



DOWNSTATE  
HEALTH SCIENCES UNIVERSITY

# College of Nursing

Committee on Academic and Professional  
Qualifications (CAPQ) Manual  
2023-2024



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### Preamble

The faculty of the College of Nursing is diverse, and differs in their activities, interests, and responsibilities. Standards set forth in this document recognize diversity and values and provide a means for assessing each faculty's contribution thoroughly and fairly. At the core of these standards is the concept of excellence, that is; a level of performance that is not just adequate or above average but outstanding, that does not satisfy minimal requirements but exhibits insight and creativity and does more than maintain the status quo but advances the College's mission and vision.

### Mission

To shape the future impact of the nursing discipline through premier and dynamic nursing educational programs that prepare diverse, enlightened leaders to provide equitable, safe, and high-quality interprofessional care for a global population.

### Vision

To be the premier nursing program that prepares diverse graduates to advance evidence-based solutions and lead innovations in health care to improve health equity and well-being for all.

## COMMITTEE ON ACADEMIC AND PROFESSIONAL QUALIFICATIONS

The Committee on Academic and Professional Qualifications (CAPQ) is a standing committee of the Faculty Assembly of the College of Nursing (FACON). The membership and responsibilities of CAPQ are described in the FACON By-Laws.

### RESPONSIBILITIES

1. The committee shall periodically review personnel policies relating to Faculty and Professional Staff of the College of Nursing to ensure/maintain consistency with the Systemic Evaluation Plan and with the policies of the Board of Trustees of the State University of New York (SUNY).
2. The committee will develop, implement, and revise policies relating to appointments, continuing appointments, and faculty evaluation and make recommendations to the FACON and Dean of the CON (College of Nursing) as needed.

### MEMBERSHIP

Membership shall consist of five faculty members. There will be no ex-officio member on this committee. This committee is not open to students.

### CONFIDENTIALITY OF THE CAPQ COMMITTEE

Apart from official communications by the Committee Chair, each member is expected to maintain strict confidentiality concerning all deliberations. Materials provided for discussion with members of CAPQ are considered confidential and not for discussion beyond/outside of the Committee. Only committee members may attend meetings that discuss faculty reappointment.

### PROCEDURES FOR FACULTY APPOINTMENT, REAPPOINTMENT, PROMOTION, AND CONTINUING REAPPOINTMENT/TENURE

#### Introduction Sources

CON faculty are appointed, reappointed, promoted and given continuing appointment /tenure— or denied any of these—by action taken in accordance with:

- Article XIV of the Civil Service Code Public Employee Fair Employment Act,
- Policies of the Board of Trustees, State University of New York (2017) Article XI (Appointments of Academic Employees) and Article XII (Evaluation and Promotion of Academic Employees),
- Collective Bargaining Agreement between the State of New York and United University Professions 2016-2022 (UUP),
- Health Sciences University policies, and
- College of Nursing (CON) Bylaws

At the time of employment, faculty are urged to determine, in writing from the Department of Human Resources, the terms of their employment, including the date that they will be eligible for review for continuing appointment/tenure as per the terms of their employment.

## TYPES OF TITLES & ACADEMIC RANKS

Non-tenured tracks/titles (qualified academic rank but not continuing appointment/tenure eligible) are:

1. Lecturer
2. Clinical Instructor
3. Clinical Assistant Professor
4. Clinical Associate Professor
5. Clinical Professor

Tenure tracks/titles (qualified academic rank and continuing appointment/tenure eligible) are:

1. Assistant Professor (may apply for promotion at time of tenure review)
2. Associate Professor
3. Professor

### 1. Academic Rank

Faculty with academic rank are on tenure track. Faculty with academic rank hold the title instructor, assistant professor, associate professor, and professor, and must be reviewed for reappointment to term or temporary appointment or for continuing appointment, following periods of service which are specified in sections.

### 2. Qualified Academic Rank

Faculty with qualified academic rank are on a non-tenure track and hold the title lecturer, or title of academic rank preceded by the designations "clinical," "research" or "visiting." They are not required to be reviewed for continuing appointment/tenure, but they must be reviewed for reappointment to term or temporary appointment following periods of service.

Faculty with qualified academic rank are appointed, reappointed, and promoted following the procedures used for faculty in the corresponding academic rank. Faculty with part-time or non-salaried appointments are appointed, reappointed, and promoted following the procedures used for faculty at their rank.

### 3. Non-salaried Faculty

Non-salaried faculty will be appointed to Adjunct Clinical ranks, i.e., Adjunct Clinical Lecturer, Adjunct Clinical Instructor, Adjunct Clinical Assistant Professor, Adjunct Clinical Associate Professor, Adjunct Clinical Professor, Lecturer or Visiting Professor.

### 4. Adjunct Clinical Faculty

Individuals employed in professional positions who contribute significantly to teaching elements of the nursing program may receive clinical appointments as adjunct faculty. Nominations can be proposed by faculty to the appropriate Department Chair. Department Chairs and CAPQ make recommendations to the Office of the Dean. The Dean considers the recommendation of the Department Chair regarding the proposed appointment and suggested rank.

