

**University of Delaware**  
**College of Health Sciences**  
**School of Nursing**  
**GUIDELINES FOR PROMOTION, TENURE AND REVIEW**

**I. PREAMBLE TO CRITERIA**

In accordance with the University, the mission of the School of Nursing encompasses teaching, scholarship, and service. Faculty seeking promotion and/or tenure must demonstrate achievements in all areas where workload has been assigned. Although all faculty are subject to the same set of criteria for promotion, demonstration of those criteria will vary depending upon individually assigned tracks (Continuing Track (CT) or Tenure Track (TT)), the nature of their appointment, and workload. According to the University Promotion and Tenure document, *all faculty are expected to pursue some form of scholarly activity*. Scholarship in nursing is defined as the activities that systematically advance teaching, research, and practice within and across disciplines *through rigorous inquiry*.

Scholarship activities and products must be significant to the nursing profession, creative, demonstrable, replicable, and reviewable by peers. Scholarship, whether in the form of research, publication, professional presentation or other creative scholarly endeavor, is a significant part of each person's contribution to the academic community. *Scholarly activities are not, however, scholarship until a resulting product is disseminated*. Promotion requires evidence that significant achievements have been and will continue to be made.

Review for promotion, whether CT or TT, is a peer-reviewed process that examines the balance of the quality and quantity of scholarship products. Publications in peer-reviewed journals, presentations at peer-reviewed conferences, and funding of grant proposals reflect one type of formal peer review evaluation. Invitations to present (e.g., keynote/plenary speaker), invitations to write book chapters and other published work, and invitations to formally consult or provide critique on teaching, research or practice content/issues reflect another type of peer review. The products from these scholarly activities, and other scholarly products, are reviewed by the Promotion, Tenure and Review (PTR) Committee and selected internal and external reviewers for each promotion (and tenure) review. In the absence of a prior formal peer review process, such as what occurs prior to publication and grant funding, it is particularly important to have a specific product for review by the PTR Committee and internal and external reviewers.

Tenure track faculty who seek promotion on scholarship must demonstrate excellence in scholarship and at least high quality in teaching. CT faculty may seek promotion based on excellence in teaching or service, depending on their workload assignment. Unsatisfactory performance in any of the three areas precludes promotion.

Unless otherwise noted in a letter of appointment, all work in rank, even if conducted at other institutions of higher education, shall be considered for promotion (and tenure). It shall be a candidate's responsibility to provide evidence of this work and to clearly identify when and where this work was performed. (Faculty Handbook, 2016, 4.4.9). Scholarly productivity for promotion to the rank of associate professor generally cannot be based on work completed in earning the doctorate or other appropriate terminal degree prior to arrival at the University of Delaware. For further information, faculty should consult the current University Guidelines as listed in the Faculty Handbook for guidance: Promotion Policy at the following link: <http://www.udel.edu/provost/fachb/IV-D-1-facpt.html> and in the School of Nursing Faculty Handbook.

## II. VALUES INFORMING OUR PROMOTION AND TENURE PROCESS

To ensure the preparation of basic and advanced practitioners and scholars of nursing and the advancement of the nursing profession, faculty who are recruited, retained, and promoted must demonstrate distinction according to the nature of their appointment and assigned areas of allotted workload. **We value:**

- a. Excellence and high quality performance and contributions in teaching, scholarship, and service.
- b. Refereed publications as having greater merit than non-refereed publications, unless external reviews clearly establish the significance of the latter.
- c. Collaboration; however, we place greater value on those collaborative projects in which the candidate has demonstrated a significant contribution and a leadership role.
- d. A sustained record of research and publications illustrating growth in levels of funding and quality of journals in which the candidate has published.

## III. EVALUATION OF CATEGORIES

### 1. Scholarship of Teaching

**The Scholarship of Teaching** occurs when faculty (educator, researcher, practitioner) creatively build bridges between their own understanding and the learner's (students, patients, colleagues, community) through transforming, extending, and transmitting knowledge. A major goal of any educational institution is to encourage and to demonstrate excellence in teaching. Hence, faculty members with teaching responsibilities must demonstrate at least high-quality teaching performance.

