

## **Promotion of Non-Tenure Faculty: Clinical Track and Teaching Tracks**

### **Definition of Faculty**

The definition of faculty as defined by the Mississippi's public universities is "teaching staff and those members of the administrative staff having academic rank in a college, university or other educational institution or one of its divisions"

(IHL Policies & Bylaws 404.01; USM *Faculty Handbook*). This definition includes personnel in the University who are tenured, in tenure-track positions, individuals with the academic rank of Instructor or Teaching Professors (of all ranks), administrative officers

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within a state institution of higher learning (e.g. USM).

A definition of non-tenure track appointments are delineated in The University of Southern Mississippi *Faculty*

years, which corresponds with promotion of tenure-track and tenured faculty in the College of Nursing and The University of Southern Mississippi.

The Department Promotion Committee, the Department Chair, the College Advisory Committee, and the Dean of the College of Nursing recommends candidates for promotion in the non-tenure ranks. Clinical ranks eligible for promotion are: Clinical Assistant Professor, and Clinical Associate Professor. Faculty eligible for promotion in the Teaching non tenure ranks are: Instructor, Lecturer, Teaching Assistant Professor, and Teaching Associate Professor. Criteria for promotion will specify the performance expected at each non-tenure rank and the required quality of service in assigned academic responsibilities based on expectations within the College of Nursing. All decisions on promotion are made in accordance with the College bylaws and The University of Southern Mississippi *Faculty Handbook*. The process and steps in promotion decisions for non-tenure faculty are similar to but distinct from promotion decisions for tenure-track and tenured faculty.

The College of Nursing's recommendation to promote a non-tenure track clinical or teaching faculty member is based on a discussion and vote of the Departmental Promotion Committee, Department Chair, College Advisory Committee, and the College Dean. The same procedures and deadlines for submission of promotion records are applied to non-tenure track faculty as are applied to tenure-track and tenured faculty candidates for promotion consideration. The Dean consults the College of Nursing Advisory Committee during its deliberations and transmits a recommendation to the Provost. A new term appointment is initiated upon promotion.

### **Collegiality in Promotion Decisions**

Collegiality is an expectation of all College of Nursing faculty members, regardless of rank or tenure status. Collegiality is defined as a quality expressed through collaboration and constructive cooperation. Collegiality includes a set of values that are regarded as essential for the success of the university, a diverse composition of students, faculty, staff and constituents; mutual respect for similarities and differences of opinions and points of view; and mutual trust established and reinforced through shared governance and

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**Criteria for Appointment, Reappointment, and Promotion of Non-Tenure Track Clinical and Teaching Faculty.**

**Clinical Instructors**

1. Are employed by clinical agencies outside of the University
2. Have relevant experience and expertise in instruction in clinical settings
3. Have current certifications and licensures as specified by the College of Nursing
4. Do not possess a terminal degree
5. Are members of the University corp of instruction
6. Show promise of excellen in cl2p[(o)2(mis)1(e)]TTc 0.004 Tw 0.5an pos1(t)-upTJ 0

3.0 to 5.0 on a 5-point scale on overall rating of instructor).

Creative instructional methods, e.g. self-developed creative activities in the classroom; strategies; or materials.

Peer evaluations of teaching by a tenure-track, tenured or clinical track faculty member (maintenance of a quantitative mean of 85% or higher per year)

Teaching portfolio:

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or state level, at least one per year, refereed, non-refereed, or invited at least one per year.

Have demonstrated contributions in professional service, including, but not limited to, clinical service and teaching scholarship.

6. Have demonstrated contributions in departmental and professional service, including but not limited to teaching scholarship.

Service as an external committee member of doctorate of nursing practice student projects.

Participation in clinical or practice projects in collaboration with other faculty within the College of Nursing.

### **Clinical Associate Professors**

Faculty promoted, newly appointed, or reappointed to the rank of Clinical Associate Professor are expected to:

1. Hold a doctorate in the discipline.
2. Have current certification and licensure as specified by the College of Nursing.
3. Have an established record of sustained success in professional and clinical scholarly productivity.

Three or more publications, refereed or non-refereed, in articles, book chapters, or journals that include clinical or evidence-based practice techniques, clinical research, methods of or standards in clinical supervision, standards of practice, clinical handbooks, textbooks, or chapters in clinical textbooks.

Presentation of clinical scholarship or teaching scholarship at prof

Participation in state, regional, or national professional organizations.  
Participation in outreach activities to service organizations and



direction.