### 5. Emeritus Status

No special action is required by the CAPQ Committee to grant Emeritus status. All members of the faculty who retire in good standing and hold continuing appointment/tenure are entitled to seek Emeritus status through the Office of the President. Emeritus rank carries with it such privileges, which, in the judgment of the Dean, are feasible: use of the library and study facility, use of office and laboratory space, eligibility for research grants and representation of the University in professional groups.

## TRANSFERS BETWEEN ACADEMIC AND QUALIFIED RANK

1. Faculty with academic rank may transfer to qualified academic rank under certain conditions and following normal University procedures. The candidate must make a written request for transfer to the Dean and must meet the criteria for appointment at a particular rank. The Dean's recommendation that the transfer be made must include evidence of a change in the candidate's duties, activities, or career goals since the time of initial appointment, and the transfer must be made at least twelve months before mandatory review for continuing appointment.
2. Faculty with qualified academic rank may transfer to academic rank following review and approval.
3. Faculty may be considered for promotion and/or continuing appointment/tenure prior to transfer to academic rank.
4. Faculty may transfer from part-time or non-salaried appointments to full-time appointments following usual University and CON review procedures for new appointments.
5. Faculty may transfer from full-time appointments to part-time appointments with approval from the Dean.

## Appointments, Reappointments and Promotions

The Dean, Associate Deans, faculty and CAPQ members will use CAPQ Criteria *for Appointment, Re-Appointment, Promotion and Evaluation of College of Nursing Faculty* (Appendix A) and the expected individual faculty Levels of Achievement (Table I).

The criteria in this document are defined by the Policies of the Board of Trustees, State University of New York (2017) Article XI (Appointments of Academic Employees) and Article XII (Evaluation and Promotion of Academic employees). Article XII, Title B, paragraph 2, indicates "recommendations of academic employees, or their appropriate committees, or other appropriate sources may consider, but shall not be limited to consideration of the following:

- a. Mastery of subject matter – as demonstrated by such things as advanced degrees, licenses, national board certification, honors, awards, and reputation in the subject matter field.
- b. Effectiveness in teaching – as demonstrated by such as things as judgment of colleagues, development of teaching materials or new courses or programs, awards and honors for teaching, and student feedback, as determined from surveys, interviews and classroom observation.
- c. Scholarly ability – as demonstrated by such things as success in developing and carrying out research in the subject matter field, presentations, publications, and a positive reputation among colleagues.
- d. Effectiveness of University service – as demonstrated by such things as College and University public service, committee work, administrative work and work with students or community in addition to formal teacher-student relationships.
- e. Continuing growth – as demonstrated by such things as reading, research, or other activities to keep abreast of current developments in the academic employee's fields and being able to successfully handle increased responsibility."

It is assumed that as an individual progress from Instructor, Assistant Professor, Associate Professor and Professor, that all criteria for the lower-level ranks must have been met.

A faculty member seeking promotion to a higher rank must provide documentation that all CAPQ criteria in the five categories have been met in the rank/title requested.



Candidates should concentrate on documentation of the last five years of their professional career.

However, this should not preclude a candidate from noting or listing major accomplishments, honors or awards achieved before that.

Basic Assumptions:

Faculty will provide leadership in the educational programs as follows:

Design Curriculum

1. Implement Curriculum
2. Evaluate Curriculum
3. Revise Curriculum
4. Develop Educational Policies:

Faculty will engage in scholarly and professional activities as identified in the document entitled, *CAPQ Criteria for Appointment, Re-Appointment, Promotion and Evaluation and Promotion of College of Nursing Faculty* (Appendix A).

Faculty will provide leadership to the students in the educational programs as follows:

1. Recruitment, admission, and pre-admission activities
2. Academic advisement and retention activities
3. Educational counseling
4. Curriculum design and implementation
5. Evaluation of students
6. Development of student policies

## GUIDELINES

### Faculty Candidate Seeking Initial Appointment to the College of Nursing

1. Faculty candidate presents a curriculum vitae to the Office of the Dean.
2. The curriculum vitae is evaluated according to the CAPQ criteria by the Office of the Dean.
3. Prospective faculty curriculum vitae is evaluated by the Office of the Dean in terms of the specific programmatic needs of the CON. This review considers appropriate teaching, clinical experiences, national certification, research /Grant and scholarship activities and elected/appointed offices and experiences in professional and community organizations.
4. An interview is scheduled with a small group of faculties and includes a brief presentation demonstrating teaching skills.
5. Each member of the faculty interview group sends a written evaluation form with a recommendation to the Dean.
6. Dean or Associate Dean interviews the faculty candidate.

