

College of Behavioral and Health Sciences
 School of Nursing
 Retention, Tenure, and Promotion (RTP) Criteria
 Effective August 1, 2023

It should be recognized that common sense and flexibility need to be used in the application of criteria. Faculty members truly outstanding in one area but less active or successful in others may well be contributing more to the well-being of the Department, College, or University than someone adequate in all areas but outstanding in none. With this in mind, this document provides minimum but not necessarily sufficient requirements in each area for the awarding of retention, tenure, or promotion. Successful faculty will meet these criteria in all areas and should exceed these criteria in one or more areas. See current policies: Policy on Academic Tenure (1.025), Faculty Appointments (2.051), and Policy on Academic Promotion (2.063) for additional information.

At any point along the path to tenure or promotion, reviewers (departmental and college committees, Chair, Dean, Provost, or President) are permitted to comment on job-related concerns, or a pattern of performance, not specifically enumerated in these criteria. Should such commentary be offered, these factors must be addressed by the candidate in all subsequent e-dossier submissions until such time as the concern has been alleviated to the satisfaction of the reviewers. Those job-related factors so identified in one review may play a significant role in future retention, tenure, or promotion decisions.

In addition to the requirements in rank, licensure in state and state of any clinical practice required for maintaining employment.

AREA I—Effectiveness in Academic Assignment

RETENTION

AREA I. Faculty Retention Years 1-3 [Accomplishments since time of hire at APSU, unless prior credit awarded upon hire.]

A. Effectiveness in Academic Assignment - All required except those indicated as optional.

1. Teaching effectiveness

a. Student evaluation of instruction with evidence of:

- Classroom and clinical evaluations, as applicable.
- Provide a reflective narrative analysis of student evaluation responses including opportunities for growth.

b. Two enhanced peer reviews of teaching each year, as indicated by University RTP guidelines for clinical and didactic teaching, if applicable. The faculty should request tenured peer reviewer preferences to the Director, and the reviewer will be assigned by the School of Nursing (SON) Director.

- Didactic peer evaluations by tenured faculty average at least 3.5 on a five-point scale by year three and more than 2.5 on each evaluation.
- Clinical peer evaluation by tenured faculty average at least 3.5 on a five-point scale by year three if applicable.

c. Student advisement with evidence of:

- Present for posted office hours (All years)
- Meets with students in assigned courses as needed to facilitate learning (All years)
- Works with mentor to learn academic advising role (First year)
- Schedules time for pre-registration advising of assigned advisees (After 1st year)
- Advising of assigned advisees to include documentation in OneStop, assist in completion of all student academic forms from the registrar, financial aid, etc. and perform Degree Works audits to ensure student is following plan of study and is eligible for graduation. (After 1st year).
- Available to assigned advisees throughout academic year (ex. Academic alert; registration, arranging tutoring, mentoring, and other academic needs) (After 1st year).

d. Teaching assignment with evidence of:

- Accept and complete course responsibilities, meeting program needs as assigned by director or course lead designee (see APSU Faculty Handbook)
- Active and contributory participation in course team or cohort meetings
- Active and contributory participation in course development/design
- Evaluation of books and teaching aids for assigned courses
- Maintains records and reporting responsibilities (e.g., tests, course records, course snapshots, academic concerns)
- Data-informed teaching and assessment strategies leading to course improvement (by year three)

e. Professionalism with evidence of:

- Demonstrated willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and of the academic organizational unit; and evidence of, regard for, and performance consistent with, accepted standards of professional conduct in all areas of practice to include working effectively with community partners. (ex. AAUP Statement of Professional Ethics, APSU Code of Ethical Conduct, & ANA Scope and Standards of Practice)
- Good character, mature attitude, and professional integrity.
- Acknowledge and practice SON Civility Pledge and Ground Rules. (ANA Provision 1.5: Relationships with Colleagues and Others)

f. Direction of undergraduate and graduate research (Optional)

g. Online courses are APSU Online Quality Reviewed or Quality Matters (QM) certified (Optional). Will only count the year of certification or re-certification.

