categorized into one of the following criteria. The detailed requirements to meet minimal criteria for each category for teaching, professional contribution, and university service are provided in this section.

- Outstanding (4.5-5.0)
- Above Expectation- I (4.0-4.49)
- Above Expectation- II (3.5-3.99)
- Meet (basic) Expectations (3.0-3.49)
- Below Expectation I (2.5-2.99)
- Below Expectation II (2.0-2.49)
- Poor/Unacceptable (Below 2.0)

Relative weight of the categories in the annual evaluation is determined each year by the department Chair and individual faculty members. In general, weighting for Special Purpose Faculty emphasizes teaching, professional contribution to the community, and departmental service.

Teaching	75-100%
Professional Contributions	0-20%
University Service	0-15%

A faculty member's overall evaluation will be determined as follows:

- a. The numerical value assigned to each of the three evaluation categories will be multiplied by the weight previously determined for the category; e.g., a weighted percentage value of 40% - 75% will be used in the evaluation category "teaching."
- b. The numerical values obtained for the three evaluation categories will be added together to determine the faculty member's overall evaluation.

For example: Assume that faculty member "X" elects to count "teaching" as 60% of her or his evaluation, "professional contributions" as 30%, and "University service" as 10%. Based on the submitted faculty report, the Department Chair assigns this faculty member numerical ratings of 3.6 (above expectations) in teaching, 4.5 (outstanding) in professional contributions, and 2.7 (meets expectations minimally) in University service, the faculty member's overall evaluation would be determined as follows: Teaching 3.6 x .60 = 2.16 Professional contributions 4.5 x .30 = 1.35 University service 2.7 x .10 = .27 OVERALL RATING 3.78 (above expectations)

Evaluation of Teaching for Special Purpose Faculty

<p>Basic Performance Criteria Ratings (3.0-3.49)</p>	<p>Criteria for Meets University Expectations</p> <ul style="list-style-type: none"> • Adheres to policies for class administration described in Section 2.8 of the Teaching and Research Faculty Handbook. • Maintains minimum number of office hours (one hour per every three credits taught.) <p>Criteria for Meets SON Department Expectations</p> <ul style="list-style-type: none"> • Teaches assigned course load. • Documents an average score of no less than 3.0 on Student Evaluations of Faculty. • Maintains National Certification and state license to teach the relevant program (RN, FNP, PMHNP, etc) • Completes ONE continuing education (CE) or self-study course to improve teaching effectiveness. • Completes ONE CE activity or self-study course to maintain or enhance clinical or nursing expertise. • Demonstrates professional conduct with students and faculty/staff colleagues <p>Documents teaching effectiveness by:</p> <ul style="list-style-type: none"> • Completing one continuing education or self-study course to improve teaching skills. • Demonstrating the development and use of active learning strategies in the classroom (evidence-based pedagogy).
<p>Above Expectation Criteria Ratings I (4.0-4.49) & II (3.5-3.99)</p>	<p>A Special Purpose Faculty member who meets the challenging expectations for Teaching in the School of Nursing and documents <u>3.5-3.99 points (Above Expectation I) or 4.0-4.49 points (Above Expectation II) from additional activities from Table T-SP meets above expectations</u> in the area of teaching.</p>
<p>Outstanding Criteria Ratings (4.5-5.0)</p>	<p>A Special Purpose Faculty member who meets the challenging expectations for Teaching in the School of Nursing and documents <u>4.5-5.0 points from additional activities</u> from Table T-SP has earned the rating of "outstanding."</p>

These are examples of teaching activities demonstrating teaching effectiveness and excellence above average but not exclusive to the following.

Table T-SP: Teaching Activities – Special Purpose

Application: Scale of 0-13. The total score will be divided by 2.

**Score 4.5 or higher [Outstanding]/Score 4.0-4.49 [Above Expectation I]/
Score 3.5 – 3.99 [Above Expectation II]**

Course Prep/Enhancement (Max.0-2)

- Developing a new course (2)
- Teaching a course that is new to that faculty (1)
- Enhancing an existing course (1)

Teaching Effectiveness (Max.0-2)

- Average score on Class Climate Evaluations of 3.5 or higher (1)
- Average score on Class Climate Evaluations of 4.0 or higher (2)

Innovative Classroom Pedagogy (Max. 0-2)

- ***# of innovative Pedagogy implemented is 1-2 = 1 point***
- ***# of innovative pedagogy implemented is 3 or higher = 2 points***
- Mastering/adopting a new technology for teaching (e.g., Aquifer, APEA, Shadow Health etc)

Faculty Development (Max. 0-1)

- Completing a (substantive, more than 5 CE) continuing education or self-study course to enhance teaching or research effectiveness

Extra Course Contributions to Student Learning (Max. 0-4)

- ***# of extra course contribution to student learning is 1 = 1 point***
- ***# of extra course contribution to student learning is 2 = 2 points***
- ***# of extra course contribution to student learning is 3 = 3 points***
- ***# of extra course contribution to student learning is 4 or more = 4 points***
- Facilitating a student or group of students to participate in a professional activity
- Facilitating or teaching a student or group of students for study abroad opportunities
- Mentoring RU students on DNP/MSN final project and UG Honor's project
- Give an invited lecture or a workshop within SON (e.g., intensive FNP workshop or skill labs, programming for pre-nursing students, etc)
- Precepting RU students for their clinical/leadership residency or their teaching assignments
- Teaching Scholar-Citizen Leadership course

Annual Evaluation – Special Purpose

- Teaching more than the expected course load
- Providing experiences at the simulation lab
- Providing experiences for students with standardized patients
- Participating in experiential field trips that include interactions with clients
- Supervision of students in clinical practice

Honors and Award (Max.0-2)

- Receiving a teaching award (1)
- Being invited to give a lecture or workshop based on professional reputation (1)

The Teaching Evaluation Score is more than the AY average student evaluation score, considering teaching effectiveness, efforts to incorporate innovative pedagogies, teaching overloads, efforts for faculty development, and other factors.

Thus, it will incorporate two scores, including both Student Evaluation Score & Table T-SP score.

The Final Score of Teaching Evaluation = AY Student Evaluation Score + Additional Point Received by Chair.

Final Score Adjustment Rule

- When the calculated point indicates a higher category than the original category by the AY average student evaluation score, 0.25-0.5 points will be added, or the average of two scores will be used (whichever is higher), per the Chair's discretion.
- When the calculated point indicates the relevant category with the original category by the AY average student evaluation score, 0.25-0.5 points will be added, or the average of two scores will be used (whichever is higher), per the Chair's discretion.
- When the calculated point indicates a lower category than the original category by the AY average student evaluation, usually, the Chair will use the student evaluation score as the final score.
- Chair has the right to remove 0.5 points when a teaching-related issue of the faculty is identified, including professionalism

Evaluation of Professional Contributions for Special Purpose Faculty Evaluation

<p>Basic Performance Criteria Ratings (3.0-3.49)</p>	<p>Criteria for Meets SON Department Expectations</p> <ul style="list-style-type: none"> • Maintains National Certification and state license relevant to program teaching (RN, FNP, PMHNP, CNL, etc) • Maintains memberships in at least one Professional Organization relevant to the program teaching and your license (AANP, VCNP, AONE, ANA, Sigma etc). <p>Meets CCNE II-E & II-G standards for faculty teaching adequacy (<u>academically and experientially</u>)</p> <ul style="list-style-type: none"> • Completes ONE continuing education (CE) or self-study course to improve teaching effectiveness. • Complete ONE CE activity or self-study course to maintain or enhance clinical or nursing expertise.
<p>Above Expectation Criteria Ratings I (4.0-4.49) & II (3.5-3.99)</p>	<p>A Special Purpose Faculty member who meets the challenging expectations for Professional Contributions in the School of Nursing and documents progress toward <u>one to two (Above Expectation II: 3.5-3.99) or three (Above Expectation I: 4.0-4.49) additional activities</u> from Table PC-SP meets the above expectations in the area of professional contribution.</p>
<p>Outstanding Criteria Ratings (4.5-5.0)</p>	<p>A Special Purpose Faculty member who meets the challenging expectations for Professional Contributions in the School of Nursing and documents progress toward <u>four or more additional activities</u> from Table PC-SP each year has earned the rating of "outstanding".</p>

Annual Evaluation – Special Purpose

These are examples of professional contribution activities demonstrating dedication and excellence in scholarship and or leadership but not exclusive to the following.

Table PC-SP: Professional Contributions – Special Purpose

Application: 1-2 activities = 3.5 – 3.99/ 3 activities = 4.0-4.49/ 4 or more activities = 4.5-5.0

Professional/Leadership Activities

- Maintain clinical practice related to the teaching specialty
- Participating in substantive CE activities (> 5 CE) or attending professional conferences to enhance clinical and nursing excellence
- Participating in substantive CE activities (> 5 CE) or attending professional conferences to enhance program curriculum, education, or leadership excellence
- Participating in substantive CE activities (> 5 CE) or attending professional conferences to enhance research/grant writing
- Serving on a regional, state, or national board or task forces
- Serving on a panel at a regional or national conference
- Serving as an officer or as a committee member in a professional organization
- Serving as an organizer or a planner for a professional conference
- Serving on editorial review board for professional publication
- Serving as a reviewer for a journal conference or book/journal
- Serving as a nurse or advanced practice nurse consultant to a group or facility
- Providing professional services through a community organization or to civic group

Scholarly Activities

- Substantive work toward a doctoral degree or specialty certification
- Attending a workshop on grant writing or publication
- Conducting a review and synthesis of research literature
- Developing an innovative program or product based on systematic needs assessment
- Evaluating the effectiveness of a program or product
- Submitting a proposal for an internal or external grant
- Conducting clinical research
- Conducting academic research (scholarship of teaching and learning)
- Presenting a platform or poster presentation to a professional group
- Publishing work in a professional newsletter, journal, or book

Scholarship can be demonstrated by:

- Continued systematic study of programs in the interested area of nursing
- Developing insights into existing knowledge by reviewing, analyzing and synthesizing theory, research, and/or archived data
- Creating and/or evaluating an innovative clinical or academic program or product
- Developing new knowledge through clinical research
- Public sharing of ideas (developed in any of the ways described above) in a peer-reviewed forum

Evaluation of University Service for Special Purpose Faculty

<p>Basic Performance Criteria Ratings (3.0-3.49)</p>	<p>Criteria for Meets University Expectations</p> <ul style="list-style-type: none"> • Attends a minimum of ONE College and University faculty meetings or events (e.g., Graduate College meetings, Faculty Convocation, State of the University Address, Graduate Hooding, QUEST- new student orientation, Institutional Effectiveness Day, Faculty Senate). <p>Criteria for Meets SON Department Expectations</p> <ul style="list-style-type: none"> • Attends and actively participates in scheduled faculty meetings. • Attends one commencement per year. • Attends SON meetings. • Serve as a member of TWO departmental committees or task groups. • Assists with a minimum of two regularly scheduled department events such as new student orientation, the pinning ceremony, SON information session, or applicant interview sessions. • Advises students as assigned. • Assists with maintaining health and safety standards for departmental space and equipment.
<p>Above Expectation Criteria Ratings I (4.0-4.49) & II (3.5-3.99)</p>	<p>A Special Purpose Faculty member who meets the expectations of the School of Nursing for University Service, and documents <u>one to two (Above Expectation II:3.5-3.99) or three (Above Expectation I: 4.0-4.49) additional activities</u> from Table US-SP meet above expectations in the area of university service.</p>
<p>Outstanding Criteria Ratings (4.5-5.0)</p>	<p>A Special Purpose Faculty member who meets the expectations of University Service for School of Nursing, and documents <u>four or more (Outstanding: 4.5-5.0) additional activities</u> from Table US-SP has earned a rating of "outstanding".</p>

Annual Evaluation – Special Purpose

These are examples of university service activities demonstrating dedication and excellence but not exclusive to the following.

Table US-SP: University Service – Special Purpose

Application: 1-2 activities = 3.5 – 3.99/ 3 activities = 4.0-4.49/ 4 or more activities = 4.5-5.0

Department Level

- Serving as Department Dean/Director/Chair of the SON Program
- Serving as UG/Graduate Program Director
- Serving as a Track Coordinator
- Chairing or Co-chairing a departmental committee
- Serving as a Vice-Chair of the departmental committee
- Leading a task group or departmental initiative
- Advising SON Student Nurses Association
- Developing or maintaining a service-learning site, community service project, or fieldwork
- Serving as a Coordinator for web page or social media for SON students/alumni
- Participating in program development for new or existing programs within the Department
- Developing or implementing a new organizational system/procedure in the department
- Participating in a self-study or on-site evaluation for accreditation
- Serving as an advisor for SON student's baccalaureate project
- Serving as a chair, or team member (reviewer) for students' graduate projects, thesis, or capstone
- Mentoring Special Purpose or adjunct faculty

College/University Level

- Serving a leadership role in a College/University committee or task group
- Serving as a member of a university committee or task group
- Leading or participating actively in an interdepartmental, interprofessional, or interagency initiative
- Participating in program development for new or existing programs within the college/university level
- Participating in university activities to recruit students or scholarly conference
- Giving a guest presentation outside of the department within SON
- Leading or participating in student recruitment or alumni relations activity
- Participating in a public-relations activity
- Leading or participating in a fund-raising activity

Section III: Criteria for Annual Evaluation of Tenure-Track and
Tenured Faculty

Categorizing Faculty Performance and Weighting the Categories in the Annual Evaluation

Tenure-track and tenured faculty are expected to document scholarships in the area of Professional Contributions. Scholarship is defined in Table PC-TR. University Service for tenured and tenure-track faculty members (with one or more years' experience at RU) should include University service beyond the School of Nursing. As faculty advance in rank, it is expected that they will assume increasingly responsible professional and service roles.