7. Dean reaches a decision based on data obtained from the interview(s), curriculum vitae and other written materials submitted to the CON by the candidate for a faculty position.
8. The final decision for hiring faculty is made by the Dean of the College of Nursing; the Dean submits a recommendation to the President for final.
9. Faculty candidate presents a curriculum vitae to the Office of the Dean.
10. Curriculum vitae is evaluated according to the CAPQ criteria by the Office of the Dean.
11. Prospective faculty curriculum vitae is evaluated by the Office of the Dean in terms of the specific programmatic needs of the CON. This review considers appropriate teaching, clinical experiences, national certification, research /Grant and scholarship activities and elected/appointed offices and experiences in professional and community organizations.
12. An interview is scheduled with a small group of faculties and includes a brief presentation demonstrating teaching skills.
13. Each member of the faculty interview group sends a written evaluation form with a recommendation to the Dean.
14. Dean or Associate Dean interviews the faculty candidate.
15. Dean reaches a decision based on data obtained from the interview(s), curriculum vitae and other written materials submitted to the CON by the candidate for a faculty position.
16. The final decision for hiring faculty is made by the Dean of the College of Nursing; the Dean submits a recommendation to the President for final approval.
17. The Office of the Dean notifies the candidate in writing of recommendations to appoint or not appoint.
18. Faculty candidate receives a written notification of appointment from the Department of Human Resources (DHR).

### Faculty Member Seeking Reappointment to the College of Nursing

1. All SUNY, UUP and CAPQ criteria of the CON faculty apply for the faculty seeking reappointment
2. Faculty members on the non-tenured track are appointed for one year initially. Following this, they may be recommended for reappointment for up to three years.
3. Non-tenure track lines are Lecturer, Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor.
4. Faculty members on continuing appointment tenure track may be reappointed for up to three years.
5. Tenure track lines are Assistant Professor, Associate Professor and Professor.
6. Based on CAPQ criteria, a faculty member seeking reappointment is evaluated by means of direct teaching observation and a peer review of a Reappointment Portfolio containing:
  - a. Clinical clearance documents:
    - i. Current License and Board Certifications (as applicable)
    - ii. Malpractice Insurance (as applicable)
    - iii. Annual Health Assessment
    - iv. BLS for faculty teaching clinical courses
  - b. Updated Curriculum Vitae, signed and dated Faculty Outcomes Form and CAPQ manual achievement level for each outcome
  - c. Personal statement of overall performance and goals.
  - d. Associate Dean of Academic Affairs letter of support.
7. CAPQ makes a direct teaching observation, reviews Reappointment Portfolio, and recommends to the Dean reappointment/non-reappointment and length of reappointment.
8. Dean submits a recommendation to the President for final approval.
9. Faculty member receives a written notification of reappointment from the Department of Human Resources.

## Faculty Member Seeking Promotion in the College of Nursing

1. All SUNY, UUP and CAPQ criteria apply to the faculty member seeking promotion.
2. Faculty seeking promotion meets with the Associate Dean of Academic Affairs to review criteria for promotion and faculty supporting evidence. This is usually done during the annual performance evaluation meeting but can be done at any time.
3. Associate Dean of Academic Affairs informs the Dean of a faculty's readiness for promotion.
4. The Dean invites the faculty member to send required Promotion Portfolio materials to the office of the Dean which includes:
  - a. Clinical clearance documents:
    - i. Current License and Board Certifications (as applicable)
    - ii. Malpractice Insurance (as applicable)
    - iii. Annual Health Assessment
    - iv. BLS for faculty teaching clinical courses
  - b. Updated Curriculum Vitae, signed and dated.
  - c. Faculty Outcomes Form and CAPQ manual achievement level for each outcome.
  - d. Personal statement of overall performance and goals.
  - e. Associate Dean of Academic Affairs letter of support.
  - f. Two additional letters of support from external constituents outside of the College of Nursing.
5. The Deans Office forwards a completed Promotion Portfolio to CAPQ requesting a review and recommendation.
6. CAPQ reviews and evaluates the candidate according to its criteria in the CAPQ manual and conducts a teaching observation.
7. CAPQ forwards a letter of recommendation for promotion and the full Promotion Portfolio to the Dean for review.
8. Dean makes a recommendation to the President for promotion.
9. HR will notify the faculty when the promotion is approved.
10. Promotions to the Full Professor level require an external review.
  - a. Faculty submits a list of five potential external reviewers. Three persons must be at the academic rank sought by the faculty. The potential reviewers may not be currently employed by CON.
  - b. The Dean selects two reviewers from the selection list and selects one of their own. At least two of the three reviewers must be registered nurses.
  - c. The Dean initiates the external review process.
  - d. The Office of the Dean will forward the candidate's portfolio to

the external reviewers.

11. The Dean reviews all materials (internal and external) and decides whether or not to support the promotion.
12. Dean meets with the faculty. Faculty is notified in writing of promotion or non- promotion.
13. Faculty's package is sent to the President for review and approval, and/or recommendation to the Chancellor, as appropriate.
14. Faculty receives written notification of promotion from the Department of Human Resources.

