

**PROCEDURES**

Graduate School of Nursing

Appointments, Promotion, and Tenure of Faculty

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1. POLICY ON APPOINTMENT OF FACULTY: RESPONSIBILITY.

1.1. ADMINISTRATIVE.

The Board of Regents (BOR) shall recommend to the President, USUHS, the appointments of all faculty above the rank of Assistant Professor. The BOR action will be based on recommendations of the Dean, Graduate School of Nursing (GSN). The Dean, GSN, on the recommendation of the appropriate Department Chair, may directly recommend Instructor and Assistant Professor faculty appointments. Should there be a conflict between this document and applicable Office of Personnel Management (OPM) regulations, the OPM policies and regulations will apply.

1.2. FACULTY: Committee on Appointments, Promotion, and Tenure (CAPT).

1.2.1. Functions.

- 1.2.1.1. Review the recommendations of the Department Chair and departmental search/review committee for appointment, appointment renewal, reappointment, promotion, or tenure of individuals to the faculty rank of Associate Professor or Professor for primary appointment.
- 1.2.1.2. Review the recommendations of the Department Chair for a secondary appointment or promotion of faculty at the rank of Associate Professor or Professor.
- 1.2.1.3. Determine if the academic rank proposed is consistent with current USUHS GSN policy and criteria, and establish that the proposed appointee is appropriately recognized by his or her peer group at the level requested.
- 1.2.1.4. Review the recommendation and report of the department review committee and Department Chair regarding academic qualifications for tenure of eligible faculty members not later than the end of the last probationary year.
- 1.2.1.5. Review recommendations of the Department Chair concerning faculty sabbatical leave. Approval of a sabbatical request can be granted by the Chair and Co-chair of the CAPT and does not require full committee review.
- 1.2.1.6. Review all the evidence provided as grounds for the termination for cause of a non-tenured faculty appointment before the end of the specified time, or a tenured appointment.

1.2.1.7. Submit, in writing to the Dean, GSN, a recommendation to approve or deny an appointment, renewal of appointment, reappointment, promotion, tenure, sabbatical leave (see 1.2.1.5), appointment termination, or removal of tenure.

1.2.2. Membership. (See Figure 1.)

1.2.2.1. The CAPT will consist of 4 voting members including the Chair appointed by the Dean who meet the requirements of paragraph 1.2.2.2 . Up to three additional tenure track, not yet tenured associate professors may be appointed to sit on the Committee only in circumstances when tenure ineligible faculty are being considered for appointment or promotion at equal or lower rank.

1.2.2.2. Membership. See Figure 1. Up to three additional faculty members may sit on the CAPT based on criteria in paragraph 1.2.2.1. Faculty representatives will be selected from individuals recommended to the Dean, GSN by the Faculty Council and Department Chairs (see figure 1 for civilian/uniformed composition).

**1.2.2.2.1. One uniformed member should be an advanced practice nurse.**

1.2.2.2.2. The GSN Associate Dean (AD) will provide an orientation for all new members of the CAPT and provide the CAPT with updates in faculty policy. The AD will serve as a non-voting advisor to the CAPT and will be available to clarify issues relating to policies defined in this Instruction. The Chair of the CAPT will serve as the point of contact for the AD.

1.2.2.2.3. Faculty with administrative titles of President, USUHS, Vice-President, Dean, Associate Dean, or Assistant Dean shall not serve as members of the CAPT. These individuals shall not attend CAPT meetings except when requested by the committee.

1.2.2.3. Appointment to the CAPT will ordinarily be for three years, with new members appointed each year on a staggered basis.

1.2.2.4. No more than three members of a department shall serve as current members of the CAPT.

1.2.2.5. Ordinarily, no CAPT member shall serve consecutive terms.

1.2.2.6. In the event of a vacancy, the Dean, GSN shall appoint a replacement member of like category to complete the term of service.

Figure 1.

<p><b>CAPT Composition for Faculty Seeking to Advance to the Academic Rank of Professor, Tenure-Eligible</b></p> <p><u>Number</u>          GSN faculty: 4          Non-GSN Faculty: 1</p> <p><u>Academic Rank</u>          Professor: All</p> <p><u>Civilian –Uniformed</u>          Civilian with Tenure: 3          Uniformed: 2*</p> <p>*Can use civilian if uniformed not available but must maintain specified GSN:Non-GSN ratio</p>	<p><b>CAPT Composition for Faculty Seeking to Advance to the Academic Rank of Professor, Tenure-Ineligible</b></p> <p><u>Number</u>          GSN faculty: 4          Non-GSN Faculty: 1</p> <p><u>Academic Rank</u>          Professor: All</p> <p><u>Civilian –Uniformed</u>          Civilian with Tenure: 3          Uniformed: 2*</p> <p>*Can use civilian if uniformed not available but must maintain specified GSN:Non-GSN ratio</p>
<p><b>CAPT Composition for Faculty Seeking to Advance to the Academic Rank of Associate Professor, Tenure-Eligible</b></p> <p><u>Number</u>          GSN faculty: 4          Non-GSN Faculty: 1</p> <p><u>Academic Rank</u>          Professor: All (desired*)          *Can substitute any number of Associate Professors for Professors but must maintain specified GSN:Non-GSN ratio</p> <p><u>Civilian –Uniformed</u>          Civilian with Tenure: 3          Uniformed: 2*</p> <p>*Can use civilian if uniformed not available but must maintain specified GSN:Non-GSN ratio</p>	<p><b>CAPT Composition for Faculty Seeking to Advance to the Academic Rank of Associate Professor, Tenure-Ineligible</b></p> <p><u>Number</u>          GSN faculty: 4          Non-GSN Faculty: 1</p> <p><u>Academic Rank</u>          Professor: All (desired*)          *Can substitute any number of Associate Professors for Professors but must maintain specified GSN:Non-GSN ratio</p> <p><u>Civilian –Uniformed</u>          Civilian with Tenure: 3          Uniformed: 2*</p> <p>*Can use civilian if uniformed not available but must maintain specified GSN:Non-GSN ratio</p>

1.2.3. Organization and Operation.

- 1.2.3.1. The Dean, GSN will appoint a Chair each year who has served one year as a member prior to appointment. The Committee will select a member to act as a Vice Chair. The Chair and Vice Chair will review the faculty submissions prior to presentation at the CAPT. This review will serve to enhance the committee process by assuring that appropriate documentation and information is available for the CAPT to take appropriate action. The Chair and Vice Chair will participate in discussions and vote for candidates.
- 1.2.3.2. The presence of three members plus the Chair shall constitute a quorum for all business. In case of an irreconcilable tie vote, the Chair will refer the circumstances to the Dean for resolution.
- 1.2.3.3. The CAPT may develop and request the Dean, GSN to issue supplemental guidelines to Department Chairs or search/review committees. Such guidelines shall be limited by the criteria and requirements specified in this Instruction. Prior to implementation, proposed supplemental guidelines will be reviewed by the Dean, GSN and the GSN faculty council.
- 1.2.3.4. In the event that the GSN does not have qualified members to serve on the CAPT, the Dean, GSN will request assistance from the Dean, F. Edward Hebert School of Medicine in augmenting with appropriate representation.

1.2.4. Review Policy

- 1.2.4.1. In arriving at its recommendation, the CAPT will follow the guidelines, definitions, and procedures presented in this Instruction and shall consider all aspects of the candidate's scholarly activities in the areas of education, practice, research, and service (university and community) including military consultant and advisor roles, and administrative accomplishments.
- 1.2.4.2. The CAPT will determine if the information submitted by the department is complete and sufficient to make its evaluation. The CAPT may seek further information by making specific requests to the Department Chair. In areas where



the CAPT feels that additional information concerning a candidate's achievements is necessary, external reviewers may be used. These reviewers will be selected on the basis of expertise in the candidate's discipline or area of achievements. With the explicit permission of the candidate, reviewers will be sent a copy of the candidate's CV and bibliography, a copy of the candidate's statement of scholarly interests, copies of the reprints furnished by the candidate, and GSN mission and vision statements. The CAPT may defer consideration of recommendations it considers incomplete or questionable.

1.3. UNIFORMED SERVICES: Faculty Appointment of Members of the Uniformed Services to USUHS.

- 1.3.1. The Surgeons General have agreed to assign uniformed services faculty to the USUHS and its affiliated medical and research centers for tours of duty as prescribed by their appropriate service.
- 1.3.2. The academic appointment for uniformed services faculty members shall be for their current duty assignment, subject to annual review by the Dean, GSN and appropriate Department Chair. The duty assignment may be terminated as a result of parent service requirements or upon request of the Dean, GSN.
- 1.3.3. Upon reassignment from the USUHS to another installation or activity, faculty appointments will be reviewed to determine appropriate status, i.e., continue as primary faculty, become adjunct faculty, or have the appointment terminated.
- 1.3.4. The academic ranks of uniformed faculty members will be determined based upon the criteria described in this Instruction. Active duty personnel are not eligible for tenure.
- 1.3.5. Subject to a request from the appropriate Chair and approval by the CAPT and the Dean, GSN, uniformed services personnel who terminated their appointments upon leaving the university and are returning to the USUHS as uniformed members of the faculty will be re-appointed at an academic rank not less than that previously held. This rule does not apply to individuals who held an appointment while on active duty and are seeking a new civilian appointment. These individuals must comply with the regulations concerning new appointments.

- 1.3.6. Uniformed services faculty shall have the academic rights and responsibilities afforded to civilian faculty members of the same academic rank, provided that such rights and responsibilities are compatible with their uniformed status.
- 1.3.7. Responsibilities of uniformed services faculty to the USUHS, Department Chairs, local command, and The Surgeons General, including the Federal Nursing Chiefs, are set forth in agreements with The Surgeons General and in USUHS letters of appointment.
- 1.3.8. Billeted or boarded faculty members are responsible to the GSN Department Chairs and the Dean, GSN with respect to participation in scholarly activities in the areas of education, practice, research, and service (university and community). Faculty providing clinical services are also concurrently responsible to the uniformed medical departments and medical or research center/activity commanders for such activities performed in facilities under their supervision.

2. POLICY ON APPOINTMENT OF FACULTY TO ADMINISTRATIVE POSITIONS.

- 2.1. USUHS GSN appointments to administrative positions, including the Dean, GSN, Associate and Assistant Deans, Department Chairs, and university associated military positions are without tenure. Incumbents in these positions may have tenure from an academic department, separate and distinct from their administrative responsibility.
- 2.2. Policies and procedures for the development of administrative positions and the search and selection of individuals are presented in USUHS Instructions 1107Ae and 1411f.
- 2.3. There is no right to a hearing before the Faculty Grievance Committee for termination of an administrative appointment.
- 2.4. The terms and conditions of every faculty administrative appointment shall be stated in writing and be in compliance with the official appointment regulations of the USUHS. Administrative appointments are not continuous appointments, as the incumbent serves at the pleasure of his/her immediate supervisor(s).
- 2.5. Any subsequent extensions or modifications of the terms and conditions of appointment shall be stated in writing to the individual.

3. FACULTY TENURE: DEFINITION AND ELIGIBILITY.

- 3.1. A tenured faculty member holds his or her position without discriminatory reduction in base salary or a loss of such a position and may not be dismissed except for cause and only through administrative processes pursuant to Public Law 92-426g and this Instruction.
- 3.2. Tenure eligible faculty must:
  - 3.2.1. Possess an earned doctorate.
  - 3.2.2. Meet the criteria for the rank of assistant professor or higher as described in the attachments identifying scholarly activities as defined in Criteria for Evaluating Scholarly Activities in Attachment 1 for tenure-eligible faculty.
  - 3.2.3. Within the tenure-eligible track, granting of tenure may be disassociated from promotion to Associate or Full Professor.
- 3.3. Tenure will not be granted solely on the basis of length of service.
- 3.4. Tenure-ineligible faculty are those who fall under one of the following descriptors:
  - 3.4.1. Under an active duty uniformed service appointment.
  - 3.4.2. Under an acting or visiting appointment.
  - 3.4.3. Under any appointment with a modified academic title (example: any appointed adjunct faculty).
  - 3.4.4. Under any part-time position. [Section 3.8]
  - 3.4.5. Under an affiliated appointment.
  - 3.4.6. Under an appointment as a Distinguished or Emeritus Professor.
  - 3.4.7. Under any other appointment for which the USUHS or the Henry M. Jackson Foundation, in the case of an Endowed Chair or professorship, does not provide the salary from its regularly appropriated or managed funds.
  - 3.4.8. Admitted to work under a non-immigrant visa.
  - 3.4.9. The member does not possess a doctoral degree.
- 3.5. Tenure-eligible Professors may be appointed without tenure for a probationary period of three years. A tenure decision shall be made within three years. A person holding this rank at the GSN for three years shall either receive tenure before the end of the third year or, at that time, be given notice terminating appointment at the end of the fourth year.
- 3.6. Tenure-eligible Associate Professors may be appointed without tenure for a probationary period of three years. A tenure decision shall be made within three years. A person holding this rank at the GSN for three years shall

either receive tenure before the end of the third year or, at that time, shall be given notice terminating the appointment at the end of the fourth year.

- 3.7. Assistant Professors shall be appointed without tenure. Tenure-eligible faculty holding this rank at the GSN for a maximum probationary period of eight years shall either be promoted to Associate Professor or be given notice terminating the appointment at the end of the ninth year. Tenure shall not be granted at the Assistant Professor rank. Promotion of a tenure-eligible Assistant Professor to Associate Professor may be disassociated from tenure. In some circumstances, a tenure-eligible Assistant Professor may be promoted and granted tenure after four years, but normally shall not be promoted before five years of service at this rank.

3.8. Part-Time Appointments:

- 3.8.1. A member of the faculty appointed to a part-time position is not eligible for tenure unless the requirements for tenure eligibility are specifically waived in writing by the President, USUHS after consultation with the Dean, GSN, the CAPT, and the BOR at the outset of the appointment.
- 3.8.2. A member of the faculty with tenure who converts to part-time status does not have tenure in the part-time status unless the President, USUHS, after consultation with the Dean, GSN, the CAPT, and the BOR, notifies the individual in writing that tenure continues in the part-time status.
- 3.8.3. Normally, if a member of the faculty who was on the tenure track converts to part-time status, his/her "tenure clock" stops for that member with approval of the Dean, GSN. If a full time position then becomes available and the member is selected for that position, his/her "tenure clock" starts where it stopped when the member went to part-time status. Generally this process will occur only once.

3.9. Tenure of Faculty Members in Administrative Positions:

Administrative positions are non-tenured. Eligibility for tenure of a faculty member who also holds an administrative position is solely based on his/her academic appointment.