The faculty performance in teaching, professional contribution, and university service is evaluated and categorized into one of the following criteria. The detailed requirements to meet minimal criteria for each category for teaching, professional contribution, and university service are provided in this section.

- Outstanding (4.5-5.0)
- Above Expectation- I (4.0-4.49)
- Above Expectation- II (3.5-3.99)
- Meet (basic) expectations (3.0-3.49)
- Below Expectation I (2.5-2.99)
- Below Expectation II (2.0-2.49)
- Poor/Unacceptable (Below 2.0)

Relative weight of the categories in the annual evaluation is determined each year by the Department Chair and individual faculty members. In general, weighting for Tenure-Track or tenured Faculty includes teaching, professional contributions, and departmental service. However, because teaching is highly valued at Radford University, effort in this area generally carries the most weight.

Teaching	40-75%
Professional Contributions	15-40%
University Service	5-30%

A faculty member's overall evaluation will be determined as follows:

- a. The numerical value assigned to each of the three evaluation categories will be multiplied by the weight previously determined for the category, e.g., a weighted percentage value of 40% - 75% will be used in the evaluation category "teaching."
- b. The numerical values thus obtained for the three evaluation categories will be added together to determine the faculty member's overall evaluation.

For example: Assume that faculty member "X" elects to count "teaching" as 60% of her or his evaluation, "professional contributions" as 30%, and "University service" as 10%. If the Department Chair assigns this faculty member numerical ratings of 3.6 (above expectations) in teaching, 4.5 (outstanding) in professional contributions, and 2.7 (meets expectations minimally) in University service, the faculty member's overall evaluation would be determined as follows: Teaching $3.6 \times .60 = 2.16$ Professional contributions $4.5 \times .30 = 1.35$ University service $2.7 \times .10 = .27$ OVERALL RATING 3.78 (above expectations)

Evaluation of Teaching for Tenure-Track and Tenured Purpose Faculty

<p>Basic Performance Criteria Ratings (3.0-3.49)</p>	<p>Criteria for Meets University Expectations</p> <ul style="list-style-type: none"> • Adheres to policies for class administration described in Section 2.8 of the <i>T & R Faculty Handbook</i>. • Maintains minimum number of office hours (one hour per every three credits taught). <p>Criteria for Meets SON Department Expectations</p> <ul style="list-style-type: none"> • Teaches assigned course load. • Documents an average score of no less than 3.0 on Student Evaluations of Faculty. • Maintains National Certification and state license to teach the relevant program (RN, FNP, PMHNP, etc.) • Completes ONE continuing education (CE) or self-study course to improve teaching effectiveness. • Complete ONE CE activity or self-study course to maintain or enhance clinical or nursing expertise. • Demonstrates professional conduct with students and faculty/staff colleagues <p>Documents teaching effectiveness by:</p> <ul style="list-style-type: none"> • Completing one continuing education or self-study course to improve teaching skills. • Demonstrating the development and use of active learning strategies in the classroom (evidence-based pedagogy).
<p>Above Expectation Criteria Ratings I (4.0-4.49) & II (3.5-3.99)</p>	<p>A Tenure-Track/Tenured Faculty member who meets the challenging expectations for Teaching in the School of Nursing and documents <u>3.5-3.99 points (Above Expectation I) or 4.0-4.49 points (Above Expectation II) from additional activities from Table T-TR</u> is exceeding expectations in the area of teaching.</p>
<p>Outstanding Criteria Ratings (4.5-5.0)</p>	<p>A Tenure-Track/Tenured Faculty member who meets the challenging expectations for Teaching in the School of Nursing and documents <u>4.5-5.0 points from additional activities from Table T-TR</u> has earned the rating of "outstanding."</p>

Annual Evaluation – Tenure-track and Tenured

These are examples of teaching activities demonstrating teaching effectiveness and excellence above average but not exclusive to the following.

Table T-TR: Teaching Activities – Tenure-Track and Tenured Faculty

Application: Scale of 0-13. The total score will be divided by 2.

Score 4.5 or higher [Outstanding]/Score 4.0-4.49 [Above Expectation I]/Score 3.5 – 3.99 [Above Expectation II]

Course Prep/Enhancement (Max.0-2)

- Developing a new course (2)
- Teaching a course that is new to that faculty (1)
- Enhancing an existing course (1)

Teaching Effectiveness (Max.0-2)

- Average score on Class Climate Evaluations of 3.5 or higher (1)
- Average score on Class Climate Evaluations of 4.0 or higher (2)

Innovative Classroom Pedagogy (Max. 0-2)

- ***# of innovative Pedagogy implemented is 1-2 = 1 point***
- ***# of innovative pedagogy implemented is 3 or higher = 2 points***
- Mastering/adopting a new technology for teaching (e.g., Aquifer, APEA, Shadow Health etc)

Faculty Development (Max. 0-1)

- Completing a (substantive, more than 5 CE) continuing education or self-study course to enhance teaching or research effectiveness

Extra Course Contributions to Student Learning (Max. 0-4)

- ***# of extra course contribution to student learning is 1 = 1 point***
- ***# of extra course contribution to student learning is 2 = 2 points***
- ***# of extra course contribution to student learning is 3 = 3 points***
- ***# of extra course contribution to student learning is 4 or more = 4 points***
- Facilitating a student or group of students to participate in a professional activity
- Facilitating or teaching a student or group of students for study abroad opportunities
- Mentoring RU students on DNP/MSN final project and UG Honor's project
- Give an invited lecture or a workshop within SON (e.g., intensive FNP workshop or skill labs, programming for pre-nursing students, etc)
- Precepting RU students for their clinical/leadership residency or their teaching assignments
- Teaching Scholar-Citizen Leadership course

Annual Evaluation – Tenure-track and Tenured

- Teaching more than the expected course load
- Providing experiences at the simulation lab
- Providing experiences for students with standardized patients
- Participating in experiential field trips that include interactions with clients
- Supervision of students in clinical practice

Honors and Award (Max.0-2)

- Receiving a teaching award (1)
- Being invited to give a lecture or workshop based on professional reputation (1)

The Teaching Evaluation Score is more than the AY average student evaluation score, considering teaching effectiveness, efforts to incorporate innovative pedagogies, teaching overloads, efforts for faculty development, and other factors.

Thus, it will incorporate two scores, including both Student Evaluation Score & Table T-SP score.

The Final Score of Teaching Evaluation = AY Student Evaluation Score + Additional Point Received by Chair.

Final Score Adjustment Rule

- When the calculated point indicates a higher category than the original category by the AY average student evaluation score, 0.25-0.5 points will be added, or the average of two scores will be used (whichever is higher), per the Chair's discretion.
- When the calculated point indicates the relevant category with the original category by the AY average student evaluation score, 0.25-0.5 points will be added, or the average of two scores will be used (whichever is higher), per the Chair's discretion.
- When the calculated point indicates a lower category than the original category by the AY average student evaluation, usually, the Chair will use the student evaluation score as the final score.
- Chair has the right to remove 0.5 points when a teaching-related issue of the faculty is identified, including professionalism

<p>Basic Performance Criteria Ratings (3.0-3.49)</p>	<p>Criteria for Meets University Expectations</p> <ul style="list-style-type: none"> • Meets the University expectation that tenure-track and tenured faculty members engage in scholarly activities (defined for the School of Nursing in Table PC-TR). <p>Criteria for Meets SON Department Expectations</p> <ul style="list-style-type: none"> • Maintains National Certification and state license relevant to program teaching (RN, FNP, PMHNP, etc) • Maintains membership in at least one Professional Organization relevant to the program teaching and your license (AANP, VCNP, AONE, ANA, VNA, Sigma, etc). <p>Meets CCNE II-E & II-G standards for faculty teaching adequacy (Academically and experientially)</p> <ul style="list-style-type: none"> • Completes ONE continuing education (CE) or self-study course to improve teaching effectiveness. • Complete ONE CE activity or self-study course to maintain or enhance clinical or nursing expertise.
<p>Above Expectation Criteria Ratings I (4.0-4.49) & II (3.5-3.99)</p>	<p>A Tenure-Track/Tenured Faculty member who meets the challenging expectations for Professional Contributions in the School of Nursing and documents progress toward <u>one (Above Expectation II: 3.5-3.99) or two (Above Expectation I: 4.0-4.49) additional activities</u> from Table PC-TR each year meets above expectations in the area of professional contribution.</p>
<p>Outstanding Criteria Ratings (4.5-5.0)</p>	<p>A Tenure-Track/Tenured Faculty member who meets the challenging expectations for Professional Contributions in the School of Nursing and documents progress toward <u>three or more additional activities</u> from Table PC-TR each year has earned the rating of "outstanding".</p>

Annual Evaluation – Tenure-track and Tenured

These are examples of professional contribution activities demonstrating dedication and excellence in scholarship and or leadership but not exclusive to the following.

Table PC-TR: Professional Contributions – Tenure-Track and Tenured Faculty

Application: 1 activity = 3.5 – 3.99/ 2 activities = 4.0-4.49/ 3 activities = 4.5-5.0

Professional/Leadership Activities

- Maintain clinical practice related to the teaching specialty
- Participating in substantive CE activities (> 5 CE) or attending professional conferences to enhance clinical and nursing excellence
- Participating in substantive CE activities (> 5 CE) or attending professional conferences to enhance program curriculum, education, or leadership excellence
- Participating in substantive CE activities (> 5 CE) or attending professional conferences to enhance research/grant writing
- Serving on a regional, state, or national board or task forces
- Serving on a panel at a regional or national conference
- Serving as an officer or as a committee member in a professional organization
- Serving as an organizer or a planner for a professional conference
- Serving on editorial review board for professional publication
- Serving as a reviewer for a journal conference or book/journal
- Serving as a nurse or advanced practice nurse consultant to a group or facility
- Providing professional services through a community organization or to civic group

Scholarly Activities

- Substantive work toward a doctoral degree or specialty certification
- Attending a workshop on grant writing or publication
- Conducting a review and synthesis of research literature
- Developing an innovative program or product based on systematic needs assessment
- Evaluating the effectiveness of a program or product
- Submitting a proposal for an internal or external grant
- Conducting clinical research
- Conducting academic research (scholarship of teaching and learning)
- Presenting a platform or poster presentation to a professional group
- Publishing work in a professional newsletter, journal, or book

Scholarship can be demonstrated by:

- Continued systematic study of programs in the interested area of nursing
- Developing insights into existing knowledge by reviewing, analyzing and synthesizing theory, research, and/or archived data
- Creating and/or evaluating an innovative clinical or academic program or product
- Developing new knowledge through clinical research
- Public sharing of ideas (developed in any of the ways described above) in a peer-reviewed forum

Evaluation of University Service for Tenure-Track and Tenured Faculty

<p>Basic Performance Criteria Ratings (3.0-3.49)</p>	<p>Criteria for Meets University Expectations</p> <ul style="list-style-type: none">• Attends a minimum of two College and University faculty meetings or events (e.g., Graduate College meetings, Faculty Convocation, State of the University Address, Graduate Hooding, Commencement, QUEST- new student orientation, Institutional Effectiveness Day).• Attends one commencement per year. <p>Criteria Meet SON Department Expectations</p> <ul style="list-style-type: none">• Attends and actively participates in scheduled Faculty meetings.• Assists with a minimum of TWO regularly scheduled department events such as new student orientation, the pinning ceremony, SON information session, or applicant interview sessions.• Advises students as assigned.• Assists with maintaining health and safety standards for departmental space and equipment• <u>Within the first and second year,</u><ul style="list-style-type: none">• Serve as a member of two departmental committees or task group. (First and second-year faculty are expected to be directed toward student advising and department committee membership).• <u>Within the third or fourth year,</u><ul style="list-style-type: none">• Serves in a leadership role in a departmental committee or task group as a co-chair or a vice-chair.• Participates as a member of one college or university committee or special task group.• <u>Within the fifth year,</u><ul style="list-style-type: none">• Consider serving in a leadership role in a departmental committee or task group as a chair• Consider serving as a member of college or university committees or special task groups.• <u>Requirement for Associate and Full Professor rank:</u><ul style="list-style-type: none">• Mentors TT/SP faculty for leadership in university services• <u>FYI: Requirements for Tenure/Promotion for TT/TR Faculty (over five years)</u><ul style="list-style-type: none">• Serves in a leadership role in a minimum of TWO Department, College, or University committees or task groups• Participate in a minimum of TWO committees or initiatives beyond SON
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Annual Evaluation – Tenure-track and Tenured

Above Expectation Criteria Ratings I (4.0-4.49) & II (3.5-3.99)	A tenure-track or tenured faculty member who meets the expectations of the School of Nursing for University Service, and documents <u>one to two (Above Expectation II) or three (Above Expectation I) additional activities</u> from Table US-TR meets above expectations in the area of university service.
Outstanding Criteria Ratings (4.5-5.0)	A tenure-track or tenured faculty member who meets the expectations of the School of Nursing for University Service, and documents <u>four or more additional activities</u> from Table US-TR has earned a rating of "outstanding."