#### Faculty Member Seeking Continuing Appointment/Tenure

1. Continuing Appointment/Tenure will be considered at the assistant professor (with promotion to associate at the time of review), associate professor or professor rank.
2. Faculty to be reviewed for continuing appointment/tenure notifies the Dean.
3. Faculty prepares and submits a Continuing Appointment Tenure Portfolio, including updated curriculum vitae with supporting documentation that the criteria have been met for continuing appointment/tenure at the designated academic rank.
4. Faculty is reviewed by a committee of tenured faculty. The committee will be chaired by a tenured faculty from the CON. If this is not available within the CON, an external committee will be established.
5. The tenure review follows the CAPQ criteria.
6. A comprehensive evaluation by the Associate Dean for Academic Affairs will be included in the tenure portfolio.
7. For tenure or tenure with promotion, the faculty member will submit a list of three to five external reviewers who will evaluate the faculty member for promotion. Three people must be at or above the academic rank sought by the faculty. The Dean selects three persons from the faculty's list and selects two additional reviewers.
8. External reviewers will have one month to respond to candidate's materials. The Dean of the College of Nursing prepares a letter of support or non-support.
9. The complete tenure package is sent to the President for review and approval and then is forwarded to the SUNY Chancellor.
10. Outline of procedure for continuing appointment/tenure:
  - a. Faculty members submit one completed tenure packet to the Dean of the College of Nursing for duplication and review

purposes before material is due for contractual deadlines; this should be at least three months before the deadline.

- b. Information is always treated in a confidential manner.
- c. Letters from external reviewers can be shared with faculty members if that is the external reviewer's choice. The rights of privacy of candidates are protected.
- d. One completed tenure packet (the original) is placed in CON file during periods of internal and external review. Refer to steps to be followed by seeking promotion, (5, a-d) and (7, a-d)
- e. Faculty is notified in writing by the President if continuing appointment/tenure has been recommended to the Chancellor. It takes approximately one year for the tenure process to be completed.

### Levels of Achievement

The Policies of the Board of Trustees, State University of New York consider the mastery of subject matter, effectiveness in teaching, scholarly ability, effectiveness of university service and continuing growth as key characteristics of faculty and are congruent with both the criteria for academic rank and the descriptions and guidelines of AACN, NONPF (National Organization of Nurse Practitioner Faculties) and the Boyer model of scholarship. The levels of scholarship are identified in Mastery of Subject Matter, Teaching, Scholarly Ability and Service, as identified below, provide for levels of growth, from which the characteristics of faculty included in the Policies of the Board of Trustees of the State University of New York apply. The scholarship of the integration pertains to interprofessional collaboration and/or integration of concepts from other disciplines within all aspects of scholarship (content mastery, teaching, scholarly activity, and service). All faculty members are expected to demonstrate a minimum level of scholarship. Scholarship includes, but is not limited to, direct contributions to knowledge, reviews of existing practice, innovative and supportive applications of existing discoveries, and contributions to the development of creative teaching and learning in the professions. Faculty members are expected to demonstrate minimum levels of service to the University and CON, as well as to the professional community at large (e.g., professional & community organizations).

### Mastery of Subject Matter

Mastery of subject matter is vital to the success of the students enrolled in the CON. Faculty members must demonstrate an expected level of content mastery as demonstrated by such things as advanced degrees, licenses, national board certification, honors, awards, reputation for clinical and didactic expertise in subject matter field, development of courses, content, or teaching tools.

### Mastery of Content Level 1

The candidate will have a minimum of a master's degree in nursing or a related discipline, be prepared in an area of clinical specialization and have not less than one year of relevant teaching experience. The candidate will demonstrate knowledge of recent developments in current theoretical and clinical area(s) of expertise.

#### Mastery of Content Level 2

In addition to meeting the criteria for level 1, the candidate will have earned a doctorate in nursing or a related discipline and have a minimum of 2 years of relevant teaching experience. The candidate will act as a resource/consultant for faculty based on their area of clinical expertise in nursing or a related discipline. In addition, the candidate may hold a joint appointment in another college of SUNY Downstate Health Sciences University or serve as an adjunct or hold an honorary appointment in another institution.

#### Mastery of Content Level 3

In addition to meeting the criteria for levels 1 and 2, the candidate will have a minimum of 4 years of relevant teaching experience and contribute to professional publications. The candidate must demonstrate recognition for contributions to nursing, professional organizations, or related disciplines.

#### Mastery of Content Level 4

In addition to meeting the criteria for levels 1, 2 and 3, the candidate will have a minimum of 6 years of relevant teaching experience and extensive recognition in the discipline of nursing from the professional community for contributions to nursing, professional organizations, or related disciplines.

#### Effectiveness in Teaching

All faculty are expected to demonstrate teaching effectiveness. Teaching may include instruction in the classroom, clinical or simulation laboratory environments, directing computer-based learning, and/or precepting/mentoring. Teaching effectiveness may be evidenced by such things as the development of teaching materials or new courses or programs, execution of technological instruction modalities, awards/honors, and student feedback from course evaluations, surveys, and interviews, or classroom observations and evaluations by colleagues and/or program directors. Faculty teaching effectiveness includes:

1. Demonstrating knowledge of how adult learners' cultural, religious, and generational backgrounds influence how they see the world and contribute to their approach to problem-solving that shapes new learning.
2. Aligning instructional activities and methods of assessments with program and student learning outcomes using the American Association of Colleges of Nursing (AACN) domains and spheres of care.
3. Refining courses and syllabi based on reflection and feedback (e.g., students' work previous semester course evaluations).