2. Other non-teaching assignments with evidence of (if Applicable):

- Administrative, coordinating, or supervisory duties as Dean, Director, Assistant Director, Program Coordinator/Facilitator, Lab Coordinator, or other special academic non-teaching assignment for which reassigned time is given. Faculty should describe and, if possible, document the assignment's activities, duties, and responsibilities, and how the non-teaching assignments benefit the SON and/or university mission.

AREA I. Faculty Retention Years 4-5 [Accomplishments for years four and five at APSU]

A. Effectiveness in Academic Assignment - All required except those indicated as optional.

1. Teaching effectiveness

- a. Student evaluation of instruction with evidence of:
 - Classroom and clinical evaluations, as applicable.
 - Provide a reflective narrative analysis of student evaluation responses including opportunities for growth.
- b. Two enhanced peer reviews of teaching each year, as indicated by University RTP guidelines for clinical and didactic teaching, if applicable. The faculty should request a tenured peer reviewer preference to the Director, and the tenured reviewer should be assigned by the SON Director.
 - Didactic peer evaluations by tenured faculty average at least 3.75 on a five-point scale by year three and more than 3.0 on each evaluation.
 - Clinical peer evaluation by tenured faculty average at least 3.75 on a five-point scale by year three.
- c. Student advisement with evidence of:
 - Present for posted office hours
 - Meets with students in assigned courses or program as needed to facilitate learning
 - Advising of assigned advisees.
 - Advising of assigned advisees to include documentation in OneStop, completion of all student academic forms from the registrar, financial aid, etc. and perform Degree Works audits to ensure student is following plan of study and is eligible for graduation.
 - Available to assigned advisees through academic year (ex. Academic alert; registration, arranging tutoring)
- d. Teaching assignment with evidence of:
 - Demonstrates competency in course coordination or assumes increased role in course leadership. (See SON "Program" Faculty Handbook for further details).
 - Accept and complete course responsibilities meeting program needs as assigned by director or course lead designee (see APSU Faculty Handbook)
 - Active leadership in course team or cohort meetings
 - Active leadership in course development/design
 - Continues evaluation of books and teaching aids for assigned courses
 - Maintains records and reporting responsibilities (e.g., tests, course records, course snapshots, academic concerns)
 - Evidence of data-informed teaching and assessment strategies
 - Mentor faculty in teaching role.
- e. Professionalism with evidence of:
 - Demonstrated willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and of the academic organizational unit; and evidence of, regard for, and performance consistent with, accepted standards of professional conduct in all areas of practice to include working effectively with community partners. (ex. AAUP Statement of Professional Ethics, APSU Code of Ethical Conduct, & ANA Scope and Standards of Practice)

- Good character, mature attitude, and professional integrity.
- Acknowledge and practice SON Civility Pledge and Ground Rules. (ANA Provision 1.5: Relationships with Colleagues and Others)
- f. Direction of undergraduate and graduate research (Optional)
- g. Online courses are APSU Online Quality Reviewed or Quality Matters (QM) Certified (Optional). Will only count the year of certification or re-certification.

2. Other non-teaching assignments with evidence of (if applicable):
- Evidence of administrative, coordinating, or supervisory duties as Dean, Director, Assistant Director, Program Coordinator/Facilitator, Lab Coordinator, or other special academic non-teaching assignment for which reassigned time is given. Faculty should describe and, if possible, document the assignment's activities, duties, and responsibilities, and how the non-teaching assignments benefit the SON and/or university mission

AREA I. Faculty Retention Tenure Year [Year 6—dossier completed for year six and a summary of all accomplishments for residence at APSU]. Faculty will apply for tenure and Associate Professor at the same time. Exceptions may happen if the faculty was hired at a higher level.