4. FACULTY TENURE: PROCEDURES FOR THE GRANTING OF TENURE.

- 4.1. The procedures set forth in USUHS Instruction 1107Ae and the University's procedures assuring compliance with affirmative action policies shall be followed.
- 4.2. For the purposes of the probationary period for tenure, the four and eight year time frames referred to in this document will commence on the actual date of appointment.
- 4.3. All appointments and renewal of appointments to academic positions within the tenure-eligible track, but without the award of tenure, are probationary. The probationary period is a specified time period during which the faculty member must demonstrate the qualifications required for appointment renewal, promotion, and award of tenure. In the case of a faculty member who has served in a tenure-eligible track equivalent appointment at another academic institution, the amount of time counted toward the probationary period will be agreed upon and stated in writing at the time of the USUHS GSN tenure-eligible track appointment.
  - 4.3.1. During the probationary period, the faculty member shall have access to information on the substantive and procedural standards employed by the USUHS regarding decisions affecting re-appointment, promotion, and the award of tenure. In addition, he or she shall receive from the Department Chair an annual evaluation of performance.
- 4.4. Recommendations for tenure begin at the department level as set forth in Sections 8 and 11.
  - 4.4.1. The Department Chair shall annually review all individuals eligible for tenure. During the probationary period, the faculty member shall have access to information on the substantive and procedural standards employed regarding decisions affecting renewal of appointment, promotion and the award of tenure. Normally, a faculty member is in place for three years before going forward with a request for promotion and/or tenure.
  - 4.4.2. The Department Chair must complete and submit his/her requests, with complete documentation for faculty tenure, in a timely fashion to assure that the CAPT and the Dean, GSN can evaluate and act on the request within the prescribed time period.
- 4.5. Consideration by the CAPT:
  - 4.5.1. The composition, functions, authority, responsibilities and procedures of the CAPT are set forth in Section 1.2.
  - 4.5.2. The CAPT recommendations shall be reported to the Dean, GSN.

- 4.5.3. The CAPT may defer consideration of recommendations it considers incomplete or questionable.
- 4.5.4. The CAPT disapproval or deferral will be transmitted in the form of a memorandum through the Dean, GSN to the Department Chair, with a copy to the candidate. This memorandum shall describe the evaluation process and state the reasons for disapproval or deferral.
- 4.6. The Dean, GSN shall act upon the CAPT recommendations as set forth in Section 8.
- 4.7. The BOR shall consider the recommendations of the Dean, GSN, and provide its advice to the President, USUHS for action.
- 4.8. The President, USUHS, based on the recommendations of the BOR and with the information supplied by the Dean, GSN, shall take the appropriate action.
- 4.9. The Department Chair shall notify the candidate in writing of the tenure decision. If tenure is denied to a candidate who has served on the faculty for eight consecutive years as Assistant Professor or three consecutive years as Associate Professor or Professor, the Chair shall advise him or her in writing that the appointment will terminate at the end of the succeeding year. In the event of a negative decision after an extension has been given, the terminal year begins from the date of the negative decision notification.
- 4.10. Prohibition Against USUHS Employment After Denial of Tenure:
  - 4.10.1. A faculty member who has been denied tenure with the USUHS GSN and is subsequently terminated from his or her position in accordance with this section shall not normally be rehired as a faculty member of the USUHS GSN for a period of three years following termination of the tenure-eligible track appointment.
  - 4.10.2. An exemption permitting a new non-tenure appointment for the individual may be requested by the appropriate Department Chair, with the concurrence of the departmental review committee and with the approval of the President, USUHS and the Dean, GSN.
  - 4.10.3. If appointment to an academic position is approved, the faculty member will not be allowed to enter the tenure-eligible track during employment at the USUHS GSN, the rank during the restricted three year period will be no higher than that held at the time of denial of tenure, and all resource allocation to the individual (including amount and source of compensation, space, and other support) will require formal approval by the Dean, GSN.

5. FACULTY TRACKS.

- 5.1. GSN faculty will be appointed to either the tenure-eligible or tenure-ineligible track.
- 5.2. Appointment to either the tenure or tenure-ineligible track and appropriate faculty rank shall ultimately be made by the Dean, GSN in consultation with GSN Department Chair(s). The following factors may be considered when making an initial appointment decision:
  - 5.2.1. Educational preparation.
    - 5.2.1.1.1. Masters Degree.
    - 5.2.1.1.2. Doctoral Degree.
  - 5.2.2. Years of experience in a variety of possible environments.
    - 5.2.2.1.1. Administrative.
    - 5.2.2.1.2. Academic.
      - 5.2.2.1.2.1. Previous attainment of rank and/or tenure.
    - 5.2.2.1.3. Clinical.
  - 5.2.3. Scholarly emphasis.
    - 5.2.3.1.1. Education.
    - 5.2.3.1.2. Research.
    - 5.2.3.1.3. Practice.
    - 5.2.3.1.4. Note that service is a component for all faculty.
  - 5.2.4. Faculty Rank Determination: Decisions about the initial appointment will be based on the above variables in concert with the following timelines.



Figure 2.

	RANK	Minimum Years Experience as a Nurse	Educational Preparation	**Initial Appointment	Reappointment Term (years)	Max Time in Rank Prior to Tenure****
Tenure Eligible Track***	Assistant Professor	5	Doctorate*	3	1-4	8
	Associate Professor	10	Doctorate	3	1-4	8
	Professor	15	Doctorate	3	1-4	8
Tenure-Ineligible Track	Instructor	2	Masters	2 or 3	1-3	N/A
	Assistant Professor	5	Masters or Doctorate	2 or 3	1-3	N/A
	Associate Professor	10	Masters or Doctorate	2 or 3	1-3	N/A
	Professor	15	Doctorate	2 or 3	1-3	N/A

\* Any individual inadvertently placed in a Tenure Eligible track with a masters degree, will be granted 5 years from the time of Doctoral degree completion to complete requirements for promotion to Associate Professor with tenure.

\*\* In the tenure-ineligible track military faculty will typically be appointed for 3 years. Civilian faculty will typically be appointed for 2 years.

\*\*\*Prior academic teaching experience and tenure at their current higher education institution weighs heavily in the decision to appoint a faculty member to the rank of Associate Professor or higher with tenure.

\*\*\*\* Faculty can be promoted from Assistant to Associate Professor or from Associate to Professor and not be granted tenure. Granting of tenure and promotion are disassociated.

### 5.3. The Tenure-Eligible Track.

5.3.1. Faculty in the tenure-eligible track will hold unmodified academic titles and ranks and shall be eligible for the privileges and limitations thereof.

5.3.2. The tenure-eligible track is restricted to civilian faculty who will commit full-time effort and responsibilities to the USUHS GSN programs, including assigned duties at GSN affiliated institutions. Tenure track eligibility is based on specific criteria and institutional needs, and is not used to discriminate among faculty based on the value of an individual's contributions and achievements.

5.3.3. Duration: The maximum probationary period will be three years for Associate Professor and eight years for Assistant Professor, commencing on the actual date of appointment. Review for promotion or tenure will be completed prior to the end of the last probationary year.

If a faculty member goes on approved leave for a period greater than three months for any purpose other than for scholarly or health reasons during his or her probationary period, there will be an agreement in writing with the faculty member, Department Chair and the Dean, GSN prior to the beginning of the leave, stating whether the leave time is to be counted toward completion of the remaining probationary time. Such an agreement shall be executed in writing before the beginning of the leave. In the absence of such a letter, the leave will be counted as probationary time.

Scholarly leave of absence for one year or less will count as part of the probationary period with the concurrence of the Department Chair and the Dean, GSN. Requests for extensions must be submitted in writing and will be reviewed and considered by the Chair and the Dean, GSN. Requests must be submitted at least six months prior to commencement of the leave.

The initial six months continuous leave taken for medical reasons shall not count toward the probationary period. Requests for an extension following the six month period must be submitted in writing and will be reviewed and considered by the Chair and the Dean, GSN.

5.3.4. Academic appointments within the tenure-eligible track, but without tenure, shall not imply any assurance of renewal, promotion or eventual award of tenure. Such actions must be based on a positive recommendation in accordance with procedures and standards established elsewhere in this Instruction.

5.3.5. The award of tenure can only be made by the President, USUHS based on the positive recommendation of the CAPT, the Dean, GSN, and the BOR.

5.3.6. See Section 3 for eligibility criteria for the tenure-eligible track.

5.3.7. Faculty in the tenure-eligible track are expected to produce evidence of scholarship in the following pathways (see Figure 2).

5.3.7.1. Education.

5.3.7.2. Practice.

5.3.7.3. Research.

5.3.7.4. All faculty should have evidence of service.

5.3.8. Sabbatical.

5.3.8.1. Only tenure-eligible faculty can request sabbatical leave.

5.4. Tenure-Ineligible Track.

5.4.1. The tenure-ineligible track includes all uniformed service faculty members and those civilian faculty members not specifically appointed in the tenure-eligible track.

5.4.2. Full time civilian faculty appointments in the tenure-ineligible track shall be for terms of specified duration stated at initial appointment. The initial appointment of full time USUHS GSN civilian faculty members in this track will be for two years plus the time needed to establish an appointment expiration date of 30 June. Appointment duration for a non-billeted civilian faculty member will be for no more than three years. Appointments may be renewed with no limit to the number of renewals.

5.4.3. Non-billeted uniformed faculty appointments will be for the period of time that they provide teaching, research, and service activities to the GSN, subject to satisfactory periodic reviews to occur at intervals of no less than every three years, as determined by the appropriate GSN Department Chair. Appointments may be renewed with no limit to the number of renewals. Billeted uniformed faculty appointments will be as described in Section 1.3.

5.4.4. Renewal of an appointment of tenure-ineligible civilian or uniformed faculty to a given academic rank requires that the individual meet the requirements for that academic rank as specified in this Instruction and has shown appropriate performance in his or her required areas of scholarly activity and service. Renewal of an appointment of non-tenure-eligible track faculty will not occur with a reduction in academic rank.

5.4.5. Faculty performance review for faculty in the tenure-ineligible track will be based on the duration of the appointment, but at an interval not to exceed three years.

5.4.6. Faculty in the tenure-ineligible track are expected to produce evidence of scholarship in one of the 2 following pathways.

5.4.7. Education/Practice.

5.4.8. Education/Research.

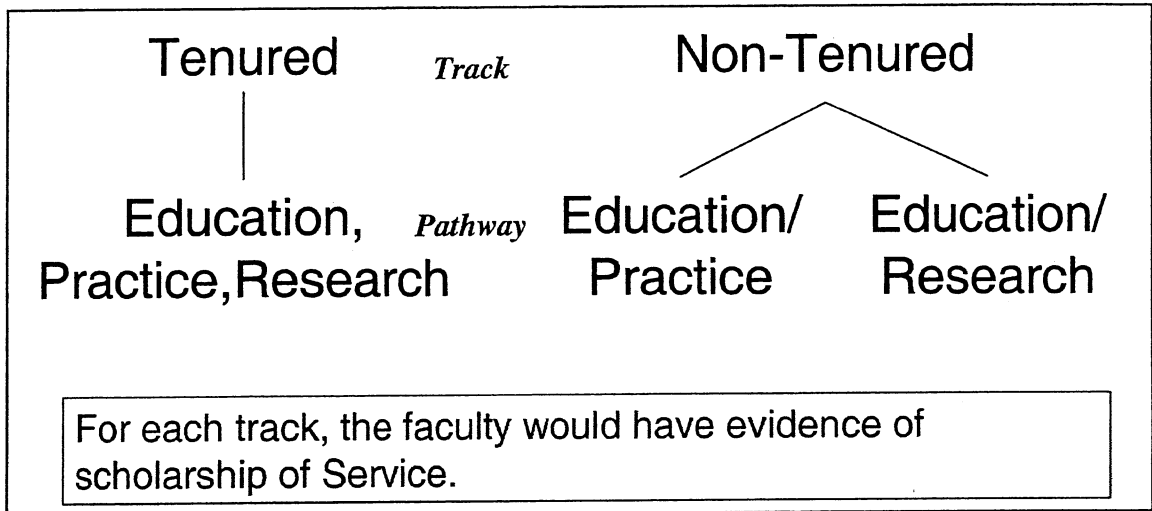
5.4.9. All faculty should have evidence of service.

5.5. Attachment 1 illustrates the expectations of scholarly activities within the tenure-eligible and tenure-ineligible tracks.

5.6. Individual faculty members, in consultation with their Department Chair determine the allocation of time spent in each area of scholarship.

5.7. Education is the cornerstone of scholarship in the GSN. Therefore, faculty will be expected to devote a significant percentage of their time in the scholarship of education.

Figure 3.



## 6. FACULTY RANKS AND TITLES.

### 6.1. Academic titles.

6.1.1. The academic titles: Instructor, Assistant Professor, Associate Professor, and Professor denote increasing ranks within the professorial series. Other titles are used to describe faculty members whose duties do not correspond with traditional professorial appointments. Academic titles may be unmodified or modified as described below.

#### 6.1.1.1. Instructor:

6.1.1.1.1. The rank of Instructor is an initial appointment appropriate for qualified individuals, with at least a Master's degree (Master's of Science in Nursing preferred for nurses), whose qualifications in scholarly activities including research, teaching, and service do not meet the criteria for the rank of Assistant Professor. This rank is not considered to be a requirement for entrance into either the tenure-eligible or tenure-ineligible tracks.

6.1.1.1.2. Research associates and senior research associates are eligible for appointments as faculty members at the rank of Instructor with the addition of an appropriate teaching responsibility to their other duties.

#### 6.1.1.2. Assistant Professor.

6.1.1.2.1. Scholarly achievement and the capacity for continued professional growth are the important criteria for the renewal of appointment and promotion. Innovation, originality, creativity, and peer recognition of achievement are the key elements considered in the evaluation process. Professional recognition shall be assessed by appropriate peer recognition of faculty achievements [Section 7.7.1.]. Assistant Professors must have a Master's degree; for nurses, preferably in Nursing.

#### 6.1.1.3. Associate Professor.

6.1.1.3.1. Eligibility for promotion to the rank of Associate Professor typically requires at least four years of experience at the Assistant Professor level. Candidates for Associate Professor must meet and exceed all of the criteria outlined for the rank of Assistant Professor. Associate Professors must have an earned doctorate in nursing or a related field. Peer recognition of scholarly achievements

is an essential criterion for appointment at or advancement to the rank of Associate Professor [Section 7.7.1.]. Peer recognition includes evidence of an established reputation beyond the parent institution within the discipline, area of interest, or specialty of which the individual is a member.

6.1.1.3.2. The faculty member can be promoted from Assistant to Associate Professor and not be granted tenure.

6.1.1.4. Professor.

6.1.1.4.1. Promotion to the rank of Professor is the highest academic recognition of the GSN and is reserved for those members of the faculty who have demonstrated outstanding achievement in the spectrum of scholarship. Professors must have an earned doctorate. Promotion to Professor is not based on length of service or time in rank. Professors exceed applicable criteria outlined for the rank of Associate Professor.

6.1.1.4.2. The candidate for Professor will be judged in large measure on the basis of the dissemination of their work through an evaluation of their professional writings and other forms of professional communication. This evaluation will consider quality, quantity with scrutiny as to level of contribution, and evidence of "community" impact based on appropriate peer evaluation.