Levels of teaching effectiveness are defined as:

#### Teaching Level 1

The candidate must contribute to the CON's teaching mission and carry out teaching duties in a competent, effective, and responsible fashion. The candidate must relate well with learners and teaching colleagues. The candidate may submit comparative quantitative and qualitative evidence from student, peer, and course evaluations.

#### Teaching Level 2

The candidate must present evidence that they are an exceptional instructor as evidenced by course evaluations. The candidate will demonstrate mentoring to less experienced faculty and serve in a leadership role in the teaching and learning process. This can be demonstrated through comparative quantitative and qualitative evidence from student, peer, and course evaluations; and/or by submitting proof – syllabi, lesson plans, lecture notes, case presentations, etc.— of substantial teaching efforts. In addition, the candidate should assume significant responsibility for course planning and administration.

#### Teaching Level 3

In addition to the criteria in level 2, the candidate should present evidence of innovative and creative teaching methods and/or curricular materials. The candidate demonstrates leadership in faculty development and serves as a role model for faculty and students.

#### Teaching level 4

In addition to achieving levels 2 and 3, the candidate will provide evidence of research or other scholarly contributions and be recognized as a major contributor and influence in the Nursing discipline. The candidate will serve as a primary resource for the continual improvement of teaching effectiveness by mentoring, disseminating research, grant writing, or scholarly publication. The candidate will provide evidence of designing innovative pedagogy.

### Scholarly Ability

Faculty demonstrate a commitment to promoting, supporting, and advancing nursing scholarships in concert with the mission and vision of SUNY Downstate Health Sciences University and the College of Nursing. Using theory, evidence-based solutions, and innovation, faculty educate future nursing leaders to improve health equity and well-being for all.

#### Scholarship Level 1

The candidate must implement selected research findings, share knowledge or trends in areas of expertise, support scholarly activities of the university or profession and maintain membership in a scholarly association.

#### Scholarship Level 2

In addition to meeting the criteria for level 1, the candidate must participate in nursing or interprofessional research. The candidate must prepare scholarly work for publication, or presentations, or research and performance improvement initiatives. Candidates will demonstrate a pattern of scholarship leading to grant writing or other research activities.

#### Scholarship Level 3

In addition to achieving levels 1 and 2, the candidate must participate in research, demonstrate a pattern of scholarship with a steady or improving rate of publication in peer refereed journals, submit grants, and disseminate scholarship at multiple local, regional, and national professional meetings. This could include significant review articles, book chapters, monographs published curricula, computer software, and other modes of scholarship amenable to peer review.

There must also be evidence of invited lectures at major symposia, professional or scientific meetings.

#### Scholarship Level 4

In addition to meeting the criteria for levels 1, 2, and 3, the candidate supervises an independent, productive research program or demonstrates a pattern of scholarship that addresses major and significant problems or topics. There should be a solid record of original and important publications in peer-reviewed journals in the candidate's field, or first or senior author publications in books, or other recognized intellectual products that can be objectively evaluated on a retrospective basis. The candidate should also be recognized as a leader and

significant resource in Nursing.

There must be evidence of a strong national reputation and respect among peers documented through such vehicles as letters of recommendations, invited lectures, extensive citation, or use of published work, or serving as a Principal Investigator/Program Director of a competitively reviewed grant or lead investigator in a significant study. The candidate should mentor faculty, students, and colleagues in the development of research, papers, publications, presentations, and/or grant applications should be a solid record of original and important publications in peer-reviewed journals in the candidate's field, or first or senior author publications in books, or other recognized intellectual products that can be objectively evaluated on a retrospective basis. The candidate should also be recognized as a leader and significant resource in Nursing.

#### Service

The discipline of nursing recognizes the scholarship of clinical practice as essential to maintain clinical competency within a university setting, and/or the advancement of clinical knowledge in the discipline (AACN 2021). The Scholarship of Practice includes evidence of direct impact on health care and defining health care problems. The roles of faculty in practice may include direct care provider, clinical educator, consultant and/or in nursing administration, health policy development and advocacy. All faculty are expected to maintain clinical competence in their identified area of clinical practice and serve as resources to apply and translate clinical knowledge for students within the classroom and clinical settings.

All faculty are expected to demonstrate a minimum level of professional service. Professional service includes contributions to enrich the life of the University as demonstrated by such things as College and University public service, committee work, administrative work, and work with students or the community, in addition to formal teacher-student relationships. Contributions to the profession also include service in a leadership position in a professional organization at the state or national level, serving as a referee, discussant, and chairing conference sessions. Levels of professional service are defined as:

#### Service Level 1

The candidate must assume a reasonable share of clinical or administrative, and governance duties and interact in a positive way with faculty and students. This includes active participation in CON and University committees, attendance in center- wide assembly meetings, and contribute to civic and health related community age

#### Service Level 2

In addition to level 1, the candidate performs a substantial amount of service, volunteers for appointments, and makes an outstanding contribution to administration, governance, and/or clinical services. The candidate assumes greater responsibilities in the CON and University, and represents the CON at professional meetings, conferences, and seminars. The candidate serves as a preceptor or mentor for students as requested.