Annual Evaluation – Tenure-track and Tenured

These are examples of university service activities demonstrating dedication and excellence but not exclusive to the following.

Table US-TR: University Service – Tenure-Track and Tenured Faculty

Application: 1-2 activity = 3.5 – 3.99/ 3 activities = 4.0-4.49/ 4 or more activities = 4.5-5.0

Department Level

- Serving as Department Dean/Director/Chair of the SON Program
- Serving as UG/Graduate Program Director
- Serving as a Track Coordinator
- Chairing or Co-chairing a departmental committee
- Serving as a Vice-Chair of the departmental committee
- Leading a task group or departmental initiative
- Advising SON Student Nurses Association
- Developing or maintaining a service-learning site, community service project, or fieldwork
- Serving as a Coordinator for web page or social media for SON students/alumni
- Participating in program development for new or existing programs within the Department
- Developing or implementing a new organizational system/procedure in the department
- Participating in a self-study or on-site evaluation for accreditation
- Serving as an advisor for SON student's baccalaureate project
- Serving as a chair, or team member (reviewer) for students' graduate projects, thesis, or capstone
- Mentoring Special Purpose or adjunct faculty

College/University Level

- Serving a leadership role in a College/University committee or task group
- Serving as a member of a university committee or task group
- Leading or participating actively in an interdepartmental, interprofessional, or interagency initiative
- Participating in program development for new or existing programs within the college/university level
- Participating in university activities to recruit students or scholarly conference
- Giving a guest presentation outside of the department within SON
- Leading or participating in student recruitment or alumni relations activity
- Participating in a public-relations activity
- Leading or participating in a fund-raising activity

Section IV. Promotion for Special-Purpose Faculty

Eligibility for Promotion to Senior Instructor

Special Purpose Faculty provides special faculty functions such as teaching, clinical supervision, or internship supervision. Special Purpose faculty are eligible for promotion to Senior Instructor if she/he hold an advanced, non-terminal degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools; and have six years of service at Radford University as an instructor. The qualifying faculty can submit their portfolio for promotion to Senior Instructor after completing five years of full-time service as an instructor in the School of Nursing at Radford University.

It is not automatic, but rather earned by exemplary service and based on recommendations from the Department Chair and Personnel Committee, and the college Dean.

Eligibility for Promotion to Assistant Professor

Special Purpose Faculty provides special faculty functions such as teaching, clinical supervision, or internship supervision. Special Purpose faculty are eligible for promotion to Assistant Professor if the faculty hold a terminal degree in the specialty area.

It is not automatic, but rather it can be earned by exemplary service and based on recommendations from the Department Chair, Personnel Committee, and the college Dean.

Process for Application

Promotions are earned by exemplary service and are based on recommendations to the President from the Department Promotion Committee, the Department Chair, the Dean, and the Provost.

1. The faculty member initiates an application for promotion via a letter to the Personnel Committee Chair, which discusses his or her growth and achievement as Special Purpose faculty.
2. The letter is accompanied by a table and supporting materials demonstrating achievements in teaching, professional contributions, and university service.

When applying for promotion, the faculty member must provide documentation that he or she meets the university standards for the rank desired, as well as exceeds the Department's minimum expectations for activities accumulated in the areas of teaching, professional contributions, and university service. The School of Nursing has set the minimum expectations for promotion to Senior Instructor and Assistant Professor. As part of the annual faculty evaluation process, the Department's Personnel Committee is responsible for communicating in writing each faculty member's progress toward meeting these expectations.

Minimum Expectation for Promotion to Senior Instructor

I. Teaching

Minimum Requirement of Promotion to Senior Instructor

- Annual student evaluation ratings for faculty should Meet Basic or Above Expectations [3.0 or higher] every year during the probationary period.
- The average of the cumulative annual student evaluation over 5 years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Participates in 5 CE activities to improve teaching effectiveness (over five years)
- Participates in 5 CE activities to maintain and or enhance expertise related to teaching assignments (over five years)
- Cumulative teaching activity score from Table T-SP is 8 or higher for over five years.

II. Professional Contribution

Minimum Requirement of Promotion to Senior Instructor

- Annual student evaluation ratings for Faculty should Meet Basic or Above Expectations [3.0 or higher] in this area, every year during the probationary period.
- The average of the cumulative annual faculty evaluation over five years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Five additional professional leadership or scholarly activities from Table PC-SP (over five years)

III. University Service

Minimum Requirement of Promotion to Senior Instructor

- Completion of six years of full-time service at Radford University
(The faculty candidate can submit a portfolio after completing five years of full-time service).
- Earn annual faculty evaluation ratings of Meet Basic or Above Expectations [3.0 or higher] in this area every year during the probationary period.
- The average of the cumulative annual faculty evaluation over five years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
- Serve in a leadership role for a minimum of one committees, task groups, or other initiatives within the School of Nursing over five years (chairing/co-chairing or organizing pinning ceremony)
- Actively participate in a minimum of one committee or initiative beyond SON (e.g., College, University, interdepartmental, or interagency) over five years.

Note: When a faculty member provides more than one year of service on a task group, committee or initiative, each year is counted as a separate contribution.

Minimum Expectation for Promotion to Assistant Professor

IV. Teaching

Minimum Requirement for Promotion to Assistant Professor

- Annual student evaluation ratings for faculty should Meet Basic or Meet Above Expectations [3.0 or higher] every year during the probationary period.
- The average of the cumulative annual student evaluation over the previous years (over one to five years) during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Participates in 5 CE activities to improve teaching effectiveness (over one to five years)
- Participates in 5 CE activities to maintain and or enhance expertise related to teaching assignments (over the past one to five years)
- Cumulative teaching activity score from Table T-SP is 8 or higher for over one to five years.

V. Professional Contribution

Minimum Requirement for Promotion to Assistant Professor

- Completion of Doctoral Degree
- Annual student evaluation ratings for Faculty should Meet Basic or Above Expectations [3.0 or higher] in this area, every year during the probationary period.
- The average of the cumulative annual faculty evaluation over the previous years (1-5 years) during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Five additional professional leadership or scholarly activities from Table PC-SP over the previous years (over the past one to five years)

VI. University Service

Minimum Requirement for Promotion to Assistant Professor

- Earn annual faculty evaluation ratings of Meet Basic or Above Expectations [3.0 or higher] in this area every year during the past years of service.
- The average of the cumulative annual faculty evaluation during the past years of service at the university during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
- Serve in a leadership role for a minimum of one committee, task group, or another initiative within the School of Nursing over the past years (chairing/co-chairing or organizing pinning ceremony) (if they served > 3 years at Radford University)
- Actively participate in a minimum of one committee or initiative beyond the department (e.g., College, University, interdepartmental, or interagency) over the previous years (if served > 3 years at Radford University).

Note: When a faculty member provides more than one year of service on a task group, committee or initiative, each year is counted as a separate contribution.

Promotion – Special Purpose Faculty (SP)

These are examples of teaching activities demonstrating teaching effectiveness and excellence above average but not exclusive to the following.

Table T-SP: Teaching Activities –Senior Instructor & Assistant Professor [SP]

Application: Scale of 0-13. Count one time per item over 5-year performance.

The Minimum Teaching Activity Score for Senior Instructor/Assistant Professor Criteria is 8 or above.

Course Prep/Enhancement (Max. 0-2)

- Developing a new course (2)
- Teaching a course that is new to that faculty (1)
- Enhancing an existing course (1)

Teaching Effectiveness (Max. 0-2)

- Average score on Class Climate Evaluations of 3.5 or higher (1)
- Average score on Class Climate Evaluations of 4.0 or higher (2)

Innovative Classroom Pedagogy (Max. 0-2)

- *# of innovative Pedagogy implemented is 1-2 = 1 point*
- *# of innovative pedagogy implemented is 3 or higher = 2 points*
- Mastering/adopting a new technology for teaching (e.g., Aquifer, APEA, Shadow Health etc)

Faculty Development (Max.0-1)

- Completing a 20 or more cumulative CE or self-study course to enhance teaching or clinical/research effectiveness.

Extra Course Contributions to Student Learning (Max. 0-4)

- *# of extra course contribution to student learning is 1 = 1 point*
- *# of extra course contribution to student learning is 2 = 2 points*
- *# of extra course contribution to student learning is 3 = 3 points*
- *# of extra course contribution to student learning is 4 or more = 4 points*
- Facilitating a student or group of students to participate in a professional activity
- Facilitating or teaching a student or group of students for study abroad opportunities
- Mentoring RU students on DNP/MSN final project and UG Honor's project
- Give an invited lecture or a workshop within SON (e.g., intensive FNP workshop or skill labs, programming for pre-nursing students, etc)
- Precepting RU students for their clinical/leadership residency or their teaching assignments
- Teaching Scholar-Citizen Leadership course
- Teaching more than the expected course load
- Providing experiences at the simulation lab
- Providing experiences for students with standardized patients

Promotion – Special Purpose Faculty (SP)

- Participating in experiential field trips that include interactions with clients
- Supervision of students in clinical practice

Honors and Award (Max. 0-2)

- Receiving a teaching award (1)
- Being invited to give a lecture or workshop based on professional reputation (1)

The Teaching Evaluation Score is more than the AY average student evaluation score, considering teaching effectiveness, efforts to incorporate innovative pedagogies, teaching overloads, efforts for faculty development, and other factors.

Thus, it will incorporate two scores, including both Student Evaluation Score & Table T-SP score.

The Final Score of Teaching Evaluation = AY Student Evaluation Score + Additional Point Received by Chair.

Final Score Adjustment Rule

- When the calculated point indicates a higher category than the original category by the AY average student evaluation score, 0.25-0.5 points will be added, or the average of two scores will be used (whichever is higher), per the Chair's discretion.
- When the calculated point indicates the relevant category with the original category by the AY average student evaluation score, 0.25-0.5 points will be added, or the average of two scores will be used (whichever is higher), per the Chair's discretion.
- When the calculated point indicates a lower category than the original category by the AY average student evaluation, usually, the Chair will use the student evaluation score as the final score.
- Chair has the right to remove 0.5 points when a teaching-related issue of the faculty is identified, including professionalism

Promotion – Special Purpose Faculty (SP)

These are examples of professional contribution activities demonstrating dedication and excellence in scholarship and or leadership but are not exclusive to the following.

Table PC-SP: Professional Contributions – Senior Instructor & Assistant Professor [SP]

Professional/Leadership Activities

- Maintain clinical practice related to the teaching specialty
- Participating in substantive CE activities (>5 CE) or attending professional conferences to enhance clinical excellence
- Participating in substantive CE activities (> 5 CE) or attending professional conferences to enhance program curriculum, education, or leadership excellence
- Participating in substantive CE activities (> 5 CE) or attending professional conferences to enhance research/granting excellence
- Serving on a regional, state, or national board or task forces
- Serving as a panel at a regional or national conference
- Serving as an officer or as a committee member in a professional organization
- Serving as an organizer or a planner for a professional conference
- Serving on editorial review board for professional publication
- Serving as a reviewer for a journal conference or book/journal
- Serving as a nurse or advanced practice nurse consultant to a group or facility
- Providing professional services through a community organization or to civic group
- Reviewing or editing scholarly professional work

Scholarly Activities

- Substantive work toward a doctoral degree or specialty certification
- Attending a workshop on grant writing or publication
- Conducting a review and synthesis of research literature
- Developing an innovative program or product based on systematic needs assessment
- Evaluating the effectiveness of a program or product
- Submitting a proposal for an internal or external grant
- Conducting clinical research
- Conducting academic research (scholarship of teaching and learning)
- Presenting a platform or poster presentation to a professional group
- Publishing work in a professional newsletter, journal, or book

Scholarship can be demonstrated by:

- Continued systematic study of the programs in the interested area of nursing
- Developing insights into existing knowledge by reviewing, analyzing, and synthesizing theory, research, and/or archived data
- Creating and/or evaluating an innovative clinical or academic program or product
- Developing new knowledge through clinical research
- Public sharing of ideas (developed in any of the ways described above) in a peer-reviewed forum

Promotion – Special Purpose Faculty (SP)

These are examples of university service activities demonstrating dedication and excellence but not exclusive to the following.