6.1.1.4.3. The faculty member can be promoted from Associate to Professor and not be granted tenure.

6.1.1.5. Research Associates.

6.1.1.5.1. Research associates are normally associated with grant funding.

6.1.1.5.2. Research associates can be offered academic rank commensurate with education and experience.

6.2. Unmodified Professorial Titles:

6.2.1. Individuals at the GSN or at clinical sites who have made and continue to make major and consistent contributions in terms of time, scholarly activity, professional service, institutional citizenship and activities of the GSN will be considered for appointment with unmodified academic titles at the ranks of Instructor, Assistant Professor, Associate Professor, or Professor. These ranks are used

for all faculty: tenure-eligible, tenure-ineligible, civilian or uniformed, billeted (or boarded) or non-billeted.

6.3. Modified Professorial Titles:

The titles listed below may be used for tenure-ineligible faculty in any GSN department. Faculty holding any of the following prefixed titles who are recommended for an appointment at the rank of Associate Professor or Professor must fulfill the same eligibility requirements and undergo academic review as new candidates for such appointments.

6.3.1. The prefix ADJUNCT will be used to recognize professional scientists, clinicians, emeritus faculty, individuals in administrative positions, and others in the academic, clinical, scientific, military, and general community who have particular competencies that will enhance and benefit the mission of the USUHS GSN. This prefix formalizes their relationship with the USUHS as individuals whose contributions to USUHS GSN programs, although limited in terms of time, are of such value as to warrant recognition. In clinical departments, this term will replace the "clinical" prefix modifier previously in use. Due to their limited USUHS directed activities, the academic rank of these faculty will be based for the most part on their achievements outside of the USUHS academic community. Appointment, rank, and promotion will be based on the appropriate application of the criteria defined in this Instruction.

6.3.2. The prefix RESEARCH will be used with any academic title to designate tenure-ineligible faculty members who are recruited and employed to be principally engaged in the scholarship of discovery.

6.3.3. The prefix DISTINGUISHED may be used only at the rank of Professor and is reserved for senior individuals of national or international stature who contribute to the strength and development of the USUHS GSN programs. Appointments to this rank are biannual and require a recommendation from the BOR and approval by the President, USUHS.

6.3.3.1. The prefix Distinguished used in any GSN department by active duty uniformed personnel will be term limited and valid only while the individual holds the uniformed position held at the time of appointment of Distinguished Professor. These appointments are initiated by the Dean, GSN with the concurrence of the Chair of the relevant department. The individual will be eligible to apply for a faculty position within the

traditional academic hierarchy following completion of his/her term in uniformed service.

6.3.3.2. The prefix Distinguished may be used in any GSN department for senior individuals who have previously held professorial rank in other universities or institutions of higher learning. Such appointments are initiated by the Department Chair, and require review by the CAPT and approval by the Dean, GSN. These appointments are biannual, but renewable.

6.3.4. The prefix VISITING may be used with the academic titles Professor, Associate Professor or Assistant Professor for an individual appointed for a specific period of time to compliment the scholarly activities or continuing education programs of the USUHS or affiliated medical institutions.

6.3.5. The prefix EMERITUS may be used only for retired faculty who have held the rank of full Professor and have rendered long and distinguished service to the USUHS GSN. Nominations for Emeritus Professor will be made by the Dean, GSN and require the recommendation of the BOR and the approval of the President, USUHS.

6.4. Senior Lecturer:

6.4.1. This rank is used for non-billeted faculty who contribute sporadically or occasionally to the teaching or other academic programs of the GSN and whose rank or position merits an appointment, although they may have had limited or no prior experience as university faculty. These appointments are initiated by the Dean, GSN and require a recommendation of the BOR and approval by the President, USUHS.



7. QUALIFICATIONS FOR FACULTY MEMBERSHIP: EXPECTATIONS OF GRADUATE SCHOOL OF NURSING FACULTY.

7.1. General.

7.1.1. Scholarship in nursing can be defined as those activities that systematically advance the science of nursing through scientific inquiry that is both creative and significant to nursing. Upon completion, nursing scholarship activities must be disseminated to the public, to peers and to other researchers for review, replication and/or expansion. The USUHS Graduate School of Nursing serves a diverse nursing community, including but not limited to, USUHS Students, faculty, members of the USUHS medical and graduate communities, the military and the federal health care system. Nursing scholarship within the GSN must therefore take these communities into account when developing scholarly activities.

7.1.2. The four USUHS GSN areas of nursing scholarship are defined below. Selected examples for levels of achievement within each area of scholarship are listed in Attachment 1. These examples are intended to be broad, and show progression across the faculty rank structure, they are not intended to be exhaustive or inclusive of all possible scholarly activities. It is also not intended that faculty show evidence of scholarship within each sub-category in a particular area of scholarship. Dissemination of research findings, nursing leadership and cultural diversity are considered essential components of nursing scholarship, and examples of those types of activities are highlighted within each area.

7.2. Definitions.

7.2.1. Scholarship of Education and Integration.

7.2.1.1. Education is inquiry that produces knowledge to support the transfer of the science and art of nursing from the novice to expert, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles and increasingly places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge and adds to deeper understanding of both the discipline and pedagogy. 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.

7.2.2. Scholarship of Research and Discovery.

7.2.2.1. Research is a systematic inquiry that encompasses both interpretive and empiric analytic paradigms. Research includes, but is not limited to, traditional research inquiry, clinical practice inquiry,

historical and policy analysis and systematic reviews of existing research findings.

7.2.3. Scholarship of Service.

7.2.3.1. Service is broadly defined to include participation in the governing and administrative activities of the program, department, GSN or USUHS. It also may include service to one's professional discipline or the larger community outside the university including Federal agencies if such service draws upon the faculty member's discipline or interdisciplinary specialty or furthers the university mission.

7.2.4. Scholarship of Practice.

7.2.4.1. Practice is defined as those professional and academic activities associated with clinical nursing. Primary nursing practice is associated with the care of patients and can be generalized or specialized within a particular specialty in nursing, such as nurse anesthesia or family nurse practitioner. Practice can occur independently or concurrently with education, such as teaching students in a clinical setting. The scope of practice for a particular faculty member of the Uniformed Services University's Graduate School of Nursing is regulated by state boards of nursing and professional associations. Individual nurses practice according to their expertise, state statutes and regulations, and institutional policy. Most professional associations of nursing also include additional activities as practice to include professional excellence and competence in educational, consultative, research and administrative practice in their respective specialty. Faculty members should actively participate in the development of policies and procedures, performance appraisals, peer reviews, clinical and administrative conferences and serve on healthcare facility committees. In addition to these activities, GSN nursing faculty should assume a leadership role in the evaluation of the quality of care provided throughout the facility and the community.

8. POLICY and PROCEDURES FOR MAKING ACADEMIC APPOINTMENTS

8.1. For Dean, Graduate School of Nursing.

8.1.1. The Dean, GSN search committee shall only recommend candidates it deems qualified for appointment with an unmodified academic rank of Professor. The tenure status of the Dean, GSN shall be determined by the standards defined in this document. The Dean, GSN shall be appointed without further academic review as a tenured Professor within an appropriate department.

8.2. For Department Chair:

8.2.1. The Dean, GSN shall appoint and charge a search committee prior to making a recommendation to the BOR. The charge shall include information concerning applicable federal hiring regulations.

8.2.2. Search Committee for Department Chair.

8.2.2.1. The search committee shall consist of at least three faculty members with no more than two members from the department whose Chair is under consideration, including at least one Department Chair. When available, civilian faculty must be tenured and uniformed faculty must have an appointment at the unmodified rank of Associate Professor or above. Representation from both uniformed and civilian faculty is recommended. The search committee will be chaired by a tenured Professor or uniformed Professor with an unmodified rank from a department other than the one under consideration.

8.2.2.2. The search committee shall submit its recommendations, including academic rank, to the Dean, GSN. The Dean, GSN may reject or accept the search committee's recommendations and may ask the committee to extend the search process and review additional candidates. If the selected candidate for Chair does not hold a USUHS GSN faculty appointment, the Dean, GSN will submit the individual for consideration by the CAPT with a recommendation for academic rank and tenure status.

8.2.2.3. The recommended academic rank and tenure status of a Department Chair shall be evaluated by the CAPT. The CAPT evaluation will be based on materials collected by the search committee and the Dean, GSN's recommendation. No appointment

may be made without CAPT approval of the academic rank and tenure status. Following a positive action by the CAPT, the Dean, GSN shall submit the nomination to the President, USUHS and the BOR for final approval.

8.3. For Professors or Associate Professors:

8.3.1. The procedures set forth in the following sources shall be followed:

8.3.1.1. USUHS Instruction 1107Ae.

8.3.1.2. The requirements of the CAPT.

8.3.1.3. The USUHS procedure assuring compliance with its affirmative action policies and all appropriate federal hiring practices.

8.3.2. The appointments process shall begin with the Department Chair who shall appoint and charge a departmental search/review committee of at least three faculty members.

8.3.3. All full-time billeted or boarded department faculty with ranks equivalent to or higher than the rank sought by the candidate through the proposed appointment shall receive notice from the Chair of all proposed appointments and may comment in writing prior to the submission of any recommendation from the Chair to the Dean, GSN.

8.3.4. The Department Chair shall reflect in his or her recommendation all views concerning the candidate expressed by the departmental search/review committee and other faculty, including comment on the merits of any negative opinions. No recommendation will be forwarded to the CAPT unless it is approved by the Department Chair.

8.3.4.1. The Department Chair will forward the appropriate number of required documents per USUHS Instruction 1107Ae to the Civilian Human Resources Directorate (CHR), who will, in turn, forward them to the CAPT. Required documents include:

8.3.4.1.1. A cover letter signed by the Department Chair with recommendations concerning the appointment and/or the granting of tenure. This letter will specify the track for the faculty candidate.

8.3.4.1.2. A complete curriculum vitae.  
[Section 10.3]

- 8.3.4.1.3. All letters of evaluation. [Section 10.4]
  - 8.3.4.1.4. A complete description of the departmental search committee procedures and recommendations.
  - 8.3.4.1.5. Any additional supporting material mandated by the CAPT procedures.
- 8.3.5. The CAPT will review the materials submitted by the Department Chair for academic merit and will return them to the CHR. The CAPT may ask the Chair to seek additional information regarding the candidates' qualifications.
- 8.3.6. The CAPT shall recommend approval or disapproval of the appointment to the Dean, GSN, or may defer consideration pending additional information. The CAPT will provide the Dean, GSN with a statement concerning the basis for a disapproval or deferral decision.
- 8.3.6.1. If the CAPT recommends disapproval of the appointment, and the Dean, GSN disagrees or identifies what is perceived to be a variation from GSN policy in the review process, the Dean, GSN may request reconsideration by a memorandum to the CAPT setting forth the basis of the request. The candidate's Department Chair may request reconsideration by the CAPT in a memorandum to the CAPT setting forth the basis for the request. The Department Chair will be allowed to address the CAPT following submission and review of the memorandum. The CAPT's action on reconsideration is final. The CAPT will furnish copies of the final reconsideration to the Dean, GSN.
  - 8.3.6.2. If the CAPT recommends approval, and the Dean, GSN disagrees, the Chair of the CAPT and/or the candidate's Department Chair may request reconsideration in a memorandum to the Dean, GSN, setting forth the basis of the request. The CAPT Chair and/or the Department Chair will be allowed to meet with the Dean, GSN following submission and review of the memorandum. The Dean, GSN's action on reconsideration is final.
  - 8.3.6.3. If the CAPT recommends approval and the Dean, GSN concurs, the recommendation shall be forwarded to BOR for consideration and then to the President, USUHS for approval.

- 8.3.7. The Dean, GSN shall forward recommendations for faculty appointments to the BOR. If both the CAPT and the Dean, GSN recommend approval, and the BOR disagrees, the recommendations with supporting documentation to include the negative views of the BOR shall be forwarded to the President, USUHS for action.
- 8.3.8. The Dean, GSN or the President, USUHS shall convey approval or the reason for disapproval of the candidate to the Department Chair. If the appointment is not approved, the Department Chair will provide the candidate with the reasons for the disapproval.
- 8.3.9. On Presidential approval, CHR, in consultation with the Department Chair, shall offer appointment to the candidate.
- 8.4. For Faculty Below the Rank of Associate Professor:
- 8.4.1. The Dean, GSN shall recommend appointment, without the CAPT review, to the President, USUHS, all faculty below the rank of Associate Professor. These appointments will be based on the recommendations of the appropriate Department Chair following departmental review. The Department Chair will specify in their appointment request the track for the faculty candidate. For appointments below the associate professor level, notification of all department faculty members with ranks equivalent to or higher than the rank sought by the candidate through the proposed appointment is not required. A Department Search committee is not required for faculty appointments below the rank of Associate Professor.
- 8.4.2. Secondary Appointments:
- 8.4.3. A Department Chair may offer a secondary appointment with the concurrence of the Chair of the primary department. A secondary appointment in a different school within the USUHS also requires the concurrence of the Department Chair of the primary department. Requests to the primary Department Chair for such appointments must delineate the associated duties and responsibilities. Candidates proposed for secondary appointments will be processed as a primary appointment by the Department/School offering the secondary appointment. The only letters of recommendation required for a secondary appointment are from the appropriate Department Chairs and division or section heads. These letters will include the basis for the requested appointment and the details of the departmental review, including all supporting documentation. Appointments at or above the rank of Associate Professor require the CAPT action. Secondary appointments are not tenured. The academic rank of the secondary appointment will be determined by the department or school offering the appointment and may be different from the primary appointment.

- 8.4.3.1. If faculty with secondary appointments in the GSN are promoted by school holding the primary appointment, their academic rank for their secondary appointment in the GSN will parallel their primary appointment without having to go through the normal promotion procedure in the GSN.

9. SEARCH COMMITTEE PROCEDURES.

- 9.1. Each search committee shall follow procedures specified in the charge to the committee. These procedures include:
  - 9.1.1. Appropriate guarantees of confidentiality.
  - 9.1.2. Steps to be followed in the recommendation process. Except in unusual circumstances, each search committee shall submit a minimum of two candidates.
  - 9.1.3. Time projections for completing these steps.
  - 9.1.4. Examination for special qualifications required for available position.
  - 9.1.5. Consultations regarding candidates' qualifications, including faculty in the field, both within and outside the GSN, student representatives, alumni, and others knowledgeable in the area.
  - 9.1.6. Compliance with the affirmative action policies of the USUHS.



10. PROCEDURES FOR PREPARATION OF APPOINTMENTS, PROMOTION AND TENURE DOCUMENTS.

10.1. Normally, a faculty member is in place for three years before going forward with a request for promotion and/or tenure.

10.2. Covering Form:

10.2.1. A CHR form will be completed to provide information on the primary assignment of the candidate.

10.3. Department Chair's Covering Memorandum:

10.3.1. The Department Chair's covering memorandum is the essential part of the documentation. All aspects of an individual's career that are not represented in the curriculum vitae and bibliography must be discussed by the Department Chair in the covering memorandum to the Dean, GSN. Should the qualifications of the proposed appointee differ substantially from the general requirements, the Department Chair must carefully explain the discrepancy in the covering memorandum. The covering memorandum should include the following elements:

10.3.1.1. A statement of the proposed action (appointment, renewal of appointment, reappointment, promotion, and the conferral of tenure) including the tract of the appointment and a brief resume of the academic history of the nominee, stating the current rank and location of the individual.