#### Service Level 3

In addition to level 2, the candidate serves in a leadership role in the CON or University and provides leadership in the implementation of CON or University initiatives. The candidate actively participates in civic or health related activities and serves in an active leadership role in one or more professional societies.

#### Service Level 4

In addition to level 3, the candidate presents evidence of leadership in civic and/or health related activities. The candidate participates in a significant professional service role outside of the CON (e.g., editorial boards of major journals, membership in standing NIH (National Institutes of Health) study sections, or participation in professional or scientific societies). In addition, the candidate should demonstrate substantial evidence of leadership within the CON and/or externally serving as an officer in a national professional organization.

## Levels of Achievement

Criteria/Position	Clinical Instructor /Lecturer	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor	Assistant Professor (Pre-Tenure)	Associate Professor (Tenure)	Professor (Tenure)
Minimum Subject Matter Level	1	2	3	3	3	3	4
Minimum Teaching Level	1	2	3	3	2	3	4
Minimum Scholarly Activity Level	1	1	2	3	2	3	4
Minimum Service Level	1	1	2	3	2	3	3
Minimum Total Score	4	6	10	12	9	12	14

### Expected Faculty Outcomes for Full-time and Part-time Faculty

#### Individual Faculty Outcomes for Full -Time and Part -Time Faculty

1. Each individual faculty will engage in committee activities within the CON and/or university-wide each academic year (Service).
2. Each individual faculty will engage in community service outside the CON each academic year (Service).
3. Each individual faculty teaching in an APRN clinical specialty course will engage in clinical practice each academic year (Practice).
4. Each individual faculty will achieve  $\geq 5.25$  mean score on 7- point Likert Scale on teaching evaluations each academic year (Teaching Effectiveness).
5. Each individual faculty will engage in three (3) professional development activities each academic year (Continuing Growth/Professional Development).
6. Each individual faculty will hold membership on a local, state, or national organization/professional committee each academic year (Continuing Growth/Professional Development).

1. Each individual faculty will demonstrate scholarship through one of the following activities each academic year: a local, regional, national, or international presentation (podium or poster); a publication; grantsmanship; and/or conduct of research/EBP/QI (Scholarly Ability).

#### Aggregate Faculty Outcomes for Full-time and Part-time Faculty

1. 100% of faculty will engage in committee activities within the CON (Service).
2. 100% of faculty will engage in community service activity outside of the CON (e.g., campus-wide, or community of residence) (Service).
3. 100% of APRN faculty teaching in the graduate APRN clinical specialty courses are engaged in clinical practice (Practice).
4. 100% of faculty will demonstrate scholarship through one of the following activities each academic year: a local, regional, national, or international presentation (podium or poster); a publication; grantsmanship; and/or conduct of research/EBP/QI (Scholarly Ability).
5. 100% of faculty will attend three (3) professional development activities each academic year (Continuing Growth/Professional Development).
6. 100% of faculty will hold membership on a local, state, or national organization/professional committee (Continuing Growth/Professional Development).
7. The aggregate school mean score on faculty course evaluations is  $\geq 5.25$  on a 7-point Likert Scale (Teaching Effectiveness).
8. Faculty in total will submit three (3) grant proposals either private, state, or federal each year (Scholarly Ability).

#### Expected Outcomes for Adjunct Faculty (Individual and Aggregate)

##### Individual Adjunct Faculty Expected Outcomes:

1. Each individual faculty will achieve  $\geq 5.25$  mean score on 7- point Likert Scale on teaching evaluations each academic year (Teaching Effectiveness).
2. Each individual faculty will engage in three (3) professional development activities each academic year (Continuing Growth/Professional Development).

##### Aggregate Adjunct Faculty Expected Outcomes:

1. The aggregate school mean score on adjunct faculty course evaluations is  $\geq 5.25$  on a 7- point Likert Scale (Teaching Effectiveness).
2. 100% of adjunct faculty will engage in three (3) professional development activities each academic year (Continuing Growth/Professional Development)

### Workload Guideline

Expectation: 11-14 workload units (WU) per semester for full-time faculty; prorated for part time faculty.

Workload is calculated per academic semester. Semester workload may vary based on needs of the College of Nursing with occasional "carry-over" of workload balance into a subsequent semester during the academic year.

All faculty have a dedicated day off per week for scholarship, service, clinical practice, and faculty development/continuing education for activities toward achieving expected faculty outcomes. As per NTF (2016) guidelines, all faculty teaching in NP (Nurse Practitioner) programs must maintain clinical practice.