- a. All faculty are expected to participate in the scholarship of teaching consistent with their appointment and workload.
- b. For faculty teaching courses with clinical practice components in which they are in the clinical area with students, teaching workload is based on teaching contact hours and not on credit hours.
- c. CT or TT faculty who must participate in faculty practice hours such as is required to maintain licensure/certification (e.g., CNS, DNP, NP, CNM), will be held to the same criteria as CT or TT faculty for promotion and tenure. Faculty are encouraged to pursue scholarship secondary to their practice hours, as described in this document.
- d. Teaching scholarship products exemplify transmission, transformation, and extension

of knowledge. The Scholarship of Teaching may include peer observation, student course evaluations, development of new and innovative courses, creative course materials, and teaching modalities, curriculum design, and past/present student evaluations solicited by the Promotion, Tenure, and Review Committee at the time of application for promotion and/or tenure. The Scholarship of Teaching also includes evaluation research related to teaching, clinical practice, and community enrichment including peer-reviewed publications, professional presentations, or other examples of dissemination. Teaching-related publications and presentations are also examples of teaching products.

- e. See Table 1.

## 2. Scholarship of Discovery

**Scholarship of Discovery** occurs when faculty (educator, researcher, practitioner) generate new and unique knowledge, and includes all endeavors and activities that contribute to the generation and/or advancement of nursing and healthcare knowledge. Scholarship incorporates primary empirical research using a variety of qualitative and quantitative designs, historical research, methodological studies, and philosophical studies. The ultimate goal for TT faculty is to have an externally funded, sustainable program of research and a sustained record of refereed, data-based publications. TT faculty scholarship incorporates/embodies progressive leadership and independence in research-related activities.

**In select cases for CT faculty where workload is allotted to scholarship, expectations for scholarly productivity are similar to those of TT faculty.**

- a. Promotion and/or tenure require evidence that significant achievements in scholarship have been and will continue to be made. The **process of scholarship** emphasizes self-assessment, and yearly and long-term goal setting. Faculty are expected to build solid evidence of meeting all criteria for each promotion (and tenure) review. Scholarly activities are the “process” or steps to creating a specific scholarly product that is tangible and may be reviewed by others.
- b. **Promotion** to higher ranks implies increased depth and breadth of scholarship. Increasing *depth and breadth* is reflected in greater **quantity** of scholarship, greater **complexity** of scholarship, and greater **scope of influence** affected by a candidate’s scholarship.
- c. See Table 2.

## 3. Scholarship of Service

**Service** is considered in the review of candidates for promotion (and tenure) and comprises activities that are necessary and essential to the mission of the school, college, university, and profession as well as scholarly products related to the scholarship of service. According to the University, Service includes innumerable types of activities rendered for the benefit of the department, college, university, profession, or local or global communities.

Service is expected of all faculty members. All faculty members should be contributing citizens of their communities—professional and academic. Contributions include participation and leadership in university, professional, and community service that illustrates local and regional impact on health care and will extend to national and international levels.

- a. Especially noteworthy in the evaluation are activities that contribute to the reputation of the school, college, and university, and/or to the development of the profession. Service requires a commitment of time, expertise, and professional judgment.
- b. Over time, a candidate is expected to increase leadership responsibilities in service to the School of Nursing, the College of Health Sciences, and the University of Delaware, as well as to the larger professional and societal communities. Scholarly community service may be captured under Scholarship of Discovery or the Scholarship of Teaching.
- c. According to the University, “Willingness to undertake such work and competence in performing it are taken into account in the promotion process. Promotion and tenure committees need to know when there has been an outstanding level of service that has taken appreciable effort or service that has been done in some way that can be noted as excellent. Other than that, the main concern is that a person has fulfilled his or her service commitment under the criteria of the academic unit concerned and that the unit is satisfied. Administrative responsibilities can be considered as part of the service component, but they may not be used as a substitute for accomplishment in a scholarly discipline.”
- d. **Service Products** include authorship of bylaws, initiatives, policies, budget, and annual reports; other examples include publications, national presentations, and research related to service activities; development and maintenance of programmatic initiatives; and proposal or platform for a coalition, committee, board, task force, or organization.
- e. See Table 3.

#### IV. CRITERIA

Every faculty member must have enough workload assignment to meet the standard of excellence.

1. **For Tenure-Track (TT) Faculty** the minimum criterion for promotion and tenure for TT faculty is excellence in Scholarship.
2. **For Continuing-Track (CT) Faculty** the minimum criterion for promotion for CT faculty is excellence in teaching (Scholarship of Teaching) or service (Scholarship of Service), depending upon the nature of the appointment and the assigned workload during the review period.

