

MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),
TENURE, PROMOTION GUIDELINES

DEPARTMENT: School of Nursing
COLLEGE: MCHHS
SEMESTER/YEAR OF CURRENT REVIEW: 2025
SEMESTER/YEAR OF NEXT REQUIRED REVIEW: 2028

DEPARTMENT ADOPTION SIGNATURES:

<i>Dr. Melissa Penkalski</i>	<u>10/21/2025</u>
Department Personnel Committee Chair	Date
<i>Dr. Kathryn Patterson</i>	<u>10/31/2025</u>
Department Head	Date

APPROVAL SIGNATURES:

<small>DocuSigned by:</small> <i>Mark Smith</i>	<u>12/2/2025</u>
<small>0D8A59180068484...</small> Dean	Date
<i>Dr. Ken Brown, Chief Academic Strategy Officer</i>	<u>12/02/2025</u>
Provost	Date

THIS PLAN IS IN EFFECT FROM *2025* , THROUGH *2028* .

MISSOURI STATE UNIVERSITY
McQueary College of Health and Human Services
School of Nursing

Faculty Evaluation Plan for:
Faculty Performance Reviews: Reappointment, Promotion, Tenure,
and Annual Review

Fall 2025

FACULTY EVALUATION PLAN BACKGROUND INFORMATION

The School of Nursing is an integral part of Missouri State University and the College of Health and Human Services. The School of Nursing is dedicated to excellence in:

(1) Undergraduate and Graduate nursing education, (2) Scholarship, and (3) Service.

Education

The School of Nursing promotes the general mission of the University and the College, developing educated persons, by providing students with the opportunity to think critically, solve problems, communicate effectively, develop self-responsibility, and grow personally and professionally as citizens within a pluralistic society. The School of Nursing offers an undergraduate program, building upon a base of knowledge from the arts, sciences, and technical nursing education that prepares students for professional nursing practice. Building upon baccalaureate nursing education, the graduate programs prepare nurses for advanced practice and teaching roles. The School of Nursing promotes an educational environment that encourages life-long learning and the spirit of inquiry. Access to professional nursing education in Southwest Missouri is facilitated through educational technology and distance learning programs.

Scholarship

The scholarly mission of the University, College, and School of Nursing is accomplished through the promotion of faculty and student scholarship. Faculty scholarship enhances health care through the scholarship of integration, application, discovery, and teaching. In all types of scholarship, the faculty encourages the direct and indirect involvement of students.

Service

The service mission is accomplished through the involvement of faculty and students in academic, professional, and community service. The School of Nursing provides leadership, serving as experts in nursing education, practice, and scholarship, to the community and the Southwest Missouri region. Additionally, advanced practice nurses holding a clinical degree maintain required clinical practice per national certification standards. The School faculty and students participate in the shared governance structure of the university by serving on university, college, and Departmental Committees.

Philosophy

The School of Nursing is based on the continued professional development of its faculty and students through, education, scholarship, and service, and builds upon theories, principles, and concepts of: professional nursing, individuals, environment, health, and learning. These concepts are integral to nursing education.

The School of Nursing believes that Professional Nursing is a science and an art. Nursing's unique body of knowledge incorporates life experiences and builds upon theories and principles from the liberal arts and sciences, as well as from nursing science, practice, and scholarship. The faculty believes that nursing is an autonomous and collaborative discipline that practices within a framework of ethical and professional standards. As a practice discipline, nurses provide care in a variety of roles to clients in diverse settings.

Through the use of critical thinking and therapeutic communication, nurses assist clients in meeting health care needs. At the undergraduate level, professional nurses are prepared to assess health care needs, to provide interventions, and to evaluate health care in diverse settings. Building upon undergraduate education, the graduate program prepares professional nurses for advanced nursing roles with role specialization as nurse practitioners (NP), nurse educators, and nurse leaders.

Clients include individuals, families, groups, communities, and populations. **Individuals**, as living systems, are unique holistic beings composed of physiological, psychological, spiritual, social, and cultural dimensions that are in continuous interaction with the environment. Individuals have inherent dignity and self-worth and are in a continuous state of growth and development across the life span. Individuals are self-determining, however, each individual functions interdependently with other individuals, families, and communities. Although vulnerable to disease, clients have the potential capacity to combat disease, to recover, and to adapt to their internal and external environment.

The **Environment** is characterized by interacting physiological, psychological, spiritual, social and cultural dimensions that have individual, as well as global implications for health and health care. Nurses manage, modify, and manipulate the internal and external environmental dimensions to promote optimal health and prevent disease.

Health is a dynamic, multidimensional state. Health, as perceived by the individual, is composed of interacting physiological, psychological, spiritual, social, and cultural dimensions. These dimensions comprise the internal and external environments of individuals and groups. Nurses assist clients to restore, maintain and promote health, to prevent disease, and when death is imminent, to support dying with dignity.

Learning is a dynamic interactive process that builds upon previous experiences and knowledge. Learning occurs at different rates for different individuals, and implies a shared responsibility between the learner and the educator. Faculty recognizes the unique needs of the learner. Acting as facilitator and catalyst in the learning process, faculty fosters the development of professional and technological skills, critical thinking, and lifelong learning, and support the internalization of professional values.

School of Nursing

Faculty Evaluation Plan According to the August 1, 2025, Section.4.6.

