



Proposal for Removal of the Cap on Clinical Faculty in the College of Nursing

Summary of the Proposal

The purpose of this proposal is to request the elimination of the cap on regular clinical track faculty in the College of Nursing (CON).

The proposal does not entail any change in the role of regular clinical track faculty in the evaluation of promotion and tenure decisions regarding tenure track faculty members. Clinical faculty are not considered for tenure. University rules will be followed for the promotion of clinical faculty. Clinical faculty members do not have a role in promotion and/or tenure decisions for the tenure track faculty.

Background and Rationale

The CON offers the Bachelor of Science in Nursing (BSN), Master of Science (MS), Doctor of Nursing Practice (DNP) and the Doctor of Philosophy (PhD) academic programs. The bachelor's program prepares nurses for entry into practice. A track for associate degree prepared nurses includes undergraduate courses leading to a bachelor's degree (RN to BSN). A creative option for those with degrees in other areas (Graduate Entry Program) includes undergraduate courses that prepare students for RN licensure and entry into practice prior to transition into graduate level curriculum and advanced practice education. The master's programs prepare: research managers (our first inter-professional degree program), nursing administrators and advanced practice nurses (APNs) that includes nurse practitioners, nurse midwives and clinical nurse specialists. There are two doctoral degrees offered in the College of Nursing. The Doctorate of Philosophy prepares nurse scientists, including bench and behavioral scientists. The Doctor of Nursing Practice (DNP) offers two tracks: (1) one that develops clinical experts in evidence-based practice and clinical scholarship, and (2) the second that prepares nurse executives (our newest DNP track). Every professional degree program offered at the college is fully accredited by the Commission on Collegiate Nursing Education, and the pre-licensure programs are approved by the Ohio Board of Nursing. The growing shortage of nurses and nurse faculty across the nation makes our role in preparing nurse clinicians and leaders vital to the health of Ohio and the nation.

We have four faculty tracks in the CON: (1) Tenured/Tenure Track (T/TT); (2) Clinical Track, (3) Research Track, and (4) Associated Faculty. Clinical faculty members are titled Assistant/Associate/Professor of Clinical Nursing and will be referred to as Clinical faculty in this document. Clinical faculty are doctorally prepared and hired on 3-5 year contracts. The total number of Clinical faculty is 'capped' at 40% of the combined T/TT, Research and Clinical faculty lines. Research track faculty members are hired on 1-5 year contracts; their only role in the college is related to research and they are not allowed, per OSU policy, to engage in governance or teaching. Associated faculty are primarily master's prepared individuals who are hired on annual contracts. Associated faculty titles range from Clinical Instructor to Assistant/Associate/ Professor of Practice. Currently, we only have Instructors and Assistant Professors of Clinical Practice serving as Associated faculty.

As a guiding principle, all T/TT faculty are expected to teach, conduct research that is extramurally funded, publish and provide service to the college, University, and profession. Clinical faculty are expected to teach, conduct clinically-relevant evidence-based practice projects/research, publish,

engage in practice, provide leadership in clinical practice and engage in service to the college, University, profession, and community. The criteria for promotion from Assistant to full Professor, and retention at current rank, are outlined in the CON's Appointments, Promotion and Tenure (P&T) manual (see Appendix A attached). The primary responsibility of paid Associated faculty (i.e., clinical instructors of practice) is to teach; however, they also are expected to provide service to the college and to make scholarly contributions to the profession, such as publishing in the professional literature, making presentations at professional meetings, developing continuing education offerings, and developing clinical and educational innovations.

There is significant emphasis placed on recruiting high quality doctorally prepared faculty and research-intensive faculty into the college since Dean Melnyk arrived in 2011. Our aspirational/benchmark schools that are ranked higher in NIH funding all operate with a standing faculty line between 40 to 70. Our current standing faculty line is 37 (23 TT, 1 Research and 20 Clinical). Over the past 3 years, we have significantly increased our doctorally prepared faculty. Our goal is to increase the T/TT faculty total to 35-40 in the next 3 years. In addition, although substantial progress has been made over the past three years, the research infrastructure within the college needs to be further built in order to provide the necessary support for faculty to succeed in developing successful federally funded programs of research. Therefore, emphasis is currently being placed upon the recruitment of seasoned funded researchers as well as very promising new investigators. Although this is a challenging time for recruitment given the shortage of doctorally prepared nurse researchers that exist across the country, it speaks positively to our achievements that we have been quite successful in recruitment over the past two years.

The University's clinical cap rule is a major limitation for the college. The state and national demand for nurses prepared at the bachelor's, master's and doctoral level, the state required ratio of clinical faculty to students in the clinical area and the national recommendation to move education of Advanced Practice Nurses (APN) to the clinical doctoral level requires a greater number of expert doctorally prepared clinical faculty than the current clinical track allows.

At its semiannual meeting held in 2004, the American Association of Colleges of Nursing (AACN) member institutions voted to move the current level of preparation necessary for advanced practice nurse (nurse practitioners, nurse midwives, clinical specialists) roles from the master's degree to the doctoral level by the year 2015. Several colleges across the country have now eliminated their master's degree programs and have transitioned to the clinical doctorate, the DNP as the minimum level of preparation for advanced practice nurses. The College of Nursing currently has Master's prepared clinical faculty in the Nurse Practitioner and Nurse Midwifery programs. However, with the change in the minimum preparation for these roles, we will be required to hire faculty with clinical doctorates, the DNP, to teach these classes. The National Organization of Nurse Practitioner Faculty (NONPF) is the professional body who establishes criteria for the evaluation of Nurse Practitioner programs. Two recommendations from NONPF that are impossible to meet with the current clinical cap include: the ratio of Nurse Practitioner students to faculty be a ratio of 6:1 and faculty who teach in nurse practitioner programs must maintain currency of practice (Criteria for Evaluation of NP Programs, 4th Edition, 2012). In order to accomplish the transition of changing requirements for advanced practice nurses to be at the DNP level, grow the enrollment in our program and maintain the highest academic standards and clinical preparation of graduates, we need more doctorally prepared faculty to teach in these advanced practice programs.

Doctorally prepared faculty desire appointments as Clinical faculty, not associated clinical track appointments. If the college does not receive an exempt status similar to the one that the College of Medicine received in 2002, it will be at high risk for losing well-qualified doctorally prepared faculty who will be recruited to other institutions, especially due to the current shortage of doctorally prepared nurse faculty. The CON has a goal of increasing doctorally prepared faculty, consistent with the requirements of our programs and national standards. As we launch our Doctorate of Nursing Practice (DNP) Nurse Executive program and the enrollment in our DNP Clinical Expert program grows, there is an increased demand for faculty prepared with the DNP. In order to recruit and retain doctorally prepared faculty, it will be necessary to offer a competitive package for salary and benefits.

The cap imposed on the employment of clinical faculty currently limits us. Faculty with a DNP hired as clinical faculty have longer contracts (five years compared to one to three years) and benefits that are significantly different from associated faculty. We are facing a severe shortage of doctorally prepared faculty in nursing education and faculty have wide ranging options for employment both in Ohio and nationally. The inability to offer DNP-prepared faculty a regular clinical position presents a significant limitation to the growth of our DNP and master's degree programs, and a threat to the continued success of our advanced practice programs. Faculty who are clinical experts and doctorally prepared are not willing to be hired as Associated Faculty.

In 2013, OAA conducted an academic unit review of the College of Nursing, and recommendations from our external reviewers included a strong endorsement to waive the clinical faculty cap to meet the strategic initiatives of the college. At the November 5, 2014 CON faculty meeting, the faculty voted in support of removal of the clinical cap with a vote of 32 to 2.

Data from Aspirational Schools

Data from our CIC peer schools are attached in Appendix B. As can be seen, several of these schools do not have a clinical cap on the number of faculty that can be hired.

Summary

In summary, the demand for expert clinicians will continue to require a greater number of well qualified doctorally prepared clinical experts to teach nurses at the bachelor's, master's and doctoral level. These faculty will teach and engage in clinical practice as their primary responsibility. We need to hire more PhD and DNP prepared clinical experts to meet the growing demand for Advanced Practice Nurses and to adhere to the AACN recommendation to prepare APNs at the clinical doctorate level. The removal of the clinical cap is imperative to meet these tasks.

At the same time, in order to meet the needs of the healthcare workforce and to increase NIH funding and scholarship within the CON, we must increase the number of PhD-prepared faculty to support the growth of our PhD program and to continue to advance our funded research. These faculty will conduct research as their primary responsibility and will be appointed to the tenure track and the University rules for promotion and tenure will be followed.