Table US-SP: University Service – Senior Instructor & Assistant Professor [SP]

Department Level

- Serving as Department Dean/Director/Chair of the SON Program
- Serving as UG/Graduate Program Director
- Serving as a Track Coordinator
- Chairing or Co-chairing a departmental committee
- Serving as a Vice-Chair of the departmental committee
- Leading a task group or departmental initiative
- Advising SON Student Nurses Association
- Developing or maintaining a service-learning site, community service project, or fieldwork
- Serving as a Coordinator for web page or social media for SON students/alumni
- Participating in program development for new or existing programs within the Department
- Developing or implementing a new organizational system/procedure in the department
- Participating in a self-study or on-site evaluation for accreditation
- Serving as an advisor for SON student's baccalaureate project
- Serving as a chair, or team member (reviewer) for students' graduate projects, thesis, or capstone
- Mentoring Special Purpose or adjunct faculty

College/University Level

- Serving a leadership role in a College/University committee or task group
- Serving as a member of a university committee or task group
- Leading or participating actively in an interdepartmental, interprofessional, or interagency initiative
- Participating in program development for new or existing programs within the college/university level
- Participating in university activities to recruit students or scholarly conference
- Giving a guest presentation outside of the department within SON
- Leading or participating in student recruitment or alumni relations activity
- Participating in a public-relations activity
- Leading or participating in a fund-raising activity

Eligibility for Promotion to Associate Professor Rank

A faculty member who wishes to apply for promotion to the rank of Associate Professor must:

- a. Hold a terminal degree in an area of specialty and have six years of service at Radford University or other accredited collegiate institution, of which three years must be with the terminal degree as an Assistant Professor

OR

- b. Hold a terminal degree in an area of specialty and must have four years of full-time service at Radford University or other accredited collegiate institution as an Assistant Professor; and **Must** have a total of ten years of specialized experience which fits the position held as determined by the Provost in consultation with the Department Chair, including academic service and other specialized experiences.

Eligibility for Promotion to Full Professor Rank

A faculty member who wishes to apply for promotion to the rank of Full Professor must:

- a. Hold a terminal degree in an area of specialty; and must have six years as an Associate Professor, of which three years must be at Radford University; and must have made significant contributions in his or her field, including exemplary teaching, at Radford University.

Therefore, meet the Department's minimum expectations for teaching, professional contributions, and university service as described in the section titled Eligibility for promotion for Associate/Full Professor, during the time served as Assistant/Associate Professor. If the experience at another institution is included, the individual must document equivalents for the SON faculty evaluation, teaching effectiveness, scholarship/professional contribution, and departmental service standards.

Process for Application

Promotions are earned by exemplary service and are based on recommendations to the President from the Department Promotion Committee, the Department Chair, the Dean, and the Provost.

- The faculty member initiates an application for promotion via a letter to the Personnel Committee Chair, which discusses his or her growth and achievement as SP faculty.
- The letter is accompanied by a table and supporting materials demonstrating achievements in teaching, professional contributions, and university service.

When applying for promotion, the faculty member must provide documentation that he or she meets the university standards for the rank desired, as well as meets/exceeds the Department's minimum expectations for activities accumulated in teaching, professional contributions, and university service. The School of Nursing has minimum expectations for promotion to Senior Instructor and Assistant Professor. As part of the annual faculty evaluation process, the Department's Personnel Committee is responsible for communicating in writing each faculty member's progress toward meeting these expectations.

Promotion – Special Purpose Faculty (SP)

Minimum Expectation for Promotion to Associate or Full Professor (SP)

I. Teaching

Minimum Requirement of Promotion

- Annual student evaluation ratings for faculty should be Meet Basic or Above Expectations [3.0 or higher] every year during the probationary period.
- The average of the cumulative annual student evaluation over 5 years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Participates in 5 CE activities to improve teaching effectiveness (over 5 years)
- Participates in 5 CE activities to maintain and or enhance expertise related to teaching assignments (over 5 years)
- Demonstrates teaching excellence and continuous efforts to improve teaching effectiveness with 1000 points or above from Table T-SP/P.
- Demonstrates mentorship to special purpose faculty for faculty development in nursing education.

Table T-SP/P. Teaching Activities Scoring System for Promotion for Special Purpose Faculty

Teaching Activities [one-time point for each item]	Points
Course Prep/Enhancement	
Global average score on student evaluation of 3.5 -3.99	100
Global average score on student evaluation of 4.0-4.49	200
Global average score on student evaluation of 4.5-5.0	300
Enhancing an existing course	100
Teaching an existing course new to the faculty member	150
Developing a new course	300
Course Delivery: Online/Hybrid Technology Use	
Changing course into Online/Hybrid format	150
Incorporating Quality Matter on Online Course	150
Incorporating new technology	150
Innovative Classroom Pedagogy	
Mastering/Adopting innovative pedagogy for teaching (flipped class, speakers, proctoring system, newspaper posting, etc.)	150
Extra-Course Contributions to Student Learning	
Teaching more than the expected course load	150
Mentoring students on Honor projects or DNP/MSN project	150
Precepting RU students for their residency or their teaching assignments	150
Facilitating a student or group of students to participate in a professional activity	150
Giving an invited lecture or a workshop within SON (e.g., at intensive FNP workshop,	150
Leading and providing Study Abroad opportunities	150
Faculty Development	
Completing a (substantive) continuing education or self-study course to enhance teaching or research effectiveness (1-20 CE hours/year)	100
Completing a (substantive) continuing education or self-study course to enhance teaching or research effectiveness (21 or above CE hours/year)	200
Honors/Awards	
Receiving Honor and Awards (Teaching Effectiveness) -Department level	200
Receiving Honor and Awards (Teaching Effectiveness)- RU or Beyond	300

Promotion – Special Purpose Faculty (SP)

II. Professional Contribution

Minimum Requirement of Promotion

- Annual student evaluation ratings for Faculty should Meet Basic or Above Expectations [3.0 or higher] in this area, every year during the probationary period.
- The average of the cumulative annual faculty evaluation over 5 years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- 5 CE activities to maintain and enhance their specialty (over five years)
- Demonstrate scholarly and professional/leadership excellence with a cumulative combined score of 2000 points or above from Table PC-T/P (over five years)
- Demonstrates mentorship to special purpose faculty for faculty development in professional leadership.

If the faculty member has a form of scholarship not listed below or is not sure which category your scholarship would be within or whether your product can be considered for two peer-reviewed journal requirements, please submit your publication/product in full to the Personnel Committee Chair to determine the appropriate point value.

Table PC-SP/P. Professional Contribution Activities Scoring System for Promotion for Special Purpose Faculty

Scholarship Activities [multi-points by # of incidences per each item]	Points
National/International Podium Presentation	350
National/International Poster Presentation	300
Regional/State Podium Presentation	250
Regional/State Poster Presentation	200
Local Podium Presentation	150
Local Poster Presentation	100
Peer-Reviewed Journal or Book/Book Chapter	500
Peer-Reviewed Journal with Impact Factor of 1.0 or higher	750
Published Case Study on Peer-Reviewed Journal	350
CE Paper – national	350
CE Paper – local	250
A subsequent edition of a published book	350
Virginia Henderson E-Repository	300
Non-Peer Reviewed Journal	200
Developing product (CD)/Webinar -related to expertise	250
Publishing newspaper editorial r/t professional area	200
Providing Invited Lecture to a professional institution	100
External Funding [\$5,000 or more]	500
External Funding [less than \$5,000]	250
Internal Funding [\$5,000 or more]	200
Internal Funding [less than \$5,000]	100
Professional Activities [one-time point per item]	
Maintaining License/ Certification	50
Maintaining CITI Training	50

Promotion – Special Purpose Faculty (SP)

Attending a workshop on grant writing or publication (one-time point over 5 years)	50
*Earning new certification related to specialty (e.g., dermatology, radiology, holistic nursing, CNE, etc)	100
*Earning new certification requiring education enrollment (e.g., FNP, PMHNP, etc)	200
*Earning a new degree	300
Substantive work toward a doctoral degree or specialty certification	200
CE activities for their clinical specialty (1-20 cumulative CE hours over 5 years)	100
CE activities for their specialty (21-50 cumulative CE Hrs over 5 years)	200
CE activities for their specialty (> 50 cumulative CE Hrs over 5 years)	300
Maintaining Clinical Practice related to the teaching specialty	400
Serving as College Dean	500
Serving as College Associate Dean	400
Serving as Department Academic Unit Head/Chair, Dean's Fellow, Track Coordinator	300
**Serving on editorial review board for professional publication	300
Serving as a reviewer for a journal conference, or book	150
**Serving as an organizer for a professional conference	200
**Serving as an officer or as a committee member in a professional organization	200
**Serving on State/National Boards or State/National task forces	300
Serving as a panel at a regional or national conference	200
Giving an invited presentation to a civic group	100
Serving as a professional nursing consultant to a group or facility (e.g., civic group or organization)	100
Providing professional services through a community organization or to a civic group	100

*For the different degrees or certifications achieved, multiple points can be made for individual incidence.

** For your service as an organizer, editor review board, officer or committee member, or board member of a national task force in the different professional organizations, multiple points can be applied based on the # of individual professional organizations you serve. Please note that # of years of service is not considered to provide the multi-points.

III. University Service

Minimum Requirement of Promotion

- Earn annual faculty evaluation ratings of Meet Basic or Above Expectations [3.0 or higher] in this area, every year during the probationary period.
- The average of the cumulative annual faculty evaluation over 5 years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
- Serve in a leadership role for a minimum of two committees, task groups, or other initiatives within the School of Nursing over five years (chairing/co-chairing or organizing pinning ceremony)
- Actively participate in leadership or non-leadership role in two committees or initiatives beyond the Department (e.g., College, University, interdepartmental, or interagency)
- Demonstrate dedication and excellence in service with a total of 1000 points or above from Table US- SP/P.

Promotion – Special Purpose Faculty (SP)

Note: An overall increase in involvement in committee participation from year 1 to year 5 is required. During the first two years, most efforts are expected to be directed toward student advising and departmental committee membership. In the third and fourth years, the faculty member is expected to take a leadership role within the department. Also, during the subsequent years after the first two years, the faculty member is expected to serve on at least one committee at the college and university level. When a faculty member provides more than one year of service on a task group, committee, or initiative, each year is counted as a separate contribution.

Table US-SP/P. University Service Activities Scoring System for Promotion for Special Purpose Faculty

University Service Activities [Multi-points by # of incidence by item, 1-year service= one time point]	Points
Serving as College Dean/Associate Dean	350
Serving as Department Academic Unit Director/Chair, Dean's Fellow	300
Serving as UG/Grad Program Director	250
Serving as Track Coordinator	200
Serving as Chair of Committee within SON	200
Serving a leadership role in task force or other initiatives in SON	200
Serving as a member of TWO committees within SON	100
Serving more than two SON Committees	200
Serving a leadership role in College/University Committee or Interdepartmental/Inter-Agents committee	200
Serving as a member of the College/University Committee or Interdepartmental/Inter-Agents committee	100
Developing/Maintaining a service-learning site, community service project, or field work	200
Participate in program development for new or existing programs within department	100
Participating in program development for new or existing programs in college/university level	100
Participating in university activities to recruit students or scholarly conference	100
Participating in writing a CCNE or 5-Year self-study for accreditation	300
Participating in writing a CCNE on-site evaluation for accreditation	150
Mentoring tenure-track faculty	150
Mentoring Special Purpose or Adjunct faculty	100
Advising Students	100

Section V: Promotion and Tenure for Tenure-Track and
Tenured Faculty

Eligibility for Tenure

Faculty members are eligible for tenure only at the conclusion of a probationary period. The length and conditions of the probationary period are specified in the *T & R Faculty Handbook* section 1.7, and in the individual's contract. A tenure-track faculty member must be awarded tenure in order to continue his or her employment at Radford University after the probationary period.

In most cases, tenure is concurrent with promotion. It is not automatic, but rather earned by exemplary service and based on recommendations from the Department Chair, Department Personnel Committee, and the college Dean, and approval by the Vice President for Academic Affairs.

Process for Tenure Application

1. The faculty member initiates an application for tenure with promotion via a letter to the Department Chair which discusses his or her growth and achievement during the probationary period.
2. The letter is accompanied by a portfolio which includes summary tables and supporting materials which demonstrate achievements in the areas of teaching, professional contributions, and university service.

When applying for tenure/promotion, the faculty member must provide documentation that he or she meets the university standards for the rank desired, as well as the Department's minimum expectations for activities accumulated in the areas of teaching, professional contributions, and university service during the probationary period. The School of Nursing has set the minimum expectations for tenure at the same level as those for promotion to Associate Professor rank. As part of the annual faculty evaluation process, the department's Personnel Committee is responsible for communicating in writing each tenure-track faculty member's progress toward meeting these expectations.

Promotion and Tenure – Tenure-Track and Tenured Faculty

Minimum Expectation for Tenure

IV. Teaching

Minimum Requirement of Tenure and Promotion

- Annual student evaluation ratings for faculty should Meet Basic or Above Expectations [3.0 or higher] every year during the probationary period.
- The average of the cumulative annual student evaluation over 5 years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Participates in 5 CE activities to improve teaching effectiveness (over 5 years)
- Participates in 5 CE activities to maintain and or enhance expertise related to teaching assignments (over 5 years)
- Demonstrates teaching excellence and continuous efforts to improve teaching effectiveness with a total of 1000 points or above from Table T- T/P.