#### IV. PROCEDURES

##### A. Review Procedures

1. Candidate submits the documents for review (dossier) to the established electronic

- review portal according to the calendar established by the university.
2. Solicitation of internal and/or external peer evaluations follows the University guidelines. Solicited external peer evaluations are always required for promotion. External peer reviews must be solicited from individuals with established reputations in the candidate's field. These statements should analyze and evaluate critically the candidate's work and accomplishments. They also should comment on the candidate's potential for future development.
    - a. A candidate submits a list of names and addresses of potential external reviewers to the School's Promotion, Tenure and Review (PTR) Committee. The PTR committee will suggest additional names. A minimum of five (5) external letters of evaluation of a candidate's record are required. For CT faculty, "external" can mean internal to UD but external to the faculty member's primary academic unit.
    - b. The Chairperson of the PTR Committee solicits letters of evaluation. Letters soliciting external peer review of a candidate should request a current curriculum vitae and a statement describing the reviewer's relationship to the candidate. Only external peer reviewers without personal/professional ties to the candidate should be selected.
  3. The Dossier Evaluation Subcommittee (DES) shall consist of all voting members of the School of Nursing at or above the rank for which the candidate is being considered. If a committee member believes he/she has a conflict of interest with a faculty under review, it is the committee member's responsibility to recuse himself/herself from discussion and vote. All members of the appropriate DES meet and conduct a critical evaluation of the completed dossier based on the criteria set forth in this document. The committee is encouraged to consult with the candidate regarding additional evidence that might clarify the dossier. The composition of a DES is described below.
    - a. All Assistant, Associate and Full Professors in the School will review the dossier of a candidate for promotion to the rank of Assistant Professor.
    - b. All Associate and Full Professors in the School will review the dossier of a candidate for promotion to the rank of Associate Professor.
    - c. All Full Professors in the School will review the dossier of a candidate for promotion to the rank of Full Professor.
  4. The DES will meet, designate a Chairperson, discuss the candidate's application for promotion and/or tenure, and members in attendance who reviewed the dossier shall, by secret ballot, vote for promotion, against promotion, or abstain from voting. Proxy (absentee) votes will be accepted only for unusual cases, e.g., sabbaticals, determined on an individual basis by the DES.
  5. The Chairperson of the DES shall draft a comprehensive written report that reflects accurately the proceedings of the DES meeting, including the numerical vote, recommendations and the reasons for the decision. The report will be made available for all DES members to read and sign.
  6. The signed report will be transmitted to the Senior Associate Dean for Nursing and Healthcare Innovation for inclusion in the candidate's dossier. When they arise, signed minority opinions will be forwarded as appendices. A copy of the report and any appendices shall be given to the candidate. Upon conclusion of the DES process, the Promotion and Tenure Committee Chairperson will forward to the Senior Associate Dean for Nursing and Healthcare Innovation the external faculty reviews and external student/alumni letters for inclusion in the dossier.

## **B. Appeals**

1. After receiving the Committee's recommendation, any candidate wishing to appeal may do so, in writing, to the Chairperson of the School Promotion, Tenure and Review Committee within five (5) working days of notification of the Committee's decision.
2. Upon receipt of a written appeal, the Committee will hold a hearing with the candidate within two (2) weeks, except under extenuating circumstances.
3. The final decision of the Committee will be forwarded, in writing, to the candidate, the Senior Associate Dean for Nursing and Healthcare Innovation, and the Dean within two (2) working days unless the candidate chooses to withdraw from the promotion process.
4. The Senior Associate Dean for Nursing and Healthcare Innovation will review the dossier and will either endorse or recommend against the promotion/tenure in a written notification to the candidate and School Committee. The dossier and statements of action are forwarded to the College Promotion and Tenure Committee.

## **C. Dossier Preparation and Presentation**

1. The candidate is strongly encouraged to consult with members of the School Promotion, Tenure and Review Committee at the time of each periodic review prior to application for promotion regarding the content and preparation of the dossier. Please see the School of Nursing Faculty Handbook for dossier preparation and evidential materials specific for nursing.
2. The candidate should organize the dossier according to the pattern outlined in the University Promotion and Tenure document which is found at the following link: <http://www.udel.edu/provost/fachb/IV-D-9-dossier.html>. The Recommendation for Promotion form is available from the School of Nursing administrative office personnel.
3. The candidate must include a chart documenting the percentage of workload assigned to teaching, scholarship, and service and annual evaluations for all years in rank as well as the candidate's goals for subsequent years appropriate to rank. This information must be verified by the Senior Associate Dean for Nursing and Healthcare Innovation.