**Appointments, Promotion, and Tenure
Criteria and Procedures**

**College of Nursing
The Ohio State University**

Approved by the College of Nursing Faculty, June 2, 2005
Approved by the Office of Academic Affairs, October 17, 2005
Approved by the College of Nursing Faculty, May 3, 2007
Approved by the Office of Academic Affairs, September 28, 2007
Approved by the College of Nursing Faculty, June 3, 2010
Approved by the Office of Academic Affairs, June 25, 2010
Approved by the College of Nursing Faculty, June 22, 2012
Approved by the Office of Academic Affairs, TBD

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Appointments, Promotion, and Tenure Criteria and Procedures

College of Nursing

1. PREAMBLE

This document is a supplement to Chapter 6 and 7 of the Rules of the University Faculty (rules of the university faculty concerning tenure track faculty appointments, reappointments, promotion, and tenure); the Office of Academic Affairs (OAA)'s annually updated procedural guidelines for promotion and tenure reviews; and other policies and procedures of the college and university to which the college and its faculty are subject. Should those rules and policies change, the college shall follow those new rules and policies until such time as it can update this document to reflect the changes. In addition, this document must be reviewed and either reaffirmed or revised at least every five years by the college Promotions and Tenure (APT) Committee and on appointment or reappointment of the dean.

This document has been approved by the faculty, by the dean of the college, and by the provost of the university. Within the context of the college's mission and the mission of the university, this document sets forth the criteria and procedures for faculty appointment; and the criteria and procedures for faculty promotion, tenure, and rewards, including salary increases. In approving this document, the dean and provost accept the mission and criteria of the college and delegate to the faculty the responsibility of applying high standards in evaluating continuing faculty and candidates for positions in relation to its mission and criteria.

The faculty and the administration are bound by the principles articulated in Faculty Rules.

2. MISSION STATEMENT

We exist to revolutionize health care and promote the highest levels of wellness in diverse individuals and communities throughout the nation and world through innovative and transformational education, research, and evidence-based clinical practice.

3. DEFINITIONS

3.1 Committee of Eligible Faculty (CEF)

3.1.1 Tenure Track faculty

The eligible faculty for appointment reviews of tenure track faculty consists of all tenure track faculty whose tenure resides in the college. For an appointment at senior rank, a second vote is taken by the faculty members eligible to vote on the rank under consideration.

The eligible faculty for senior rank of new appointments, reappointment, promotion and tenure, and promotion reviews of tenure track faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the college excluding the dean

and assistant and associate deans of the college, the executive vice president and provost, and the president. The faculty rules allow center directors to vote; however, if there is a perceived conflict of interest, the center director must recuse her/himself.

For tenure reviews of probationary professors, eligible faculty are tenured professors whose tenure resides in the college excluding, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president.

3.1.2 Clinical Faculty

The eligible faculty for appointment reviews of clinical faculty consists of all tenure track faculty whose tenure resides in the college and all clinical faculty whose primary appointment is in the college. For an appointment at senior rank, a second vote is taken by the faculty members eligible to vote on the rank under consideration.

The eligible faculty for senior rank of new appointments, reappointment, contract renewal, and promotion reviews of clinical faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the college and all non-probationary clinical faculty of higher rank than the candidate whose primary appointment is in the college excluding the dean and assistant and associate deans of the college, the executive vice president and provost, and the president.

3.1.3 Research Faculty

The eligible faculty for appointment reviews of research faculty consists of all tenure track faculty whose tenure resides in the college, all clinical faculty whose primary appointment is in the college, and all research faculty whose primary appointment is in the college. For an appointment at senior rank, a second vote is taken by the faculty members eligible to vote on the rank under consideration.

The eligible faculty for senior rank of new appointments, reappointment, contract renewal, and promotion reviews of research faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the college, all non-probationary clinical faculty of higher rank than the candidate whose primary appointment is in the college, and all non-probationary research faculty of higher rank than the candidate whose primary appointment is in the college excluding the dean and assistant and associate deans of the college, the executive vice president and provost, and the president.

3.1.4 Associated Faculty

The eligible faculty to vote for senior appointment or promotion of associated faculty/clinical practice faculty is the same as for promotion of clinical faculty.

3.1.5 Conflict of Interest (COI)

A COI occurs when the faculty member stands to gain or lose personally and/or professionally from the outcome of the review of a candidate. The faculty member with a conflict of interest should provide written communication to the APT Committee chairperson with an explanation of the conflict. If a faculty member believes another faculty member has an undeclared conflict of interest, written communication to that

effect should go to the APT Committee chairperson, with the rationale for this belief. When there is a question about potential conflicts, open discussion and professional judgment are required in determining whether it is appropriate for the faculty member to excuse himself or herself from a particular review. The majority of the eligible faculty shall reach a decision regarding this issue. If a faculty member disagrees with that decision, the matter will be referred to the dean. The quorum is adjusted when faculty member(s) are excluded because of a conflict of interest. A faculty member with a conflict of interest shall not participate in the vote on rank of appointment for the candidate.

3.1.6 Minimum Composition

At minimum, three eligible faculty members must be involved in any promotion and tenure vote.

3.2 Promotion and Tenure Committee

The Promotion and Tenure (APT) Committee is comprised of four (4) members as follows: two professors with tenure, one associate professor with tenure, and one associate professor or professor of clinical nursing in second or subsequent term. This APT Committee assists the CEF in managing the personnel and promotion and tenure issues of the college. The chairperson is at the rank of professor and elected by the committee; the committee does not vote or otherwise make recommendations on cases.

3.3 Quorum

At least 75% of all eligible faculty; faculty recused because of a conflict of interest does not count against the quorum. Faculty members who are on approved leave are not counted for the purposes of determining quorum.

3.4 Recommendation from the Committee of the Eligible Faculty (CEF)

A positive recommendation for appointment, reappointment, promotion and tenure, promotion, and contract renewal at the rank of (a) associate or full professor with tenure, or (b) associate or full professor of clinical nursing or research is made to the dean if two thirds of the eligible faculty who are present at the meeting vote in the affirmative. Absentee ballots and proxy votes are not permitted.

4. APPOINTMENTS

The College of Nursing adheres to the criteria for appointment as stated in the Rules of the University Faculty.

4.1 Criteria

4.1.1 Tenure Track Faculty

Instructor. Appointment at the rank of instructor is made only when the offered appointment is that of assistant professor, but requirements for the terminal degree have not been completed by the candidate at the time of appointment. The college will make every effort to avoid such appointments. An appointment at the instructor level is limited

to three years. When an instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the third year of appointment, the third year is a terminal year of employment.

Upon promotion to assistant professor, the faculty member may request prior service credit for time spent as an instructor. This request must be approved by the college's eligible faculty, the department chair, the dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is appropriate since prior service credit cannot be revoked without a formal request for an extension of the probationary period. In addition all probationary faculty members have the option to be considered for early promotion.

Assistant Professor. Appointment as an assistant professor is based on having a doctoral degree from a regionally and professionally accredited institution and evidence that the individual can perform effectively in teaching, research, scholarship, and service. Criteria used for promotion and tenure are used to determine whether appointment as associate professor or professor is appropriate. Tenure track faculty may be granted Category P status with approval of the Graduate Studies Committee and the Graduate School.

- Teaching potential: Candidates will be assessed for their potential to teach both undergraduate and graduate students. Evidence will include the formal presentation at the time of the interview.
- Research and scholarship potential: Faculty applicants' research and scholarship potential will be assessed based on published work, record of funded research, achievements from a postdoctoral appointment, and a research presentation.
- Professional service: Applicants' participation in professional organizations or service will be considered.

Associate Professor and Professor. Appointment at senior rank requires that the individual, at a minimum, meet the college's criteria in teaching, scholarship, and service for promotion to these ranks. Appointment at senior rank normally entails tenure. A probationary appointment at senior rank is appropriate only under unusual circumstances, such as when the candidate has limited prior teaching experience or has taught only in a foreign country, or may be on the cusp of obtaining major extramural funding. A probationary period of up to four years is possible, on approval of the Office of Academic Affairs, with review for tenure occurring in the final year of the probationary appointment. If tenure is not granted, an additional (terminal) year of employment is offered.

Foreign nationals who lack permanent residency status may be appointed to a senior rank and approved for tenure, if appropriate, but the university will not grant tenure in the absence of permanent residency.

4.1.2 Clinical Faculty

Criteria for appointment of clinical faculty are similar to those of tenure track faculty, with the emphasis on teaching and practice and a potential for scholarship. Appointment of

clinical faculty entails a three-, four- or five-year contract. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to clinical faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the college wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period.