Activity	Workload Credit per semester
Tenure track faculty	3 WU
Entry-level and advanced-level didactic course	1 WU per credit hour for up to 60 students per faculty. Additional prorated WU for larger classes. (Variable WUs (Workload Units) will be negotiated for: large/complex/small courses, faculty mentorship, and course coordination). Alternately additional faculty may be assigned to courses as determined by the Associate Dean, Academic Affairs
Entry-level clinical instructor (FT/PT faculty) *	2 WU per full clinical day/simulation lab day per week for the semester. (Max 10:1 student to faculty ratio) **
Advanced-level clinical oversight	1 WU for every 8 students***
Supervision of DNP scholarly projects (FT/PT faculty)	3 WU for every 8 students
Independent study	.25 per student

Advisement	1 WU for >25 students .5 WU for <24 students
Track Director Program > 75 Track Director Program 25> and <74 Track Director Program <24  Program Chairs	3 WU 2 WU 1 WU  3 WU
Executive Leadership, Complex Teaching Duties; and Special Assignments	WU determined by Dean

**\*\* "Ratio of faculty to students in each clinical nursing course shall be no greater than 1:10 to assure effective instruction"**

(Section 52.12, Item 3.3, Commissioner's Regulations & Quality Indicators)  
<http://www.op.nysed.gov/CommissionersReqsQualityIndicatorsBSMSDNP.pdf>

**\*\*\* "The recommended ratio for indirect faculty supervision, which encompasses coordinating the clinical experience, interacting with the preceptor, and evaluating the student, is 1:6; however, each institution/program documents how they assign faculty based on a defined faculty workload or amount of designated faculty time. Thus, ratios may vary relative to certain practice areas, the individual faculty member, use of technology, curriculum design, innovative clinical education models, and institutional policy. The intent of the faculty/student ratio designation is based on the premise that preparing competent healthcare providers is an intense process that requires considerable faculty role modeling and direct student evaluation to determine competence. The ratio considers the cumulative teaching/administrative duties of the faculty member and his/her clinical practice"**

(Page 14-15; NONPF, 2016)  
<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/Docs/EvalCriteria2016Final.pdf>



## Criteria for Appointment, Evaluation, Reappointment and Promotion of College of Nursing Faculty

- I. **Mastery of Subject Matter:** As demonstrated by such things as advanced degrees, licenses, honors, awards reputation for clinical and didactic expertise in subject matter field, development of courses, content, teaching tools.

Instructor/Lecturer	Assistant Professor	Associate Professor	Professor
<p><u>For Appointment</u></p> <ul style="list-style-type: none"> <li>○ Has a master's degree in nursing,</li> <li>○ is prepared in an area of clinical specialization.</li> <li>○ At least one year of teaching and clinical experience in a college or university nursing program or acceptable equivalent is preferred.</li> <li>○ Enrollment in a doctoral program of studies is desired.</li> </ul> <p><u>For Reappointment</u></p> <ul style="list-style-type: none"> <li>□ Discusses recent developments in theoretical area of expertise.</li> <li>□ Demonstrates knowledge of recent developments in current theoretical and clinical area(s) of expertise.</li> <li>□ Enrollment in a doctoral program of studies is desired.</li> </ul>	<p>In addition to all the stated criteria for Instructor/Lecturer, the Assistant Professor:</p> <p><u>For Appointment</u></p> <ul style="list-style-type: none"> <li>□ Has an earned doctorate in nursing or related discipline.</li> </ul> <p><u>For Appointment or Promotion</u></p> <ul style="list-style-type: none"> <li>□ A. Has at least two years teaching experience in a college or university nursing program or acceptable equivalent.</li> </ul> <p><u>For Reappointment</u></p> <ul style="list-style-type: none"> <li>□ Acts as a resource for faculty in an area of clinical expertise</li> <li style="text-align: center;">OR</li> <li>□ Acts as a consultant in nursing or a related discipline.</li> <li style="text-align: center;">OR</li> <li>□ Holds a joint appointment in another college of DHSU, is an adjunct or has an honorary appointment in another institution.</li> </ul>	<p>In addition to all the stated criteria for previous ranks, the Associate Professor:</p> <p><u>For Appointment or Promotion</u></p> <ul style="list-style-type: none"> <li>□ Has at least four years teaching experience in a college or university nursing program.</li> <li>□ Acts as a consultant in nursing or related discipline.</li> <li>□ Contributes to professional publications</li> <li style="text-align: center;">OR</li> <li>□ Has been awarded recognition from a professional organization for contribution in nursing or related discipline.</li> </ul>	<p>In addition to all the stated criteria for previous ranks, the Professor:</p> <p><u>For Appointment or Promotion</u></p> <ul style="list-style-type: none"> <li>□ Has at least six years teaching experience in a college or university nursing program.</li> <li>□ Receives recognition from the professional community for work in a nursing discipline.</li> </ul>

- II. Effectiveness in Teaching: As demonstrated by such things as development of teaching materials of new courses and student feedback, as determined from surveys, interview and classroom observations and as determined by evaluation of colleagues and students.