## **D. Timetable**

See UD Faculty Handbook: Promotion Policy at the following link in Section 4.4.8:  
<http://www.udel.edu/provost/fachb/IV-D-1-facpt.html>

Table 1. SCHOLARSHIP OF TEACHING

Rank	Examples of Strategies	Suggested Evidentiary Measureable Products	Quality
Instructor	<ul style="list-style-type: none"> <li>• Use innovative, evidence-based practices to improve teaching and student learning.</li> <li>• Precept and advise undergraduate and graduate students.</li> <li>• Disseminate innovations in teaching and evidence-based practices via service, practice, and informal mechanisms.</li> <li>• Explore personal role as a local resource for innovation and excellence in teaching.</li> </ul>	<p>Materials documenting evidence-based practice and/or quality improvement products</p> <p>Orientation/evaluation materials developed for students and preceptors, new faculty, patients, and/or research assistants regarding their teaching/learning needs.</p>	<p><b>High quality</b> teaching performance should be documented through positive student evaluations and positive peer evaluations of teaching.</p> <p><b>Excellent</b> teaching: Going above the expectations of High Quality. Example: Publishing in state nursing newsletter</p>
Assistant Professor	<ul style="list-style-type: none"> <li>• Develop and use innovative, evidence-based practices to improve teaching and student learning.</li> <li>• Precept, mentor, and advise undergraduate and graduate students.</li> <li>• Disseminate innovations in teaching and evidence-based practices via peer reviewed publications and presentations and practice and service mechanisms.</li> <li>• Explore personal role as a local and regional resource for innovation and excellence in teaching.</li> </ul>	<p>Materials developed from leading student, faculty, clinical staff, and/or research team to foster educational research activities, professional presentations to local/regional professional groups, and/or quality improvement projects</p> <p>Co-author a publication.</p> <p>Development of a new course</p>	<p><b>High quality</b> teaching performance should be documented through positive student evaluations and positive peer evaluations of teaching. The candidate should have made positive contributions in curriculum development to the School of Nursing and positive contributions in the advisement of students.</p> <p>Example: Dissemination of teaching ideas to local/regional professional groups, Co-authorship of peer-reviewed publication.</p> <p><b>Excellent teaching:</b> Going above the expectations of High Quality</p>
Associate	<ul style="list-style-type: none"> <li>• Evaluate and use</li> </ul>	Publication or other	<b>High quality</b> teaching

<p>Professor</p>	<p>innovative, evidence-based practices to improve teaching and student learning.</p> <ul style="list-style-type: none"> <li>• Precept, mentor, and advise undergraduate and graduate nursing students while supporting best practices in fellow faculty.</li> <li>• Disseminate innovations in teaching, curriculum revision and development, and evidence-based practices via peer reviewed publications and presentations and practice and service mechanisms.</li> <li>• Cultivate a local, regional, and national reputation for innovation and excellence in teaching and clinical expertise</li> </ul>	<p>dissemination materials on curricular innovations, educational program development, clinical program development, clinical expertise, outcomes of advising, and/or educational or clinical research outcomes based on work with students, faculty, clinical colleagues, and/or research team.</p> <p>Primary author for publications</p> <p>Lead major revision of curriculum</p> <p>National presentations at professional meetings</p>	<p>performance should be documented through positive student evaluations and positive peer evaluations of teaching. The candidate should have made positive contributions in curriculum development to the School of Nursing and positive contributions in the advisement of students. Recognition as a teacher/mentor makes a stronger case for promotion to this rank.</p> <p>Example: Dissemination of teaching ideas to national/international professional groups,</p> <p>Publication of one article per year.</p> <p>Presentation at one national/ regional conference per year.</p> <p><b>Excellent</b> teaching should be documented through peer and student reviews of a candidate's teaching above the level expected in High Quality; the review should document rigor, quality, depth, and applicability of course material to the level of students. Further evidence of excellence may include refereed publications or textbooks related to teaching, new course development, use of teaching innovations, and receipt of teaching</p>
------------------	---	---	--