Appointment at rank of assistant professor of clinical nursing is based on having a doctoral degree from a regionally and professionally accredited institution and evidence that the individual can perform effectively in teaching, scholarship, practice, and service. Candidates may be hired at the rank of instructor if the intended rank of appointment is assistant professor but they have not completed terminal degree requirements at the onset of the appointment. Criteria used for promotion are used to determine whether appointment as associate professor of clinical nursing or professor of clinical nursing is appropriate. Clinical faculty may serve as a Category M Graduate Faculty and may serve on doctoral examination and dissertation committees at the discretion of the Graduate Studies Committee.

- Teaching potential: Applicants will be assessed for their potential to teach both undergraduate and graduate students. Evidence will include the formal presentation at the time of the interview.
- Scholarship potential: Faculty applicants' scholarship potential will be assessed based on published work, and from a scholarly presentation.
- Professional service: Applicants' participation in professional organizations or service will be considered.
- Practice: Applicants' potential for professional practice in their specialty area will be considered.

4.1.3 Research Faculty

Criteria for appointment of research faculty are similar to those of tenure track faculty, with the emphasis on research and scholarship. Contracts will be for at least one year and no more than five years. Appointment at rank of research assistant professor is based on having a doctoral degree from a regionally accredited institution and evidence that the individual can perform effectively in scholarship and research. Criteria used for promotion are used to determine whether appointment as research associate professor or research professor is appropriate. These individuals are engaged in activities that consist primarily of research but also may engage in teaching, which is restricted to seminars, brief lecture series, guest lectures and independent studies, dissertation committees, and related activities. Research faculty will not have a course assignment. Research faculty may serve as a Category M Graduate Faculty and may serve on doctoral examination and dissertation committees at the discretion of the Graduate Studies Committee. Research faculty may be granted Category P status with approval of the Graduate Studies Committee and the Graduate School. Research faculty will not be academic advisors for graduate students.

1. Research and scholarship potential: Faculty applicants' research and scholarship potential will be assessed based on published work, record of funded research, achievements from a postdoctoral appointment, and a research presentation.
2. Professional service: Applicants' participation in professional organizations or service will be considered.

4.1.4 Associated Faculty

Recommendations for appointment are based on a comprehensive assessment of each candidate's qualifications, together with detailed evidence to support the nomination. Associated faculty includes the range of titles described in Faculty Rules. These include clinical practice titles, visiting titles, adjunct titles, and lecturer. Appointments may be made for a maximum of three consecutive years, and with the exception of visiting titles, may be renewed. Minimum criteria for appointment of associated faculty are:

Instructor level:

1. Master's degree or equivalent terminal degree from a regionally and professionally accredited institution. Candidates may be hired at the rank of instructor if the intended rank of appointment is assistant professor but they have not completed terminal degree requirements at the onset of the appointment.
2. Professional experience and scholarly endeavors congruent with the anticipated contribution to the mission of the college.

Assistant professor level or above:

1. Doctoral degree or equivalent terminal degree from a regionally and professionally accredited institution.
2. Professional experience and scholarly endeavors congruent with the anticipated contribution to the mission of the college.

4.1.5 Courtesy Appointments for Faculty

Courtesy appointments are no-salary joint appointments for Ohio State University (OSU) faculty from other tenure-initiating units at the rank of assistant professor or above. At a minimum, a courtesy appointment should be based on the expectation of the appointee's substantial involvement in the college; continuation of the appointment will reflect ongoing contributions. Unlike associated faculty appointments, courtesy appointments do not require formal annual renewal.

4.2 Procedures

Vigorous efforts will be made to ensure a diverse pool of highly qualified candidates. A national search is required for tenure track faculty hires, and may only be waived with approval from the Office of Academic Affairs. The dean makes all letters of offer. The substantial involvement of the faculty in the review of candidates for faculty appointment is strongly encouraged. This includes: (i) advising the dean regarding the need for new faculty; (ii) attending and evaluating the candidate's public presentation; and (iii) participating in the discussions of the faculty to advise the dean regarding the appointment decision. Applicants seeking appointment at the rank of associate professor or full professor shall be reviewed by the CEF, and a vote regarding rank will be made and communicated to the dean. All offers at the associate professor and professor

ranks, with or without tenure, and all offers with prior service credit require the prior approval of the Office of Academic Affairs. Offers to foreign nationals require prior consultation with the Office of International Affairs.

4.2.1 Tenure Track Faculty

Tenure track faculty at the rank of assistant professor are considered probationary during their first six years. Faculty on the CEF will evaluate a candidate during the interview process and make a recommendation to the dean. Letters of offer for probationary faculty are made by the dean. No approval is required from the OAA for appointments at rank of assistant professor. OAA approval is required for prior service credit and for appointment at senior rank (associate or full professor).

Appointment at senior rank normally entails tenure. A probationary appointment at senior rank is appropriate only under unusual circumstances, such as when the candidate has limited prior teaching experience or has taught only in a foreign country. A probationary period of up to four years is possible with approval of the Office of Academic Affairs. Details of the appointment without tenure should be communicated to the faculty member in the letter of offer.

4.2.2 Clinical Faculty

Clinical faculty are appointed for three to five years. Contracts are individually negotiated with the dean. The initial contract term is probationary. Faculty on the CEF will evaluate a candidate during the interview process and make a recommendation to the dean. Letters of offer are made by the dean. No approval is required from the OAA for appointments of clinical faculty at the assistant professor rank. Approval from OAA is required for appointments of clinical faculty at associate or full professor rank.

4.2.3 Research Faculty

Research faculty are appointed for one to five years. Contracts are individually negotiated with the dean. The initial contract term is probationary. Faculty on the CEF will evaluate a candidate during the interview process and make a recommendation to the dean. Letters of offer are made by the dean. No approval is required from the OAA for appointments of research faculty at the assistant professor rank. Approval from OAA is required for appointments of research faculty at associate or full professor rank.

4.2.4 Associated Faculty

Associated faculty who teach at the undergraduate level will be reviewed by the Associate Dean for Academic Affairs and the Assistant Dean for Prelicensure Programs. Candidates who will teach in graduate specialty programs may also be reviewed by faculty members of appropriate graduate specialty faculty groups; recommendations regarding appointment, continuation, or termination of such appointments are communicated to the dean.

- a. Clinical practice faculty: Appointments in this category shall be initiated by the faculty or the dean and may include an interview with the appropriate faculty. Nominations for non-salaried appointments may originate with faculty members or the dean when they identify a qualified candidate who is both willing and able

to commit appropriate time and effort to a delineated aspect of the college's programs of instruction or research. Requests are made to the dean with rationale for the appointment and a curriculum vita.

b. Visiting faculty: Titles shall be used to confer faculty status on individuals who have credentials comparable to tenure track, clinical, or research faculty of equivalent rank who spend a limited period of time participating in the instructional and research programs of the university. A visiting appointment cannot exceed three continuous academic years of service.

c. Adjunct faculty: Titles shall be used to confer status on individuals who have credentials comparable to tenure track, clinical, or research faculty of equivalent rank who provide significant service to the instructional and/or research programs of the university and who need a faculty title to perform that service. Adjunct appointments are made for the period in which the service is provided and renewal is contingent on continued significant contributions.

d. Lecturer: Titles of lecturer and senior lecturer shall be used for all compensated instructional appointments where other titles are not appropriate

4.2.5 Courtesy Appointments for Faculty

Courtesy appointments for faculty can be initiated by faculty or the dean as deemed necessary and appropriate to the mission of the college. Requests are made to the dean with rationale for the appointment and a curriculum vita.

5. ANNUAL REVIEWS

The annual review process reflects the college's responsibility to apply high standards in evaluating faculty. The purposes of the annual review are to:

- Review the faculty member's performance in teaching, research and scholarship, service, and practice (as appropriate), based on the APT criteria;
- Review evidence of continuing development;
- Assess the strengths and weaknesses of the faculty member's work and progress for use by the dean in subsequent merit/salary consideration;
- Provide recommendations to the faculty for development in teaching, research, scholarship, and service.

All faculty, except research faculty, are expected to participate in curriculum development, evaluation and revision, and to teach competently. Teaching is evaluated using input from student evaluations of teaching (SEIs or clinical teaching evaluations), peer and course head observations and evaluations, and review of materials developed by the faculty member. Credit is given for developing and implementing creative approaches that enhance student learning or result in innovative learning products.

All faculty are expected to engage in scholarship that contributes to nursing science, the science of health and wellness, and/or to nursing practice. A major expectation of tenure track faculty is that they carry out active programs of research and secure external

funding support. In addition, they are expected to contribute regularly to the published literature of nursing and related fields, and disseminate the results of their work through publication and presentations.

Clinical faculty are expected to be expert clinicians and to provide leadership in clinical practice at local, state and national levels. They are expected to contribute to the published literature that informs practice. Credit is given for engaging in outreach and engagement activities that provide service and strengthen ties to the community. Performance standards used in evaluation are consistent with performance at high quality benchmark colleges/schools of nursing with similar missions.