10.3.1.2. A brief description of the departmental search process for appointments or the departmental review process for promotions. This will include documentation of the USUHS commitment to diversity and affirmative action procedures.

10.3.1.3. The Department Chair's memorandum should document the applicant's Scholarship of Teaching Contributions.

10.3.1.3.1. The scope and amount of teaching contribution expected of the candidate should include the number of local teaching initiatives and contact hours (seminars, lectures, clinical case conferences, grand rounds) for which the candidate was responsible. Leadership in design, organization and presentation of a course or clinical program should be documented. In addition, evidence of community and continuing nursing education activities, as well as participation in local, regional, national and international educational programs should be included. Documented

evaluation of the quality and quantity of an individual's teaching performance is the responsibility of the Department Chair, who may seek the counsel of other faculty members, other peers, medical and graduate student and house staff. A summary of this information and a general identification of the sources shall be provided to the CAPT.

10.3.1.4. Evaluation as to whether an individual performs in a manner appropriate for appointment, renewal of appointment, reappointment or promotion is the responsibility of the Department Chair. It is the combined responsibility of the Department Chair and the individual faculty member to assure that teaching skills are appropriately evaluated, feedback provided, and that an accurate record of teaching contributions is kept. The faculty member should contribute to this process by the development and maintenance of a teaching portfolio.

10.3.1.5. The CAPT specifically recognizes that teaching activities include a wider range of responsibilities than just graduate nursing education.

10.3.2. The Department Chair's memorandum should document the applicant's: Scholarship of Discovery, Practice (Application), and Integration.

10.3.2.1. This memo should summarize the consequence of a candidate's scholarly activities on departmental, institutional, university, and GSN objectives. The most important criteria for evaluating these activities for appointment or promotion is evidence of continuing, productive, independent, or leadership in collaborative, mature scholarly activities.

10.3.2.2. It is important that the Department Chair's memorandum document the full range of the applicant's scholarly contributions including evidence of the scholarship of integration and practice (application) as well as the more commonly considered scholarship of discovery.

10.4.1. Materials filed by the department nominating a candidate for promotion to the academic ranks of Associate Professor or Professor in the tenure eligible or tenure ineligible tracks will include a statement from the candidate of no more than three pages describing the thrust of the candidate's scholarly work and what the individual feels are the most important contributions. This is to be

accompanied by a maximum of four reprints of representative published contributions of the candidate.

10.4.1.1. Authorship of peer reviewed publications and creative works is considered to be an important factor in the promotion evaluation. The extent of the candidate's contribution to the work and resulting manuscript is the principal criterion for evaluation. For situations in which there are multiple authors of publications, the Department Chair will explain and document the independence of the candidate's contribution.

10.4.1.2. The number of papers is a single element and does not ensure promotion. Consideration will be given to the scope of effect the work has on the relevant discipline, field, mission of the USUHS, uniformed services, relevant program or project, or appropriate institution.

10.4.1.3. Clinical care activities, particularly as they relate to GSN activities, and current status of clinical privileges should be described. Documents must be presented attesting to the clinical skills, as evidenced by certification in the specialty and respect for this competence by current advanced practice nurse peer from academic and clinical community advanced practice nurses. Clinical competence, including clinical knowledge and humanistic skills, should be described in supporting letters from the Department Chair and faculty members within the organization.

10.5.1. The Department Chair's memorandum should document the applicant's: Professional and Community Service.

10.5.1.1. Service to USUHS will be assessed by reviewing the type and complexity of committee work or an administrative role. Evidence of participation and documentation of substantive valuable contributions should be included, (e.g., value to furthering of the USUHS mission, particularly military readiness). The involvement and level of responsibility of a clinical faculty member or other health care professional in the administrative activities of the candidate's hospital, health care center, uniformed service, university, and the GSN should be described. (Attachment 1)

10.5.1.2. Professional and community service includes, but is not limited to: editorial boards, institutional review boards, society memberships, offices held, visiting professorships, service on study sections, uniformed service committees, consulting services to other

institutions or government agencies, and similar activities. Documentation is required.

10.6. CV and Bibliography:

10.6.1. The CV will include all relevant educational information including institutions attended, degrees obtained, graduate education experiences, all professional appointments and positions, professional service activities, institutional activities, all relevant honors, awards and recognitions, professional society memberships, appropriate licensure and certification information, and academic ranks attained. The bibliography should be complete and up to date and separated into peer-reviewed and non peer-reviewed materials. Bibliographies may include items "in press" or "accepted for publication" along with a journal reference; however, items "in preparation" should not be included. The CAPT will review abstracts as indicators of productivity. Presentations will be evaluated based on type and topic.

10.7. Letters of Evaluation:

10.7.1. The CAPT requires documentation that the nominee is recognized by his or her professional peer group at a level commensurate with the appointment and academic rank sought. This can be accomplished by letters of evaluation from individuals who are competent to assess the candidate's scholarly activities, and professional contributions. If some of the letters of evaluation are from particularly relevant individuals (co-workers of the candidate and leaders in the field), these special features should be brought to the attention of the CAPT in the Department Chair's memorandum.

10.7.2. All letters of evaluation are considered to be confidential and will not be forwarded to the candidate without a due process that is designed to protect the rights of the evaluator.

10.7.3. The Department Chair, never the candidate, must request the letters of evaluation. The candidate may supply a list of suggested evaluators. A CV and bibliography should be enclosed to assist the reviewer in making his or her response. The number of letters required will vary with the individual and the type of appointment requested. The following requirements are minimum guidelines.

10.7.4. Tenure-Eligible:

10.7.4.1. Tenure-eligible candidates considered for promotion to Associate Professor, Professor and/or a tenure promotion should have at minimum of four letters of external evaluation obtained by the Chair from recognized authorities in the candidate's special field of interest. Two of the letters should be from individuals not involved in prior training or employment of the candidate. Additional letters of recommendation are encouraged and may

include internal and external sources. Letters must be from recognized academicians capable of evaluating the individual for the proposed appointment. A list of all individuals from whom evaluations were requested and a copy of the letter requesting the comprehensive evaluation are to be included in the packet prepared for the CAPT. All missing responses must be noted.

10.7.5. Tenure-Ineligible.

10.7.5.1. Candidates are required to have a minimum of three letters of recommendation for promotion to Associate Professor and Professor from individuals who are either recognized authorities in the candidate's field of interest or who have first hand knowledge as to scholarly and professional service activities of the candidate. Recommendations from service chiefs, hospital commanders, program directors, and research supervisors are encouraged. One letter is required from the individual's current immediate supervisor. Uniformed faculty must have one letter from a former chief nurse or hospital commander.

10.7.5.1.1. Adjunct faculty are an exception requiring only two letters of reference, an updated Curriculum Vitae, and recommendation by the Program Director(s) and/or the Dean. Those adjunct faculty going forward for promotion from Assistant to Associate Professor or from Associate to Professor will also include samples of scholarly work such as article reprints.

10.7.5.1.2. Note: The appropriate command authority of a non-billeted faculty candidate must certify that the officer may accept a USUHS GSN faculty appointment.

10.7.6. Modified Title: RESEARCH.

10.7.6.1. Candidates for appointment or promotion to the academic ranks of Associate Professor or Professor with the modifier of Research are required to have a minimum of three letters of recommendation for promotion to Associate Professor and four for Professor from individuals who are either recognized authorities in the candidate's field of interest or who have first hand

knowledge as to the scholarly and professional service activities of the candidate. Emphasis should be placed on evaluators who are knowledgeable of the candidate's research program, level of productivity, and professional standing in the scientific community.

10.7.7. Modified Title: ADJUNCT.

10.7.7.1. Adjunct faculty are an exception requiring only two letters of reference, an updated CV, and recommendation by the Program Director(s) and/or the Dean. Those adjunct faculty going forward for promotion from Assistant to Associate Professor or from Associate to Professor will also include samples of scholarly work such as article reprints.

10.7.7.2. Adjunct faculty can be appointed by the Dean, GSN, to the ranks of Adjunct Assistant Professor (Adjunct Associate Professor Nominee) or Adjunct Associate Professor (Adjunct Professor Nominee). The candidate's package will then be submitted to the CAPT and the BOR for approval. The BOR Executive Committee may approve the candidate to accomplish the action in a timely manner.

11. PROCEDURES FOR INITIAL APPOINTMENT OR RENEWAL OF APPOINTMENT IN THE TENURE-ELIGIBLE TRACK.
  - 11.1. Appointment at the Rank of Assistant Professor.
    - 11.1.1. The initial appointment at the rank of Assistant Professor in the tenure-eligible track will be for four years, plus the time needed to establish an appointment expiration date of 30 June. This initial appointment is renewable one time for four additional years. Probationary period is defined as the final and most important phase of the selection process and is to be used for evaluating the performance of an employee in the position to which appointed. The maximum probationary period for an Assistant Professor will be eight years. Normally, a faculty member is in place for three years before going forward with a request for promotion and/or tenure.
    - 11.1.2. The tenure-eligible track probationary period begins on the actual appointment date. All deadlines for renewal and tenure actions will be based on the actual date of appointment. The Department Chair is required, not later than six months prior to 30 June of the fourth probationary year, to notify the faculty member and to recommend to the Dean, GSN either renewal of a second four-year probationary term or a single terminal year based on the administrative appointment date (30 June). During the probationary period, the faculty member may choose to remain in the tenure-eligible track, request to transfer to the tenure-ineligible track or leave the USUHS GSN. Transfer from the tenure-eligible track to the tenure-ineligible track will only be permitted by written agreement between the faculty member and the Department Chair, and is subject to approval or disapproval by the Dean, GSN. Transfer from the tenure-eligible track to tenure-ineligible track shall only be permitted before the seventh anniversary of the faculty member's initial appointment. A tenure-eligible track faculty member who transfers to the tenure-ineligible track is prohibited from reentering the tenure-eligible track.
    - 11.1.3. A faculty member whose initial faculty appointment was in the tenure-ineligible track may apply for transfer into a tenure-eligible track position. The transfer request must be initiated by the department chair with the concurrence of the Dean, GSN. The request will include a recommendation as to the extent of the probationary period that has been satisfied by time spent in the tenure-ineligible track position. The request will be reviewed and must be approved by the CAPT for the transfer to occur. If the action includes a request for a promotion and/or the granting of tenure, the relevant rules

and procedures described in the most current Board of Regents-approved CAPT Document will apply. University faculty holding tenure-ineligible track appointments who are not granted a transfer to the tenure-eligible track may apply for an advertised tenure-eligible track position. The competitive selection and appointment process will be as described in this Instruction for a new appointment. The probationary period for the tenure-eligible track position will begin at the start of the new appointment.

11.1.4. A tenure-eligible track faculty member who is denied tenure at the end of the eight year probationary period will be given a one year terminal appointment. The existence of an available tenure position does not afford any assurance that the probationary candidate for that position will receive tenure unless the candidate fully meets the criteria for tenure at the time of final review. Furthermore, a tenure-eligible track faculty member who is denied tenure at the end of the eighth year probationary period may not transfer to a tenure-ineligible track faculty position.

11.2. Appointment at the Rank of Associate Professor:

11.2.1. The initial appointment as Associate Professor in the tenure-eligible track will be for a term of three years plus the time needed to establish an appointment expiration date of 30 June. This appointment is not renewable.

11.2.2. The tenure-eligible track probationary period of three years begins on the actual appointment date. All deadlines for granting of tenure will be based on the actual date of appointment. The department is required, not later than three months prior to the end of the third probationary year, to submit its recommendations concerning the granting of tenure based on the procedures described in Section 4. Failure to obtain tenure will result in a terminal appointment of one year based on the administrative appointment date of 30 June.

11.2.3. Initial appointment to the rank of Associate Professor for a candidate who has not previously served in an academic institution is an unusual event and must reflect the equivalence of previous professional activity, experience, achievement, responsibility and stage of professional development with the qualifications of other candidates who were successfully promoted from Assistant Professor to Associate Professor, either from within the USUHS GSN or from other universities. Demonstrated academic or professional experience beyond the level which would



**Enclosure 4**

warrant an appointment as Assistant Professor must be demonstrated.

12. TERMS AND CONDITIONS OF APPOINTMENTS.

- 12.1. The terms, conditions, and responsibilities of every appointment shall be stated in writing and shall be in compliance with the official appointment regulations of the USUHS GSN. Each appointment shall contain notice whether tenure may or may not be acquired. Each limited term appointment will have a not-to-exceed date established at the time of the appointment.
- 12.2. A copy of the appointment document shall be supplied to the faculty member.
- 12.3. Any subsequent extensions or modifications of the terms and conditions of appointment shall be stated in writing with a copy given to the faculty member.
- 12.4. Except for tenured faculty, or unless stated otherwise in the appointment letter, the following shall apply:
  - 12.4.1. Initial appointments for tenure-track faculty will be for four years.
  - 12.4.2. Appointments for civilian faculty in the tenure-ineligible tracks will be as described in Section 4.
  - 12.4.3. Each faculty member will be informed each year, in writing, of their renewal status.
  - 12.4.4. If a member of the tenure-eligible track, the faculty member will be informed each year of their eligibility for tenure, in accordance with Section 4.

13. POLICY AND PROCEDURE FOR PROMOTIONS.

13.1. General

13.1.1. The promotion process is intended to describe and reward ongoing professional growth and achievement. The scholarly achievements in the areas of education, practice, research, and service and other professional qualifications required for specific academic ranks are set forth in this Instruction. Qualification for promotion will not be linked to uniformed title or time in rank, nor will it be limited to administrative position or length of service at any lower academic rank.

13.2. The procedures in this Instruction will apply to promotions for both primary and secondary appointments.

13.3. The promotion procedure shall begin at the Department level as set forth in Section 8.4.

13.4. Normally, a faculty member is in place for three years before going forward with a request for promotion and/or tenure.

13.4.1. The Department Chair must review all individuals eligible for promotion annually.

13.4.2. The Department Chair shall initiate promotions and shall prepare and forward the promotion documentation.

13.4.3. A departmental review committee of at least three faculty members shall consider faculty presented by the Department Chair as candidates for promotion.

13.4.3.1. The review committee is advisory to the Department Chair.

13.4.3.2. The review committee shall consider the qualifications described in Section 7 and Attachments 1 and 2.

13.4.3.3. The review committee shall consider the opinions of junior faculty members and, when appropriate, students.

13.4.3.4. The review committee recommendations shall be based on the attainment of qualifications and not upon length of service or rank, although length of service/rank may be considered.

13.4.4. All full time billeted (or boarded) faculty with ranks equivalent to or higher than the rank sought by the candidate, through the promotion, may receive notice from the Department Chair and may be requested to comment in writing.