Table T-T/P. Teaching Activities Scoring System for Tenure

Teaching Activities [one-time point for each item over 5 years]	Points
Course Prep/Enhancement	
Global average score on student evaluation of 3.5 -3.99	100
Global average score on student evaluation of 4.0-4.49	200
Global average score on student evaluation of 4.5-5.0	300
Enhance an existing course	100
Teaching an existing course new to the faculty member	150
Develop a new course	300
Course Delivery: Online/Hybrid Technology Use	
Change course into Online/Hybrid format	150
Incorporate Quality Matter on Online Course	150
Incorporate new technology	150
Innovative Classroom Pedagogy	
Mastering/Adopting innovative pedagogy for teaching (flipped class, speakers, proctoring system, newspaper posting, etc.)	150
Extra-Course Contributions to Student Learning	
Teaching more than the expected course load	150
Mentoring students on honor's projects or DNP/MSN project	150
Precepting RU students for their residency or their teaching assignments	150
Facilitate a student or group of students to participate in a professional activity	150
Give an invited lecture or a workshop within SON (e.g., at intensive FNP workshop,	150
Lead and provide Study Abroad opportunities	150
Faculty Development	
Completing a (substantive) continuing education or self-study course to enhance teaching or research effectiveness (1-20 CE hours/year)	100
Completing a (substantive) continuing education or self-study course to enhance teaching or research effectiveness (21 or above CE hours/year)	200
Honors/Awards	
Receive Honor and Awards (Teaching Effectiveness) -Department level	200
Receive Honor and Awards (Teaching Effectiveness)- RU or Beyond	300

Promotion and Tenure – Tenure-Track and Tenured Faculty

V. Professional Contribution

Minimum Requirement of Tenure and Promotion

- Annual student evaluation ratings for Faculty should Meet Basic or Above Expectations [3.0 or higher] in this area, every year during the probationary period.
- The average of the cumulative annual faculty evaluation over 5 years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- 5 CE activities to maintain and enhance their specialty (over five years)
- Demonstrate scholarly and professional/leadership excellence with a cumulative combined score of 2000 points or above from Table PC-T/P (over five years)
- **MUST HAVE TWO peer-reviewed publications in professional journals or books at the time of submission of the portfolio.**
 - The focus of the publications may be research, practice, or professional issues. They must be disseminated beyond Radford University.
 - One peer-review publication should demonstrate a substantial/significant contribution*.
 - *Defining the Role of Authors or Contributors: Authorship 4 Criteria (International Committee of Medical Journal Editors)
<https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>
 - One peer-review publication can be replaced with the following alternative option.
 - Alternative Option 1. A leadership role as the primary investigator (PI) or (Co-PI) at the external-funded grant (\$5,000 or more) can substitute the 1-peer reviewed journal publication requirement. Co-PI is considered only when the faculty is the second main co-investigator or when there are three or fewer investigators in the funded project. If Co-PI is one of multiple (> 3) co-investigators of the funded project, it would not be considered as the equivalent amount of effort of one peer-reviewed publication. OR
 - Alternative Option 2. Demonstrate scholarly or professional/leadership efforts with a total of 2000 points or above when combining scholarly activities from Table PC-T/P and professional activities from Table PC-T/P (over five years).

If the faculty member has a form of scholarship not listed below or is not definitely sure which category your scholarship would be within or whether your product can be considered for two peer-reviewed journal requirements, please submit your publication/product in full to the Personnel Committee Chair to determine the appropriate point value.

Table PC-T/P. Professional Contribution Activities Scoring System for Tenure

Scholarship Activities [multi-points by # of incidences per each item]	Points
National/International Podium Presentation	350
National/International Poster Presentation	300
Regional/State Podium Presentation	250
Regional/State Poster Presentation	200
Local Podium Presentation	150
Local Poster Presentation	100
Peer-Reviewed Journal or Book/Book Chapter	500
Peer-Reviewed Journal with Impact Factor of 1.0 or higher	750
Published Case Study on Peer-Reviewed Journal	350
CE Paper – national	350

Promotion and Tenure – Tenure-Track and Tenured Faculty

CE Paper – local	250
A subsequent edition of a published book	350
Virginia Henderson E-Repository	300
Non-Peer Reviewed Journal	200
Developing product (CD)/Webinar -related to expertise	250
Publishing newspaper editorial r/t professional area	200
Providing Invited Lecture to a professional institution	100
External Funding [\$5,000 or more]	500
External Funding [less than \$5,000]	250
Internal Funding [\$5,000 or more]	200
Internal Funding [less than \$5,000]	100
Professional Activities [one-time point per item]	
Maintaining License/ Certification	50
Maintaining CITI Training	50
Attending a workshop on grant writing or publication (one-time point over 5 years)	50
*Earning new certification related to specialty (e.g., dermatology, radiology, holistic nursing, CNE, etc)	100
*Earning new certification requiring education enrollment (e.g., FNP, PMHNP, etc)	200
*Earning a new degree	300
Substantive work toward a doctoral degree or specialty certification	200
CE activities for their clinical specialty (1-20 cumulative CE hours over 5 years)	100
CE activities for their specialty (21-50 cumulative CE Hrs over 5 years)	200
CE activities for their specialty (> 50 cumulative CE Hrs over 5 years)	300
Maintaining Clinical Practice related to the teaching specialty	400
Serving as College Dean	500
Serving as College Associate Dean	400
Serving as Department Academic Unit Head/Chair, Dean’s Fellow, Track Coordinator	300
**Serving on editorial review board for professional publication	300
Serving as a reviewer for a journal conference, or book	150
**Serving as an organizer for a professional conference	200
**Serving as an officer or as a committee member in a professional organization	200
**Serving on State/National Boards or State/National task forces	300
Serving as a panel at a regional or national conference	200
Giving an invited presentation to a civic group	100
Serving as a professional nursing consultant to a group or facility (e.g., civic group or organization)	100
Providing professional services through a community organization or to a civic group	100

*For the different degrees or certifications achieved, multiple points can be made for individual incidence.

** For your service as an organizer, editor review board, officer or committee member, or board member of a national task force in the different professional organizations, multiple points can be applied based on the # of individual professional organizations you serve. Please note that # of years of service is not considered to provide the multi-points.

VI. University Service

Minimum Requirement of Tenure and Promotion

Promotion and Tenure – Tenure-Track and Tenured Faculty

- Earn annual faculty evaluation ratings of Meets Basic or Above Expectations [3.0 or higher] in this area, every year during the probationary period.
- The average of the cumulative annual faculty evaluation over 5 years during probationary period should be at least "Above Expectations [3.5 or higher]"
- Serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
- Serve in a leadership role for a minimum of two committees, task groups, or other initiatives within the School of Nursing over five years (chairing/co-chairing or organizing pinning ceremony)
- Actively participate in leadership or non-leadership role in two committees or initiatives beyond the Department (e.g., College, University, interdepartmental, or interagency)
- Demonstrate dedication and excellence in service with a total of 1000 points or above from Table US- T/P.
- *Note: When a faculty member provides more than one year of service to a task group, committee, or initiative, each year is counted as a separate contribution.*

Note: An overall increase in involvement in committee participation from year 1 to year 5 is required. During the first two years, most efforts are expected to be directed toward student advising and departmental committee membership. In the third and fourth years, the faculty member is expected to take a leadership role within the department. Also, during the subsequent years after the first two years, the faculty member is expected to serve on at least one committee at the college and university level. For this criterion, when a faculty member provides more than one year of service to a task group, committee or initiative, each year is counted as a separate contribution.

Table US-T/P. University Service Activities Scoring System for Tenure and Promotion

University Service Activities [Multi-points by # of incidence by item, 1-year service= one time point]	Points
Serving as Department/College Dean/Associate Dean	350
Serving as Department Academic Unit Director/Chair	300
Serving as UG/Grad Program Director	250
Serving as Track Coordinator	200
Serving as Chair of Committee within SON	200
Serving a leadership role in task force or other initiatives in SON	200
Serving as a member of TWO committees within SON	100
Serving more than two SON Committees	200
Serving a leadership role in College/University Committee or Interdepartmental/Inter-Agents committee	200
Serving as a member of the College/University Committee or Interdepartmental/Inter-Agents committee	100
Developing/Maintaining a service-learning site, community service project, or field work	200
Participating in program development for new or existing programs within department	100
Participating in program development for new or existing programs in college/university level	100
Participating in university activities to recruit students or scholarly conference	100
Participating in writing a CCNE or 5-Year self-study for accreditation	300
Participating in writing a CCNE on-site evaluation for accreditation	150
Mentoring tenure-track faculty	150
Mentoring Special Purpose or Adjunct faculty	100
Advising Students	100

Eligibility for Promotion to Associate Professor Rank

A faculty member who wishes to apply for promotion to the rank of Associate Professor must:

- c. Hold a terminal degree in area of specialty and have six years of service at Radford University or other accredited collegiate institution, of which three years must be with the terminal degree, or
- d. Hold a terminal degree in area of specialty; and must have four years of full-time service at Radford University or other accredited collegiate institution; and must have a total of ten years specialized experience which fits the position held as determined by the Provost in consultation with the Department Chair, including academic service and other specialized experiences.

Minimum Criteria for Promotion to Associate Professor or Full Professor Rank is the same as the one for Tenure. Therefore, meet the Department's minimum expectations for teaching, professional contributions, and university service as described in the section titled Eligibility for Tenure, during the time served as Assistant Professor. If the experience at another institution is included, the individual must document equivalents for the SON faculty evaluation, teaching effectiveness, scholarship/professional contribution, and departmental service standards.

Eligibility for Promotion to Full Professor Rank

A faculty member who wishes to apply for promotion to the rank of Full Professor must:

- b. Hold a terminal degree in area of specialty; and must have six years as an Associate Professor, of which three years must be at Radford University; and must have made significant contributions in his or her field, including exemplary teaching, at Radford University.

Minimum Criteria for Promotion to Associate Professor or Full Professor Rank is the same as the one for Tenure. Therefore, meet the Department's minimum expectations for teaching, professional contributions, and university service as described in the section titled Eligibility for Tenure, during the time served as Associate Professor. If the experience at another institution is included, the individual must document equivalents for the SON faculty evaluation, teaching effectiveness, scholarship/professional contribution, and departmental service standards.

Promotion and Tenure – Tenure-Track and Tenured Faculty

Minimum Expectation for Promotion to Associate/Full Professor

VII. Teaching

Minimum Requirement of Promotion

- Annual student evaluation ratings for faculty should be Meet Basic or Above Expectations [3.0 or higher] every year during the probationary period.
- The average of the cumulative annual student evaluation over 5 years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- Participates in 5 CE activities to improve teaching effectiveness (over 5 years)
- Participates in 5 CE activities to maintain and or enhance expertise related to teaching assignments (over 5 years)
- Demonstrates teaching excellence and continuous efforts to improve teaching effectiveness with a total of 1000 points or above from Table T- T/P.
- Demonstrates mentorship to Tenure-Track faculty for faculty development in nursing education (only for Promotion to Full Professor).

Table T-T/P. Teaching Activities Scoring System for Tenure and Promotion

Teaching Activities [one-time point for each item]	Points
Course Prep/Enhancement	
Global average score on student evaluation of 3.5 -3.99	100
Global average score on student evaluation of 4.0-4.49	200
Global average score on student evaluation of 4.5-5.0	300
Enhancing an existing course	100
Teaching an existing course new to the faculty member	150
Developing a new course	300
Course Delivery: Online/Hybrid Technology Use	
Changing course into Online/Hybrid format	150
Incorporating Quality Matter on Online Course	150
Incorporating new technology	150
Innovative Classroom Pedagogy	
Mastering/Adopting innovative pedagogy for teaching (flipped class, speakers, proctoring system, newspaper posting, etc.)	150
Extra-Course Contributions to Student Learning	
Teaching more than the expected course load	150
Mentoring students on Honor projects or DNP/MSN project	150
Precepting RU students for their residency or their teaching assignments	150
Facilitating a student or group of students to participate in a professional activity	150
Giving an invited lecture or a workshop within SON (e.g., at intensive FNP workshop,	150
Leading and providing Study Abroad opportunities	150
Faculty Development	
Completing a (substantive) continuing education or self-study course to enhance teaching or research effectiveness (1-20 CE hours/year)	100
Completing a (substantive) continuing education or self-study course to enhance teaching or research effectiveness (21 or above CE hours/year)	200
Honors/Awards	
Receiving Honor and Awards (Teaching Effectiveness) -Department level	200
Receiving Honor and Awards (Teaching Effectiveness)- RU or Beyond	300

Promotion and Tenure – Tenure-Track and Tenured Faculty

VIII. Professional Contribution

Minimum Requirement of Tenure and Promotion

- Annual student evaluation ratings for Faculty should Meet Basic or Above Expectations [3.0 or higher] in this area, every year during the probationary period.
- The average of the cumulative annual faculty evaluation over 5 years during the probationary period should be at least "Above Expectations [3.5 or higher]"
- 5 CE activities to maintain and enhance their specialty (over five years)
- Demonstrate scholarly and professional/leadership excellence with a cumulative combined score of 2000 points or above from Table PC-T/P (over five years)
- **MUST HAVE TWO peer-reviewed publications in professional journals or books at the time of submission of the portfolio.**
 - The focus of the publications may be research, practice, or professional issues. They must be disseminated beyond Radford University.
 - One peer-review publication should demonstrate a substantial/significant contribution*.
 - *Defining the Role of Authors or Contributors: Authorship 4 Criteria (International Committee of Medical Journal Editors)
<https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>
 - One peer-review publication can be replaced with the following alternative option.
 - Alternative Option 1. A leadership role as the primary investigator (PI) or (Co-PI) at the external-funded grant (\$5,000 or more) can substitute the 1-peer reviewed journal publication requirement. Co-PI is considered only when the faculty is the second main co-investigator or when there are three or fewer investigators in the funded project. If Co-PI is one of multiple (> 3) co-investigators of the funded project, it would not be considered as the equivalent amount of effort of one peer-reviewed publication. OR
 - Alternative Option 2. Demonstrate scholarly or professional/leadership efforts with a total of 2000 points or above when combining scholarly activities from Table PC-T/P and professional activities from Table PC-T/P (over five years).
- Demonstrates mentorship to Tenure-Track faculty for faculty development in scholarship and professional leadership (Only for Promotion to Full Professor).