			awards. In evaluating teaching, the Committee considers all pertinent evidence of a candidate's contribution to the School's teaching objectives.
Professor	<ul style="list-style-type: none"> <li>• Evaluate effectiveness of and use innovative, evidence-based teaching practices to improve teaching and student learning.</li> <li>• Precept, mentor, and advise undergraduate and graduate students while designing systems of support and fostering best practices in fellow faculty.</li> <li>• Provide a leadership role in curricular revision and development and disseminate innovations in teaching, curriculum revision and development, and evidence-based practices via peer reviewed publications and presentations and practice and service mechanisms.</li> <li>• Maintain a national and international reputation for innovation and excellence in teaching.</li> </ul>	Publications in national/international journals, national/international consultations on areas of expertise in curriculum matters, educational programs administration, clinical standard development, and/or educational research.	<p><b>High Quality</b> teaching performance should be documented through positive student evaluations of teaching, positive peer evaluations of teaching, positive contributions to student advisement, and a leadership role in curriculum development in the School, College, and/or University. National recognition as a teacher/ mentor makes a stronger case for promotion to this rank.</p> <p>To be rated as <b>Excellent</b> in teaching, peer and student reviews of a candidate's graduate and undergraduate teaching should document rigor, quality, depth, and applicability of course material to the level of students above the level of High Quality. Further evidence of excellence in graduate and undergraduate teaching may include publications or textbooks related to teaching, new course development, evidence of use of teaching innovations, and receipt of teaching awards. In evaluating teaching, the</p>

			Committee considers all pertinent evidence of a candidate's contribution to the School's teaching objectives.
--	--	--	---

Table 2. SCHOLARSHIP OF DISCOVERY

<b>Rank</b>	<b>Examples of Strategies</b>	<b>Suggested Evidentiary Measureable Products</b>	<b>Quality</b>
Instructor	<ul style="list-style-type: none"> <li>• Participate in education or specialty-focused scholarship efforts to enhance teaching, service, and collaborative activities.</li> <li>• Role model and teach students about the analysis and critique of research as it pertains to evidence-based practice.</li> <li>• Explore personal role as a resource in area of specialty and associated research.</li> </ul>	Publication in lay and professional literature (e.g., articles, chapters, books, web-based documents, other media), presentations to lay and professional audiences, grant proposals for research, and other documents of research.	<p><b>High Quality</b> Working towards completion of doctoral degree Publications in refereed journals (1/year)</p> <p><b>Excellent</b> Outcomes are above that expected of High Quality</p>
Assistant Professor	<ul style="list-style-type: none"> <li>• Participate in education or specialty focused research studies to inform the development a defined program of research.</li> <li>• Participate and assist in managing funded research efforts.</li> <li>• Mentor students in the analysis and critique of research as it related to the development of a defined program of research.</li> <li>• Explore personal role as a local, regional, and national resource related to defined program of research.</li> </ul>	Publishes new knowledge developed or gained through teaching, clinical, administrative or research activities in peer-reviewed professional journal or other media accessible to the professional community. Also included are: publication in lay and professional literature (e.g., articles, chapters, books, web-based documents, other media), presentations to lay	<p><b>For appointment to or promotion to Assistant Professor</b> the candidate must have an earned doctoral degree, and must demonstrate ability and desire to make positive contributions in all three areas.</p> <p>Goals in the area of scholarship should be presented in a well-articulated plan for defining/expanding a program of research through internal and external funding and with timely dissemination of results.</p>

		and professional audiences, grant proposals for research, teaching, and practice activities, and other documents of teaching, research, and practice innovations (e.g., new course syllabi, clinical protocols), all of which result from scholarly activities.	<b>Excellent</b> Outcomes are above that expected of High Quality
Associate Professor	<ul style="list-style-type: none"> <li>• Design and implement high quality research studies along a defined program of research.</li> <li>• Pursue and garner internal and external funding to support high quality research studies along a defined program of research.</li> <li>• Mentor students in the analysis and critique of research along a defined program of research.</li> <li>• Cultivate a local, regional, and national reputation for a defined program of research.</li> </ul>	Serves as the lead investigator or project director on a major effort to discover new knowledge for teaching innovations, clinical practice, or science development.	<p><b>High Quality</b> achievement in scholarship is demonstrated by a clearly focused program of research with dissemination of research findings in peer-reviewed professional journals, national meeting paper presentations, and reasonable efforts made to obtain external funding.</p> <p>For each 20% workload assigned per year to scholarship, one refereed publication that is data-based or contributes to the advancement of science, nursing science, or health-related field is the minimum requirement for promotion with the understanding that two or more refereed publications would make a stronger case for promotion.</p>