13.4.5. The Department Chair will forward the review committee's recommendation along with his or her own recommendations and all supporting data.

13.4.5.1. The Department Chair shall note in his or her recommendation all views concerning the candidate and will comment on the merits of the negative views.

13.4.5.2. After a positive decision by the Department Chair, he/she will submit the credentials as set forth in Section 10 of each promotion-eligible faculty member to the CAPT for review. For the CAPT, the Dean, GSN, the President, USUHS, and BOR actions see Sections 4.4 to 4.7. After a positive decision by the Department Chair, he/she will submit the credentials, as set forth in Section 10, of each promotion-eligible faculty member to the CAPT for review. For the CAPT, the Dean, GSN, the President, USUHS, and BOR actions see Sections 4.4 to 4.7.

13.4.5.3. Within 30 days after a negative decision at the department level, the Department Chair will prepare a memorandum for the record containing material comparable to that required by the CAPT in Section 10. The memorandum shall be submitted to the Dean, GSN, and CHR, with a copy provided to the faculty member.

13.5.5.3.1. The faculty member can appeal to the Dean, GSN the Department Chair's decision but must do so within 30 days of receipt of the memorandum from the Department Chair indicating a negative decision.

13.4.6. Tenure Level Promotion: When promotion involves a tenure decision, the additional procedures set forth in Section 4 shall apply.

13.4.7. The Department Chair shall notify the faculty member in writing of the promotion decision or if the candidate is required to provide additional information. For tenure eligible faculty, the Department Chair shall notify the candidate in writing of the tenure decision. If tenure is denied to a candidate who has served on the faculty for eight consecutive years as Assistant Professor or three consecutive years as Associate Professor, the Department Chair shall

advise him or her in writing that the appointment will terminate at the end of the succeeding year.

13.4.7.1. The faculty member can appeal to the Dean, GSN the Department Chair's decision, but must do so within 30 days of receipt of the memorandum from the Department Chair indicating a negative decision.

14. PERFORMANCE REVIEW.

- 14.1 The Department Chair of each department must evaluate annually the performance of each billeted or boarded faculty member regardless of tenure status and provide the faculty member with a written assessment. The Chair shall use the annual review to provide counsel and guidance in faculty career development.
  - 14.1.1. The Department Chair of each department will evaluate each non-billeted or boarded faculty member at an interval based on the established term of the appointment but not to exceed three years. This review is required prior to the renewal of an appointment. The Department Chair shall use the review to provide counsel and guidance in faculty career development.
- 14.2. Faculty Responsibility.
  - 14.2.1. Billeted or boarded faculty members are responsible to the GSN Department Chairs and the Dean, GSN with respect to participation in education, practice, research, and service of the USUHS academic program. Faculty providing clinical services are concurrently responsible to the uniformed medical departments and medical or research center/activity commanders for such activities performed in facilities under their supervision.
  - 14.2.2. Non-billeted or boarded faculty are responsible for their USUHS GSN-related activities to the GSN Department Chairs and the Dean, GSN.
  - 14.2.3. All appointed faculty members, regardless of their specific academic ranks, will be expected to participate in the USUHS and GSN academic activities.
  - 14.2.4. For the purpose of evaluation, faculty are required to report their appointment related activities to their Department Chair annually.
- 14.3. Pending the development of the appropriate criteria and process, a comprehensive periodic evaluation of all tenured and full-time billeted or boarded non-tenure-eligible track faculty will be performed every three years (except in rare circumstances such as overlap with an approved sabbatical or leave, promotion, or review for appointment to a Department Chair, or in the case of administrators with academic appointments who are subject to a similar review under other policies or procedures). The requirement of periodic review does not imply that individuals with unsatisfactory annual evaluations may not be subject to further review and/or appropriate administrative action.
- 14.4. The components of the faculty member's annual military fitness report and/or officer's efficiency report that documents a review of activities defined in this Instruction may constitute part of the annual or periodic academic review.

- 14.5. The material compiled in the annual reviews may be considered in the department's preparation of recommendations for acquisition of tenure, promotions, and renewal of appointment decisions.
- 14.5.1. If the Department Chair determines that based on a change in duty assignment, or the annual or periodic review and in accordance with the responsibilities as defined in Section 6.3 that an academic title should have a modifier added or removed, the Chair will submit this recommendation to the CAPT for consideration. This action may only be taken following approval by the CAPT and the Dean, GSN.
- 14.5.2. Based on GSN's need for balance between research-oriented and practice-oriented faculty to meet program needs, faculty may request to move from the tenure ineligible to the tenure track if a tenure track position is needed and available at the time of the request. Faculty who move from tenure-ineligible to tenure track must meet the criteria and provide the documentation that indicates the candidate possesses equivalent competencies designated in the criteria for tenure-track in concert with the designated rank sought. Thus, the individual seeking to move from tenure-ineligible to tenure-eligible will need letters of recommendation, publications, other scholarship, performance evaluations, and other materials that demonstrate the meeting of the criteria for the desired rank on the tenure-track. The process designated in Section 4 will be followed. (Example: An adjunct faculty member may have been designated as Adjunct Associate Professor when initially brought on as an Adjunct. Now the Adjunct faculty member wishes to be employed and designated on the tenure-track (no longer an Adjunct). In such a case, the designation of Associate Professor would have to be justified by the individual providing evidence of meeting the criteria for said rank on the tenure-track. If evidence for the rank of Associate Professor on tenure-track is provided, the individual following a positive review as designated in Section 4 may be granted a move to tenure-track as Associate Professor. On the other hand, if evidence for the rank of Associate Professor on tenure-track is not provided, but evidence of meeting the criteria for Assistant Professor on tenure-track is provided, the individual following positive review as designated in Section 4 may be granted a move to tenure-track as Assistant Professor).
- 14.6. The performance of each Department Chair, Associate, and Assistant Dean, GSN, will be evaluated annually, with a comprehensive periodic review to occur every three years. The Dean, GSN will provide the individual with a written assessment and specific recommendations based on the review.

14.7. The annual and periodic performance evaluations defined above shall be conducted utilizing the USUHS defined procedures and guidelines.



**ATTACHMENT 1 - CRITERIA FOR EVALUATING SCHOLARLY ACTIVITIES**  
on the Tenure-Ineligible and Tenure-Eligible Tracks

**Examples:**

The examples in this document are faculty activities that could demonstrate how the criteria have been met. When seeking promotion, faculty members are expected to not only meet the criteria for their present rank and also will demonstrate they meet the preponderance of the criteria for the rank being sought.

The examples listed for meeting the criteria are not meant to be an exhaustive list. Criteria listed in the tables for the lowest rank hold true across the board for those in progressively higher ranks. In addition, higher ranks have criteria.

**Tenure-Eligible versus Tenure-Ineligible Tracks.**

These attachments provide criteria for both tracks. Note that the Instructor level is not a Tenure-Eligible Track. The examples are activities that could demonstrate meeting of the rank heading the table column.

The following applies to Tenured/Tenure-Eligible Faculty.

**Scholarship of Education and Integration**

**Definition of Education/Integration** - Education is inquiry that produces knowledge to support the transfer of the science and art of nursing from the novice to expert, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles and increasingly places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge and adds to a deeper understanding of both the discipline and pedagogy. 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. Integration is the process of better understanding existing knowledge by making connections across disciplines, interpreting data, thoughtfully combining isolated factors, and/or placing known information into broader contexts. Integration is the process of synthesizing, interpreting, and connecting research and practice findings in a manner that results in new meanings of those facts. Thus, the "Scholarship of Education and Integration" ensures not only the dissemination of knowledge, but also the integration of practice and research into teaching and across disciplines.

Faculty peer reviews can be defined as "formal evaluations of the efforts of a faculty member which are performed by the colleagues in his or her scholarly field, unit, school, or college." (Cavanagh, 1996) Areas of focus for peer review in teaching may include the following:

- Course content.
- Course materials.
- Student responses (observing student behaviors, interviewing students, and evaluating student learning).
- Curricular concerns (how a course fits within the department curriculum or the difficulty level of a course).
- Teaching skills.

Tenure-Eligible Track Education/Integration Pathway		
Criteria		
Assistant Professor	Associate Professor	Full Professor
Demonstrates competence in promoting critical thinking through teaching and integration activities as they contribute to education of the GSN as a whole.	Demonstrates above-average qualities and contributes to the development and refinement of creative teaching and integration strategies beyond the GSN to agencies within the USUHS community.	Demonstrates excellence and leadership in the development and refinement of creative teaching and integration strategies and is well recognized for his/her contributions to teaching beyond the parent institution.
<b>Examples</b>		
Evidence of educational effectiveness is provided through student/peer evaluation:		
<ul style="list-style-type: none"> <li>• Receives positive peer and student evaluations of classroom and clinical teaching.</li> <li>• Receives positive evaluation of teaching by agency staff and clients.</li> <li>• Incorporates student feedback for programmatic improvements.</li> <li>• Demonstrates mastery of subject matter in classroom presentations.</li> <li>• Ability to utilize evaluative input constructively.</li> </ul>	<ul style="list-style-type: none"> <li>• Receives above-average to outstanding ratings by students and peers on classroom and clinical teaching.</li> <li>• Demonstrates mature level of critical thinking and knowledge in the field.</li> <li>• Generates enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement.</li> <li>• Receives very good evaluations of teaching by agency staff and clients.</li> <li>• Incorporates student feedback for programmatic improvements.</li> <li>• Demonstrates high levels of academic performance as evidenced by peer and student review process.</li> <li>• Demonstrates content expertise in an area of relevance to nursing, the military, and/or the Federal health care system.</li> <li>• Peer reviewed grant funding.</li> <li>• Receives awards, honors, or recognition for teaching effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Receives outstanding student and peer evaluations of effective instructional strategies.</li> <li>• Has an excellent evaluation of teaching by agency staff and clients.</li> <li>• Incorporates student feedback for programmatic improvements.</li> <li>• Demonstrates teaching activities that foster knowledge development in an area of relevance to nursing.</li> <li>• Peer reviewed grant funding.</li> <li>• Receives awards, recognition, or honors for teaching.</li> </ul>
Evidence of educational effectiveness is provided through curriculum development activities:		
<ul style="list-style-type: none"> <li>• Participates in the development of effective and innovative teaching strategies such as</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to the development of effective and innovative teaching strategies such as</li> </ul>	<ul style="list-style-type: none"> <li>• Develops innovative teaching, media, or testing materials that are approaches used</li> </ul>

<p>audiovisual media, web-based, CD-ROM-based, and distance learning-based technology.</p> <ul style="list-style-type: none"> <li>• Participates in activities related to the acquisition of equipment that enhances student learning.</li> <li>• Participates in development of new courses, major revisions of existing courses, and programmatic curriculum design.</li> <li>• Develops or re-develops course materials for Credit or CE.</li> <li>• Writes clinical case materials.</li> <li>• Implements novel teaching techniques.</li> <li>• Provides lecture outside primary specialty area (lecture support across programs).</li> <li>• Assume leadership role in a course.</li> <li>• Provides course outlines that are clear, and address the specified course objectives.</li> <li>• Selects/integrates learning experiences that are varied and appropriate to course objectives.</li> <li>• Provides students with materials that reveal comprehensive, current knowledge of course subject matter.</li> <li>• Demonstrates mastery of subject matter in classroom presentations.</li> <li>• Demonstrates sensitivity to student needs and stimulates student participation.</li> <li>• Demonstrates expertise in clinical instruction of students.</li> </ul>	<p>audiovisual media, web-based, CD-ROM-based, and distance learning-based technologies.</p> <ul style="list-style-type: none"> <li>• Contributes to activities related to the acquisition of equipment that enhances student learning.</li> <li>• Evaluates research in the area of teaching/learning technology.</li> <li>• Evaluates research findings for application in teaching.</li> <li>• Contributes to development of new courses, major revisions of existing courses, and programmatic curriculum design.</li> <li>• Develops integrated educational material in media other than print that demonstrate expanded peer recognition by use of institutions, educators &amp; clinicians outside of USUHS.</li> </ul>	<p>within and beyond the school.</p> <ul style="list-style-type: none"> <li>• Provides leadership in development and evaluation of innovative teaching strategies and/or technologies.</li> <li>• Provides leadership in activities related to the acquisition of equipment that enhances student learning.</li> <li>• Disseminates integrated knowledge in the area of teaching/instructional competencies through publication in peer-reviewed journals or books.</li> <li>• Initiates and leads the development of new courses, major revisions of existing courses, and programmatic curriculum design.</li> </ul>
<p>Leadership</p>		
<ul style="list-style-type: none"> <li>• Engages in formal and informal mentoring, which facilitates student and colleague professional development, problem solving, and effective use of University and community resources.</li> <li>• Serves as academic advisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Attracts outstanding graduate students to program related to expertise.</li> <li>• Shares expertise with students at a level appropriate to their stage of professional development.</li> <li>• Serves as academic advisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to the subsequent performance and professional development of graduates.</li> <li>• Serves as supervisory committee chairperson.</li> <li>• Serves as academic advisor.</li> <li>• Engages in formal and informal mentoring, which facilitates student and colleague</li> </ul>

<ul style="list-style-type: none"> <li>• Serves as a clinical practice role model and mentor of student's development in practice.</li> <li>• Uses clinical expertise to mentor novice clinicians in their professional role development.</li> <li>• Demonstrates sensitivity to student needs and stimulates student participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as supervisory committee member or chair.</li> <li>• Demonstrates expertise in mentoring, which facilitates student and colleague professional development problem solving, effective use of University and community resources.</li> <li>• Assists colleagues to become more effective teachers and is a role model of teaching effectiveness.</li> <li>• Serves as a clinical practice role model and mentor across disciplines of students' development in practice.</li> <li>• Uses clinical expertise to mentor novice clinicians in their professional role development.</li> </ul>	<p>professional development.</p> <ul style="list-style-type: none"> <li>• Serves as faculty sponsor and mentor for visiting scholars to the University.</li> <li>• Serves as faculty sponsor or provides mentoring for postdoctoral scholars.</li> <li>• Serves as a clinical practice role model and mentor of students' development in practice.</li> <li>• Uses clinical expertise to mentor novice clinicians in their professional role development.</li> <li>• Uses clinical expertise to disseminate knowledge of mentoring strategies for clinicians across disciplines and at multiple levels of expertise.</li> <li>• Fosters growth of students by chairing student theses, dissertations and projects.</li> <li>• Mentors junior faculty in order to promote growth within the profession of nursing.</li> </ul>
<ul style="list-style-type: none"> <li>• Shares information related to curriculum or teaching through publication in peer reviewed journals or books.</li> </ul>	<p style="text-align: center;">Dissemination</p> <ul style="list-style-type: none"> <li>• Provides teaching services beyond the school (e.g., continuing education).</li> <li>• Shares information about curriculum or teaching through publication in peer-reviewed journals, books, audiovisual media, and computer-assisted instruction.</li> <li>• Contributes to teaching members of the public.</li> <li>• Invited to present nationally or internationally.</li> <li>• Authors articles on APN practice or education that reflect integration of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides expert teaching services beyond the school such as visiting professor or invited scholar.</li> <li>• Provides consultation as a site visitor to evaluate educational effectiveness of other institutions.</li> <li>• Provides teaching services to members of the public.</li> <li>• Acts as a leader in promoting the scholarship/integration of teaching.</li> <li>• Strong record of publications in APN nursing education, including integration of content such as methodology, outcome assessment, competency &amp; curriculum reform.</li> </ul>