Annual review of progress toward promotion, tenure, tenure and promotion reviews, as well as annual performance reviews, proceed through a series of formal evaluations and recommendations beginning with the School of Nursing personnel committee (herein referred to as the personnel committee). The personnel committee forwards its evaluation and recommendation to the School of Nursing Director. The School of Nursing Director forwards his or her evaluation and recommendation along with the personnel committee evaluation and recommendation to the Dean of the College. The Dean makes a recommendation on reviews of progress toward tenure, required performance evaluations, and sends a list of all required actions with appropriate documentation, to the Provost.

For tenure and promotion, the Dean forwards his or her recommendations along with all previous recommendations to the Provost. The Provost makes the final recommendation for tenure and promotion decisions to the President and the Board of Governors (Missouri State University Faculty Handbook, 2025).

The purpose of this document is to delineate how the guidelines are applied and how the processes are implemented in the School of Nursing for each type of review, and specify criteria appropriate to the evaluation of nursing faculty in the areas of teaching, scholarship, and service. This document is reviewed annually by the School of Nursing Evaluation Committee as outlined in the School Evaluation Plan.

FACULTY PERFORMANCE REVIEWS

A. Annual Probationary Faculty Performance Review

Annual Reviews are conducted for probationary faculty to assess appropriate progress toward tenure. Probationary faculty members initiate this process by submitting relevant materials to the chair of the personnel committee by a date specified by the committee. The School of Nursing Director shall not be a participant in the voting or deliberations of the personnel committee. The personnel committee will annually assess the probationary faculty member's cumulative record as he or she progresses toward the tenure decision year, and will specify in writing one of three outcomes:

1. that progress toward tenure/promotion is satisfactory
2. that progress toward tenure/promotion is questionable, identifying areas for improvement and providing specific suggestions
3. that progress toward tenure/promotion is unsatisfactory, providing specific rationale.

In all cases the personnel committee will provide clear feedback, identifying areas for improvement, making specific suggestions or recommendations regarding continued appointment or non-renewal, and provide appropriate rationale in the event the personnel committee recommends non-renewal.

The personnel committee will forward its annual evaluation with any accompanying recommendations, and the dossier of materials to the School of Nursing Director, who will then add his or her evaluation and recommendation in the case of nonrenewal and forward the evaluation, with any accompanying recommendations, and the dossier to the Dean. The Dean will make his or her evaluation and accompanying recommendation in the case of nonrenewal, and notify the Provost. The Provost may elect to review any annual evaluation and recommendation. Copies of all three evaluations and any accompanying recommendations shall be provided to the candidate. For the purpose of acknowledging that they have been received, the candidate must undersign the evaluation from the personnel committee, the School of Nursing Director, and the Dean before they are forwarded. Signing the evaluation does not imply that the candidate endorses all that is stated therein. The candidate may append a response before the evaluation is forwarded (this response will remain attached throughout the evaluation process). The schedule of annual appointments is in accordance with the AAUP "Standards for Notice of Non-reappointment". First-year faculty: continuation of appointment to a second year or notified of non-reappointment by March 1 of the first year.

Second-year faculty: continuation of appointment to a third year or notified of non-reappointment by December 15 of the second year of service.

Third-year faculty: continuation of appointment to a fourth year or notified of non-reappointment 12 months before expiration of the appointment.

Fourth-year faculty: continuation of appointment to a fifth year or notified of non-reappointment 12 months before expiration of the appointment.

Fifth-year faculty: continuation of appointment to a sixth year or notified of non-reappointment 12 months before expiration of the appointment.

Sixth-year faculty: tenured or notified of non-reappointment 12 months before expiration of appointment. (Missouri State University Faculty Handbook, 2025, p. 37-38).

B. Promotion/Tenure Review. Specific Procedures – Faculty Handbook 4.6.2.

Each application for tenure and/or promotion and performance evaluation follows a similar series of steps as described below.

- The faculty member prepares appropriate application / review materials and documentation based on requirements of the Provost and departmental governance documents. For tenure and promotion applications, the assembled documentation will generally be referred to as the candidate's dossier.
- The documentation (dossier) is submitted to the School of Nursing Director who then submits the dossier to the chair of the personnel committee based on a schedule posted by the Provost and then a series of evaluations commences, going from the personnel committee to the Director, from the Director to the Dean, from the Dean to the Provost, and for positive tenure and/or promotion recommendations, from the Provost to the President and Board of Governors.
- For tenure and/or promotion applications that require letters from external evaluators, the letters will be inserted into the dossier by the Director after the dossier is submitted to the personnel committee. Letters are requested based on guidelines from the Provost and discipline standards. These letters will not be available to the applicant until the process is completed (up to the initial recommendation by the Provost).
- At each step of the evaluation, the evaluating party (e.g., personnel committee, Director) provides a copy of the assessment, along with any recommendations, to the faculty member. The faculty member must undersign the evaluation to acknowledge receipt, but the signature does not imply that the faculty member endorses all that is stated in the evaluation.
- The faculty member may append a response to any evaluation before it is forwarded to the next evaluator. (Alternately, the response may be delivered to the evaluator within two business days of the faculty member's receipt of the recommendation.)

- In instances of disagreement between the recommendations at two successive levels (e.g., between the personnel committee and the Director), there should be a good faith effort to resolve differences.
- At each step of evaluation past the personnel committee, a written report of recommendations must be sent to each prior evaluator, e.g., from the Dean to both the Directors and personnel committee. The report must provide rationale for any differences from recommendations made at lower levels.
- The Dean may request assistance in evaluations from the College Personnel Committee.
- For tenure and/or promotion applications, the Dean should normally forward to the Provost only the dossier containing key information (as specified by the Provost) but not supporting documentation. Supporting documentation should be forwarded only at the request of the Provost.
- For tenure and/or promotion applications, the Provost will forward positive recommendations to the President and Board of Governors.
- A candidate for tenure and/or promotion may choose to withdraw the application from consideration at any stage of the process.