A. Effectiveness in Academic Assignment - All required except those indicated as optional.

1. Teaching effectiveness. Candidates are expected to meet university standards in teaching regardless of their achievement in the other two RTP categories.
- a. Student evaluation of instruction with evidence of:
 - Classroom and clinical evaluations, as applicable.
 - Provide a reflective narrative analysis of student evaluation responses including opportunities for growth.
 - b. Two enhanced peer reviews of teaching each year, as indicated by University RTP guidelines for clinical and didactic teaching, if applicable. The faculty should request a tenured peer-reviewer preference to the Director, and the tenured reviewer should be assigned by the SON Director. Peer evaluations will be reviewed for all years in consideration of tenure.
 - Didactic peer evaluations by tenured faculty average at least 4.0 on a five-point scale by year three.
 - Clinical peer evaluation by tenured faculty average at least 4.0 on a five-point scale by year three.
 - c. Student advisement with evidence of:
 - Present for posted office hours.
 - Meets with students in assigned courses or program as needed to facilitate learning.
 - Advising of assigned advisees.
 - Advising of assigned advisees to include documentation in OneStop, completion of all student academic forms from the registrar, financial aid, etc. and perform Degree Works audits to ensure student is following plan of study and is eligible for graduation.
 - Available to assigned advisees through academic year (ex. Academic alert; registration, arranging tutoring).
 - d. Teaching assignment with evidence of:

- Demonstrates competency in course coordination or assumes increased role in course leadership. (See SON "Program" Faculty Handbook).
- Accept and complete course responsibilities meeting program needs as assigned by director or course lead designee.
- Active leadership in course team or cohort meetings.
- Active leadership in course development/design.
- Continues evaluation of books and teaching aids for assigned courses.
- Maintains records and reporting responsibilities (e.g., tests, course records, course snapshots, academic concerns).
- Data-informed teaching and assessment strategies.
- Actively participates in curriculum development and/or program evaluation.
- Mentor faculty in teaching and academic role. First-Year Mentor for new faculty within department (as available/applicable) or evidence of mentoring faculty.
- Evidence of course assignment leadership and/or administrative/program leadership role (*ex. Facilitator/Coordinator, Course Coordinator*)
- Meets university expectations in all aspects of teaching at the undergraduate and/or graduate levels as per the course assignment.
- Has developed innovative/engaged teaching strategies and evaluation methods.
- Evidence of high impact practices (optional).

e. Professionalism with evidence of:

- Demonstrate Professionalism to include civility
- Demonstrated willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and of the academic organizational unit; and evidence of, regard for, and performance consistent with, accepted standards of professional conduct in all areas of practice to include working effectively with community partners. (*ex. AAUP Statement of Professional Ethics, APSU Code of Ethical Conduct, & ANA Scope and Standards of Practice*)
- Good character, mature attitude, and professional integrity.
- Acknowledge and practice SON Civility Pledge and Ground Rules. (*ANA Provision 1.5: Relationships with Colleagues and Others*)

f. Direction of undergraduate and graduate research (Optional).

g. Online courses are APSU Online Quality Reviewed or Quality Matters (QM) Certified (Optional). Will only count the year of certification or re-certification.

2. Other non-teaching assignments with evidence of (if applicable):

- Evidence of administrative, coordinating, or supervisory duties as Dean, Director, Assistant Director, Program Coordinator/Facilitator, Lab Coordinator, or other special academic non-teaching assignment for which reassigned time is given. Faculty should describe and, if possible, document the assignment's activities, duties, and responsibilities, and how the non-teaching assignments benefit the SON and/or university mission.

PROMOTION

AREA I. PROMOTION TO ASSOCIATE PROFESSOR.

- All requirements from AREA I. Faculty Retention Tenure need to be met. Faculty will go up for tenure and promotion at the same time.

AREA I. PROMOTION TO FULL PROFESSOR All required except those indicated as optional.