Evidence of educational effectiveness is provided through research and scholarship activities:		
<ul style="list-style-type: none"> <li>• Utilizes clinical practice exemplars in teaching.</li> <li>• Serves as a clinical practice role model.</li> <li>• Utilizes expertise from clinical practice to develop an integrated, clinically relevant curriculum.</li> <li>• Utilizes expertise from clinical practice to enrich students' understanding of health care system issues.</li> <li>• Provides advisement regarding student development and implementation of clinical scholarship products such as clinical paths, standards of care.</li> <li>• Maintains national certification in area of expertise to inform and enhance teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes clinical practice exemplars in teaching.</li> <li>• Serves as a clinical practice role model.</li> <li>• Utilizes expertise from clinical practice to develop an integrated, clinically relevant curriculum.</li> <li>• Utilizes expertise from clinical practice to enrich student's understanding of health care system issues.</li> <li>• Provides advisement to student development and implementation of clinical scholarship products such as clinical paths and standards of care.</li> <li>• Maintains national certification in area of expertise to inform and enhance teaching.</li> <li>• Consistent participation in national educational activities.</li> <li>• Integrates research findings into role as an educator.</li> <li>• Demonstrates content expertise in an area of relevance to nursing, the military, and/or the federal health care system.</li> <li>• Integrates clinical practice guidelines and evidence-based practice into role as an educator.</li> <li>• Contributes to the development of training grants or other funding mechanisms which advance the teaching mission.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes clinical practice exemplars in teaching.</li> <li>• Serves as a clinical practice role model.</li> <li>• Utilizes expertise from clinical practice to develop an integrated visionary curriculum addressing future trends in practice.</li> <li>• Utilizes expertise from clinical practice to enrich students' understanding of health care system issues.</li> <li>• Provides advisement to student development and implementation of clinical scholarship products such as clinical paths and standards of care.</li> <li>• Demonstrates integration of clinical research and practice.</li> <li>• Obtains funding for clinical research and/or dissemination of clinical products.</li> <li>• Maintains national certification in area of expertise to inform and enhance teaching.</li> <li>• Provides an ongoing history of teaching and scholarly activities.</li> <li>• Demonstrates teaching activities that foster knowledge development in an area of relevance to nursing.</li> <li>• Provides leadership for and/or contributes to the development of training grants or other funding mechanisms which advance the teaching mission.</li> <li>• Assumption of institutional level policy making administrative role.</li> <li>• Invitation to be a visiting scholar at another institution.</li> <li>• Established reputation beyond the institution as an innovative educator.</li> </ul>

Cultural Diversity		
<ul style="list-style-type: none"> <li>• Creates and promotes the development, retention, and academic achievement of a diverse student body, and mentors students in ways tailored to the needs of a diverse student body.</li> <li>• Creates a classroom atmosphere that is culturally sensitive to diversity of life-style, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</li> <li>• Provides course content that includes culturally sensitive care of clients from a variety of ethnic populations and diverse lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for and promotes the development, retention, and academic achievement of a diverse student body and mentors students in ways tailored to the needs of a diverse student body.</li> <li>• Creates a classroom atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</li> <li>• Provides course content that includes culturally sensitive care of clients from a variety of ethnic populations and diverse lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulates and promotes the development, retention, and academic achievement of a diverse student body and mentors students in ways tailored to the needs of a diverse student body.</li> <li>• Creates a classroom atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</li> <li>• Provides course content that includes culturally sensitive care of clients from a variety of ethnic populations and diverse lifestyles.</li> </ul>

Tenure-Ineligible Track Education/Integration Pathway			
Criteria			
Instructor	Assistant Professor	Associate Professor	Full Professor
Demonstrates competence in promoting critical thinking through integrated teaching activities within the individual classroom and department as a whole.	Demonstrates competence in promoting critical thinking through integrated teaching activities as they contribute to education of the GSN as a whole.	Demonstrates above-average quality and contributes to development and refinement of creative/integrated teaching strategies beyond the GSN to agencies within the USUHS community.	Demonstrates excellence and leadership in the development and refinement of creative/integrated teaching strategies and is well-recognized in their contributions to teaching beyond the parent institution.
<p><b>Examples</b></p> <p>Evidence of educational effectiveness is provided through student/peer evaluation:</p> <ul style="list-style-type: none"> <li>• Receives positive peer and student evaluations of classroom and clinical teaching.</li> <li>• Receives positive evaluation of teaching by agency staff and clients.</li> <li>• Incorporates student feedback for programmatic improvements.</li> <li>• Demonstrates mastery of subject matter in classroom presentations.</li> <li>• Ability to utilize evaluative input constructively.</li> </ul>			
<ul style="list-style-type: none"> <li>• Receives positive peer and student evaluations of classroom and clinical teaching.</li> <li>• Demonstrates competence in teaching based on peer and student evaluations.</li> <li>• Integrates research findings into material taught.</li> <li>• Receives positive evaluation of teaching by clinical faculty (Preceptors).</li> <li>• Provides information that cannot be obtained by standard forms to evaluate courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Receives above-average to outstanding ratings by students and peers on classroom and clinical teaching.</li> <li>• Demonstrates mature level of critical thinking and integrates knowledge in the field.</li> <li>• Generates enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement.</li> <li>• Receives very good evaluations of teaching by agency staff and clients.</li> <li>• Incorporates student feedback for programmatic improvements.</li> <li>• Demonstrates high levels of academic performance as evidenced by peer and student review process.</li> <li>• Demonstrates content expertise in an area of relevance to nursing, the military, and/or federal health</li> </ul>	<ul style="list-style-type: none"> <li>• Receives outstanding student and peer evaluations of effective instructional strategies.</li> <li>• Has an excellent evaluation of teaching by agency staff and clients.</li> <li>• Incorporates student feedback for programmatic improvements.</li> <li>• Demonstrates integrated teaching activities that foster knowledge development in an area of relevance to nursing.</li> <li>• Peer reviewed grant funding.</li> <li>• Receives awards, recognition, or honors for teaching.</li> </ul>	

<ul style="list-style-type: none"> <li>Participates in workshops and courses in curriculum development/teaching methods.</li> <li>Contributes to development of integrated curricula &amp; courses</li> <li>Presents lectures covering one or more topics.</li> <li>Acts as a primary instructor in a course.</li> <li>Precepts in the inpatient or outpatient setting.</li> <li>Organizes a journal club or small discussion group.</li> </ul>	<p>Evidence of educational effectiveness is provided through curriculum development activities:</p> <ul style="list-style-type: none"> <li>Participates in the development of effective and innovative teaching strategies such as audiovisual media, web-based, CD-ROM-based, and distance learning-based technology.</li> <li>Participates in activities related to the acquisition of equipment that enhances student learning.</li> <li>Participates in development and integration of new courses; in major revisions of existing courses, and/or programmatic curriculum design.</li> <li>Develop or re-develop course materials for Credit or CE.</li> <li>Write clinical case materials.</li> <li>Implement novel teaching techniques.</li> <li>Lecture outside your primary specialty area (lecture support across programs).</li> <li>Assume leadership role in a course.</li> <li>Provides course outlines that are clear and address the specified course objectives.</li> <li>Selects learning experiences that are varied and appropriate to</li> </ul>	<ul style="list-style-type: none"> <li>Peer reviewed grant funding.</li> <li>Receives awards, honors, or recognition for teaching effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Develops innovative teaching, media, or testing materials that are approaches used within and beyond the school.</li> <li>Provides leadership in development and evaluation of innovative teaching strategies and/or technologies.</li> <li>Provides leadership in activities related to the acquisition of equipment that enhances student learning.</li> <li>Disseminates knowledge in the area of teaching/instructional competencies through publication in peer-reviewed journals or books.</li> <li>Initiates and leads the integrated development of new courses, major revisions of existing courses, and programmatic curriculum design.</li> </ul>
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<ul style="list-style-type: none"> <li>Utilizes creative strategies to enhance integrated knowledge development of students.</li> <li>Engages in teaching activities that promote student learning.</li> <li>Serves as a content expert when teaching, advising, and mentoring students.</li> <li>Advise/mentor students.</li> </ul>	<p>course objectives.</p> <ul style="list-style-type: none"> <li>Provides materials to students that reveal comprehensive, current knowledge of course subject matter.</li> <li>Demonstrates mastery of subject matter in classroom presentations.</li> <li>Demonstrates sensitivity to student needs and stimulates student participation.</li> <li>Demonstrates expertise in clinical instruction of students.</li> </ul>		
<p>Leadership</p>			
<ul style="list-style-type: none"> <li>Utilizes creative strategies to enhance integrated knowledge development of students.</li> <li>Engages in teaching activities that promote student learning.</li> <li>Serves as a content expert when teaching, advising, and mentoring students.</li> <li>Advise/mentor students.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in formal and informal mentoring, which facilitates student and colleague professional development, problem solving, and effective use of University and community resources.</li> <li>Serves as academic advisor.</li> <li>Serves as a clinical practice role model and mentor of student's development in practice.</li> <li>Uses clinical expertise to mentor novice clinicians in their professional role development.</li> <li>Demonstrates sensitivity to student needs and stimulates student participation.</li> </ul>	<ul style="list-style-type: none"> <li>Attracts outstanding graduate students to programs related to expertise.</li> <li>Shares expertise with students at a level appropriate to their stage of professional development.</li> <li>Serves as academic advisor.</li> <li>Serves as supervisory committee member or chair.</li> <li>Demonstrates expertise in mentoring, which facilitates student and colleague professional development</li> <li>problem solving, effective use of University and community resources.</li> <li>Assists colleagues to become more effective teachers and is a role model of teaching effectiveness.</li> <li>Serves as a clinical practice role model and mentor across</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the subsequent performance and professional development of graduates.</li> <li>Serves as supervisory committee chairperson.</li> <li>Serves as academic advisor.</li> <li>Engages in formal and informal mentoring, which facilitates student and colleague professional development.</li> <li>Serves as faculty sponsor and mentor for visiting scholars to the University.</li> <li>Serves as faculty sponsor or provides mentoring for postdoctoral scholars.</li> <li>Serves as a clinical practice role model and mentor of students' development in practice.</li> <li>Uses integrated clinical expertise to mentor novice clinicians in their professional role development.</li> <li>Uses clinical expertise to disseminate</li> </ul>

<ul style="list-style-type: none"> <li>• Shares information about curriculum and teaching methods through publications.</li> <li>• Develops effective teaching strategies and audiovisual media.</li> <li>• Organizes and conducts courses appropriate to the level of instruction and nature of content.</li> </ul>		<p>disciplines of students' development in practice.</p> <ul style="list-style-type: none"> <li>• Uses integrated clinical expertise to mentor novice clinicians in their professional role development.</li> </ul>	<p>knowledge of mentoring strategies for clinicians across disciplines and at multiple levels of expertise.</p> <ul style="list-style-type: none"> <li>• Fosters growth of students by chairing student theses, dissertations and projects.</li> <li>• Mentors junior faculty in order to promote growth within the profession of nursing.</li> </ul>
<p>Dissemination</p>			
<ul style="list-style-type: none"> <li>• Shares information related to curriculum or teaching through publication in peer reviewed journals or books.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides teaching services beyond the school, e.g., continuing education.</li> <li>• Shares information about curriculum or teaching through publication in peer-reviewed journals, books, audiovisual media, and computer-assisted instruction.</li> <li>• Contributes to teaching members of the public.</li> <li>• Presents nationally or internationally.</li> <li>• Authors articles on APN practice or education that reflect integration of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides expert teaching services beyond the school such as visiting professor or invited scholar.</li> <li>• Provides consultation as a site visitor to evaluate educational effectiveness of other institutions.</li> <li>• Provides teaching services to members of the public.</li> <li>• Acts as a leader in promoting the scholarship of teaching and integration.</li> <li>• Strong record of publications in APN nursing education, including methodology, outcome assessment, competency &amp; curriculum reform.</li> </ul>	
<p>Evidence of educational effectiveness is provided through research and scholarship activities:</p>			
<ul style="list-style-type: none"> <li>• Demonstrated integrated expertise in a clinical area of relevance to the military and federal health care systems.</li> <li>• Ability to convey subject matter to students.</li> <li>• Uses research findings in</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes clinical practice exemplars in teaching.</li> <li>• Serves as a clinical practice role model.</li> <li>• Utilizes expertise from clinical practice to develop an integrated clinically relevant curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes clinical practice exemplars in teaching.</li> <li>• Serves as a clinical practice role model.</li> <li>• Utilizes expertise from clinical practice to develop an integrated clinically relevant curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes clinical practice exemplars in teaching.</li> <li>• Serves as a clinical practice role model.</li> <li>• Utilizes expertise from clinical practice to develop an integrated visionary curriculum addressing</li> </ul>

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<p>teaching.</p> <ul style="list-style-type: none"> <li>• Uses clinical practice exemplars in teaching.</li> <li>• Maintains clinical expertise, which enhances teaching and integration.</li> <li>• Serves as a committee member on student research projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes integrated expertise from clinical practice to enrich student's understanding of health care system issues.</li> <li>• Provides advisement regarding student development and implementation of clinical scholarship products such as clinical paths, standards of care.</li> <li>• Maintains national certification in area of expertise to inform and enhance teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes integrated expertise from clinical practice to enrich student's understanding of health care system issues.</li> <li>• Provides advisement to student development and implementation of clinical scholarship products such as clinical paths, standards of care.</li> <li>• Maintains national certification in area of expertise to inform and enhance teaching.</li> <li>• Consistent participation in national educational activities.</li> <li>• Integrates research findings into role as an educator.</li> <li>• Demonstrates content expertise in an area of relevance to nursing, the military, and/or federal health care system.</li> <li>• Integrates clinical practice guidelines and evidenced based practice into role as an educator.</li> <li>• Contributes to the development of training grants or other funding mechanisms which advance the teaching mission.</li> </ul>	<p>future trends in practice.</p> <ul style="list-style-type: none"> <li>• Utilizes integrated expertise from clinical practice to enrich student's understanding of health care system issues.</li> <li>• Provides advisement to student development and implementation of clinical scholarship products such as clinical paths, standards of care.</li> <li>• Demonstrates integration of clinical research and practice.</li> <li>• Obtains funding for clinical research and/or dissemination of clinical products.</li> <li>• Maintains national certification in area of expertise to inform and enhance teaching.</li> <li>• Provides ongoing history of teaching and scholarly activities.</li> <li>• Demonstrates teaching activities that foster knowledge development and integration in an area of relevance to nursing.</li> <li>• Provides leadership for and/or contributes to the development of training grants or other funding mechanisms which advance the teaching mission.</li> <li>• Assumption of institutional level policy making administrative role.</li> <li>• Invitation to be a visiting scholar at another institution.</li> <li>• Established reputation beyond the institution as an innovative educator.</li> </ul>
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Cultural Diversity		
<ul style="list-style-type: none"> <li>• Creates a supportive environment that facilitates student learning and professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for and promotes the development, retention, and academic achievement of a diverse student body and mentors students in ways tailored to the needs of a diverse student body.</li> <li>• Creates a classroom atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</li> <li>• Provides course content that includes culturally sensitive care of clients from a variety of ethnic populations and diverse lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulates and promotes the development, retention, and academic achievement of a diverse student body and mentors students in ways tailored to the needs of a diverse student body.</li> <li>• Advocates a classroom atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</li> <li>• Provides course content that includes culturally sensitive care of clients from a variety of ethnic populations and diverse lifestyles.</li> </ul>
<ul style="list-style-type: none"> <li>• Creates a supportive environment that facilitates student learning and professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for and promotes the development, retention, and academic achievement of a diverse student body and mentors students in ways tailored to the needs of a diverse student body.</li> <li>• Creates a classroom atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</li> <li>• Provides course content that includes culturally sensitive care of clients from a variety of ethnic populations and diverse lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and promotes the development, retention, and academic achievement of a diverse student body and mentors students in ways tailored to the needs of a diverse student body.</li> <li>• Stimulates a classroom atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</li> <li>• Provides course content that includes culturally sensitive care of clients from a variety of ethnic populations and diverse lifestyles.</li> </ul>

**Scholarship of Research and Discovery**

Definition of Research/Discovery – Research is systematic, culturally sensitive inquiry that encompasses both interpretive and empiric analytic paradigms. Research includes, but is not limited to, traditional research inquiry, clinical practice inquiry, historical and policy analysis, theory development, methodological studies, philosophical inquiry, and systematic reviews of existing research findings. Research is increasingly interdisciplinary and collaborative in nature across professional groups and within nursing itself. Primary empirical research is the systematic collection of data to answer an empirical question or test an hypothesis. 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.