All faculty are expected to contribute to the life and governance of the college by attending faculty and course meetings and participating actively on relevant committees.

5.1 Annual Review Procedures

The procedures for annual review of faculty are consistent with Faculty Rules. The annual reviews for all faculty, except the 4th and 6th year reviews of probationary tenure track faculty and penultimate year reviews of probationary clinical and research faculty, are conducted in the spring as an administrative review with input from the eligible faculty. The dean or designee is responsible for notifying faculty of the timetable for annual review and the materials to be submitted.

The procedure for evaluation of instruction is guided by the principles set forth in the Office of Academic Affairs guidelines. This process includes, but is not limited to the Student Evaluation of Instruction (SEI) or Student Evaluation of Clinical Instruction (SECI). Faculty members are required to include SEI/SECI summary data and narrative student evaluations in their annual review materials.

Formal peer evaluations of teaching are conducted as part of the 4th year and promotion and tenure review of tenure track faculty and the penultimate and promotion review of clinical faculty. This review may include observation of classroom and clinical teaching, review of course materials, including materials developed for online instruction, and assessment of the role of the faculty member in course development, evaluation, and improvement. Teaching evaluation teams are assigned by the Associate Dean for Academic Affairs.

5.1.1 Probationary Faculty

Annual reviews of probationary faculty, excepting the 4th and 6th year reviews of probationary tenure track faculty and penultimate year reviews of probationary clinical and research faculty, will be conducted by their direct report with independent input from 2 members of the CEF appointed by the chair of the APT.

By the second Friday of April, probationary faculty will provide the materials to the dean or designee for their annual review using the criteria for the relevant rank, related documentation, and current dossier guidelines as published by the OAA. When the materials are ready, the APT chairperson will assign two members of the CEF to serve as independent evaluators. The evaluation will include an assessment of the faculty member's performance and professional development, including strengths and weaknesses, and a recommendation for reappointment. The evaluation letter will be

addressed to the Dean and copied to the direct report and the chair of APT.

The dean prepares an independent evaluation. The dean will meet with the faculty member to discuss the annual review and recommendations. The dean will notify the faculty member of his/her reappointment decision at the end of a meeting.

The reviews will be completed by the end of June. These final review(s) will become a part of the faculty member's dossier for subsequent annual reviews during the probationary period, as well as the review for promotion and tenure.

If a non-reappointment decision is made, the faculty member will be given 10 calendar days to comment, and the dean may respond. At the end of the comments period, the dean forwards the complete dossier to the OAA for review. The provost will make the final decision about the case.

5.1.2 Tenured Faculty

The dean or designee is responsible for notifying the faculty of the timetable for annual review and the materials to be submitted. By the second Friday of April, tenured faculty will provide the materials to the dean or designee for their annual review using the criteria for the relevant rank, related documentation, and current dossier guidelines as published by the OAA. Tenured faculty at the associate or full rank may use the dossier format or submit a current curriculum vita, supplemented with the teaching table, advising list, cumulative Student Evaluations of Instruction (SEIs), and the teaching narrative as outlined in the OAA dossier guidelines. A table of scholarship activities accumulated since the last formal review, which includes manuscript and grant activity, should also be included. Any other relevant documentation not included in the CV or in the outlined tables may be submitted by the candidate.

A written annual review statement will be prepared by the dean or designee. Tenured faculty will have an annual review meeting with the dean or designee.

Associate professors' annual review materials will be formally reviewed by the CEF for progress toward promotion at least every five years in the Spring semester, and more frequently if requested by the associate professor. Eligible faculty to review materials of associate professors includes all full professors in the college, with the exclusion of the dean, vice dean, and associate and assistant deans. Following the review of the faculty member's materials, a letter of review will be generated and a meeting arranged with the faculty member under review, at least one member of the eligible review faculty group, and the dean.

Every five years, full professors' annual review materials will be formally reviewed by the eligible faculty review body during spring semester for continued productivity. Eligible faculty to review materials of professors includes all other full professors in the college, with the exclusion of the dean and vice dean, associate and assistant deans. Following the review, a letter will be generated and a meeting arranged with the faculty member under review, at least one member of the eligible review faculty group, and the dean of the College of Nursing.

5.1.3 Clinical Faculty in Second or Subsequent Term

The annual review process for clinical faculty in their second and subsequent terms of appointment will be identical to that required for tenured faculty. During the penultimate year of any contract term, the procedures for review are the same as those outlined in section 5.3 below.

5.1.4 Research Faculty in Second or Subsequent Term

The annual review process for research faculty in their second and subsequent terms of appointment will be identical to that required for tenured faculty. During the penultimate year of any contract term, the procedures for review are the same as those outlined below in section 5.3.

5.1.5 Associated Faculty

Associated faculty appointments may be made for one to three years, as reflected in an annual appointment/reappointment letter. Time spent in these appointments does not accrue toward tenure, and such appointment can be terminated at the end of any contract.

Each salaried associated faculty member is reviewed annually by the appropriate assistant or associate deans; input from specialty program and/or course teams may be obtained. A decision about reappointment is communicated to the dean.

The teaching contributions of non-salaried clinical practice and adjunct faculty are reviewed annually by the appropriate specialty program and or course teams; recommendations for renewal are forwarded to the appropriate associate or assistant dean.

5.1.6 Courtesy Faculty

Courtesy appointments shall be reviewed every four years. A decision to reappoint shall be made by the dean in consultation with the appropriate faculty group.

5.2 Fourth-Year Annual Review Procedures for Probationary Tenure Track Faculty

Faculty Rules require that the fourth-year review for probationary tenure track faculty follow the same procedures as the sixth-year review, except that external evaluations at the fourth-year review are not required. A written evaluation of teaching will be completed by a peer teaching evaluation committee selected by the associate dean for academic affairs. A written research evaluation will be completed by a research evaluation committee selected by the associate dean for academic affairs. One member of this committee shall be the associate dean for research. This evaluation will include all scholarship activities since hire, including grants, manuscripts, and works in progress.

The dean or designee is responsible for notifying the faculty of the timetable for review and the materials to be submitted. By the first Friday of September, the faculty member will provide the materials to the dean or designee for their review using the criteria for the relevant rank, related documentation, and current dossier guidelines as published by the OAA. When the materials are ready, the APT chairperson will notify the CEF that the materials are available for review.

The college APT chairperson is responsible for organizing the meeting for the review of designated faculty in October and for notifying the eligible faculty of the date and time of the meeting by May 1. The purposes of the meeting are to discuss the scholarship, teaching and service activities and accomplishments for the designated faculty since hire and make recommendations on reappointment.

Following the review by the CEF, the APT chairperson submits a statement of evaluation for inclusion in the dossier, which is then forwarded to the dean for review. The dean prepares an independent evaluation. The dean and the APT chairperson will meet with the faculty member to discuss the review and recommendations.

When the reports for the review by the APT chairperson and dean are complete, the faculty member under review is notified by the dean that the reports are available for review and the faculty member has 10 calendar days from that point to provide comments on the reports for inclusion in the dossier. If the faculty member provides written comments, the dean may provide a written response, and/or the faculty review body may reconvene and consider the candidate's comments and provide a written response.

The dean will make a recommendation for renewal to the provost. All non-reappointment decisions will be sent to OAA. If an appointment is not renewed, standards of notice will be in accord with Faculty Rules.

5.3 Penultimate Year Reviews for Clinical and Research Faculty

For research and clinical faculty, the review for contract renewal occurs in the penultimate year of the current contract period. The procedures for review are those outlined above in section 5.1.3 and 5.1.4. In the event that a new contract is not extended, the final year of the current contract is the terminal year of employment. There is no presumption that a new contract will be extended.

1. External evaluations of scholarship and practice activities are required at the penultimate year of the contract period for clinical faculty. A peer evaluation of teaching is also required. The peer teaching evaluation committee is selected by the associate dean for academic affairs. For clinical faculty, a positive penultimate year review carries with it a three to five-year reappointment. In addition, the terms of a contract may be renegotiated at the time of reappointment.
2. External evaluations are required at the penultimate year of the contract period for research faculty. A peer-evaluation of research is required. The research review is completed by a research evaluation committee selected by the associate dean for academic affairs. One member of this committee shall be the associate dean for research. This evaluation will include all scholarship activities since hire, including grants, manuscripts, and works in progress. For research faculty, a positive penultimate year review carries with it a three to five-year reappointment. In addition, the terms of a contract may be renegotiated at the time of reappointment.

6. COMPENSATION, MERIT SALARY INCREASES AND OTHER REWARDS

6.1 Criteria

Compensation decisions should support the recruitment, performance, and retention of high quality and productive faculty.