- Two enhanced peer evaluations within one year before the e-dossier is due for a promotion (average of 4.25/5.0 with no score less than 3.5)
- Evidence of sustained course assignment leadership and/or administrative/program leadership role (*ex. Facilitator/Coordinator, Course Coordinator*)
- Sustained role model for Professionalism to include civility
- Sustained faculty mentor to all peers in the department
- Continue meeting annual tenure requirements
- Applies excellence in all aspects of teaching, curricular design, and curricular program evaluation. Demonstrates evidence of the following:
 - o Innovative teaching strategies
 - o Curriculum or course improvements/revisions
 - o Curricular program evaluation; evidence of assisting students to meet course and program learning outcomes
- Has developed innovative/engaged teaching strategies and evaluation methods.
- Evidence of high impact practices (optional).

AREA 1. ONCE TENURED

Expectations for tenured faculty not being reviewed for promotion.

Continue to meet criteria at rank (except for the peer evaluation) and participate in the annual academic faculty evaluation (AFE).

AREA II—Scholarly and Creative Achievements

Any joint/co-authored scholarly work needs to indicate areas/amount of contribution in dossier per APSU RTP P&G.

RETENTION (Years 1-6)

Year 1: Describe an exploration of activities and research interests to meet requirements for year two and three retention (see below).

Year 2: By year two review, the faculty has work in progress for an activity in Groups A or B, or two works in progress for Group C. The faculty must submit evidence of progress in the dossier.

Year 3: Faculty has had one activity completed from Group A or B, or two activities from Group C. For the year three requirement, scholarly activities may be co-authored, sole- or lead-authored. Faculty must clearly outline their contribution if not the sole-authored.

Year 4: No specific scholarly requirement—continue to work on progress towards tenure requirement.

Year 5: By year five, the faculty has completed one additional activity (since year three) from Group A or B. Any two activities from Group C will count as one activity of Group B.

Year 6 (Tenure): By the tenure year, the faculty is required to have a minimum of five scholarly activities during the residence at APSU; two from Group A.1, with at least one that is sole or first author, and one sole- or joint-authored activity required from Group B. The other three required activities may come from any of the lists A, B, or C. Reprinted scholarly work will not be counted as evidence for retention, tenure, or promotion. If greater than five years during review cycle, evidence of continued scholarship and/or creative activities.

TENURED

Expectations for tenured faculty not being reviewed for promotion.

Annual evidence of continued scholarship to include published works from Group A, B, and/or C. There must also be evidence of mentoring others in scholarship. Report activities during the annual Academic Faculty Evaluation.

PROMOTION TO ASSOCIATE PROFESSOR

- Meet Tenure Year Area II Criteria;

PROMOTION TO PROFESSOR (activities completed since last promotion-minimum 5 years)

- Evidence of two Group **A.1** activities that includes at least one sole or first author full-length peer-reviewed publication; and
- Evidence of four Group A, B, and/or C activities; and
- If greater than five years during review cycle, evidence of continued scholarship and/or creative activities.
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EXAMPLES: of Group A, B, & C are below:

Group A:

- 1) Published or accepted full-length scholarly article in a discipline-related peer-reviewed journal.
- 2) Published or accepted original book or book chapter that has been peer reviewed and accepted by a national publisher (i.e.: Elsevier, F.A. Davis).
- 3) Externally funded grant with a research component (funding from state/federal governmental agencies or private/corporate foundations).
- 4) Creation or development of a research-driven, discipline-related regularly distributed electronic publication to disseminate research (i.e.: online journal or non-social media related blog/podcast which disseminates research).
- 5) Scholarship of Teaching and Learning within the discipline of nursing education including peer reviewed publications and presentations.