Variations in the steps outlined above may occur as outlined for specific types of evaluations. For example, for pre-tenure reviews, the review process will normally end at the Director level.

C. Tenure/Promotion Review (Promotion from Assistant Professor Rank to Associate Professor Rank)

In most cases, a probationary faculty member must apply for tenure/promotion no later than the sixth year of employment (except when the tenure clock has been temporarily stopped) to remain employed beyond the seventh year. In cases where the faculty member has negotiated for a shorter probationary period, the final tenure application year is specified in the faculty member's initial letter of employment. Candidates denied tenure by the Provost in the final year for application are not permitted to reapply. Candidates who apply for early tenure (i.e., in a year prior to the final year for application as stated in the faculty member's initial letter of employment) may reapply up to and including the final year to apply. Although faculty hired at mid-year may "count" all work accomplished since the date of hire, the tenure clock for them begins the following August, unless otherwise negotiated.

D. Promotion Review (Promotion from Associate Professor Rank to Full Professor Rank)

Pre-Promotion Review

Tenured faculty members may request a pre-promotion review one to two years prior to application for promotion. This review is optional, and the decision not to request a pre-promotion review does not preclude a favorable review at the time of application for promotion. The personnel committee and the School of Nursing Director will specify in writing to the requesting faculty member one of the following three outcomes:

1. that progress toward promotion is satisfactory
2. that progress toward promotion is questionable, identifying areas for improvement and providing specific suggestions
3. that progress toward promotion is unsatisfactory, providing specific rationale.

Application Process for Promotion

The faculty member prepares a complete promotion dossier (as per current calendar) and forwards it to the School of Nursing Director who then forward the dossier to the chair of the personnel committee. The tenure/promotion dossier will include external reviews gathered according to School of Nursing guidelines and inserted by the School of Nursing Director. This review may complement the annual performance review. Copies are maintained by the School of Nursing, forwarded to the Dean, and provided to the candidate, who must undersign to indicate receipt of the evaluation. When the Dean completes his or her recommendation, all recommendations and rationales and a current vita are forwarded to the Provost's Office for review. Supporting materials are forwarded as far as the Dean's office; they are forwarded beyond the Dean's office at the request of the Provost. The Provost makes a final recommendation that is forwarded to the President and

the Board of Governors for approval. At each stage of the evaluation, the candidate will be given a copy of the recommendation and the written rationale for the recommendation. At each subsequent stage, a copy of the recommendation including probative rationale and any appended rebuttals from the candidate will also be furnished to the personnel committee for its information and records. A candidate for promotion may choose to withdraw the application from consideration at any stage of the process (Missouri State University Faculty Handbook, 2025, p. 36-39).

Application Process for Promotion for Non tenure-track Faculty (Instructor, Clinical Faculty, Research Faculty)

The faculty member prepares a complete promotion dossier and forwards it to the School of Nursing Director chair of the personnel committee who then submits the application to the personnel committee. The promotion dossier will be compiled according to School of Nursing and college guidelines. When the Dean completes his or her recommendation, all recommendations and rationales and a current vita are forwarded to the Provost's Office for review. Supporting materials are forwarded as far as the Dean's office; they are forwarded beyond the Dean's office at the request of the Provost. The Provost makes a final recommendation that is forwarded to the President and the Board of Governors for approval. At each stage of the evaluation, the candidate will be given a copy of the recommendation and the written rationale for the recommendation. At each subsequent stage, a copy of the recommendation including probative rationale and any appended rebuttals from the candidate will also be furnished to the personnel committee for its information and records. A candidate for promotion may choose to withdraw the application from consideration at any stage of the process (Missouri State University Faculty Handbook, 2025, p. 36-39).

Eligibility for Application for Early Promotion and Tenure

The applicant is strongly encouraged to consult with the School of Nursing Director prior to applying for early promotion and tenure.

Faculty of the rank of Assistant Professor, who wish to apply for early promotion to Associate Professor and/or tenure may not apply until year four in rank of Assistant Professor. The applicant must minimally meet the condition of "exceptional effectiveness" by meeting the required criteria in the categories of Teaching: Demonstrates a pattern of satisfactory teaching outcomes including peer and student evaluations at the rating of 4.0 (on a scale of 1 = lowest and 5 =highest); Service to School, College, and University; Research: Receives one additional grant and publishes one additional scholarly material.

Faculty of the rank of Associate Professor, whom wish to apply for early promotion to full Professor may not apply until year four in rank of Associate Professor. The applicant must minimally meet the condition of "exceptional effectiveness" by meeting the required criteria in the categories of Teaching: Demonstrates a pattern of satisfactory teaching outcomes including peer and student evaluations at the rating of 4.0 (on a scale of 1 = lowest and 5 =highest). Service to School, College, and University; Research: Receives one additional grant and publishes one additional scholarly material.

E. Performance Review

Performance evaluations shall be conducted annually for all full-time faculty.