All salary adjustments are based on **merit**, except when and if the university mandates “across the board” or “minimum” flat or percentage salary adjustments. Performance evaluation is based on accomplishment and impact, rather than on effort expended. The criteria for merit salary increases are the same as the criteria for annual evaluations.

The dean determines the actual dollar figure of an individual’s compensation on the basis of performance and market considerations, as well as the impact of individual positions on the unit’s mission, as feasible within the unit’s budget.

All probationary, tenured, and clinical faculty who are promoted or promoted and tenured will receive a 6.0% raise centrally (OAA) and at least the aggregate percentage for that year from the college.

6.2 Procedures

Decisions regarding merit increases require the submission by the faculty member of adequately documented annual review materials. The dean shall use the annual review summaries, including comments from eligible faculty and other factors known to the dean, to determine merit salary increases.

- Recent hires will have received notification of their eligibility for the compensation process via the offer letter.
- Individuals known to be retiring or resigning prior to September 30 will be listed as ineligible in the compensation process.
- Faculty holding concurrent appointments with other university units and agency funds may utilize guidelines established by each entity’s board as long as those guidelines are current and reasonably consistent with university guidelines. The agency guidelines are to be submitted to the college during the annual compensation process. If the yearly salary increase timeline differs from university, agency funded employees will be made ineligible in the annual university compensation process.
- Cash payments as part of the compensation process may be provided in accordance with the annual guidelines issued by the Executive Vice President and Provost and by the Senior Vice President for Human Resources. Unless otherwise indicated in the guidance, individual increases of more than 10% require university approval. In all cases, a brief summary of the reason for a cash payment is documented.

All faculty must receive written notification of their salary increase. Any faculty or staff member receiving no salary increase must be notified in writing **with** supporting rationale. All salary letters are initiated and signed by the college dean.

7. PROMOTION AND TENURE AND PROMOTION REVIEWS

This section of the document delineates criteria for promotion with the ranks of tenure track, and non-tenure track faculty, which includes clinical, research, and associated faculty. These criteria shall be used to amplify the OSU Faculty Rules and used in conjunction with the OAA's Guidelines for Dossier Preparation. These criteria are the standards upon which judgments are based. In all cases, evidence of a sustained pattern in the quality of faculty effort and leadership is required for reappointment (in untenured positions) or promotion at any academic rank.

Examples of evidence are provided as guidelines and are intended to be illustrative rather than exhaustive. In evaluating the candidate's qualifications, flexibility shall be exercised, balancing (where the case requires) heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. In addition, as faculty engage in interdisciplinary endeavors and advanced practice, and place new emphases on their continuing activities, instances will arise in which the work of faculty members may depart from established academic patterns. In such cases, care must be taken to apply the criteria with sufficient flexibility. In all instances, superior intellectual attainment, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions.

Scholarship is the responsibility of every faculty member. Research is considered the primary form of scholarship for tenure track faculty and research faculty; other indicators include theoretical and philosophical innovations, the development of improved empirical methods, and the creative application of existing concepts and empirical methods to problem solving. Each tenure track and research faculty member is expected to develop a research and scholarship program that focuses on significant health and health care problems and is congruent with the mission of the College of Nursing.

- Collaborative work, including interdisciplinary work, is recognized as an important mechanism for advancing science. Both individual and collaborative efforts are equally important.
- Written accounts of research published in peer-reviewed, high-quality journals are the primary indicators of research and scholarship productivity. Journals are judged for their quality by impact factors, acceptance rates, and other criteria. First authorship is weighted more heavily than co-authorship.
- Indicators of the quality of a research and scholarship program are attracting funds, consulting in areas of research expertise and/or clinical expertise, serving on expert panels in the area, and giving invited lectures at scientific meetings.
- Indicators that a faculty member is growing professionally include external funding of research grants, the provision of research mentorship to students and colleagues, and recognition for research and scholarship by colleagues.

For clinical- faculty and associated faculty, scholarship may take the form of evidence-based practice protocols; published case studies or clinical reviews; contribution as a second author on peer-reviewed journal publications; and presentations at local, regional, or national professional meetings.

Effective teaching is an essential responsibility of all faculty members except research

faculty members in the College of Nursing. The quality of teaching is an explicit factor in the evaluation of faculty performance for promotion and tenure, and promotion. Teaching includes undergraduate and graduate instruction in formal courses, seminars, and individual studies. Directing student research and scholarship is both a research and teaching activity. Advising students, and academic and career counseling (graduate and undergraduate), are teaching activities.

Service is an expectation of tenure track, clinical, and research faculty within the College of Nursing. Service is defined as activities provided and responsibilities assumed for the benefit of the identified audiences of the university; the discipline of nursing; public and private health sectors at local, state, and national levels; and of the community. Faculty are expected to demonstrate increasing involvement and leadership in service as they progress in rank. The nature and extent of service activity, however, will vary for individual faculty members. Faculty provide services of the following types:

- Administrative services at college and university levels,
- Advisory services to undergraduate and graduate students,
- Professional services to peers in the discipline of nursing, to other health care providers, and to community leaders, and
- Clinical practice.

7.1 Criteria for Promotion

7.1.1 Promotion to Associate Professor with Tenure

Tenure and promotion are based on performance in teaching, research and scholarship, and service and a pattern of performance over the probationary period that yields a high degree of confidence that the candidate will continue to develop professionally. The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence in teaching, research, and scholarship and is one who provides effective service and, if relevant, excellence in practice. A probationary tenure track assistant professor is expected to be externally funded by the fourth-year review. By the sixth-year review, the faculty member is expected to be a principal investigator of a peer-reviewed, highly competitive, externally funded research grant or show equivalent evidence of a high-quality program of scholarship with significant impact on the discipline or practice. Evidence must also indicate that the faculty member can be expected to continue a program of high-quality teaching, research, scholarship, and service (see Table 1).

7.1.2 Promotion to Professor

Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching, has maintained a productive program of research and scholarship that is recognized nationally or internationally, has demonstrated leadership in service, and, if relevant, has a sustained record of excellence in practice (see Table 1).

7.1.3 Promotion to Associate Professor of Clinical Nursing

Promotion to the rank of associate professor of clinical nursing is based on convincing evidence that the faculty member has achieved excellence in teaching and scholarship,

and provides effective service, and (for some) provides excellent clinical practice. Evidence must also indicate that the clinical faculty member can be expected to continue a program of high-quality teaching, scholarship, and service, and clinical practice (if applicable) (see Table 2).

7.1.4 Promotion to Professor of Clinical Nursing

Promotion to the rank of professor of clinical nursing must be based on convincing evidence that the faculty member has sustained records of excellence in teaching and scholarship that are recognized nationally or internationally, expertise in clinical practice (if applicable), and demonstrated leadership in service (see Table 2).

7.1.5 Promotion to Research Associate Professor

Promotion to the rank of research associate professor is based on convincing evidence that the faculty member has achieved excellence in research and scholarship and has established a pattern of significant funding. Evidence must also indicate that the research faculty member can be expected to continue a program of high-quality research and scholarship relevant to the mission of the college (see Table 3).

7.1.6 Promotion to Research Professor

Promotion to the rank of research professor must be based on convincing evidence that the faculty member has a sustained record of excellence in research and scholarship that is supported by significant funding and recognized nationally or internationally (see Table 3).

7.1.7 Promotion of Associated Faculty

Promotion to assistant professor of clinical practice requires completion of a doctoral degree or equivalent terminal degree from a regionally and professionally accredited institution and professional experience and scholarly endeavors congruent with the anticipated contribution to the mission of the college.

Promotion to associate professor of clinical practice must be based on convincing evidence that the faculty member has achieved excellence in teaching, professional experience, and scholarly endeavors congruent with their specialty areas.

Promotion to professor of clinical practice must be based on convincing evidence that the faculty member has sustained records of excellence in teaching, professional experience, and scholarly endeavors congruent with their specialty areas.

7.2. Procedures

The college's procedures for promotion and tenure reviews are consistent with and supplement those set forth in Faculty Rules. Tenure-track and non-tenure track faculty may request in writing a meeting with the APT Committee to discuss non-mandatory promotion review. This meeting must occur during the fall semester of the year prior to when the candidate is considering submitting materials for promotion. The APT Committee may decline to put forth a faculty member for formal non-mandatory promotion review if the candidate's accomplishments are judged not to warrant such

review. The APT Committee may not deny a tenured faculty member a formal review for promotion more than one year. Approval by the APT Committee to seek promotion should not be construed as a positive review decision.