Group B:

- 1) Peer-reviewed scholarly podium presentation at state/regional/national/international conference.
- 2) Peer-reviewed poster presentation at local/state/national/international conference.
- 3) Significant revision of a previously authored book or chapter in a book that has been peer reviewed and accepted by a recognized national publisher (must describe extent of revision).
- 4) Non-Peer-reviewed published article, paper, or PowerPoint/case study for a professional entity (i.e. TN Nurse).
- 5) Externally funded *resource* grant used to support SON projects, student success, creation of scholarships, equipment, and/or services for students (funding from local/state/federal governmental agencies or private/corporate foundations).
- 6) Peer-reviewed book or book chapter related to the discipline for the lay audience (i.e.: patient health education or other health related topics)
- 7) Publication of discipline-based software product.
- 8) Curriculum development outside APSU for an organization (may not be for another college/university).
- 9) Editor or active member of an Editorial Board for a professionally discipline-recognized publication (must describe level of involvement).
- 10) Discipline-related multi-media production outside APSU.
- 11) Direction of student research that leads to a student publication or student presentation at a state, regional, national or international conference.
- 12) Invited or juried request from nationally or regionally recognized members or groups to provide workshop, symposia, short course or similar activity.
- 13) Invited speaker or panelist at a scholarly meeting of a state-level or higher academic or practice-oriented professional organization.
- 14) Author of an in-house (APSU) scholarly publication which is widely distributed beyond the University community.
- 15) Publication of a discipline-related study guide, test bank, or problem set for a national publisher (i.e.: Elsevier, F.A. Davis).
- 16) Successfully performing new data collection and reporting for a multi-year/ongoing externally funded research grant.
- 17) Scholarly presentation at a University-wide research venue or workshop (i.e.: APSU Faculty Research Forum aka "Brown Bag Research").

Group C:

- 1) Non-peer reviewed presentations (oral or poster) to organizations or groups (i.e.: Scholarly dinner for Nu Phi Chapter, Sigma Theta Tau).
- 2) Internally (APSU) funded grant and related data collection (i.e.: SASI, QEP, TAF, etc.).
- 3) Obtaining an external grant in a non-competitive process.
- 4) Unfunded large external grant
- 5) Mentor students in focused area of research activity (i.e.: co-authoring student publication or presentation to on- or off-campus audience).
- 6) Mentor faculty in development of original research.
- 7) Recognition or award for research or achievements in scholarly activities.
- 8) Published scholarly pamphlet or another published professional document for the lay person (i.e.: patient health education or other health related topics).

- 9) Creation of scholarly, discipline-related electronic media for research dissemination of research for local or regional distribution.
- 10) Invited speaker or panelist at a scholarly meeting of a local or university-level academic or practice-oriented professional organization.
- 11) Scholarly presentation at a University, College, or SON research venue or workshop (i.e.: SON "Lunch & Learn").

Note: There may be activities not listed that would count in this category, the candidate must supply a rationale for inclusion before the faculty member begins to update the dossier. The departmental retention/tenure committee will determine in which group to place the activity. At request of the candidate, the director will convene a meeting expressly for this purpose.

AREA III—Professional Contributions and Activities

RETENTION (Years 1-6)

Faculty at all levels are expected to meet the following minimum yearly requirements for Area III. All required except those indicated as optional. Evidence of the following is required:*

- Actively participate in at least two SON committees.
- Attends and participates in department meetings regularly and punctually as a collegial and contributing team player.
- Regularly participate in SON activities (BSN Pinning or MSN Graduation Celebration, Civility Day, two graduations/year, etc.)
- Please describe attendance and participation in these required yearly activities in the dossier.

**In addition to these SON yearly expectations for retention, faculty must meet the following expectation levels as identified by year for retention/tenure/promotion. All required except those indicated as optional.*

Year 1:

- Demonstrate and provide evidence activity in at least ONE other area (*Academic, Professional, or Community*).
- and
- 6 hours of professional development (or) active progression towards doctoral degree, if applicable (*must demonstrate exploration and progress towards application of doctoral programs if not enrolled in a program*).