At least five numerical or categorical ratings are to be used. The ratings are to be designed to recognize both outstanding and unsatisfactory performances as well as those appraised as degrees of good or satisfactory. Each department shall develop a clear set of expectations for satisfactory performance in the categories of Teaching, Research, and Service. (Outreach and Professional Productivity will be evaluated for those faculty for whom these are considered responsibilities.) (Missouri State University Faculty Handbook, 2025, p. 39)

Work Assignment Negotiation

Work assignments are negotiated between the faculty member and the School of Nursing Director at the time of the annual or biennial review (if a work assignment change is needed before a review is done, the School of Nursing Director will negotiate that change with the faculty member). In making an appropriate assignment,

the School of Nursing Director will take into consideration the needs of the School, the professional objectives, and recent productivity of the faculty member. The School of Nursing Director must make assignments within the parameters set by the University for expected workloads.

II. SCHOOL OF NURSING PROMOTION, TENURE, AND RE-APPOINTMENT

School of Nursing personnel committees are made up of all tenured faculty members in the School and serve as the initial evaluating body for all School of Nursing tenure track faculty evaluations. The term personnel committee is understood to mean the School of Nursing committee responsible for these evaluations. The personnel committee may designate subcommittees for specific assignments as described in its guidelines. (In the event that the School has fewer than five tenured faculty members, additional tenured faculty members from the college may be appointed by the Dean to a total number of three. In such cases, the School of Nursing Director and the faculty applicant will submit a list of possible committee members for the Dean's consideration and appointment). The committee selects a chair that is responsible for working with the School of Nursing Director to establish and communicate internal application deadlines. The chair convenes the committee's meetings and generally is responsible for writing personnel recommendations based on the deliberations of the committee. The personnel committee operates as an autonomous faculty body, and therefore the School of Nursing Director shall not participate in personnel committee proceedings or make decisions regarding its composition or actions. Tenured faculty members who have administrative assignments that require them to participate in personnel review at a higher level shall not participate in personnel decisions within his or her home [or School]. A faculty member with a potential conflict of interest (usually evaluating a spouse) should not participate in the evaluation process for annual appointment, tenure, or promotion. Inappropriate actions by individuals on the committee should be addressed by the committee chair and/or members of the personnel committee.

The candidate's credentials and/or application will be presented to the chair of the personnel committee, who will undertake the security of the application dossier. At the time of evaluation for annual appointment, promotion, or tenure, the personnel committee will have access to the candidate's current vita as well as all prior personnel reviews generated by the School of Nursing Director and personnel committee. Additional materials, supporting teaching, scholarship, and service, may be requested by the personnel committee.

A personnel committee of tenured faculty members shall make the original recommendations in all cases involving annual appointment, promotion, or tenure. If there is a personnel subcommittee, it will present its recommendations to the full tenured faculty, whose vote will establish the personnel committee's recommendation for a personnel action. When an applicant is being considered for promotion, only those tenured faculty members who hold a rank equal to or above the rank for which the candidate is applying shall participate in the decision-making process. If there is a split vote among tenured faculty, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority decision.

In instances of disagreement between the personnel committee and the Director, there shall be a good faith effort to resolve these differences. If resolution is not possible, the School of Nursing Director must offer in writing compelling reasons for disagreeing with the committee's recommendation before advancing his or her recommendation to the Dean. (Missouri State University Faculty Handbook, 2025 Section 4.8.3)

The School shall supply new faculty with a copy of the tenure and promotion guidelines in effect on the date of hire. During the first month of full-time employment, the new faculty shall meet with the School of Nursing Director and review the tenure and promotion document to ensure understanding of expectations and governing procedures. Clarifications of expectations emanating from the meeting shall be noted on the guideline document. Both the faculty and School of Nursing Director shall sign off on the guidelines, and this will be placed in the faculty member's personnel file. The signed guidelines should be provided for the faculty member's records. In the event that the School's tenure guidelines change during the time period of a faculty member pursuing tenure and/or promotion, the faculty member has the right to remain within the domain of the guidelines under which he or she was hired or elect to be evaluated with the new guidelines. If it is the desire of the faculty member to be evaluated with the new guideline document, the signed guidelines shall be amended to reflect the change and a copy provided to the faculty member.

Should the negotiated faculty workload change subsequent to the original agreement, this amendment to the faculty member's and School of Nursing Director's procedural agreement shall be reflected in all future evaluations.

IV. SCHOOL OF NURSING GUIDELINES FOR TEACHING, SCHOLARSHIP, AND SERVICE

Nursing as a professional discipline values teaching, clinical practice, scholarship, and service in a broad range of specialty areas. The faculty of the School of Nursing prepares professional nurses as generalists at the BSN level, Nurse Educators at the master's level, and as Family Nurse Practitioners (FNP) at the masters and doctoral level. To meet the educational needs for such programs, each faculty member is expected to demonstrate proficiency in teaching, practice, and scholarship within their specialty areas. All faculty are expected to demonstrate scholarship which may take the form of scholarship of application, integration, discovery, and/or teaching. In nursing, evidence of one's scholarship of application might include applying current knowledge and innovations to teaching or to clinical practice in one's nursing specialty. The scholarship of integration may include publishing reviews of literature, or applying for grants that focus on integration of knowledge. The scholarship of discovery may include activities such as conducting and publishing original research, and writing grants for original research. The scholarship of teaching may be demonstrated in activities that engage students in the process of inquiry and discovery.

Because of each faculty member's unique background, education, and clinical and teaching expertise, the amount of emphasis placed on each type of scholarship and the expected levels of achievement in each type of scholarship may differ from one faculty to the next.

The tenure track is generally designed for faculty who hold, or are pursuing, a doctoral degree. Research faculty members are pursuing a career in teaching, mentoring, service, and scholarship, with emphasis on scholarship of integration and discovery. Research, publications, presentations, and other creative work are all valued attainments for persons in the research track. School of Nursing Personnel Committee decisions for research track faculty will be based on criteria outlined in sections 3.3 through 3.5 in the Missouri State University Faculty Handbook and criteria in the School of Nursing Faculty Evaluation Plan, including the scholarship criteria for the research track.