7.2.1 Timing

Tenure track faculty: Assistant professors are reviewed for promotion and tenure in the sixth year. Tenure and promotion to associate professor becomes effective at the start of the seventh year of employment if granted. Promotion to associate professor (and hence tenure) earlier than the sixth year is possible if the criteria for promotion are met. This request would be treated as a non-mandatory promotion and tenure review. The APT Committee may decline to put forth a faculty member for formal non-mandatory promotion and tenure review if the candidate's accomplishments are judged not to warrant such review. When associate professors or professors are hired for a probationary period of one to four years, the mandatory review for tenure will occur in the final probationary year. If tenure is not granted, a one-year terminal appointment as associate professor or professor will be offered. Tenured associate professors may be reviewed for promotion after consulting with the APT committee (non-mandatory review).

Research faculty: Research faculty may be reviewed for promotion at the time of initial reappointment or any time thereafter.

Clinical faculty: Clinical faculty may be reviewed for promotion at the time of initial reappointment review or any time thereafter.

7.2.2 Notification of Candidates

The dean notifies eligible faculty of the dates for tenure and/or promotion review. The candidate shall notify the dean, in writing, of the intent to seek or not to seek tenure. If the candidate decides not to apply for tenure, then a letter of resignation, effective no later than May 31 of the following year, should be given to the dean. The dean informs the APT Committee chairperson of the anticipated reviews.

7.2.3 Dossier Preparation and Responsibilities of Involved Parties

7.2.3.1 Candidate Responsibilities

The candidate is responsible for preparing, according to OAA guidelines, a dossier documenting his or her accomplishments. The candidate will submit the dossier to the college APT Committee no later than the second Friday of September.

7.2.3.2 Dean's Responsibilities

The dean or designee shall compile additional evidence required for review per OAA guidelines to include in the dossier.

7.2.3.3 APT Committee Responsibilities

The APT Committee oversight designee will review the dossier for format and adequacy of documentation. The college APT Committee will verify the accuracy of citations and other aspects of the candidate's dossier.

7.2.4 External Evaluation of Scholarship

Using the current guidelines from the OAA, external evaluations are obtained for all tenure track promotion and tenure reviews, and all clinical and research faculty promotion and reappointment reviews in which scholarship must be assessed. The dean or the APT Chair shall be responsible for requesting letters from external evaluators and from other units at this university in which the candidate has an appointment or a substantial professional involvement, whether compensated or not. No more than one-half of the letters contained in the dossier should be from persons suggested by the candidate. All solicited letters that are received must be included in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by anyone other than the above authorized person may not be included in the dossier. Written evaluations shall be due by October 1.

A credible external evaluator is a person highly qualified to judge the candidate's scholarship (or other performance, if relevant) who is not a close personal friend, research collaborator, or former academic advisor or post doctoral mentor of the candidate. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. Letters from full professors at institutions comparable to Ohio State are preferred, but in the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from associate professors at comparable institutions.

A useful evaluation provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory. Under no circumstances will "usefulness" be defined by the perspective taken by an evaluator on the merits of the case.

7.2.5 Evaluation of Teaching

A teaching evaluation team will perform a systematic evaluation of the candidate's evidence regarding quality of teaching. The APT Committee chairperson and associate dean for academic affairs will appoint the Teaching Evaluation Team in spring semester, a year prior to when the dossier is submitted. The Teaching Evaluation Team will summarize their evaluation of the evidence of excellence in teaching in a letter to the APT Committee chairperson that will be included in the dossier. The evaluation should include, at a minimum, an evaluative review of the documentation regarding quality of teaching from the third and fifth years, and other times of promotion and/or tenure consideration.

7.2.6 Evaluation of Practice

A practice evaluation team will perform a systematic evaluation of the candidate's evidence regarding quality of practice. The APT Committee chairperson and associate dean for clinical practice will appoint the Practice Evaluation Team in spring semester, a year prior to when the dossier is submitted. The Practice Evaluation Team will summarize their evaluation of the evidence of excellence in practice in a letter to the APT Committee chairperson that will be included in the dossier. The evaluation should include, at a minimum, an evaluative review of the documentation regarding quality of practice from the third and fifth years, and other times of promotion and/or tenure

consideration.

7.2.7 Review Process

At the meeting of the CEF, a member of the CEF will lead the discussion of each candidate's qualifications and achievements in the areas of teaching, scholarship, and service. Members of the CEF shall vote by secret ballot on the recommendation for promotion and/or tenure. All deliberations and voting of the CEF are confidential. Although a single college APT Committee member is assigned oversight responsibility, all members of the CEF must accept personal responsibility for assuring that reviews are procedurally correct, fair, confidential, and free of bias for all faculty members. The oversight designee should assure that the review body follows written procedures governing its reviews and that the proceedings are carried out in a highly professional manner. Any procedural difficulties or other concerns about the review should first be brought to the attention of the APT Committee chairperson, who must provide a response to the oversight designee regarding either actions taken, or why the action suggested is not warranted. The chairperson of the APT Committee or his/her designee shall prepare a letter summarizing the strengths and weaknesses of the candidate, the results of the faculty vote, and the recommendation made by the CEF. The APT chairperson shall submit the dossier and the letter of the CEF to the dean of the college.

7.2.8 Dean's Review

Review: the dean shall prepare an independent written assessment of the candidate and make a recommendation to the provost for inclusion in the dossier.

7.2.9 Meeting of Dean and APT Chairperson

Chairperson: the dean and the chairperson of the APT Committee will meet with the faculty member to discuss both reviews and recommendations.

7.2.10 Post-Review Notification of Candidate

Candidate: the dean shall notify the candidate in writing of the review and of the availability of all the review materials. The candidate may request a copy of the review materials.

7.2.11 Opportunity for Candidate Response

Candidate response: The candidate may provide the dean with written comments on the review for inclusion in the dossier within 10 calendar days of notification of the completion of the review. The dean, after consultation with the CEF, may provide a written response to the candidate's comments for inclusion in the dossier. Only one iteration of comments about this review is permitted. The dean shall forward the dossier, along with all evaluations and reports, to the provost.

7.2.12 Final Notification

The dean shall notify the candidate in writing of the results of the university review.

7.3 Documentation

7.3.1 Documentation in Excellence in Teaching

The OAA core dossier outline serves as the basic standard for documentation that will be examined in assessing performance. Listed below are the possible forms of documentation to be included in the dossier in the areas of teaching, research and scholarship, and service/clinical practice.

To judge instruction, the following components may be considered:

- command of subject, including incorporation of recent developments into instruction;
- organization and presentation of class material;
- contributions to curricula development;
- creativity in course development, methods of presentation, and incorporation of new materials and ideas;
- mentoring of future teachers—teaching assistants;
- advising undergraduate and graduate students;
- directing graduate and undergraduate scholarly activities;
- clinical laboratory instruction/supervision; and
- clinical instruction/supervision.

The following items should be considered in compiling documentation in the area of instruction.

- Peer evaluations of teaching, as described in the Pattern of Administration.
- Evidence of the development of new and effective instructional techniques and materials, shown through written explanation by the candidate, including syllabi, examinations, and assignments.
- Number of courses and sections taught and number of students enrolled.
- Recognition or awards for distinguished teaching.
- Solicited letters/evaluations from former students. No unsolicited letters.
- Instruction-related publications authored, co-authored or (co-)edited: number, scope, and distribution:
 - peer-evaluated publications designed primarily to communicate with other educators (e.g., journal articles on curricula, course innovations, and student placement);
 - textbooks, chapters in textbooks or peer-evaluated books of readings; and
 - articles, papers, reviews, and other non-reviewed class materials.
- Academic advising, mentoring, and direction of undergraduate and graduate students in scholarly papers, theses, dissertations, and scholarly projects, including the achievements of these students.
- Maintenance and development of competence through organized workshops, study leaves, courses, and clinical visits.
- Leadership in development of courses and curricula that goes beyond normal teaching and service expectations.
- All faculty members must obtain students' evaluations of their teaching using the SEI. Trends and/or patterns of responses in evaluations are considered to be as important as or potentially more important than individual items or scores for any particular year. For fourth-year and promotion reviews, if the primary means of collecting student input was narrative comments, someone other than the

candidate shall summarize the comments on a course-by-course basis for inclusion in the dossier.

- Any other information that the candidate may wish to submit.

7.3.2 Documentation of Excellence in Research and Scholarship

Items for evaluating research and scholarship include publications, grants, research activities with students, and other scholarly activities listed below. The involvement of graduate and undergraduate students is an indicator of a clinical faculty member's research and scholarship productivity. Publications co-authored with students and other creative works in which students collaborate is a reflection of a clinical faculty member's mentorship.

Publications

A general hierarchy of publication significance for research and scholarship is listed below. Manuscripts in review provide evidence of continuing research and scholarly efforts. Manuscripts accepted for publication, documented by copies of correspondence from the publisher, will be treated as publications for the purpose of evaluation for research and scholarship performance.