Year 2:

- Demonstrate and provide evidence of one activity in at least TWO areas (*Academic, Professional, or Community*);
- 8 hours of professional development (or) active progression towards doctoral degree (*must enroll in doctoral program by year 2 if not previously enrolled in a program*).

Year 3:

- Demonstrate and provide evidence of one activity in all THREE areas (*Academic, Professional, & Community*).
- and
- 16 hours of professional development (or) active progression towards doctoral degree.

Year 4:

- Demonstrate and provide evidence of a minimum of FOUR activities from across all three areas (*Academic, Professional, Community*);
- Describe level of leadership role in at least ONE activity and Chair or Co-Chair a departmental committee.
- and
- 16 hours of professional development (or) active progression towards doctoral degree.

Year 5:

- Demonstrate and provide evidence of a minimum of FIVE activities from across all three areas (*must have at least 1 in all three areas--Academic, Professional, Community*).
- Demonstrate a leadership role in at least ONE activity and Chair or Co-Chair a departmental, college, or university committee.
- and
- 16 hours of professional development (or) active progression towards doctoral degree.

Year 6 (Tenure):

- Demonstrate a minimum of SIX activities from across all three areas (*must have at least 1 in all three areas--Academic, Professional, Community*).
- Demonstrate a leadership role in at least ONE activity and Chair or Co-Chair a departmental, college, or university committee.
- 16 hours of professional development (or) completion of capstone/dissertation/degree requirements for doctoral degree (*must complete doctorate by year 6 review for tenure.*);
- Evidence of community service, university service, and service to the profession.
- Doctoral Degree completed.
- Evidence of participation in program evaluation, accreditation, or other major SON activities.
- and
- Evidence of committee productivity and high-level leadership as committee Chair or (Co)-Chair.

TENURED**Expectations for tenured faculty not being reviewed for promotion.**

Continue to meet Area III criteria at rank and participate in the annual performance review process.

PROMOTION TO ASSOCIATE PROFESSOR

- Meet Tenure year criteria.

PROMOTION TO FULL PROFESSOR All required except those indicated as optional.

- Evidence of sustained committee productivity and leadership as committee Chair;
- Meet Tenure year criteria.
- Complete two additional items from area of choice.
- Demonstrates participation at the college and university level.
- Significant service that advances the mission of the SON and APSU.
- and
- Contributing significantly to accreditation of the SON and APSU, when possible, is expected.

Activities 1 2, 3 and 4 are required.

Candidates must provide evidence of the expectations/outcomes, as well as their specific contributions, for all of the service activities, in addition to documenting the quality and impact of the contributions by including evidence (letters from committee chairs, organizational officers, etc.) in the dossier. Candidates will be assessed on the evidence of the quality of evidence provided, the evidence of sustained service, and the totality of their work. When participating in service as a group, the faculty must provide documentation of their specific participation/service as part of the dossier. Such documentation may include a reflective summary of their performance and role on the committee including actions that the faculty member was involved in.

Examples:

1. ACADEMIC SERVICE

University Service (*options*)

- University Committee membership (standing committee or ad hoc)
- University Committee Chair
- Faculty Senator
- Faculty Senate Committee Chair
- University conference or workshop organizer
- Certified QM Peer Reviewer (formally participate in review of internal or external courses)
- University-wide non-scholarly presentation
- Author or editor with significant contribution/edits for university policy/procedure manual or handbook
- University accreditation activities
- University student organization activities
- Commencement Marshall/Volunteer
- University recognition for service
- Volunteer for a university-wide event (Move-in events, Plant the Campus Red, MLK Day of Service, Faculty Picnic, SDRC volunteer, International Night, Govs Preview Day, etc.)
- Or other approved service to the university
- Serve as an APSU Quality Online Reviewer

College Service (*options*)

- Committee membership
- Committee Chair
- Non-scholarly Presentation
- Authored or significant editor for college policy/procedure manual or handbook
- Or other approved service to the college