Instructor/Lecturer	Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> <li>A. Implements the teaching-learning process.</li> <li>B. Seeks guidance from colleagues in implementing teaching when appropriate.</li> <li>C. Creates an atmosphere that promotes learning.</li> <li>D. Encourages student participation in their own learning.</li> <li>E. Encourages students to think independently.</li> <li>F. Relates nursing theories and evidence- based findings to specific nursing situations.</li> <li>G. Encourages the development of</li> <li>H. students' conceptual abilities.</li> <li>I. Communicates a philosophy that is compatible with that of the College of Nursing.</li> <li>J. Communicates effectively with students and peers.</li> <li>K. Uses a variety of teaching strategies.</li> <li>L. Improves performance based on self, peer, and student evaluation.</li> </ul>	<p>In addition to all the stated criteria for Instructor/Lecturer, the Assistant Professor:</p> <ul style="list-style-type: none"> <li>A. Offers guidance to less experienced faculty.</li> <li>B. Contributes to the teaching-learning process by serving in a leadership role.</li> </ul>	<p>In addition to all the stated criteria for previous ranks, the Associate Professor:</p> <ul style="list-style-type: none"> <li>A. Takes a leadership role actively in faculty development concerning the teaching-learning process.</li> <li>B. Demonstrates innovative approaches in teaching.</li> <li>C. Serves as a role model for faculty and students.</li> </ul>	<p>In addition to all the stated criteria for previous ranks, the Professor:</p> <ul style="list-style-type: none"> <li>A. Serves as a primary resource for the continual improvement of teaching effectiveness by mentoring faculty in such things as disseminating research, writing of grants and supporting scholarly publication.</li> <li>B. Designs novel approaches to be used teaching and evaluation.</li> <li>C. Serves as a primary resource for tenure-track faculty by providing guidance and strategic support for their achievement of tenure.</li> </ul>

III. Scholarly Ability: As demonstrated by such things as success in developing and carrying out research in the subject matter field, presentations, publications, and a positive reputation among colleagues.

Instructor/Lecturer	Assistant Professor	Associate Professor	Professor
<p><u>For Appointment:</u></p> <ul style="list-style-type: none"> <li>A. Enrollment in a doctoral program of studies is desired.</li> <li>B. Demonstrate familiarity with literary sources in one's specialty area.</li> <li>C. Maintains membership in a scholarly association.</li> </ul> <p><u>For Reappointment:</u></p> <ul style="list-style-type: none"> <li>A. Utilizes evidence-based content from nursing or related disciplines.</li> <li>B. Shares knowledge or emerging trends and developments in area of expertise.</li> <li>C. Supports scholarly efforts and activities of the university and the profession.</li> <li>D. Maintains membership in a scholarly association.</li> </ul>	<p>In addition to all the stated criteria for Instructor/Lecturer, the Assistant Professor:</p> <ul style="list-style-type: none"> <li>A. Participates in nursing and/or interprofessional research.</li> <li>B. Prepares a scholarly paper in nursing or in another discipline from a nursing perspective for publication in refereed journals or presentations at professional meetings.</li> <li>OR</li> <li>C. Submit an article for publication in a professional journal or textbook.</li> <li>OR</li> <li>D. Participates in writing grants or fellowship applications in nursing or a related discipline.</li> <li>OR</li> <li>E. Conducts one or more of the following activities in nursing or another discipline: scholarly paper, article, writing a grant, serving on an editorial review board, or as an abstract reviewer.</li> </ul>	<p>In addition to all the stated criteria for previous ranks, the Associate Professor:</p> <ul style="list-style-type: none"> <li>A. Evaluates nursing and related research in the classroom and clinical settings.</li> <li>B. Have publications accepted in refereed journals or major publishers of professional textbooks?</li> <li>C. Submits a grant or fellowship application to an external funding source.</li> <li>OR</li> <li>D. <input type="checkbox"/>Presents scholarly papers at professional meetings.</li> </ul>	<p>In addition to all the stated criteria for previous ranks, the Professor:</p> <ul style="list-style-type: none"> <li>A. Is recognized as a scholar in an area of nursing expertise.</li> <li>B. Continues active research in nursing and/or with a related discipline.</li> <li>C. Mentors' faculty, students, interprofessional colleagues in the development of research, scholarly papers, publications, presentations at professional meetings, and grant applications.</li> </ul>

IV. Effectiveness of University Service: As demonstrated by such things as College and University service, e.g., committee work, community outreach, administrative work, and work with students in addition to formal teacher - student relationships.

Instructor/Lecturer	Assistant Professor	Associate Professor	Professor
<p>A. Participates in College and University Committees.</p> <p>B. Cascades the mission and vision of the CON to students and the community.</p> <p>C. Participates in civic and/or health related community events/activities.</p>	<p>In addition to all the stated criteria for Instructor/Lecturer, the Assistant Professor:</p> <p>A. Assumes greater responsibilities on College and University committees.</p> <p>B. Serves as a preceptor or mentor for students as appropriate.</p> <p>C. Represents the College at professional meetings, conferences, and conventions.</p>	<p>In addition to all the stated criteria for previous ranks, the Associate Professor:</p> <p>A. Serves in a leadership role in a leadership role on college and/or University committees.</p> <p>B. Participates actively in civic and/or health related activities.</p> <p>C. Provides leadership in the implementation of College and University Initiatives e.g., special projects, and continuing professional education.</p>	<p>In addition to all the stated criteria for previous ranks, the Professor:</p> <p>A. Presents evidence of leadership in civic and/or health related activities.</p> <p>B. Participates with other disciplines inside and outside the institution to promote nursing and changes in health policies.</p>

V. Continuing Growth: as demonstrated by participating in a minimum of 3 Continuing Education activities annually to keep abreast of current developments in their field of expertise and to contribute to the goals of the CON.

- *Activity 1*
- *Activity 2*
- *Activity 3*