- Peer reviewed data-based articles have primary importance as evidence of research accomplishments.
- Critical review articles often require significant investigation on the part of the author and pass a rigorous peer review. Such publications are treated as research and scholarly output.
- Books, book chapters, and monographs based on original research and/or innovations in clinical practice.
- Published, invited, and selected papers presented at professional meetings.
- Textbooks, edited volumes, and other materials that are intended to be primarily instructional tools are judged as scholarly output to the extent that they present new ideas or constitute conceptual or empirical innovation.
- Publications that are not peer-reviewed and unpublished papers if the author demonstrates their quality and usefulness can be considered.
- Book reviews written for journals reflect the author's status as a scholar, but may occasionally also represent research output.

Grants

Grants are mechanisms to support research and scholarship support investigations that address significant health and health care problems. Funding may be derived from a variety of sources. However, a general hierarchy of grant awards can be identified.

- Principal/Co-principal investigator of an externally funded, peer-reviewed, highly competitive research grant.
- Significant member of an externally funded, peer-reviewed, highly competitive research grant.
- Principal/Co-principal investigator of an externally funded, peer-reviewed, highly competitive program or demonstration grant.
- Significant member of an externally funded, peer-reviewed, highly

- competitive program or demonstration grant.
- Principal/Co-principal investigator of an internally funded research grant.
- Significant member of an internally funded research grant.

7.3.3 Documentation of Excellence in Service and Clinical Practice

Excellent clinical practice may be a responsibility of clinical faculty and of tenure track faculty as appropriate to their responsibilities within the college. When faculty are engaged in practice, documentation must include a description of area of practice, where practice is done, average hours of practice per week, major contributions, and quality of practice. The following items should be considered in compiling documentation in the area of practice:

- Evidence of the development or revision of clinical practice guidelines;
- Analysis of practice descriptors and statistics;
- Recognition or awards for excellence in clinical practice;
- Peer evaluation by colleagues and multidisciplinary team members;
- Letters/evaluations from present and former patients;
- Practice-related publications;
- Evidence of clinical mentoring and direction of undergraduate, graduate, and professional peers;
- Leadership in the development of practice innovations, clinical practice standards, and clinical pathways;
- Invited and peer-reviewed presentations on clinical topics to professional audiences;
- Presentations and activities that promote health in the community;
- Participation in clinical/practice standards committees and quality-review boards; and
- Any other information that the candidate may wish to submit.

8. APPEALS OF PROMOTION AND TENURE DECISIONS

Faculty Rules set forth general criteria for appeals of negative promotion and tenure decisions. Further detail on appeals alleging improper evaluation is contained in Faculty Rules.

9. SEVENTH YEAR REVIEWS

The college follows Faculty Rules on seventh-year reviews, which set forth the conditions of and procedures for a seventh-year review for a faculty member denied tenure as a result of the sixth-year review.

10. APPENDICES

Table 1: Tenure track faculty criteria for rank

Table 2: Clinical faculty criteria for rank

Table 3: Research faculty criteria for rank

Table 1: Tenure track faculty criteria for rank

Research and Scholarship		
Assistant Professor	Associate Professor	Professor
<p>Potential for developing a focused program of research and scholarship as evidenced by:</p> <ul style="list-style-type: none"> • peer-reviewed publications as first-author and co-author • funding for research that includes internal and external awards • Regional and/or national presentation of research 	<p>A developed and focused program of research as evidenced by:</p> <ul style="list-style-type: none"> • External funding as a PI on a peer reviewed, highly competitive award • A consistent and building record of first-authored and co-authored peer reviewed research-based publications • Evidence of impact of publications on the field using current metrics • A mix of interdisciplinary and nursing specific publications • Mentoring of students at all levels in research • Service on graduate student committees in the college and in other university departments. 	<p>A developed and sustained program of research; as evidenced by:</p> <ul style="list-style-type: none"> • Externally funded, peer reviewed, highly competitive awards as PI/Co-PI; • First-authored and co-authored peer reviewed research-based publications • Impact of publications on the field using current metrics • A mix of interdisciplinary and nursing specific publications • Effective mentoring of junior faculty • Mentoring of graduate students. Student outcomes are crucial, e.g., quality of students' dissertations, co-authored publications, impact on the science. The student's research success reflects on the candidate's scholarship and research mentoring. • Serving on expert panels • National/international recognition for scholarly contributions to the science • Chairs graduate students committees in the college and serves on committees in other university departments.
Teaching		
<p>Potential to develop as an effective teacher as evidenced by:</p> <ul style="list-style-type: none"> • Faculty evaluation of interview presentation • Interviews with senior faculty. • Prior student evaluations of teaching (if available); • Self-evaluation of teaching activities and skills 	<p>Achievement of excellence in teaching as evidenced by:</p> <ul style="list-style-type: none"> • Student evaluation of teaching, including university SEI reports and narrative comments • Peer evaluations of teaching • Student accomplishments • Involvement in and contributions to college curriculum activities • Effective advisement of students • Mentoring of junior faculty to become effective teachers. 	<p>A sustained record of excellence in teaching as evidenced by:</p> <ul style="list-style-type: none"> • Student evaluation of teaching, including University SEI reports and narrative comments • Peer evaluations of teaching • Student accomplishments including research and scholarship awards, publications • Demonstrated leadership in curriculum activities • Sustained and effective advisement of students

Service		
<p>Demonstrates understanding of service to college, university, and professional organizations.</p> <ul style="list-style-type: none"> • Participates in professional associations at state and national levels. • Membership in regional and national research or special interest networks for research, scholarship, and continuing education. 	<p>Demonstrated pattern of effective service by participation and beginning leadership activities in academic and/or professional activities. A mix of college and university service, with beginning national service is expected.</p> <p><u>At the College and University Level:</u></p> <ul style="list-style-type: none"> • Participates in college and university committees. • Facilitates the ongoing function of college operations and activities. • Serves on college and University governance, standing, and special committees, and on task forces. • Actively participates in recruiting students and faculty for the college. • Advises undergraduate and graduate professional and service organizations. • Serves on college and university committees related to student affairs. <p><u>Professional Services</u></p> <ul style="list-style-type: none"> • Actively participates in professional associations at state, national, and international levels, e.g., manuscript review, special committees, task forces, advisory committees. • Participates in regional and national research networks for service, research, scholarship, and continuing education. • Manuscript reviewer for relevant journals. 	<p>Demonstrated leadership in academic and/or professional. A mix of college, university, and national service is expected.</p> <p><u>At the College and University Services</u></p> <ul style="list-style-type: none"> • Provides leadership for college, and university committees. • Facilitates the ongoing function of college operations and activities • Provides leadership on college and University governance, standing, and special committees, and on task forces. • Actively participates in recruiting students and faculty for the college. • Advises undergraduate and graduate professional and service organizations. • Provides leadership on college and university committees related to student affairs. <p>Effective mentoring of faculty</p> <p><u>Professional Services</u></p> <ul style="list-style-type: none"> • Provides leadership to professional associations at state, national, and international levels, e.g., holding office, editorial board member, special committees, task forces, advisory committees. • Provides consultation and contributes to policy making boards of community, government, and health care agencies, at local, state, national and international levels. • Provides professional services to peers, including reviewing course materials, manuscripts, proposals, and evaluations of instruction and research.

Table 2: Clinical faculty criteria for rank

Scholarship		
Assistant Professor	Associate Professor	Professor
<p>Developing an area of scholarship as evidenced by:</p> <ul style="list-style-type: none"> • peer-reviewed publications as first-or co-author • Regional and/or national presentations 	<p>A developed area of scholarship as evidenced by:</p> <ul style="list-style-type: none"> • A consistent and building record as first or co-author on peer reviewed publications • Impact of publications on the field using current metrics • Mentoring of students at all levels in clinical scholarship • Contributing to clinically relevant practice documents, such as evidence-based practice protocols, case studies, clinical review. • Authorship or co-authorship of book chapters 	<p>A developed and <u>sustained</u> area of scholarship as evidenced by:</p> <ul style="list-style-type: none"> • Publication of first-authored and co-authored peer reviewed clinically relevant publications • Impact of publications on the field using current metrics • Mentoring of junior faculty; • Mentoring of students at all levels with co-authored publications; Involvement with graduate students and student outcomes are crucial, e.g., quality of students' projects, impact on clinical practice • Service on expert panels • National/international recognition for scholarly contributions to clinical practice
Teaching		
<p>Potential to develop as an effective teacher as evidenced by:</p> <ul style="list-style-type: none"> • Student evaluation of teaching if available; documentation includes University SEI reports and narrative comments. • Presentation during interview • Self-evaluation of teaching activities and skills 	<p>Achievement of excellence in teaching as evidenced by:</p> <ul style="list-style-type: none"> • Student evaluation of teaching; documentation includes University SEI reports and narrative comments • Peer evaluations of teaching • Student accomplishments • Involvement in and contributions to college curriculum activities • Effective advisement of students 	<p>A sustained record of excellence in teaching as evidenced by:</p> <ul style="list-style-type: none"> • Student evaluation of teaching; documentation includes University SEI reports and narrative comments • Peer evaluations of teaching • Student accomplishments including scholarship awards, publications • Chairing of doctoral student final project • Mentoring of faculty • Leadership in curriculum activities • Sustained and effective advisement of students