7. Have an established record of sustained success in clinical or teaching and professional

Peer evaluations of teaching by a faculty member (maintenance of quantitative mean of 85% or higher per year)

### **Lecturers**

Faculty members newly *appointed* to the rank of Lecturer are expected to:

1. Be employed by the University.
2. Have current certifications and licensures as specified by the College of Nursing and state, regional, and national regulatory boards.
3. Do not possess a terminal degree.
4. Are members of the University corp of instruction.
5. Demonstrate a continuous record of teaching excellence.
6. Have record of service and scholarly activities commensurate with rank.
7. Evidence of teaching excellence for Lecturer must include the following items:

Student evaluations of teaching (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).

Creative instructional methods, e.g. self-developed creative activities in the classroom; strategies; or materials.

Peer evaluations of teaching by a faculty member (maintenance of a quantitative mean of 85% or higher per year)

Teaching portfolio:

Elements constituting a teaching portfolio may include, but are not limited to teaching materials including syllabi, tests, quizzes, homework assignments, handouts, graded papers or other examples of student work; reflective statements describing teaching during the review period and future teaching goals; reports based on peer observation of teaching (whether recorded or live); teaching awards; awards won by supervised students; teaching grants; unsolicited written statements from students, trainees, or clients; grade distributions; commentary on course levels/degree of difficulty of courses taught.

### **Senior Lecturers**

Faculty members newly *appointed* to the rank of Senior Lecturer are exaeody32 0 me0 megrs ba.002 3.15 T

senior status.

8. Evidence of teaching excellence for Senior Lecturer must include the following items:

- Student evaluations of teaching (maintenance of a quantitative mean of

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Professional productivity and service.  
Teaching and clinical excellence.  
Meaningful contributions on committees within the College of  
Nursing and in community service.

Faculty members reappointed to the rank of Teaching Assistant Professor are required to meet c

practice.

Teaching grants.

4. Evidence of clinical excellence for faculty in the teaching track includes:
  - Student SOAR evaluations of clinical instruction (maintenance of a quantitative mean of 3.0 to 5.0 on a 5-point scale on overall rating of instructor).
  - Creative clinical instructional methods (e.g. mastery of simulation, self-developed clinical instructional methods, etc.).
  - Peer evaluation of clinical teaching.
  - Clinical teaching portfolio: Elements constituting a clinical teaching portfolio may include, but not limited to clinical instructional materials, clinical quizzes, clinical seminar instructional strategies, unsolicited written statements from students and/or clinical staff; evaluation instruments, etc.
5. Evidence of scholarship may include:
  - Have demonstrated success in professional and scholarly productivity in a designated area of expertise
  - Submission of a manuscript, at least an average of one per year, refereed or non-refereed.
  - Conduct of ongoing: clinical research, translation research, action research, and evaluative research, or health care quality performance/ indicator research.
  - Presentation of teaching or clinical scholarship at professional conferences at the local or state level, at least one per year, refereed, non-refereed, or invited, at least one per year.
6. Have demonstrated contributions in departmental and professional service, including but not limited to service in the clinical setting.
7. Participation in clinical and/or practice projects in collaboration with other faculty within the College of Nursing.

### **Teaching Associate Professors**

Faculty promoted, newly appointed, or reappointed to the rank of Teaching Associate Professors are expected to:

1. Hold a doctorate in the discipline.
2. Have current certification and licensure as specified by the College of Nursing.
3. Have an established record of sustained success in professional and clinical scholarly productivity.
  - Four to six publications, refereed or non-refereed, in journals that include evidence-based instructional techniques, educational research, methods of or

translation research, action research, and evaluative research, or health care quality performance/indicator research.

Participate in clinical activities or teaching activities in ways that contribute to and sustain evidence-based practice activities or departmental research programs.

Presentation of clinical scholarship or teaching scholarship at professional conferences at the regional or national levels, approximately one per year—refereed, non-refereed, or invited.

- 4. Have an established record of sustained success in teaching and in clinical supervision at the undergraduate and/or the graduate levels and in clinical direction.

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**Teaching Professors**

Peer evaluation of clinical teaching.

8. Direction of student research and projects at the undergraduate level.
9. Member of committee at the graduate level upon approval from Graduate School.
10. Have an established record of sustained success in clinical or teaching and professional practice.
  - a. Participation in clinical and practice projects or classroom instructional projects in collaboration with other faculty within the College of Nursing.
  - b. Editorship or editorial review for professional journals.
  - c. Service as an officer or chair in national or international professional organizations.
  - d. Participation in curriculum and program development.
  - e. Professional consultation.
  - f. Participation in outreach activities to service organizations and civic groups.
11. Have an established record of sustained effective participation in departmental service and in service to state, regional, and/or national professional organizations and, where specified by the department, in professional service in the community.
  - a. Participation in clinical and practice projects or in classroom instructional projects in collaboration with faculty within the College of Nursing.