If the faculty member has a form of scholarship not listed below or is not sure which category your scholarship would be within or whether your product can be considered for two peer-reviewed journal requirements, please submit your publication/product in full to the Personnel Committee Chair to determine the appropriate point value.

Table PC-T/P. Professional Contribution Activities Scoring System for Tenure and Promotion

Scholarship Activities [multi-points by # of incidences per each item]	Points
National/International Podium Presentation	350
National/International Poster Presentation	300
Regional/State Podium Presentation	250
Regional/State Poster Presentation	200
Local Podium Presentation	150
Local Poster Presentation	100
Peer-Reviewed Journal or Book/Book Chapter	500

Promotion and Tenure – Tenure-Track and Tenured Faculty

Peer-Reviewed Journal with Impact Factor of 1.0 or higher	750
Published Case Study on Peer-Reviewed Journal	350
CE Paper – national	350
CE Paper – local	250
A subsequent edition of a published book	350
Virginia Henderson E-Repository	300
Non-Peer Reviewed Journal	200
Developing product (CD)/Webinar -related to expertise	250
Publishing newspaper editorial r/t professional area	200
Providing Invited Lecture to a professional institution	100
External Funding [\$5,000 or more]	500
External Funding [less than \$5,000]	250
Internal Funding [\$5,000 or more]	200
Internal Funding [less than \$5,000]	100
Professional Activities [one-time point per item]	
Maintaining License/ Certification	50
Maintaining CITI Training	50
Attending a workshop on grant writing or publication (one-time point over 5 years)	50
*Earning new certification related to specialty (e.g., dermatology, radiology, holistic nursing, CNE, etc)	100
*Earning new certification requiring education enrollment (e.g., FNP, PMHNP, etc)	200
*Earning a new degree	300
Substantive work toward a doctoral degree or specialty certification	200
CE activities for their clinical specialty (1-20 cumulative CE hours over 5 years)	100
CE activities for their specialty (21-50 cumulative CE Hrs over 5 years)	200
CE activities for their specialty (> 50 cumulative CE Hrs over 5 years)	300
Maintaining Clinical Practice related to the teaching specialty	400
Serving as College Dean	500
Serving as College Associate Dean	400
Serving as Department Academic Unit Head/Chair, Dean's Fellow, Track Coordinator	300
**Serving on editorial review board for professional publication	300
Serving as a reviewer for a journal conference, or book	150
**Serving as an organizer for a professional conference	200
**Serving as an officer or as a committee member in a professional organization	200
**Serving on State/National Boards or State/National task forces	300
Serving as a panel at a regional or national conference	200
Giving an invited presentation to a civic group	100
Serving as a professional nursing consultant to a group or facility (e.g., civic group or organization)	100
Providing professional services through a community organization or to a civic group	100

*For the different degrees or certifications achieved, multiple points can be made for individual incidents.

** For your service as an organizer, editor review board, officer or committee member, or board member of a national task force in the different professional organizations, multiple points can be applied based on the # of individual professional organizations you serve. Please note that # of years of service is not considered to provide the multi-points.

IX. University Service

Minimum Requirement of Tenure and Promotion

Promotion and Tenure – Tenure-Track and Tenured Faculty

- Earn annual faculty evaluation ratings of Meet Basic or Above Expectations [3.0 or higher] in this area, every year during the probationary period.
- The average of the cumulative annual faculty evaluation over 5 years during probationary period should be at least "Above Expectations [3.5 or higher]"
- Serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
- Serve in a leadership role for a minimum of two committees, task groups, or other initiatives within the School of Nursing over five years (chairing/co-chairing/secretary or organizing pinning ceremony)
- Actively participate in leadership or non-leadership role in two committees or initiatives beyond the Department (e.g., College, University, interdepartmental, or interagency)
- Demonstrate dedication and excellence in service with a total of 1000 points or above from Table US- T/P.

Note: An overall increase in involvement in committee participation from year 1 to year 5 is required. During the first two years, most efforts are expected to be directed toward student advising and departmental committee membership. In the third and fourth years, the faculty member is expected to take a leadership role within the department. Also, during the subsequent years after the first two years, the faculty member is expected to serve on at least one committee at the college and university level. When a faculty member provides more than one year of service on a task group, committee, or initiative, each year is counted as a separate contribution.

Table US-T/P. University Service Activities Scoring System for Tenure and Promotion

University Service Activities [Multi-points by # of incidence by item, 1-year service= one time point]	Points
Serving as Department/College Dean/Associate Dean	350
Serving as Department Academic Unit Director/Chair	300
Serving as UG/Grad Program Director	250
Serving as Track Coordinator	200
Serving as Chair of Committee within SON	200
Serving a leadership role in task force or other initiatives in SON	200
Serving as a member of TWO committees within SON	100
Serving more than two SON Committees	200
Serving a leadership role in College/University Committee or Interdepartmental/Inter-Agents committee	200
Serving as a member of the College/University Committee or Interdepartmental/Inter-Agents committee	100
Developing/Maintaining a service-learning site, community service project, or field work	200
Participate in program development for new or existing programs within department	100
Participating in program development for new or existing programs in college/university level	100
Participating in university activities to recruit students or scholarly conference	100
Participating in writing a CCNE or 5-Year self-study for accreditation	300
Participating in writing a CCNE on-site evaluation for accreditation	150
Mentoring tenure-track faculty	150
Mentoring Special Purpose or Adjunct faculty	100
Advising Students	100

Section VI: Midterm Review for Tenure & Promotion

Midterm Review for Tenure and Promotion

Midterm Review for Tenure

Purpose of Midterm Review:

- The mid-term review of faculty for Tenure is a supportive process that offers information that assists the faculty member in working toward achieving promotion and Tenure. The review process allows a forum for self-assessment and, through peer review, provides the faculty member with concrete benchmarks.
- Through the review process, the candidate will receive feedback of what he or she has achieved to date and benchmarks upon which the candidate should focus his/her future efforts.
- Reviews are advisory in nature and are part of the overall review a faculty member receives during the probationary period.
- Mid-term review is mandatory for tenure-track faculty who seek tenure for the next five years.
- The mid-term review is not a promise for future promotion and Tenure.

Midterm Review Process:

- A probationary tenure-track faculty will provide their Tenure and Promotion portfolio to the Department Director/Chair for their interim tenure evaluation after completing their service for three years as a tenure-track faculty.
- The deadline to submit the interim review Tenure and Promotion portfolio file is September 15 of each academic year.
- The mid-term review file will be evaluated by a personnel committee.
- The portfolio file shall contain (a) the annual evaluations by the department head and (b) materials supporting progress and or achievement in Teaching/Job Effectiveness, Professional Activity (including publication), and University Service. The outlines for the interim review Tenure portfolio are described in the appendix.
- The faculty are required to provide the published original materials together for their publication requirements when you submit the portfolio toward the requirements for promotion and Tenure and receive the feedback verbally.
- The submitted portfolio file will be evaluated by the Personnel Committee, and an evaluation letter with feedback shall be written and signed by the Personnel committee and sent to the probationary faculty member, and cc to the Director/Chairs.
- The evaluation of the Personnel Committee will focus on assessing the faculty's performance and progress in meeting Tenure and Promotion expectations. Also, this process will be used to clarify whether the submitted documents demonstrating teaching, scholarly and professional contribution and university service excellence meet the Tenure and Promotion criteria, especially for peer-reviewed journal publication requirements. The feedback will also include a recommendation for areas for improvement.
- The narrative comments provided by the Personnel Committee must be clear and concise, with very defined statements regarding the faculty member's performance.
- The candidate has the right to clarify the feedback with the Personnel Committee after receiving the evaluation letter at any time and at any level.

Midterm Review for Tenure and Promotion

- The Personnel Committee, the faculty member, and the department Director/Chair must closely monitor the faculty member's progress toward Tenure and promotion in subsequent annual evaluations and should support through mentorship.
- Reviews are important indicators relative to the potential success of the faculty member in meeting Tenure and Promotion expectations.
- It is expected, and incumbent upon all parties involved that they are candid and forthright in assessing the faculty member's performance and their recommendations for improvement.

Midterm Review for Promotion

- Faculty who seeks promotion to a senior instructor, a non-tenured assistant professor, an associate professor, or a full professor can follow the above guidelines and submit the request for mid-term review to the Personnel committee. The request letter should be submitted to the Personnel Chair with the portfolio file.
- Mid-term review evaluation for promotion is offered as the option to a faculty member who seeks guidance.

Reference

Southeastern Louisiana University (2014). *Procedures for Interim Review* (page 11). In Tenure and Promotion Guidelines. Retrieved from http://www.southeastern.edu/resources/policies/assets/tenure_and_promotion_2014.pdf

New Mexico State University (2018-2019) *Faculty Promotion and Tenure Reviews: Procedural Guidelines and Timeline*. Retrieved from <https://arp.nmsu.edu>

Section VII: Faculty Tenure/Promotion Portfolio
Submission Guidelines

Working through Promotion and Tenure & Submitting Portfolio

The probationary tenure-track faculty will submit their portfolio/dossier for tenure or promotion at the beginning of their sixth year of service following the Radford University personnel timeline. The faculty qualified for promotion to senior instructor, assistant professor, associate professor, or full professor will also submit their portfolio/dossier for promotion following the Radford University personnel timeline.

Faculty who seek tenure or promotion should submit portfolios following the guidelines and include all evidence for tenure requirements. Especially, faculty should submit the original full text of two peer-reviewed publications. Once the personnel committee reviews their portfolio, the recommendation letter will be sent to the Director/Chair of the School of Nursing and the relevant faculty.

Suppose the tenure-track faculty or faculty seeking promotion is unclear whether their publication materials can be considered as the two peer-reviewed publication requirements. In that case, the faculty member is strongly recommended to submit the request letter for review for their published material to the personnel chair. The faculty should submit an original full document of their publication material with a review request letter to the personnel chair to review the material anytime during the probational period. Once the personnel chair receives the full text of the published materials, the personnel committee members will review and vote on the determination of whether the published materials are considered as part of the tenure two peer-reviewed publication requirements or not. The decision letter should be sent to the faculty. The faculty member should include the decision letter in the tenure portfolio when the faculty submit their portfolio at their personnel timeline to ensure the material is considered part of two publication requirements for tenure and promotion for associate/full professor.

Outline for Promotion Portfolio for Senior Instructor or Assistant Professor [Special-Purpose Track]

- Opening Letter - This should be a statement justifying your promotion to Senior Instructor (2 pages or less). It should have three sections highlighting your accomplishments in the areas of Teaching, Professional Contributions, and University Service.
- Curriculum Vita
- Director's Evaluation Letters for the past five years
- Faculty Annual Reports (FARs) for the past five years
- 1-2 pages of a Table summarizing scores of teaching, professional contribution, and university service, individually, for the past five years
- Areas for Teaching, Professional Contribution, and University Services
 - Provide a cover page for each of the three areas, summarizing the lists of activities and achievements to support how you met requirements for teaching, professional contributions, and university services.
 - In each area, provide evidence (e.g., published paper or product, CE certificate) of how you met the requirements for teaching, professional contributions, and university services.
 - For the teaching section, provide a summary of student evaluations for the past five years in a 1- to 2- page table. Student evaluation of faculty forms is not needed.

Additional information to support a recommendation for promotion to Assistant Professor should be divided into three sections.

- Teaching
 - Requirement 1: Good to Outstanding Course Teaching and Clinical Supervision + Collaboration with Colleagues and Clinical Agencies
 - Requirement 2: Summary of student evaluations for the past five years in a 1- to 2- page table. Student evaluation of faculty forms is not needed.
 - Requirement 3: Cumulative teaching activity score of 8 or higher over five years with lists and evidence of how it meets the requirement
 - Requirement 4: 5 CE activities to improve teaching effectiveness over five years
 - Requirement 5: 5 CE activities to maintain/enhance expertise related to teaching assignments over five years
 - Optional evidence examples – Innovative Teaching Materials, Selected Course Syllabi, CE activities
- Professional Contributions
 - Minimum requirements for the Senior Instructor/Assistant Professor Promotion (See Section IV. Promotion to Special Purpose Faculty)
 - Requirement 1: Meet SON Minimum Requirements over five years (Senior Instructor Only)
 - Requirement 2: Doctoral Degree & Final Project/Dissertation Paper of the Doctoral Degree Program (Assistant Professor Only)
 - Requirement 3: 5 CE activities to maintain and enhance their specialty (over five years)

Portfolio Guidelines for Tenure & Promotion

- Requirement 5: Five additional professional leadership or scholarly activities from Table PC-SP over five years
- Optional evidence examples – Honors and awards, grants, presentations, clinical practice, consultation
- There is no specific publication requirement.