Peer review in research/discovery is evaluation by university colleagues of equivalent rank and research experience. Faculty members' scholarly productivity will be evaluated in terms of contributions to both the knowledge base in Nursing Science and the research foci of the GSN at USUHS.

<b>Tenure-Eligible</b>		
Research/Discovery Pathway		
Criteria		
Assistant Professor	Associate Professor	Professor
Demonstrates research productivity and competence.	Demonstrates research competence within a specialized area of systematic culturally sensitive inquiry as recognized by colleagues within and beyond the institution and region.	Demonstrates excellence in culturally sensitive research activities as recognized by colleagues and others within and beyond the institution and region.
<b>Examples</b>		
Assistant Professor	Associate Professor	
Evidence of developing a focused area of research/scholarship relevant to the federal healthcare system is provided by:		
<ul style="list-style-type: none"> <li>• Conducting systematic culturally sensitive inquiry within specialized field.</li> <li>• Demonstrating increasing competence in systematic inquiry.</li> <li>• Initiating collaborative research relationships both inter- and intra-disciplinary.</li> <li>• Pursues or receives funding for systematic inquiry activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing creativity, insight, and sophistication in a focused area of research/scholarship.</li> <li>• Providing leadership in the development and implementation of systematic inquiry.</li> <li>• Receiving recognition from colleagues within and beyond the institution for contributions to the body of knowledge in the specialized field.</li> <li>• Receiving recognition and honors for systematic inquiry competence at the local</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving recognition from colleagues within and beyond the institution for excellence in systematic inquiry.</li> <li>• Receiving recognition from colleagues within and beyond the institution for creativity and innovation in systematic inquiry.</li> <li>• Receiving recognition from colleagues within and beyond the institution for substantial contributions to the body of knowledge in the</li> </ul>

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<ul style="list-style-type: none"> <li>• Seeking peer evaluation for research products such as research proposals/grants and publications prior to submission to granting agencies or professional journals.</li> </ul>	<p>and/or regional level.</p> <ul style="list-style-type: none"> <li>• Maintaining collaborative research relationships.</li> <li>• Receives funding for systematic inquiry activities within focused area.</li> <li>• Seeking peer evaluation for research products such as research proposals/grants and publications prior to submission to granting agencies or professional journals.</li> </ul>	<p>selected field.</p> <ul style="list-style-type: none"> <li>• Attracting potential graduate students and postdoctoral fellows in areas of systematic inquiry interest and expertise.</li> </ul>
		<ul style="list-style-type: none"> <li>• Receiving recognition and honors for excellence in systematic inquiry at the national and/or international level.</li> <li>• Sustaining collaborative research relationships.</li> <li>• Demonstrates a consistent record of funded systematic inquiry activities.</li> <li>• Seeking peer evaluation for research products such as research proposals/grants and publications prior to submission to granting agencies or professional journals.</li> </ul>

Dissemination		
<ul style="list-style-type: none"> <li>• Publishing in refereed journals.</li> <li>• Presenting at local and/or regional meetings.</li> <li>• Contributes to the development of information systems for nursing practice or clinical outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Publishing in refereed journals.</li> <li>• Presenting at regional meetings.</li> <li>• Publishing papers reflecting theory development, policy analysis, educational or methodological issues, or complex clinical case analysis.</li> <li>• Distributing material analyzing the interrelationship among theory, research, and practice within specialty area.</li> <li>• Serving as reviewer for professional journals.</li> <li>• Publishing systematic reviews of work in area of focused research/ scholarship.</li> <li>• Participating in scholarly inquiry activities of professional organizations.</li> <li>• Serving on research/scholarly inquiry review committees within the institution or for specialty organizations.</li> <li>• Providing research/scholarly inquiry and consultation to colleagues locally and regionally.</li> <li>• Contributing to the advancement of nurse practice standards through participation in policy-making boards, commissions, or consensus panels.</li> <li>• Contributing to theory development of clinical phenomena through publication and presentations regionally.</li> <li>• Demonstrating expertise in advising students in their systematic inquiry activities.</li> <li>• Disseminating research findings to diverse audiences including lay persons through multi-channel media such as the internet and popular literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Publishing in refereed journals.</li> <li>• Presenting at national/international meetings.</li> <li>• Publishing papers reflecting advanced theory development, policy analysis, complex case analysis, or methodological issues.</li> <li>• Developing and demonstrating theory-based paradigms of practice.</li> <li>• Serving as an editor or member of editorial board for scholarly journals.</li> <li>• Providing <b>leadership</b> in professional organizations whose primary focus is systematic inquiry.</li> <li>• Providing consultation in areas of systematic inquiry to colleagues locally, nationally, and internationally.</li> <li>• Serving on national review committees, boards or commissions, or as an external reviewer for national review committees, boards or commissions.</li> <li>• Receiving recognition from colleagues within and beyond the institution for sustained leadership in developing systematic inquiry excellence in self and others.</li> <li>• Receiving recognition from former students as having influenced their subsequent performance and achievement in systematic inquiry.</li> <li>• Disseminating research findings to diverse audiences including the lay and media through increasingly sophisticated mechanisms such as virtual academy, consortia, television, and books.</li> </ul>

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Provides evidence of evaluating clinical practice models by:		
<ul style="list-style-type: none"> <li>▪ Critically analyzing nursing practice issues standards for the purpose of identifying new needed directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Determining applications of research in clinical practice.</li> <li>• Contributing to evidence-based practice reviews and guideline development regionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing new directions for advancement of nurse practice standards.</li> </ul>
<b>Leadership</b>		
<ul style="list-style-type: none"> <li>▪ Contributes as member of research team with evidence of increasing leadership on the team.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides research consultation to colleagues locally and regionally.</li> <li>▪ Provides leadership for the research team.</li> <li>▪ Receives recognition from colleagues outside the institution for substantial contributions to the body of knowledge in the selected field.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides leadership in the development of research careers for other colleagues.</li> <li>▪ Receives national and international recognition from colleagues outside the institution for substantial contributions to the dtbody of knowledge in the selected field.</li> </ul>



Tenure-Ineligible Research/Discovery Pathway			
Criteria			
Instructor	Assistant Professor	Associate Professor	Professor
<p>Demonstrates competence in integration of research within teaching and clinical activities.</p>	<p>Demonstrates research productivity and competence.</p>	<p>Demonstrates research competence within a specialized area of systematic culturally sensitive inquiry as recognized by colleagues within and beyond the institution and region.</p>	<p>Demonstrates excellence in culturally sensitive research activities as recognized by colleagues and others within and beyond the institution and region.</p>
<b>Examples</b>			
Instructor	Assistant Professor	Associate Professor	Professor
<p>Generates culturally sensitive researchable questions related to teaching and clinical activities among/within diverse populations.</p>	<p>Develops a focused area of research/scholarship relevant to the federal healthcare system by:</p> <ul style="list-style-type: none"> <li>• Conducting systematic culturally sensitive inquiry within specialized field.</li> <li>• Demonstrating increasing competence in systematic inquiry.</li> <li>• Initiating collaborative research relationships both inter- and intra-disciplinary.</li> <li>• Seeking peer evaluation for research products such as research proposals/grants and publications prior to submission to granting agencies or professional journals.</li> </ul>	<p>Exhibits productivity within a focused area of research/scholarship by:</p> <ul style="list-style-type: none"> <li>• Increasing creativity, insight, and sophistication in a focused area of research/scholarship.</li> <li>• Providing leadership in the development and implementation of systematic inquiry.</li> <li>• Receiving recognition from colleagues within and beyond the institution for contributions to the body of knowledge in the specialized field.</li> <li>• Seeking peer evaluation for research products such as research proposals/grants and publications prior to submission to granting agencies or professional journals.</li> </ul>	<p>Exhibits excellence over time within a focused area of research/scholarship by:</p> <ul style="list-style-type: none"> <li>• Receiving recognition from colleagues within and beyond the institution for excellence in systematic inquiry.</li> <li>• Receiving recognition from colleagues within and beyond the institution for creativity and innovation in systematic inquiry.</li> <li>• Seeking peer evaluation for research products such as research proposals/grants and publications prior to submission to granting agencies or professional journals.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Receiving recognition and honors for systematic inquiry competence at the local and/or regional level.</li> <li>• Maintaining collaborative research relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving recognition from colleagues within and beyond the institution for substantial contributions to the body of knowledge in the selected field.</li> <li>• Attracting potential graduate students and postdoctoral fellows in areas of systematic inquiry interest and expertise.</li> <li>• Receiving recognition and honors for excellence in systematic inquiry at the national and/or international level.</li> <li>• Sustaining collaborative research relationships.</li> </ul>
<p>Demonstrates applications of research knowledge through publications or other scholarly works.</p>	<p>Pursues or receives funding for systematic inquiry activities.</p>	<p>Receives funding for systematic inquiry activities within focused area.</p>	<p>Demonstrates a consistent record of funded systematic inquiry activities.</p>

<b>Dissemination</b>			
Oversees information systems to maintain evidence-based practice.	Disseminates findings from systematic inquiry by:	Disseminates findings from systematic inquiry by:	Disseminates findings from systematic inquiry by:
	<ul style="list-style-type: none"> <li>• Publishing in refereed journals.</li> <li>• Presenting at local and/or regional meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Publishing in refereed journals.</li> <li>• Presenting at regional meetings.</li> <li>• Publishing papers reflecting theory development, policy analysis, educational or methodological issues, or complex clinical case analysis.</li> <li>• Distributing material analyzing the interrelationship among theory, research, and practice within specialty area.</li> <li>• Serving as reviewer for professional journals.</li> <li>• Publishing systematic reviews of work in area of focused research/scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Publishing in refereed journals.</li> <li>• Presenting at national/international meetings.</li> <li>• Publishing papers reflecting advanced theory development, policy analysis, complex case analysis, or methodological issues.</li> <li>• Developing and demonstrating theory-based paradigms of practice.</li> <li>• Serving as an editor or member of an editorial board for scholarly journals.</li> <li>• Providing <u>leadership</u> in professional organizations whose primary focus is systematic inquiry.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Participating in scholarly inquiry activities of professional organizations.</li> <li>• Serving on research/scholarly inquiry review committees within the institution or for specialty organizations.</li> <li>• Providing research/scholarly inquiry consultation to colleagues locally and regionally.</li> <li>• Contributing to the advancement of nurse practice standards through participation in policy-making boards, commissions, or consensus panels.</li> <li>• Contributing to theory development of clinical phenomena through publication and presentations regionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing consultation in areas of systematic inquiry to colleagues locally, nationally, and internationally.</li> <li>• Serving on national review committees, boards or commissions, or as an external reviewer for national review committees, boards or commissions.</li> <li>• Receiving recognition from colleagues within and beyond the institution for sustained leadership in developing systematic inquiry excellence in self and others.</li> </ul>
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			<ul style="list-style-type: none"> <li>Receiving recognition from former students as having influenced their subsequent performance and achievement in systematic inquiry.</li> </ul>
Evaluates reports of research findings for teaching and clinical activities.	Critically analyzes nursing practice issues standards for the purpose of identifying new needed directions.	<p>Conducts evaluation studies of clinical practice models in nursing by:</p> <ul style="list-style-type: none"> <li>Determining applications of research in clinical practice.</li> <li>Contributing to evidence-based practice reviews and guideline development regionally.</li> </ul>	<p><b>Leads</b> development of evidence-based practice guidelines in area of systematic inquiry by:</p> <ul style="list-style-type: none"> <li>Establishing new directions for advancement of nurse practice standards.</li> </ul>
Participates in scholarly inquiry activities within the school or community.	Contributes to the development of information systems for nursing practice or clinical outcomes.	<p>Advances information systems for nursing practice or clinical outcomes by:</p> <ul style="list-style-type: none"> <li>Disseminating research findings to diverse audiences including lay persons through multi-channel media such as the Internet and popular literature.</li> </ul>	<p>Evaluates information systems for nursing practice or clinical outcomes by:</p> <ul style="list-style-type: none"> <li>Disseminating research findings to diverse audiences including the lay and media through increasingly sophisticated mechanisms such as virtual academy, consortia, television, and books.</li> </ul>
<b>Leadership</b>			
Provides leadership/mentorship to students in critiquing of research related to clinical practice.	Contributes as member of research team with evidence of increasing leadership on the team.	<p>Provides research consultation to colleagues locally and regionally.</p> <p>Provides leadership for the research team.</p> <p>Receives recognition from colleagues outside the institution for substantial contributions to the body of knowledge in the selected field.</p>	<p>Provides leadership in the development of research careers for other colleagues.</p> <p>Receives national and international recognition from colleagues outside the institution for substantial contributions to the dtbody of knowledge in the selected field.</p>

**Scholarship of Practice**

**Definition of Practice:**

Practice is defined as those professional and academic activities associated with clinical nursing. Primary nursing practice is associated with the care of patients and can be generalized or specialized within a particular specialty in nursing, such as nurse anesthesia or family nurse practitioner. Practice can occur independently or concurrently with education, such as teaching students in a clinical setting. The scope of practice for a particular faculty member of the Uniformed Services University's Graduate School of Nursing is regulated by state boards of nursing and professional associations. Individual nurses practice according to their expertise, state statutes and regulations, and institutional policy. Most professional associations of nursing also include additional activities as practice to include professional excellence and competence in educational, consultative, research and administrative practice in their respective specialty. Faculty members should actively participate in the development of policies and procedures, performance appraisals, peer reviews, clinical and administrative conferences and serve on healthcare facility committees. In addition to these activities, GSN nursing faculty should assume a leadership role in the evaluation of the quality of care provided throughout the facility and the community.