			<p>In addition, candidates are expected to deliver refereed podium presentations of research findings at regional and national professional meetings and submit research proposals for funding. Success in acquiring internal and/or external grant support for research makes a stronger case for promotion to this rank.</p> <p>For <b>Excellent</b> in the Scholarship of Discovery, a candidate must have met all of the requirements for high quality achievement in scholarship and also 1) have been successful in obtaining internal (UDRF, GUR) or external funding support for research, and 2) have a publication rate exceeding that required for high quality achievement in scholarship.</p>
Professor	<ul style="list-style-type: none"> <li>• Lead the design and implementation of high quality research studies along a defined program of research.</li> <li>• Pursue and garner external funding to support high quality research studies along a defined program of research.</li> <li>• Mentor students in the analysis and critique of research along a defined</li> </ul>	<p>Has a developed body of work and national and/or international reputation as a leader or expert in a defined area of research.</p> <p>Procurement of grants, refereed data-based publications and research presentations that support an identified and focused</p>	<p>To be rated <b>High Quality</b> achievement in scholarship the candidate must demonstrate a clearly focused and sustained program of research.</p> <p>For each 20% work load assigned per year to scholarship, one refereed publication in a high-quality (top tier)</p>

	<p>program of research.</p> <ul style="list-style-type: none"> <li>• Maintains a national and international reputation for a defined program of research.</li> </ul>	<p>program of research</p>	<p>professional journal that is data-based or contributes to the advancement of nursing science, science, or health-related field is the minimum requirement for promotion.</p> <p>For <b>Excellent</b> in Scholarship of Discovery, a candidate must have met all of the requirements for high quality achievement in scholarship and also 1) have been successful in obtaining external funding support for research, and 2) have a publication rate exceeding that required for high quality achievement in scholarship.</p>
--	--	----------------------------	---

Table 3. SCHOLARSHIP OF SERVICE

<b>Rank</b>	<b>Examples of Strategies</b>	<b>Suggested Evidentiary Measureable Products</b>	<b>Quality</b>
Instructor	Participate on course team and standing committees, in School activities (i.e., recruitment, new student orientation)	Maintain membership in professional societies Engage in clinical practice Engage in community health-related activities/ organizations; attend local and regional professional meetings	<b>High Quality:</b> be an active participant in the school, profession, and the community  <b>Excellent</b> Outcomes are above that expected of High Quality
Assistant	Chair/serve on standing/ad	Assume a leadership	<b>High Quality:</b> Positive

Professor	hoc committee; participate in college/university activities, meetings and sponsored events; advise student clubs/groups; lead course team	role in local/regional professional organization; outcomes of committees that you chaired; represent the profession in local/regional community organizations (i.e., advisory/steering committees or boards)	evaluation of your role as a member or leader of a committee; demonstrated active involvement in regional professional and community organizations  <b>Excellent</b> Outcomes are above that expected of High Quality
Associate Professor	Chair/serve on standing/ ad hoc committees; provide peer review and mentoring to faculty colleagues; represent the School as a liaison with a clinical/health-related agency/ organization; represent the school on College/university committees/ task forces/ initiatives	Assume a leadership role/actively participate in national professional organization, such as an elected office, appointed chair, committee member; participate in policy development	<b>High Quality:</b> Assume a leadership role/actively participate in health policy development for regional/national professional or community organization; consult with community groups to develop solutions to patient/client care problems for specific populations  <b>Excellent</b> Outcomes are above that expected of High Quality
Professor	Provide leadership in the school, i.e. direct graduate/undergraduate program, chair curriculum revisions; write CCNS self-study/accreditation reports; chair/lead college/university committee/task force/ initiative	Assume a leadership role/actively participate in decision-making, policy development, and/or programmatic planning in national and international professional societies or organizations, such as elected office, appointed chair/ committee member	<b>High Quality:</b> Assume a leadership role/actively participate in decision-making, policies, and/or programmatic planning in national/international health-related organizations that serve the public, i.e., March of Dimes, Alzheimer's Association.  <b>Excellent</b> Outcomes are above that

			expected of High Quality
--	--	--	--------------------------

All faculty, all ranks: Attend School of Nursing meetings/workshops; Attend College of Health Sciences meetings; Hold membership in a professional organization, i.e., ANA, AACN, ENRS, STTI, CANS, specialty organization; Engage in local community service

Approved July 2017  
Revised and Approved by faculty vote 5/18/16  
Revised June 2011; approved by faculty vote 7/13/2011