- University Service/ Community Service
 - Requirement 1: five years of service as an instructor at Radford University (for Senior Instructor Only)
 - Requirement 2: serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
 - Requirement 3: Serve in a leadership role for a minimum of one committees, task groups, or other initiatives within the SON over five years
 - Requirement 4: Participate in one committee or initiative beyond the department (e.g., college, university, interdepartmental, or interagency) over five years
 - Optional evidence examples – student advising and advising student activities

Please note that portfolios should be placed in a 1- to 2-inches binder. Larger binders than this are not necessary.

Outline for Promotion Portfolio for Associate or Full Professor [Special-Purpose Track]

- Opening Letter - This should be a statement justifying your promotion to Senior Instructor (2 pages or less). It should have three sections highlighting your accomplishments in the areas of Teaching, Professional Contributions, and University Service.
- Curriculum Vita
- Director's Evaluation Letters for the past five years
- Faculty Annual Reports (FARs) for the past five years
- 1-2 pages of a Table summarizing scores of teaching, professional contribution, and university service, individually, for the past five years
- Areas for Teaching, Professional Contribution, and University Services
 - Provide a cover page for each of the three areas, summarizing the lists of activities and achievements to support how you met requirements for teaching, professional contributions, and university services.
 - In each area, provide evidence (e.g., published paper or product, CE certificate) of how you met the requirements for teaching, professional contributions, and university services.
 - For the teaching section, provide a summary of student evaluations for the past five years in a 1- to 2- page table. Student evaluation of faculty forms is not needed.

Additional information to support a recommendation for promotion to Assistant Professor should be divided into three sections.

- Teaching
 - Requirement 1: Good to Outstanding Course Teaching and Clinical Supervision + Collaboration with Colleagues and Clinical Agencies
 - Requirement 2: Summary of student evaluations for the past five years in a 1- to 2- page table. Student evaluation of faculty forms is not needed.
 - Requirement 3: Demonstrating teaching excellence and effectiveness with a cumulative score of 1000 points or above from Table T-SP/P. (include a page with a list of activities with points with evidence and or summaries of examples)
 - Requirement 4: 5 CE activities to improve teaching effectiveness over five years
 - Requirement 5: 5 CE activities to maintain/enhance expertise related to teaching assignments over five years
 - Requirement 6: Mentorship to Special Purpose Faculty for faculty development in nursing education.
 - Optional evidence examples – Innovative Teaching Materials, Selected Course Syllabi, CE activities
- Professional Contributions
 - Requirement 1: Demonstrating scholarly or professional/leadership excellence with a cumulative combined score of 2000 points or above from Table PC-SP/P over five years (include a page with a list of activities with points with evidence and or summaries of examples)
 - Requirement 2: 5 CE activities to maintain and enhance their specialty (over five years)
 - Requirement 3: Mentorship to Special Purpose Faculty for faculty development in professional leadership.

Portfolio Guidelines for Tenure & Promotion

- Optional evidence examples – Honors and awards, grants, presentations, clinical practice, consultation
- There is no specific publication requirement.
- University Service/ Community Service
 - Requirement 1: five years of service as Associate/Assistant Professor at Radford University
 - Requirement 2: serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
 - Requirement 3: Serve in a leadership role for a minimum of two committees, task groups, or other initiatives within the SON over five years
 - Requirement 4: Participate in leadership or non-leadership role in two committees or initiatives beyond the department (e.g., college, university, interdepartmental, or interagency) over five years
 - Requirement 5: Demonstrating university service with a cumulative score of 1000 points or above from Table US-SP/P over five years (include a page with a list of activities with points with evidence and or summaries of examples)
 - Optional evidence examples – student advising and university service activities

Please note that portfolios should be placed in a 1- to 2- inches binder. Larger binders than this are not necessary.

Portfolio Guidelines for Tenure & Promotion

Outline for Tenure and/or Promotion Portfolio to Associate Professor or Full Professor (Tenure-Track)

- Opening Letter - This should be a statement justifying Tenure and/or Promotion to Associate Professor or Professor (2 pages or less). It should have three sections highlighting your accomplishments in the areas of Teaching, Professional Contributions, and University Service.
- Curriculum Vita
- Evaluations of the Director for the past five years
- Faculty Annual Reports (FARs) for the past five years
- 1-2 pages of a Table summarizing scores of teaching, professional contribution, and university service, individually, for the past five years
- Areas for Teaching, Professional Contribution, and University Services
 - Provide a cover page for each of the three areas, summarizing and providing the lists of how you met requirements for teaching, professional contributions, and university services.
 - In each area, provide evidence (e.g., published paper or product, CE certificate) of how you met the requirements for teaching, professional contributions, and university services.
 - In the teaching area, provide a summary of student evaluations for the past six years in a 1-to-2-page table. Student evaluation of faculty forms is not needed.

Additional information to support a recommendation for Tenure or Promotion to Associate Professor or Professor should be divided into three sections.

- Teaching
 - Requirement 1: Good to Outstanding Course Teaching and Clinical Supervision + Collaboration with Colleagues and Clinical Agencies
 - Requirement 2: Summary of student evaluations for the past five years in a 1- to 2- page table. Student evaluation of faculty forms is not needed.
 - Requirement 3: Demonstrating teaching excellence and effectiveness with a cumulative score of 1000 points or above from Table T-SP/P. (include a page with a list of activities with points with evidence and or summaries of examples)
 - Requirement 4: 5 CE activities to improve teaching effectiveness over five years
 - Requirement 5: 5 CE activities to maintain/enhance expertise related to teaching assignments over five years
 - Requirement 6: Mentorship to Special Purpose Faculty for faculty development in nursing education.
 - Optional evidence examples – Innovative Teaching Materials, Selected Course Syllabi, CE activities
- Professional Contributions
 - **Requirement 1: *Two peer-reviewed professional publications**
[One should be a peer-reviewed professional journal, a book, or a book chapter with significant/substantial contribution]
 - Success in obtaining external funding as a principal or co-principal investigator will be counted as the alternative of one peer-reviewed professional journal publication.
 - Success in obtaining the cumulative combined score of 2000 points from Table PC-T/P over five years will be counted as the alternative of one peer-reviewed professional publication.

Portfolio Guidelines for Tenure & Promotion

- Requirement 2: Demonstrating scholarly and professional leadership excellence with a cumulative combined score of 2000 points or above from Table PC-SP/P over five years (include a page with a list of activities with points with evidence and or summaries of examples)
- Requirement 3: 5 CE activities to maintain and enhance their specialty (over five years)
- Requirement 4: Mentorship to Special Purpose Faculty for faculty development in professional leadership.
- Optional evidence examples – Honors and awards, grants, presentations, clinical practice, consultation
- ****Faculty who are uncertain whether their published papers meet the publication requirement for tenure/promotion, it is strongly recommended that they seek early review and approval by the committee. To request a review, please note that you need to submit your original published paper or book chapter and the evidence of being peer-reviewed. Once the Personnel Committee reviews it, the decision for approval will be sent to the faculty with an official letter. This official letter should be submitted together when the faculty member offers their Tenure Portfolio.***
- University Service/ Community Service
 - Requirement: Service on University and Department Level Committees
 - Requirement 1: Five years of service as Associate/Assistant Professor at Radford University
 - Requirement 2: Serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
 - Requirement 3: Serve in a leadership role for a minimum of two committees, task groups, or other initiatives within the SON over five years (e.g., chairing/co-chairing or organizing pinning ceremony, etc)
 - Requirement 4: Participate in leadership or non-leadership role in two committees or initiatives beyond the department (e.g., college, university, interdepartmental, or interagency) over five years
 - Requirement 5: Demonstrating university service with a cumulative score of 1000 points or above from Table US-SP/P over five years (include a page with a list of activities with points with evidence and or summaries of examples)
 - Optional evidence examples – student advising activities, university service activities

Please note that portfolios should be placed in a 1- to 2-inch binder. Larger binders than this are not necessary.

Portfolio Guidelines for Tenure & Promotion

Outlines for Mid-term Review Portfolio for Tenure

- Opening Letter - This should be a statement justifying Tenure and/or Promotion to Associate Professor or Professor (2 pages or less). It should have three sections highlighting your accomplishments in the areas of Teaching, Professional Contributions, and University Service.
- Curriculum Vita
- Evaluations of the Director for the past five years
- Faculty Annual Reports (FARs) for the past five years
- 1-2 pages of a Table summarizing scores of teaching, professional contribution, and university service, individually, for the past five years
- Areas for Teaching, Professional Contribution, and University Services
 - Provide a cover page for each of the three areas, summarizing the lists of how you met requirements for teaching, professional contributions, and university services.
 - In each area, provide evidence (e.g., published paper or product, CE certificate) of how you met the requirements for teaching, professional contributions, and university services.
 - In the teaching area, provide a summary of student evaluations for the past six years in a 1-to-2-page table. Student evaluation of faculty forms is not needed.

Additional information to support a recommendation for Tenure or Promotion to Associate Professor or Professor should be divided into three sections.

- Teaching
 - Requirement: Good to Outstanding Course Teaching and Clinical Supervision + Collaboration with Colleagues and Clinical Agencies
 - Requirement 2: Summary of student evaluations for the past five years in a 1- to 2- page table. Student evaluation of faculty forms is not needed.
 - Requirement 3: Demonstrating teaching excellence and effectiveness with a cumulative score of 1000 points or above from Table T-SP/P. (include a page with a list of activities with points with evidence and or summaries of examples)
 - Requirement 4: 5 CE activities to improve teaching effectiveness over five years
 - Requirement 5: 5 CE activities to maintain/enhance expertise related to teaching assignments over five years
 - Requirement 6: Mentorship to Special Purpose Faculty for faculty development in nursing education.
 - Optional evidence examples – Innovative Teaching Materials, Selected Course Syllabi, CE activities
- Professional Contributions
 - **Requirement 1: *Two peer-reviewed professional publications**
[One should be a peer-reviewed professional publication, textbook, or a book chapter with significant/substantial contribution]
 - Success in obtaining external funding as a principal or co-principal investigator will be counted as the alternative of one peer-reviewed professional journal publication.
 - Success in obtaining the cumulative combined score of 2000 points from Table PC-T/P over five years will be counted as the alternative of one peer-reviewed professional publication.

Portfolio Guidelines for Tenure & Promotion

- Requirement 2: Demonstrating scholarly and professional leadership excellence with a cumulative combined score of 2000 points or above from Table PC-SP/P over five years (include a page with a list of activities with points with evidence and or summaries of examples)
- Requirement 3: 5 CE activities to maintain and enhance their specialty (over five years)
- Requirement 4: Mentorship to Special Purpose Faculty for faculty development in professional leadership.
- Optional evidence examples – Honors and awards, grants, presentations, clinical practice, consultation
- ****Faculty who are uncertain whether their published papers meet the publication requirement for tenure/promotion, it is strongly recommended that they seek early review and approval by the committee. To request a review, please note that you need to submit your original published paper or book chapter and the evidence of being peer-reviewed. Once the Personnel Committee reviews it, the decision for approval will be sent to the faculty with an official letter. This official letter should be submitted together when the faculty member offers their Tenure Portfolio.***
- University Service/ Community Service
 - Requirement: Service on University and Department Level Committees
 - Requirement 1: Five years of service as Associate/Assistant Professor at Radford University
 - Requirement 2: Serve on a minimum of two departmental committees, task groups, or other departmental initiatives annually
 - Requirement 3: Serve in a leadership role for a minimum of two committees, task groups, or other initiatives within the SON over five years (e.g., chairing/co-chairing or organizing pinning ceremony, etc)
 - Requirement 4: Participate in leadership or non-leadership role in two committees or initiatives beyond the department (e.g., college, university, interdepartmental, or interagency) over five years
 - Requirement 5: Demonstrating university service with a cumulative score of 1000 points or above from Table US-SP/P over five years (include a page with a list of activities with points with evidence and or summaries of examples)
 - Optional evidence examples – student advising activities, university service activities

Please note that portfolios should be placed in a 1- to 2-inch binder. Larger binders than this are not necessary.

Appendix A. Faculty Activity Report (Activity Insight) Faculty Guide

Activity Insight organizes data and builds reports on teaching, research and service activities. It enables you to enter your activity information just once so that many outputs can be prepared, such as annual activity reports, promotion and tenure documents, accreditation reports, your CV, and more. It also assists your administration in responding to requests for faculty-related data, rather than needing to continually ask you for the information. This enables your campus to communicate more effectively about your accomplishments. Activity Insights is a product of Digital Measures.