<b>Tenure-Eligible</b>		
<b>Criteria</b>		
<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
Participates in professional and practice activities.	Contributes to professional and practice activities.	Displays leadership in professional and practice activities.
<b>Examples</b>		
<b>Assistant Professor</b> <ul style="list-style-type: none"> <li>▪ Participates in student activities.</li> <li>▪ Participates in program, departmental and GSN committees.</li> <li>▪ Membership and participation in activities of community organizations.</li> <li>▪ Attends professional conferences and works to enhance knowledge and visibility of the GSN.</li> <li>▪ Plans and presents continuing education programs at the local level.</li> <li>▪ Serves on agency, community, or organization boards, commissions, and committees at the local level including MTF committees.</li> <li>▪ Assists in community development and alumni efforts.</li> </ul>	<b>Associate Professor</b> <ul style="list-style-type: none"> <li>▪ Serves on committees of professional organizations of state, regional, and/or Federal boards and commissions including practice-specific committees.</li> <li>▪ Provides consultation to professional groups including Federal groups.</li> <li>▪ Participates in shared governance through committee membership and leadership at all USUHS levels.</li> <li>▪ Collaborates in the performance of administrative roles and responsibilities.</li> <li>▪ Works to enhance knowledge and visibility of the GSN.</li> <li>▪ Collaborates with services or community in the development of programs and/or services.</li> <li>▪ Serves on committees of Federal and/or community organizations.</li> </ul>	<b>Professor</b> <ul style="list-style-type: none"> <li>▪ Contributes to committees, councils, and Faculty/Senate with participation or leadership roles.</li> <li>▪ Assumes chair and/or serves on special review groups, task forces, and policy making bodies in GSN and USUHS.</li> <li>▪ Serves as a member of extramural training review committees and/or research/education committees.</li> <li>▪ Serves as reviewer for professional journals.</li> <li>▪ Evaluates materials of persons from other universities for purposes of promotion.</li> <li>▪ Provides substantial presentations and/or keynote addresses at national and/or international professional meetings.</li> <li>▪ Contributes professional services to schools, industry, business, and state and Federal agencies.</li> </ul>

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	<ul style="list-style-type: none"><li>▪ Assesses scientific merit of research by serving on internal review boards within USUHS, Federal agencies, and/or community.</li></ul>	<ul style="list-style-type: none"><li>▪ Provides leadership which generates a climate conducive of professional growth in the GSN.</li></ul>
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Tenure-Ineligible			
Criteria			
Instructor	Assistant Professor	Associate Professor	Professor
<p>Participates in professional practice activities.</p>	<p>Participates in professional and practice activities.</p>	<p>Contributes to professional and practice activities.</p>	<p>Displays leadership in professional and practice activities.</p>
Examples			
<p><b>Instructor</b></p> <ul style="list-style-type: none"> <li>▪ Participates in student activities.</li> <li>▪ Membership and participation in activities of community organizations.</li> <li>▪ Attends professional conferences and works to enhance knowledge and visibility of the school.</li> <li>▪ Serves on committees at the MTF.</li> </ul>	<p><b>Assistant Professor</b></p> <ul style="list-style-type: none"> <li>▪ Participates in student activities.</li> <li>▪ Participates in MTF and/or program committees.</li> <li>▪ Membership and participation in activities of community organizations.</li> <li>▪ Attends professional conferences and works to enhance knowledge and visibility of the school.</li> <li>▪ Plans and presents continuing education programs in the MTF.</li> <li>▪ Serves on committees at the MTF.</li> </ul>	<p><b>Associate Professor</b></p> <ul style="list-style-type: none"> <li>▪ Serves on committees of professional organizations of local and/or state committees or commissions.</li> <li>▪ Provides consultation to professional groups including Federal groups.</li> <li>▪ Collaborates in the performance of administrative roles and responsibilities.</li> <li>▪ Works to enhance knowledge and visibility of the GSN.</li> <li>▪ Collaborates with Federal agencies or community in the development of programs and/or services.</li> <li>▪ Serves on committees of local or state organizations.</li> <li>▪ Assesses scientific merit of research by serving on internal review boards within MTF and/or community.</li> </ul>	<p><b>Professor</b></p> <ul style="list-style-type: none"> <li>▪ At the GSN level, contributes to committees, councils, and/or Faculty Senate with participation or leadership roles.</li> <li>▪ Assumes chair and/or serves on special review groups, task forces, and policy making bodies in MTF, GSN and/or USUHS.</li> <li>▪ Serves as a member of extramural training review committees and/or research/education committees.</li> <li>▪ Serves as reviewer for professional journals.</li> <li>▪ Provides substantial presentations and/or keynote addresses at national and/or international professional meetings.</li> <li>▪ Contributes professional services to schools, industry, business, and state and Federal agencies.</li> <li>▪ Provides leadership which generates a climate conducive to professional growth in the GSN.</li> </ul>



Scholarship of Service

Definition of Service:

Service is broadly defined to include participation in the governing and administrative activities of the program, department, GSN, or USUHS. It also may include service to one's professional discipline or the larger community outside the university including Federal agencies if such service draws upon the faculty member's discipline or interdisciplinary specialty or furthers the university mission. In many cases, service is considered to be the "Scholarship of Application."

Tenure-Eligible		
Criteria		
Assistant Professor	Associate Professor	Professor
Participates in professional and service activities.	Contributes to professional and service activities.	Displays leadership in professional and service activities.
Examples		
Assistant Professor	Associate Professor	Professor
Performance		
<ul style="list-style-type: none"> <li>Participates in student activities.</li> <li>Attends professional conferences and works to enhance knowledge and visibility of the GSN.</li> <li>Membership and participation in activities of community organizations.</li> <li>Serves on agency, community, or organization boards, commissions, and committees at the local level including MTF committees.</li> <li>Assists in community development and alumni efforts.</li> <li>Plans and presents continuing education programs at the local level.</li> <li>Participates in program, departmental and GSN committees.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in shared governance through committee membership and leadership at all USUHS levels.</li> <li>Collaborates in the performance of administrative roles and responsibilities.</li> <li>Works to enhance knowledge and visibility of the GSN.</li> <li>Collaborates with services or community in the development of programs and/or services.</li> <li>Serves on committees of professional organizations of state, regional, and/or Federal boards and commissions including service-specific committees.</li> <li>Provides consultation to professional groups including Federal groups.</li> <li>Serves on committees of Federal and/or community organizations.</li> <li>Assesses scientific merit of research by serving on internal review boards within USUHS, Federal agencies, and/or community.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to committees, councils, and Faculty Senate with participation or leadership roles.</li> <li>Serves as a member of extramural training review committees and/or research/education committees.</li> <li>Assumes chair and/or serves on special review groups, task forces, and policy making bodies in GSN and USUHS.</li> <li>Contributes professional services to schools, industry, business, and state and Federal agencies.</li> <li>Provides leadership which generates a climate conducive of professional growth in the GSN.</li> <li>Contributes to development of university and college faculty and beyond USUHS.</li> <li>Provides leadership on school and university committees and boards.</li> </ul>

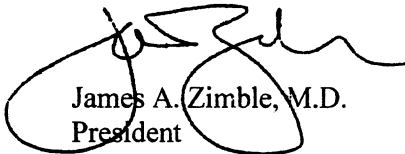
Leadership/Mentoring		
<ul style="list-style-type: none"> <li>Facilitates professional development of faculty and staff at clinical agencies.</li> <li>Demonstrates leadership in student activities.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in advising student groups and organizations.</li> <li>Demonstrates leadership on departmental and school committees.</li> <li>Provides leadership to the academic unit's program.</li> <li>Provides consultation and/or contributes to program or staff development in agencies.</li> <li>Provides evidence of activities on non-university professional organizations.</li> <li>Demonstrates advancement of the discipline.</li> <li>Assumes administrative responsibilities (if applicable).</li> <li>Provides policy leadership at school, university, and regional levels including within the Federal health care system.</li> <li>Demonstrates leadership on local and regional professional and community agency boards and committees.</li> <li>Provides consultation in clinical services.</li> </ul>	<ul style="list-style-type: none"> <li>Assumes a leadership role on department and school committees.</li> <li>Provides regional and national leadership to groups and organizations, including within the Federal health care system.</li> <li>Provides leadership in service to committee advisory committees and/or clinical agencies.</li> <li>Demonstrates evidence of advancement of the discipline.</li> <li>Provides leadership in public policy at national and international levels.</li> <li>Provides leadership on national and international professional organizations and boards, including within the Federal health care system.</li> <li>Invited to participate at national and international meetings.</li> <li>Invites to consult with national and international organizations.</li> </ul>
Dissemination		
<ul style="list-style-type: none"> <li>Disseminates knowledge/information to the lay community.</li> </ul>	<ul style="list-style-type: none"> <li>Disseminates knowledge/information to lay community and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Serves as reviewer for professional journals.</li> <li>Evaluates materials of persons from other universities for purposes of promotion.</li> <li>Provides substantial presentations and/or keynote addresses at national and/or international professional meetings.</li> </ul>
Cultural Diversity		
<p>Creates an atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</p>	<p>Advocates an atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</p>	<p>Stimulates an atmosphere that is culturally sensitive to diversity of lifestyle, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues.</p>

Tenure-Ineligible			
Criteria			
Instructor	Assistant Professor	Associate Professor	Professor
Participates in professional service activities.	Participates and takes selected leadership roles in professional and service activities.	Contributes to professional and service activities.	Displays leadership in professional and service activities
<b>Examples</b>			
<b>Instructor</b> <ul style="list-style-type: none"> <li>Participates in student activities.</li> <li>Membership and participation in activities of community organizations.</li> <li>Attends professional conferences and works to enhance knowledge and visibility of the school.</li> <li>Serves on committees at the MTF.</li> </ul>	<b>Assistant Professor</b> <ul style="list-style-type: none"> <li>Participates in student activities.</li> <li>Participates in MTF and/or program committees.</li> <li>Membership and participation in activities of community organizations.</li> <li>Attends professional conferences and works to enhance knowledge and visibility of the school.</li> <li>Plans and presents continuing education programs in the MTF.</li> <li>Serves on committees at the MTF.</li> </ul>	<b>Associate Professor</b> <ul style="list-style-type: none"> <li>Serves on committees of professional organizations of local and/or state committees or commissions.</li> <li>Provides consultation to professional groups including Federal groups.</li> <li>Collaborates in the performance of administrative roles and responsibilities.</li> <li>Works to enhance knowledge and visibility of the GSN.</li> <li>Collaborates with Federal agencies or community in the development of programs and/or services.</li> <li>Serves on committees of local or state organizations.</li> <li>Assesses scientific merit of research by serving on internal review boards within MTF and/or community.</li> </ul>	<b>Professor</b> <ul style="list-style-type: none"> <li>At the GSN level, contributes to committees, councils, and/or Faculty Senate with participation or leadership roles.</li> <li>Assumes chair and/or serves on special review groups, task forces, and policy making bodies in MTF, GSN and/or USUHS.</li> <li>Serves as a member of extramural training review committees and/or research/education committees.</li> <li>Serves as reviewer for professional journals.</li> <li>Provides substantial presentations and/or keynote addresses at national and/or international professional meetings.</li> <li>Contributes professional services to schools, industry, business, and state and Federal agencies.</li> <li>Provides leadership which generates a climate conducive of professional growth in the GSN.</li> </ul>



# USUHS

## DIRECTIVE SYSTEM TRANSMITTAL

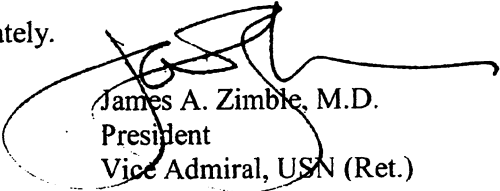
NUMBER  USUHS I-1100, Change 1 (ADF)	DATE  AUG - 2 2004
ATTACHMENTS  Enclosure 4	
<p style="text-align: center;">INSTRUCTIONS FOR RECIPIENTS</p> <p>The following pen change to USUHS Instruction 1100, "Appointments, Promotion, and Tenure of Faculty" dated August 27, 2003, has been authorized.</p> <p><b><u>Pen Change</u></b></p> <p>Insert Enclosure 4 directly behind Enclosure 3.</p> <p><b><u>Effective Date</u></b></p> <p>This change is effective immediately.</p> <div style="text-align: center;"> James A. Zimble, M.D. President Vice President, USN (Ret.)</div>	

WHEN PRESCRIBED ACTION HAS BEEN TAKEN, THIS TRANSMITTAL SHOULD BE FILED WITH THE BASIC DOCUMENT



# USUHS

## DIRECTIVE SYSTEM TRANSMITTAL

NUMBER USUHS I-1100 (ADF)	DATE AUG 27 2003
ATTACHMENTS None	
<p style="text-align: center;">INSTRUCTIONS FOR RECIPIENTS</p> <p>The following changes to USUHS Instruction 1100, "Appointments, Promotion, and Tenure of Faculty," dated December 14, 1998, have been authorized.</p> <p>It is recommended that <b>Section 2 of Enclosure 2</b> be changed to read as follows:</p> <p style="padding-left: 40px;">2. <b>Termination for Non-Renewal of Appointment and Notice</b></p> <p style="padding-left: 80px;">2.1 Faculty in the tenure track on time-limited appointments with a Not-To-Exceed (NTE) date, shall receive notice of non-renewal and termination as specified in Enclosure 3, Sections 4.8, 11, and 12, and Enclosure 4, as applicable. Failure of the administration to give timely notice of non-renewal for tenure track appointments as defined in the above-specified sections, shall entitle the individual to a special appointment for six months from the date proper notification is issued to the individual.</p> <p style="padding-left: 80px;">2.2 Faculty in the <b>non-tenure track</b> on time-limited appointments with a NTE date, employment shall automatically end on the NTE date. The Notification of Personnel Action, Standard Form (SF) 50-B, shall serve as notification of the expiration of employment. No additional notice of non-renewal is required and the determination is not grievable. Also, these employees are not eligible for severance pay.</p> <p style="padding-left: 80px;">2.3 In all cases of termination of an appointment prior to the expiration date of the appointment, the action shall be accomplished in accordance with 5 CFR, Parts 752 or 351, as applicable.</p> <p><b><u>Effective Date</u></b> These changes are effective immediately.</p> <div style="text-align: right;"><p>James A. Zimble, M.D. President Vice Admiral, USN (Ret.)</p></div>	

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