The clinical track is designed for faculty holding a Master's or Doctoral Degree in Nursing who are pursuing a career in teaching, mentoring, service, and scholarship. Emphasis for clinical faculty is on clinical productivity activities, which is a type of scholarship of application. Examples of valued attainments in clinical scholarship include: obtaining and maintaining national certification in an appropriate specialty; conducting direct clinical practice in the area of certification; applying clinical expertise in teaching, publications, and presentations; providing a clinical role model for students; and influencing the quality of nursing care at a local, regional, or national level. Research, publication in referred journals, and other creative work may be pursued by clinical track faculty but these activities are not required. Clinical faculty may progress beyond their initial rank by pursuing the criteria outlined in the MSU Faculty Handbook (section 4.3). School of Nursing Personnel Committee decisions for clinical track faculty will be based on criteria outlined in sections 4.3 in the Missouri State University Faculty Handbook and criteria in the School of Nursing Faculty Evaluation Plan, including the scholarship criteria for the clinical track.

All faculty members are expected to demonstrate achievement in the areas of teaching, scholarship, and service. The types of achievements and the level of achievement will vary depending on the faculty member's educational preparation, clinical expertise, rank and years in rank.

A. Teaching Philosophy

The School of Nursing believes that learning proceeds from simple to complex, occurs at different rates for different individuals, and is a shared responsibility of the learner and educator that requires active involvement of the learner. Therefore, consideration should be given not only to the methods by which information is communicated but to the nature of the learner and their specific needs.

Evaluation of teaching effectiveness must therefore be based on multiple indicators whenever possible. Teaching effectiveness also varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching effectiveness in the first year of employment, may not be weighed as

heavily as in subsequent years. Other conditions of employment, such as faculty workload, development of new courses, or teaching courses new to the faculty member, shall be considered when evaluating teaching effectiveness.

In keeping with the mission of the School of Nursing in providing a basis for life-long learning and professional development, the nursing faculty member demonstrates continued learning and updating of course materials and course content. The faculty member's record of teaching is expected to demonstrate a gradual increase in responsibility commensurate with rank and tenure.

Examples of types of supporting data include:

1. Courses taught: undergraduate or graduate, number of students enrolled, student credit hours, new course preparation involved.
2. Clinical teaching: number of students, number of sites, activities related to student learning in these out-of-classroom experiences.
3. Other teaching activities: guest lectures, number of independent readings, other teaching activities.
4. Student evaluations of teaching: scores from course evaluation form (course rating, instructor rating and interest in course).
5. Teaching awards, honors, recognition by student organizations, etc.
6. Advisement activities: number of academic advisees, hours spent in advisement, etc.
7. Activities related to new program development.
8. Graduate Thesis/Non-thesis project advisement.
9. Peer observation/evaluation
10. Instructor designed feedback forms

B. Philosophy of Scholarship

The School of Nursing defines scholarship broadly, as activities encompassing original research or creative endeavors (scholarship of discovery), review and integration of prior research, (scholarship of integration), applying current knowledge and innovations to practice (scholarship of application), and activities that involve students in the process of inquiry and discovery (scholarship of teaching). Research faculty members are expected to be engaged in scholarship activities commensurate with rank and tenure.

Example of types of supporting data include:

1. Articles in journals, books published by national or international publishers or university presses.
2. Completed chapters in books currently under contract and/or in progress.
3. Articles as chapters in edited book for which one is given public credit in print.
4. Book reviews, essays, and abstracts published in refereed journals.
5. Monographs published and disseminated by foundations or other agencies.
6. Papers presented at state, regional, national, and international professional meetings.
7. Research proposals successfully funded and grant reports emanating from such projects.
8. Research proposals submitted but not funded
9. Professional development including: clinical practice, advancement of education, post-doctoral fellowships, etc.
10. Awards for research.
11. Certifications in areas of nursing practice.
12. Scholarly presentations to campus-based or community groups.
13. Preparing, compiling custom texts, reading packages for one's own courses.
14. Teaching grants.

Clinical faculty members may be engaged in scholarship activities commensurate with rank and may submit examples of documents from the above list, as well as supporting data from the following examples:

1. Discipline-related articles in books, clinical bulletins, clinical or professional newsletters, or internet sites.
2. Discipline-related articles in journals or the popular press.
3. Clinical guidelines, patient teaching materials, clinical or professional brochures, integration of outcomes for clinical or professional meetings.
4. National certification documents.
5. Course materials and/or materials from conference or workshop presentations demonstrating

- integration of discipline-related research and clinical expertise.
- 6. Letters from colleagues, supervisors, and/or former students attesting to activities as a clinical role model.
- 7. Letters from colleagues, supervisors, and/or former students, or other documentation attesting to activities that influence the quality of health care.
- 8. Papers/posters presented at local, state, regional, national, and international professional meetings.
- 9. Research proposals successfully funded and grant reports emanating from such projects.
- 10. Professional development including: attendance at professional workshops and conferences, and advancement of education.
- 11. Clinical practice in area of certification.
- 12. Awards for research, practice, or teaching.
- 13. Discipline-related presentations to campus-based or community groups

C. Philosophy of Service

Service is believed to be an integral part of the faculty role and helps assure the maintenance, growth, and well-being of the School, College, University and the professional community. Evidence of service involves activities that contribute to the governance and function of the School of Nursing, the College of Health and Human Services, and MSU, such as committee work, and completion of special projects. At the community level, service may involve volunteer work in professional organizations or consulting. The faculty member's record of service is expected to demonstrate gradual increase in responsibility commensurate with rank and tenure.