Accessing Activity Insight

Faculty can access their activity insight pages by:

> logging into MyRU

> select the Employees icon

> under Administrative Tools, select Digital Measures – Activity Insight

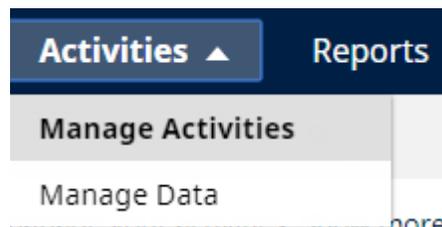
Navigation Bar



The navigation bar displays at least two main utilities, **Activities** and **Reports**.

- **Activities:** Add or update information about the activities you accomplish.
- **Reports:** Run reports that have been custom-built for our campus or [create your own reports](#).
- **Help:** The question mark icon ? will bring you to the Resource Center for Activity Insight which has numerous videos and articles to assist users in managing activities and creating reports.

Managing Activities



Under the Activities tab is Manage Activities, which is where you enter data about your professional activities. When you first visit this page, it would be good to spend a few minutes looking through the screens accessible from it. To access a screen, click its name. The resulting summary screen displays records that are stored for that screen.

Appendix A.

General Information

Administrative Data - Permanent Data | Yearly Data
Awards and Honors
Biography and Expertise
Consulting
Education
Faculty Development Activities Attended
Licensures and Certifications

Non-Scholarly Media Contributions, Media Appearances, and Interviews
Personal and Contact Information
Professional Memberships
Reassigned Time
References
Work History
Workload Information

Teaching

Directed Student Learning and Supervision
Non-Credit Instruction Taught
Scheduled Teaching

Curriculum Development
Teaching - Yearly Goals, General Comments, and Supporting Documentation

Scholarship/Research

Contracts, Fellowships, Grants and Sponsored Research
Exhibits and Performances
Intellectual Property (e.g., copyrights, patents)
Presentations

Publications
Research Activity
Professional Service
Scholarship/Research - Yearly Goals, General Comments, and Supporting Documentation

University Service

Academic Advising
Administrative Assignments
Committee Appointments

University Contributions
Community Service
University Service - Yearly Goals, General Comments, and Supporting Documentation

General Information

First check to ensure that your name and other personal and contact information are entered correctly. Then review other administrative data already entered.

Enter any other General Information you would like to be available in Activity Insights and used in potential reports, including CVs.

Teaching

Verify that your teaching history is entered correctly. Scheduled teaching data is updated three times a year – for fall, spring and all summer sessions. Add other information as appropriate for reporting expectations in your department.

Scholarship/Research

This is the section you most likely will spend the most time completing. You are responsible for entering all your own intellectual contributions accurately. The types of activities entered will vary among disciplines. Be sure to become familiar with the reporting expectations of your department.

Activity Insight provides the option to allow faculty to import publication citation information directly into the system via direct integrations with a growing list of repositories such as PubMed, Crossref, Scopus, Web of Science, and ORCID, and BibTex files sourced from other repositories such as EndNote, Google Scholar, Mendeley, RefWorks, HeinOnline, or Zotero. This makes data entry faster and more accurate for faculty. For detailed instructions on importing data go to: <https://www.digitalmeasures.com/activity-insight/docs/directdataimports/#direct>

University Service

This is a convenient method for keeping track of your various service activities. Be sure to become familiar with the reporting expectations of your department.

Appendix A.

Managing activity records

There are various possible actions you can take from the resulting screens, although not all of these actions will always be available:

- To add a new record, select the  button.
- To import items in bulk, select the  button (available only for the Intellectual Contributions screen).
- To delete a record, select the appropriate check box, then select the  button.
- To edit or view a record, click anywhere in the record row on the summary screen.
- To copy a record, select the appropriate check box, then select the  button.
- For many records you will be able to upload supporting documents, e.g. student evaluation reports, journal articles, presentation papers and power point files.

You will find the PasteBoard  to be a time-saving feature. The PasteBoard allows you to copy text from another document, such as your vita in Microsoft Word, and paste it into the PasteBoard. After you have pasted text into the PasteBoard, you can then select text from it, click-and-hold on the text you selected, and drag the it into a field in the system to have it pasted into the field.

To access the PasteBoard, click the text PasteBoard in the left-hand menu under Manage Activities. The PasteBoard will appear in the bottom right-hand corner of your screen and can be dragged anywhere on the screen as needed. Any text in the PasteBoard upon logging out will remain in the PasteBoard for future sessions.

Saving Records

When working in the system, it is important that you preserve modifications by selecting one of the Save buttons at the top right of the screen. If you attempt to navigate away from a screen containing unsaved changes, a warning message will display to determine whether you would like to return to the screen and save your modifications before proceeding.

Run reports

Use this utility to run reports that were custom-built for our campus or to create a new CV to your own specifications. Activity Insight will produce your Faculty Annual Report from the data entered. When creating the FAR:

- Select the date range for your report. You may find that you have some options about the length of time portions of the report cover as department requirements vary.
- Select the file format. Microsoft Word is the default file format for the FAR. Options will vary depending on the type of data requested.



Once you have made your selections, click the  button in the upper right corner. Do not chose Rapid Report as this will not have the correct date range.

You can create customized CVs which may be useful when producing promotion and tenure packages and for other reporting purposes. Instructions and a video are at: <https://www.digitalmeasures.com/activity-insight/docs/reporting.html>

Resource center

The resource enter can be accessed via the ? icon.

You can find a brief guide for faculty at: <https://www.digitalmeasures.com/activity-insight/docs/guide.html>.

The University Administrator for Digital Measures is Dr. Timothy Channell, Assistant Provost for Academic Operations. You can also contact him with any questions – tchannell@radford.edu or 540-831-5460.

APPENDIX B. FORMAT FOR FACULTY ANNUAL REPORT SUBMISSION

For the Period August 10, 20XX through August 9, 20XX

Faculty Name: Faculty Name & Credentials Tenure Status: Tenured Instructor/Senior Instructor/Assistant/Associate/Ful Current Rank: I Professor Workload Information:	Department: Nursing Start Date of Appointment: August 10, 20xx Date of Appointment to Current Rank: May 10, 20xx Reassigned Time:
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I. HONORS & AWARDS

II. TEACHING

A. Scheduled Teaching

RU Fall 20xx [Example]

Course & Section	Number of Enrolled Students	Number of Credit Hours	New Course Preparation?	New Format for Existing Course?	Mean Course Evaluation Score	Mean Instructor Evaluation Score	Special Course Designations
NURS xxx-01							Asynchronous Online Course

Credit Hours Taught: XX

RU Summer III 2021

Course & Section	Number of Enrolled Students	Number of Credit Hours	New Course Preparation?	New Format for Existing Course?	Mean Course Evaluation Score	Mean Instructor Evaluation Score	Special Course Designations
NURS xxx-1							

Credit Hours Taught: XX

Spring 2021

Course & Section	Number of Enrolled Students	Number of Credit Hours	New Course Preparation?	New Format for Existing Course?	Mean Course Evaluation Score	Mean Instructor Evaluation Score	Special Course Designations
NURS xxx-1							
NURS xxx-1							

Credit Hours Taught: XX

Appendix B.

B. Directed Student Learning and Supervision

List any advising work as a chair or team member for DNP/MSN project or for Honor's project here.

(Example)

Dissertation Committee Chair, "Title" (Final Project), Student Name, Nursing. (May 2020 - Present). Chair, DNP final project.

C. Curriculum Development

List any efforts to enhance curriculum development or assessment/evaluation that can be done alone or as a team with active involvement. Following is the example.

(Example)

Curricular Development, "FNP-DNP Program". (August 2020 - July 2021).

1. Developed seven mock cases for students and delivered them as the simulation fidelity during 2020-2021 during COVID-19 restriction time. Used for standard patient sim case for student performance evaluation.

D. Innovative Teaching Practices.

List innovative teaching practice that you applied to your individual courses here. The following is an example.

RU Summer III 2021, NURS 736-1

Case Studies, Simulations, Role Playing, Collaborative Problem-Solving or Creative Projects.
Problem-Based Learning

- Aquifer Program. Incorporated to review 4-5 Aquifer Modules each course throughout FNP courses.
- Grand Round Sessions. - weekly.

E. Comments to Add for Your Teaching for Specific Courses.

List any positive student comments here or provide any explanation if the student evaluation was poor. - such as first-time teaching, new course development, or teaching overload, etc.

G. Summaries of Student Evaluations of Faculty.

RU Summer III 2021, NURS xxx

Link for Student Evals for Individual Course.

H. Course Syllabi.

Fall 2021, NURS xxx

Link for Syllabus for Individual Course.

I. Teaching – Yearly goals, general comments, and supporting documentation

1. Highlights (General Comments) on Teaching

Highlight TOP 5 Achievements in Teaching in the following areas (See Teaching Activity Table (Table-T) in the Faculty Evaluation, Tenure, and Promotion Policy Handbook) & Also elaborate on the rationale (such as teaching overloads, etc) for low teaching student evaluation score.

- Teaching Effectiveness
(Provide the student evaluation score. Calculate the average student evaluation for instructors for all courses taught for average and provide the ranges of minimum and maximum scores).

Appendix B.

- Course Prep/Enhancement
- Innovative Classroom Pedagogy
- Faculty Development
- Extra Course Contributions to Student Learning
- Teaching Honors and Awards

2. Yearly Goals in Teaching

Highlight TOP 5 Goals for the next Academic Year

3. Supporting Documents:

Please list the short title for each attached file. The following documents can be attached here.

- Student evaluation for courses and instructors
- CE activities
- Peer Evaluation
- Supporting Letters

III. PROFESSIONAL CONTRIBUTIONS (SCHOLARSHIP/RESEARCH)

For this section, you list your activities in scholarship and professional leadership for the last three years. When you run FAR, they automatically extract all your work over the last three years in professional contribution.

A. Publications

List the papers that are in progress or published and clearly describe the status of the publication. Also, provide the original paper in the link.

B. Presentations

List all the presentations that you did over the three years. Provide the original abstract or PPT slides/poster in link.

C. Grant/Research Activity

List all the research activities whether it is grant-funded or not. If the grant-funded research, provide the source of grants and the amount.

D. Professional Service

List all the professional leadership activities (e.g., an officer of state/national committee, an organizer/planner of the professional conference, reviewer of journal, etc.) – please refer to the professional contribution activities (Table-PC) table in Faculty Tenure & Promotion Policy Handbook.

E. Licensures and Certifications

List the license and certification here. SON faculty should maintain their license and certification.

F. Professional Memberships

List all your membership of the professional organization here. SON faculty should be a member of a minimum of one professional organization in nursing.

G. Scholarship/Research – Highlights (General Comments), Yearly goals, and Supporting Documentation

1. Highlights (General Comments):

Highlight TOP 5 Achievements in Professional Contributions in the following areas (See Professional Contribution Activity Table (Table-PC) in the Faculty Eval, Tenure, and Promotion Policy Handbook)

1. Faculty Development / Clinical Skills/ Knowledge- still active
2. License/ Certification – updated during this evaluation period
3. Grants/ Research
4. Publication of Paper
5. Presentation/Media Contribution
6. Professional Services

2. Yearly Goals:

Highlight TOP 5 Goals for the next Academic Year

3. Supporting Documentation:

The following documents can be attached here. Please list the short title for each attached file.

- Accepted Paper or Published Paper, Abstract accepted for presentation
- Grant awarded – a letter from granting agency

IV. UNIVERSITY CONTRIBUTIONS AND SERVICE

A. Academic Advising

List the assigned advising responsibilities and works including general student advising and dissertation/final project advising during the last academic year.

B. Committee Appointments

List the departmental or university level committees appointed or volunteered during the last academic year.

- **University**
- **Department**

C. Administrative Assignments

List the administrative position assigned at the departmental level and or university level.

D. University Contributions

List all your services and work that you contributed at the departmental or university level – as a member of the committee or participating the university events, etc. Provide the details of your contribution here.

E. Community-Targeted University Service

List Non-Credit Instruction Taught (external to Radford University). *Any guest lecture at a local professional agency or a citizen group or at an institution at the national/international level can be provided here.*

Appendix B.

F. University Service – Highlights (General Comments), Yearly goals, and supporting documentation

Highlights (General Comments) in University Service:

Highlight TOP 5 Achievements in University Services in the following areas (See University Service Activity Table (Table-US) in the Faculty Eval, Tenure, and Promotion Policy Handbook)

Yearly Goals:

Highlight TOP 5 Goals for the next Academic Year

Supporting Documentation:

The following documents can be attached here. Please list the short title for each attached file.

V. FACULTY DEVELOPMENT ACTIVITIES/CE ACTIVITIES

- Faculty Development to Enhance Teaching

Faculty should complete ONE continuing education (CE) or self-study course to improve teaching effectiveness and ONE CE activity or self-study course to maintain or enhance clinical or nursing expertise. Please provide the relevant documents.

[Example] Conference Attendance, "2020 NONPF Fall Conference Excellence in Virtual NP Education," National Organization of Nurse Practitioner Faculties (NONPF). (November 6, 2020). 11.75 CEs

- Faculty Development to Enhance Professional Leadership or Scholarship

Faculty should complete ONE continuing education (CE) or self-study course to maintain or enhance clinical or nursing expertise. Also, any CE activities to enhance professional leadership or granting workshop can be listed here. Please provide the relevant documents.