Departmental Service (*options, except those listed as required*)

- Committee membership (standing committee or ad hoc) --*REQUIRED every year*
- Assume a leadership role, such as chairing a SON committee or being a lead person on an accreditation report or special project(s)
- SON non-scholarly presentation
- Actively contribute to program evaluation and accreditation processes
- Volunteer for SON and/or university Recruitment Event
- Authored or significant editor for SON policy/procedure manual or handbook

- SON accreditation activities (significant authorship or organizer of accreditation activities or site visit)
- SON student organization advisement
- Faculty Mentoring (through the formal university faculty mentoring program)
- Faculty for Study Abroad Program
- Development and/or participation in SON sponsored, non-teaching, service-learning activity.
- Presentations or guest lecture/teaching.

2. PROFESSIONAL SERVICE (*options*)

- Active participation in a professional organization (not just a paid member; attends meetings, etc.)
- Active leader position in a professional organization (officer, board member, committee chair, etc.)
- Reviewer/Judge for contests/scholarships for professional organization
- Professional conference organization
- Achieve or Maintain Current Certification (APRN, CNE, etc.)
- Non-scholarly Presentation for a professional organization
- Professional recognition or award at professional conference/meeting
- Panel discussion participant
- Professional board member
- Help with a professional organization conference (local, state, national, or international)
- Other professional education
- Provision of patient care (paid or voluntary) or other clinical nursing activities (other than faculty role)
- Discipline-specific legal consultant or expert legal witness
- Provides or coordinates service to healthcare organizations in areas of academic or clinical expertise.
- Participates as a consultant to a variety of health care organizations such as hospitals, clinics, community centers, or professional societies.
- Serve as a Quality Matters reviewer.

3. COMMUNITY SERVICE (*options*)

- Engaging in community-based participatory actions and other activities that increase the quality of life and/or healthcare outcomes in, and across, communities
- Organize or participate in a support group for members of the community
- Organize and/or participate in community health teaching/screening events (vaccination clinics, BP screenings/clinics, education in community, etc.)
- Volunteer for discipline-related health teaching/career days
- Volunteer for an APSU-partnered community organization (Manna Café, Salvation Army, Relay for Life, The Big Event, Loaves & Fishes, etc.)
- Serve on a board, as a liaison, or in other service roles for community organizations
- Facilitate student engagement in community service activities outside of teaching responsibilities.
- Conducts or participates in health-related workshops/training in the community (CPR/BLS, suicide-prevention, etc.)

4. CONTINUING EDUCATION (*options*)

- Faculty are expected to be involved in continuing education at all levels (see expectation for each level).
- Progression towards a doctoral degree is accepted in lieu of professional development hours as described in the levels of expectation. If the faculty is using doctoral studies in lieu of professional development hours, they must describe level of progression, including a program of study and anticipated graduation date fully in the dossier.
- Credit for completion of the dissertation or capstone project is a part of the graduation requirements is counted under continuing education in the dossier, not under scholarly work. Only after the project/dissertation has been published can it count in Area II for scholarly work. This does not include Proquest or other dissertation repositories.
- CEUs can be earned from the following topics: teaching/educational skills, content areas of classes, clinical specialty area, nursing or educational research, or topics as associated with university service/faculty-development
- Professional development above minimum required (hours not included in job requirement or required events).
- Evidence of continuing professional education (16 hours required each year—retention years 3-6, & tenured) including:
 - Doctoral studies
 - CEUs
 - Lunch and Learns
 - University educational opportunities
 - University faculty conference
 - First year faculty program
 - Webinars
 - Conferences
 - Other learning opportunities
 - Enrollment and active progression towards degree or certification program.

*Faculty hired Fall of 2020 or before may be grandfathered in with the 2016 RTP Nursing Criteria with written permission from the SON Director, Dean, and Provost.

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