Examples of supporting data include:

- 1. Active membership in professional organizations.
- 2. Elected office, or other position of leadership held in professional organizations.
- 3. Special assignments for professional organization; for example, directing seminars, workshops, etc.
- 4. Participation at professional meetings in the capacity of moderator, speaker, reactor, discussant.
- 5. Work performed in a professional consultant capacity.
- 6. Professional honors.
- 7. Other professional activities, such as serving as a reviewer for a publication, or professional practice.
- 8. Membership or leadership in Departmental, College, and University Committees or task force.
- 9. Involvement in student activities.
- 10. Community, regional, state, and national activities deemed significant.
- 11. Special University, College, and School assignments or activities deemed significant.

EVALUATION CRITERIA

- A. The applicant for annual reappointment, tenure and promotion must achieve the required items indicated by "Required" in the areas of teaching, scholarship, and service activities under the area for which action is being considered. Suggested methods and materials to be used in documentation are found in the evaluation column of the criteria. Specific criteria for tenure and ranks are presented in the grids following this narrative and the key for criteria to be achieved is below each table.
- B. Criteria for annual reappointment, tenure and promotion.
The Personnel Committee shall evaluate each tenure track applicant separately for annual reappointment, tenure, and promotion. The Committee shall submit a separate evaluation form to the School of Nursing Director regarding the recommendation for or against reappointment, tenure or promotion and the rationale behind its decision per the following evaluation criteria.

Teaching Criteria for School of Nursing (SON)

Faculty Reappointment and Promotion Criteria

<p>The faculty member demonstrates teaching by the following:</p> <p>(Bullet points provide examples for meeting the objectives)</p>	Reappointment	Promotion							Evaluation (see bottom of page 13 for legend)
		Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Full Clinical Professor	Assistant Professor – Tenure Track	Associate Professor – Tenured	Professor- Tenured	
<p>1) Develops, communicates, revises, and consistently apply clearly defined standards of performance, best practices, and course policies in teaching & learning activities.</p> <ul style="list-style-type: none"> Course syllabi reflect sufficient depth & breadth of content, required accreditation standards, and SON and university policies. Involvement in and contributions to SON curriculum activities. Clinical Evaluation Tool (CET) reflects sufficient depth & breadth of content, required accreditation standards, and SON and university policies. Checklists reflect best practices. 	R	R	R	R	R	R	R	R	1, 4
<p>2) Evaluates student performance.</p> <ul style="list-style-type: none"> Student learning outcomes Specific criteria based on course objectives in syllabus for student evaluation Clinical Evaluation Tool (CET), written papers, discussion boards, reflections) reflecting professionalism Simulation evaluation tool 	R	R	R	R	R	R	R	R	1,3

<p>The faculty member demonstrates teaching by the following:</p> <p>(Bullet points provide examples for meeting the objectives)</p>	Reappointment	Promotion							Evaluation (see bottom of page 13 for legend)
		Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Full Clinical Professor	Assistant Professor – Tenure Track	Associate Professor – Tenured	Professor- Tenured	
<p>3) Establishes opportunities for student consultation with faculty.</p> <ul style="list-style-type: none"> • Maintains office hours per University requirements • Uses technology to engage with students (i.e. texting, Zoom, e-mail, LMS, Q&A) • Maintains policy to respond to students in a timely fashion 	R	R	R	R	R	R	R	R	1, 2
<p>4) Utilize teaching/learning theories, principles, and strategies appropriate for the content, setting, and students learning needs</p> <ul style="list-style-type: none"> • Specific assignments, instruction method examples, learning guides, blueprints, etc. • Simulation schedule, AI, narrative, etc. reflecting the incorporation of current technology 	R	R	R	R	R	R	R	R	1, 2, 3, 4
<p>5) Participates in professional development activities to enhance teaching on an annual basis.</p>	R	R	R	R	R	R	R	R	4
<p>6) Provides learning experiences and opportunities that encourage student creativity, critical thinking, and independent learning.</p> <ul style="list-style-type: none"> • Benchmark data • Teaching materials or approaches that serve as exemplars. • Recognition or award for outstanding teaching 	R	NE	R	R	R	R	R	R	1, 2, 3, 4

<p>The faculty member demonstrates teaching by the following:</p> <p>(Bullet points provide examples for meeting the objectives)</p>	Reappointment	Promotion							Evaluation (see bottom of page 13 for legend)
		Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Full Clinical Professor	Assistant Professor – Tenure Track	Associate Professor – Tenured	Professor- Tenured	
<p>7) Engage in student advising/mentorship.</p> <ul style="list-style-type: none"> • Maintains master advisor status. • Advising notes • Mentorship of students • Yearly advisory updates 	R	E	R	R	R	R	R	R	4
<p>8) Demonstrates a pattern of satisfactory peer evaluation of teaching.</p> <ul style="list-style-type: none"> • Peer evaluations of teaching • Serves as mentor to faculty as departmental needs arise. 	R	R	R	R	R	R	R	R	2, 3
<p>9) Annually submits self-evaluation of strengths, weaknesses, and measurable goals for teaching, scholarship, & service.</p>	R	R	R	R	R	R	R	R	
<p>10) Demonstrates a pattern of effective teaching with calculated overall mean ≥ 3.5.</p> <ul style="list-style-type: none"> • Student evaluation of faculty member. • Courses where less than 51% of enrolled students participated in the evaluation process are to be documented but not included in the faculty member's evaluation. • Incorporates student feedback • Benchmarks 	R	R	R	R	R	R	R	R	2, 3

R = Required; E = Encouraged; NE = Not Expected / U = Undergraduate Faculty; G = Graduate Faculty

Possible methods to evaluate teaching criteria: 1. Syllabus 2. Student evaluations 3. Peer evaluation 4. Portfolio documents (teaching materials, continuing education certificate, etc.)