Service		
<p>At the College and University level:</p> <ul style="list-style-type: none"> • Appreciates the role of effective service in college and university governance. • Identifies potential college committees for service. <p>Professional Services:</p> <ul style="list-style-type: none"> • Membership and activities in professional associations for service, scholarship, and continuing education at state and national levels. 	<p>Demonstrated pattern of effective service by participation and beginning leadership activities in academic and/or professional organizations. College service with beginning national service is expected.</p> <p>At the College and University Level:</p> <ul style="list-style-type: none"> • Participates in college committees. • Facilitates the ongoing function of college operations and activities. • Serves on college governance, standing, and special committees, and on task forces. • Actively participates in recruiting students and faculty for the college. • Advises undergraduate and graduate professional and service organizations. • Serves on graduate students committees in the college • Serves on college committees related to student affairs. <p>Professional Services</p> <ul style="list-style-type: none"> • Actively participates in professional associations at state, national, and international levels, e.g., manuscript review, special committees, task forces, advisory committees. • Participates in regional and national networks for service, scholarship, and continuing education. 	<p>Demonstrated continuing pattern of leadership in academic and/or professional service. A mix of college and national service is expected.</p> <p>At the College and University Services</p> <ul style="list-style-type: none"> • Provides leadership for college committees. • Facilitates the ongoing function of college operations and activities • Provides leadership on college standing, and special committees, and on task forces. • Actively participates in recruiting students and faculty for the college. • Advises undergraduate and graduate professional and service organizations. • Chairs graduate students committees in the college • Provides leadership on college committees related to student affairs. <p>Professional Services</p> <ul style="list-style-type: none"> • Provides leadership to professional associations at state, national, and international levels, e.g., holding office, editorial responsibilities, manuscript review, special committees, task forces, advisory committees. • Provides leadership in regional and national networks for service, scholarship, and continuing education. • Provides consultation and contributes to policy making boards of community, government, and health care agencies, at local, state, national and international levels. • Provides professional services to peers, including reviewing course materials, manuscripts, proposals, and evaluations of instruction.

Clinical Practice

<p>Engagement in excellent clinical practice as demonstrated by:</p> <ul style="list-style-type: none"> • Practice statistics (e.g., satisfaction, quality indicators) • Awards for clinical practice • Peer evaluations 	<p>Excellent clinical practice and participation in activities to strengthen clinical practice locally or nationally.</p> <ul style="list-style-type: none"> • Participation in the development or revision of clinical practice guidelines Analysis of practice descriptors and statistics • Recognition or awards for excellence in clinical practice • Peer evaluation by colleagues and multidisciplinary team members • Practice related publications • Evidence of clinical mentoring and direction of undergraduate, graduate and professional peers • Involvement in the development of practice innovations, clinical practice standards, and clinical pathways beyond normal clinical practice expectations • Invited and peer-reviewed presentations on clinical topics to professional audiences • Participation in clinical/practice standards committees and quality review boards 	<p>Sustained excellent clinical practice and leadership in activities that strengthen clinical practice locally, nationally, internationally as demonstrated by:</p> <ul style="list-style-type: none"> • Leadership in the development of clinical practice guidelines • Leadership in clinical mentoring and direction of undergraduate, graduate and professional peers • Leadership in the development of practice innovations, clinical practice standards, and clinical pathways beyond normal clinical practice expectations • Invited and peer-reviewed national and international presentations to professional audiences • Leadership in clinical/practice standards committees and quality review boards
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Table 3: Research faculty criteria for rank

Research and Scholarship		
Assistant Professor	Associate Professor	Professor
<p>Developing a focused program of research and scholarship as evidence by:</p> <ul style="list-style-type: none"> • peer-reviewed publications as first-author and co-author • prior funding for research training and research that includes internal and external awards • Regional and/or national presentation of research 	<p>A developed program of research and scholarship as evidenced by:</p> <ul style="list-style-type: none"> • A significant level of external funding on peer reviewed, highly competitive awards • A consistent and building record of first-authored and co-authored peer reviewed research-based publications • Impact of publications on the field using current metrics • A mix of interdisciplinary and nursing specific publications • Mentoring of students at all levels in research 	<p>A developed and <u>sustained</u> program of research; as evidenced by:</p> <ul style="list-style-type: none"> • Sustained significant level of externally funded, peer reviewed, highly competitive awards; • Publication of first-authored and co-authored peer reviewed research-based publications • Impact of publications on the field using current metrics • A mix of interdisciplinary and nursing specific publications • Mentoring of junior faculty and post doctoral fellow with co-authored publications ; • Mentoring of students at all levels with co-authored publications; • Serving on expert panels • National/international recognition for scholarly contributions to the science
Service		
<p>Demonstrates potential for involvement in service</p> <p>At the College Level:</p> <ul style="list-style-type: none"> • Expressed interest in facilitating the college operations and activities, such as committee membership where appropriate <p>Professional Services:</p> <ul style="list-style-type: none"> • Membership in professional associations relevant to research program at state and national levels. • Membership in appropriate regional and national research networks and professional organizations. 	<p>Demonstrated pattern of effective service by participation and beginning leadership activities in professional activities. Beginning national service is expected.</p> <p>At the College Level</p> <ul style="list-style-type: none"> • Actively participates in recruiting students and faculty for the college. • Serves on graduate students committees in the college <p>Professional Services</p> <ul style="list-style-type: none"> • Actively participates in professional associations at state, national, and international levels, e.g., manuscript review, special committees, task forces, advisory committees. <p>Manuscript review</p> <ul style="list-style-type: none"> • Participates in regional and national 	<p>Demonstrated continuing pattern of leadership in professional activities.</p> <p>At the College and University Services</p> <ul style="list-style-type: none"> • Facilitates the ongoing function of college operations and activities • Actively participates in recruiting students and faculty for the college. • Serves on graduate student committees in the college and serves on committees in other university departments. <p>Professional Services</p> <ul style="list-style-type: none"> • Provides leadership to professional associations at state, national, and international levels, e.g., holding office, editorial responsibilities, , special committees, task forces, advisory

	<p>research networks for service, research, scholarship, and continuing education.</p>	<p>committees.</p> <ul style="list-style-type: none"> • Leadership roles in regional and national research networks for service, research, scholarship, and continuing education. • Provides consultation and contributes to policy making boards of community, government, and health care agencies, at local, state, national and international levels. • Provides professional services to peers, including reviewing course materials, manuscripts, proposals, and evaluations of instruction and research.
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Question	UIC	Indiana University	University of Iowa	Penn State University	University of Maryland	Purdue University
Does your college have a clinical faculty cap?	No	Yes	Yes, we have a cap on CT faculty at 40% of the total faculty (calculated as total fte TT and CT faculty)	No	No	At Purdue we have a 50 % rule for clinical faculty that came from our university senate. A document to revise this has been in process - couldn't find a copy - but would exempt nursing from this requirement.
If yes, how do you calculate your cap?		60% of faculty must be tenure-track	The total FTE (includes full time and part time) of tenured/tenure track and regular clinical track is used as the base. We are able to employ no more than 40% of that total as clinical track faculty)			IV. Allowable Percentages of Clinical/professional faculty For the purposes of establishing the allowable percentage of Clinical/professional faculty, the term faculty refers to tenured, tenure-track and Clinical/professional faculty and, for purposes of calculating the number of faculty on a campus, also includes the academic faculty of the Libraries. A. West Lafayette Campus Generally, no more than 15 percent of the total number of faculty on the campus in a department, school or college may consist of Clinical/professional faculty. The number of Clinical/professional faculty members in a department or school may not exceed 50 percent of all faculties in the unit, however exceptions may be approved by the Office of the Provost.
How many full-time tenured/tenured track faculty do you currently have?	41		29.65 FTE (of this number of FTE, 3 are part time with .5 to .6 appointments)		26	14
How many full-time clinical faculty do you have?	42 (plus 137 w/o rank and 7 research track)		16.95 fte (of this number of FTE, 7 are part time with .05 - .75 appointments)		121	14
How many students do you have in your college?	1403		694 (includes BSN, RN-BSN, Masters, DNP and PhD)		1755	451