Scholarship Criteria for School of Nursing (SON)

Faculty Reappointment and Promotion Criteria

The faculty member demonstrates scholarship by the following: (Bullet points provide examples for meeting the objectives)	Reappointment	Promotion							Evaluation (see bottom of page 15 for legend)
		Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Full Clinical Professor	Assistant Professor – Tenure Track	Associate Professor – Tenured	Professor – Tenured	
1) Pursues program of scholarship. <ul style="list-style-type: none"> Evidence of focused scholarship activities Integrates current EBP guidelines into teaching and clinical practice 	R	E	R	R	R	R	R	R	1
2) Development of innovative teaching and evaluation methods <ul style="list-style-type: none"> research in teaching strategies course development and outcome evaluation curricular and faculty evaluation innovations research related to the knowledge pedagogy of nursing or related disciplines creation of innovative learning environments that support diverse groups of students 	E	E	E	R (1 required)	R (2 required)	E	E	E	
3) Actively involved in independent, collaborative, and/or interdisciplinary research project(s).	E	NE	E	E	R	R	R	R	1
4) Maintains licensure as a Registered Professional Nurse <ul style="list-style-type: none"> Licensure verification/report 	R	R	R	R	R	R	R	R	1
5) Attains and maintains national certification in a nursing specialty. <ul style="list-style-type: none"> Certification verification/report 	E	E	E	E	E	E	E	E	

The faculty member demonstrates scholarship by the following: (Bullet points provide examples for meeting the objectives)	Reappointment	Promotion							Evaluation (see bottom of page 15 for legend)
		Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Full Clinical Professor	Assistant Professor – Tenure Track	Associate Professor – Tenured	Professor – Tenured	
5) Applies for intramural or extramural grants, contracts or projects.	E	NE	E	E	E	R	R	R	1 1
6) First or second author of scholarly publications. <ul style="list-style-type: none"> Peer-reviewed / refereed journals Clinical Practice Guidelines Book, book chapter(s) 	E	NE	E	E	E	R – 1 manuscript	R – 2 manuscripts	R – 3 manuscripts	1
7) Presents scholarly materials at local, regional, national, and/or international sponsored professional meetings.	E	NE	E	E	R	R	R	R	1
8) Reviews or critiques scholarly projects. <ul style="list-style-type: none"> Serves as a chair, co-chair, or committee member for student projects. Journal, book, or book chapter reviewer 	E	NE	E	E	R	R	R	R	1

R = Required; E = Encouraged; NE = Not Expected / U = Undergraduate Faculty; G = Graduate Faculty

Evaluation Key: Possible methods to evaluate research and scholarship criteria: 1. Portfolio documents (grant applications, copies of publications, presentation brochures, letters, etc.)

*Specific modes of Research include:

- Discovery; gaining knowledge of or ascertaining the existence of something previously unknown or unrecognized;
 - Application: using established knowledge to solve significant problems;
 - Synthesis; bringing knowledge together from disparate sources to produce a whole work that is greater than the sum of its parts;
 - Criticism; using established values (aesthetic, logical, ethical) to evaluate quality of artifacts (e.g., art, legal decisions, news media); and
 - Creation: production of unique forms of expression, generation of new interpretations, theory-building, model-building, and performance.
- (Faculty Handbook, 2025 4.2.2.1 Research Mission, page 27)

Service Criteria for School of Nursing (SON)

Faculty Reappointment and Promotion Criteria

The faculty member demonstrates service by the following: (Bullet points provide suggestions (not exhaustive) for meeting the objectives)	Reappointment	Promotion							Evaluation (see page 17 for legend)
		Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Full Clinical Professor	Assistant Professor – Tenure Track	Associate Professor – Tenured	Professor – Tenured	
1) Hold membership in professional organizations (i.e. ANA/MONA, NLN, STTI etc.). <ul style="list-style-type: none"> Serves on a committee Attends meetings and conferences Elected to a leadership position within the organization 	R	E	R	R	R	R	R	R	1
2) Actively participates in SON committees and initiatives. <ul style="list-style-type: none"> Attends SON committee meetings. Participates in ad hoc committees, workgroups, etc. 	R	R	R	R	R	R	R	R	1
3) Actively participates in college, university, and/or community committees or initiatives that promote the nursing profession. <ul style="list-style-type: none"> Chairs or co-chairs committee. Attends committee meetings. Participates in community activities or organizations that promote the nursing profession. 	E	E	E	E	R	E	R	R	1

The faculty member demonstrates service by the following: (Bullet points provide suggestions (not exhaustive) for meeting the objectives)	Reappointment	Promotion							Evaluation (see page 17 for legend)
		Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Full Clinical Professor	Assistant Professor – Tenure Track	Associate Professor – Tenured	Professor – Tenured	
4) Serves as a consultant to the profession or community. <ul style="list-style-type: none"> Journal reviewer Expert resource Serve as a professional advocate 	E	E	E	E	R	E	R	R	1

****R = Required; E = Encouraged; NE = Not Expected** / U = Undergraduate Faculty; G = Graduate Faculty**

Evaluation Key: Possible methods of evaluating service criteria. 1. Portfolio documents (letters of appointment, membership documents, committee minutes, etc.)

Reappointment: Complete all required criteria.

Promotion Criteria:

Clinical Instructor promotion to Clinical Assistant Professor: Meet all required criteria and one (1) “Encouraged.”

Clinical Assistant Professor promotion to Clinical Associate Professor: Meet all required criteria and two (2) “Encouraged,” with at least five (5) full academic years at current rank.

Clinical Associate Professor promotion to Full Clinical Professor: Meet all required criteria and two (2) “Encouraged” with at least five (5) full academic years at current rank and hold a terminal degree.

Assistant Professor promotion to Associate Professor must apply for tenure/promotion no later than the sixth (6th) year of probationary status at Missouri State (same year as eligible for tenure) to the Associate rank and meet all required criteria and two (2) encouraged. Individuals with exceptional records of accomplishments may apply for early tenure (one (1) year prior) in fifth (5th) year for assistant to associate rank.

Associate Professor promotion to Professor are eligible to apply for promotion during their fifth (5th) year of academic service to Missouri State University in the rank of Associate Professor and meet all required criteria. Individuals with exceptional records of accomplishments may be granted early promotion (one (1) year prior) in fourth (4th) year for associate to professor rank.

Professors with extraordinary accomplishments may apply for promotion to Distinguished Professor.

Definitions and Examples of SON Faculty Activities

Introduction

The following definitions and examples of SON faculty activities serve as a guiding framework for faculty for determining, generally, the types of accomplishments that would normally be considered as having value within the areas of teaching, scholarship and service. The list of examples is not exhaustive and faculty are not required to have completed all the items listed to have satisfactory performance or to be considered for promotion and tenure. Faculty are encouraged to use these activities as inspiration when preparing portfolios for promotion and tenure consideration and performance evaluation.

Teaching

Teaching includes any activity that directly or indirectly supports student growth and development. Excellence in teaching involves maintaining a current knowledge base, utilizing research and/or other scholarly work in teaching, utilizing effective teaching and evaluative skills, mentoring of students, and carrying out curriculum responsibilities leading to student growth and development. Those activities that may be considered as teaching or related to teaching are listed below.

Definitions related to “Scholarly, Creative, and Practice Productivity”

The SON faculty recognize that there exists a full range of scholarship within the discipline of nursing, and that these definitions are broad enough to encompass other disciplines as well. The AACN “Position Statement on Defining Scholarship for the Discipline of Nursing” (<http://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship>) provides definitions that may be used to guide portfolio preparation and promotion, tenure, and evaluation reviews in a way that is appropriate to the profession. The hallmark of any scholarship is the dissemination to a broader audience through publications and presentations, with peer-reviewed work carrying the greatest weight.

Scholarship of Teaching – is inquiry that produces knowledge to support the transfer of the science and art of one’s discipline from the expert to the novice, building bridges between the teacher’s understanding and the student’s learning. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

- Knowledge of the discipline or specialty applied in teaching-learning includes innovations that demonstrate the knowledge of the faculty member in relation to teaching (such as authorship of textbooks or other learning aids), technology application, and theory building in the teaching-learning assessment context.
- Development of innovative teaching and evaluation methods includes research in teaching strategies, course development and outcome evaluation, curricular and faculty evaluation innovations, research related to the knowledge and pedagogy of nursing or related disciplines, and creation of innovative learning environments that support diverse groups of students.
- Program development and learning outcome evaluation includes the development of outcomes assessment programs, accreditation reports, grant proposals for educational programs, disciplinary and interdisciplinary programs, and educational evaluation models.
- Professional role modeling includes the mentoring of students and novice faculty, leadership roles in curriculum and instruction, development of programs for lifelong learning, and leadership in shaping educational policy.

Scholarship of Discovery – is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits. It may take the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

- Primary empirical research is the systematic collection of data to answer an empirical question or test a hypothesis, which includes the use of such qualitative and quantitative designs as experimental, quasi-experimental, descriptive, exploratory, case studies, and ethnography.
- Historical research includes original investigations using manuscripts, documents, oral narrative, and other printed and non-printed materials.
- Theory development is the process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience.
- Methodological studies include the development and testing of new or revised methods of inquiry that have utility in generating knowledge.
- Philosophical inquiry in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. It seeks to answer questions related to the meaning of health and illness in the context of human life, how we acquire and evaluate knowledge, and the standards of conduct of life.

Scholarship of Practice (Application)—encompasses all aspects of the delivery of a professional service where evidence of direct impact in solving health care or other problems or in defining problems of a community are presented. The focus is on the scholarship generated through practice. Components of the scholarship of practice include development of clinical knowledge, professional development, application of technical or research skills, and service.

- Development of clinical knowledge entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical/service areas of expertise.
- Professional development includes self-development to improve competency beyond the basic practice of the profession or discipline and research in specialty practice arrangements and faculty role concepts.
- Application of technical or research skills includes activities that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models, and others.
- Service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care

Scholarship of Integration—refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. Examples of the scholarship of integration are:

- integrative reviews of the literature,
- analysis of health policy,
- development of interdisciplinary educational programs and service projects,
- studies of systems in health care,
- original interdisciplinary research,
- integrative models or paradigms across disciplines.

Definition of Service

Service encompasses those efforts within the college, university, community and discipline that forward the shared governance and functioning of those institutions.