

Florida State University  
College of Nursing  
Bylaws

BYLAWS OF THE COLLEGE OF NURSING

Faculty members are expected to be familiar with and follow the College of Nursing and Florida State University mission, policies and bylaws.

MISSION STATEMENT: To develop nursing leaders for professional practice and research in diverse settings.

POLICIES: The Florida State University College of Nursing adheres to and is consistent with University policies found in FSU Constitution, BOT-UFF Collective Bargaining Agreement, Faculty Handbook, and annual Promotion and Tenure letter.

ARTICLE I. TITLE

This organization shall be known as the Florida State University College of Nursing, Tallahassee, Florida.

ARTICLE II. FUNCTIONS

The faculty shall be the basic legislative body of the College of Nursing, subject to the Constitution of the University and regulations of the Florida Board of Governors. It shall act upon matters of concern to the College of Nursing.

ARTICLE III. MEMBERSHIP

Definitions:

Tenured/  
Tenure-Earning Faculty: Those holding academic ranks on a full-time basis for the academic year, and tenured faculty on part-time appointments.

Specialized Faculty: Those in full-time positions of Teaching Faculty I (Assistant Teaching Faculty), Teaching Faculty II (Associate Teaching Faculty), Teaching Faculty III (Senior Teaching Faculty), Instructional Specialist I (Assistant Instructional Specialist), Instructional Specialist II

(Associate Instructional Specialist), and Instructional Specialist III (Senior Instructional Specialist).

Administrative Faculty: The Dean, Associate Deans and Assistant Deans of the College of Nursing.

Part-time/Adjunct Faculty: Those holding part-time or OPS faculty appointments.

Courtesy Faculty: Those appointed to a position utilizing the same criteria as general faculty, but who are not financially compensated.

#### ARTICLE IV. OFFICERS AND THEIR FUNCTIONS

##### Section 1

The Dean shall:

- A. act as faculty representative in relationship with other schools and colleges within the University and organizations external to the University;
- B. evaluate tenure-earning/tenured faculty with input as needed from Associate Deans, Assistant Deans, student evaluations and peer evaluations; and,
- C. provide an annual report on the status of the College to the faculty of the College of Nursing and the Provost, including financial and faculty/staff positions.

##### Section 2

The Associate Dean of Academic Affairs shall:

- A. act as Dean in the his/her absence;
- B. appoint members to standing committees in spring with the exception of Promotion and Tenure Committee, Specialized Faculty Promotion and the Faculty Performance Committee, whose members are elected;
- C. serve as ex-officio member of all standing committees;

- D. evaluate specialized faculty with input as needed from Assistant Deans, student evaluations and peer evaluations;
- E. manage annual assignment of responsibilities for all faculty and adjuncts;
- F. produce CCNE self-study documents with the assistance of key faculty; and,
- G. serve on the Operations and Senior Leadership advisory group.

### Section 3

The Associate Dean of Research shall:

- A. assist faculty and the College with grant writing;
- B. mentor faculty with research initiatives; and,
- C. serve on the Operations and Senior Leadership advisory group.

### Section 4

The Assistant Dean of Graduate Programs shall:

- A. oversee all graduate curriculum and programs;
- B. report to Associate Dean of Academic Affairs and Dean regarding all aspects of the graduate program; and,
- C. serve on the Operations and Senior Leadership advisory group.

### Section 5

The Assistant Dean of Undergraduate Programs shall:

- A. oversee all undergraduate curriculum and programs;
- B. report to Associate Dean of Academic Affairs and Dean regarding all aspects of the undergraduate program; and,
- C. Serve on the Operations and Senior Leadership advisory group.

## Section 6

The Assistant Dean of Faculty Development and Teaching Enhancement shall:

- A. report to the Associate Dean of Academic Affairs and Dean;
- B. provide leadership in the development and evaluation of teaching excellence;
- C. conduct new faculty orientation, annual evaluation of faculty teaching effectiveness, and individualized faculty teaching improvement plans; and,
- D. serve on the Operations and Senior Leadership advisory group.

## Section 6

The Recording Secretary shall be the Administrative Specialist who shall:

- A. conduct all faculty correspondence not appropriate within the domain of administration or specific committee;
- B. prepare slates and tabulate ballots of elections;
- C. keep a current roster of the voting membership;
- D. post Faculty Meeting minutes on Blackboard prior to the next meeting; and,
- E. distribute the agenda for Faculty Meeting over the internal web site 3 days prior to the meeting.

## ARTICLE V. FACULTY MEETINGS

### Section 1

Meetings shall be held at least once during the fall and spring semesters, at a time specified by the Dean.

## Section 2

The Dean, Associate Dean of Academic Affairs, or elected tenured faculty member shall preside over faculty meetings.

## Section 3

Additional meetings, either regular faculty meetings or special meetings, may be called by the Dean or by request of 10% of the voting faculty.

## Section 4

A quorum shall be 51% of the voting faculty.

In the event of a tie vote, the procedure shall be as follows:

- A. caucus for up to 15 minutes and re-vote; and,
- B. if the tie still remains after caucus, the Chair shall break the tie.

## Section 5

The agenda for the Faculty Meeting shall include but not limited to:

- A. Approval of minutes
- B. Dean's report
- C. Associate Deans' report
- D. Assistant Deans' report
- E. University committee reports
- F. College of Nursing committee reports
- G. Ad Hoc committee reports
- H. Unfinished business
- I. New business

J. Announcements

Section 6

Robert's Rules of Order Newly Revised shall serve as a guide for meetings and minutes.

ARTICLE VI. VOTING

Section 1

All salaried faculty who are employed half-time or more are eligible to vote, except as noted under Section 2.

Section 2

Only tenured and tenure-earning faculty may vote on matters of Promotion and Tenure for tenure/tenured earning faculty and the election of the Faculty Senator.

Only specialized faculty may vote on matters of Promotion for specialized faculty.

Section 3

Procedure for election of Faculty Senate Representative(s) and Alternate(s):

- A. the election of Faculty Senator(s) shall take place upon notification from the Secretary to the University Faculty Senate, who notifies the College of the number to be elected;
- B. the ballot for each vacant seat shall be prepared and include the names of all eligible faculty;
- C. a separate ballot for each vacancy shall be distributed to each voting faculty member;
- D. completed ballots shall be given to the Recording Secretary who shall hold them unopened until the specified date of return;

- E. the Recording Secretary shall count the votes and render a written report of the results to the faculty;
- F. the candidate receiving the highest number of votes shall be declared elected;
- G. in the case of a tie, there shall be a run-off election held between or among the persons having the highest number of votes; and,
- H. election of alternates shall be conducted separately according to the same procedure.

## ARTICLE VII. STANDING COMMITTEES

### Section 1

There shall be the following Standing Committees:

- A. Admissions and Graduation;
- B. Bylaws;
- C. Curriculum;
- D. Promotion and Tenure (Tenure Track Faculty)
- E. Specialized Faculty Promotion
- F. Faculty Evaluation;
- G. Program Evaluation; and,
- H. Student Affairs and Scholarship

### Section 2

General Provisions

- A. Committee Membership:

1. The Associate Dean of Academic Affairs shall prepare a slate of committee members based on faculty request.
2. The Dean or Associate Dean of Academic Affairs may attend any committee meeting with the following exceptions: Promotion and Tenure Committee, Specialized Faculty Promotion, and Faculty Evaluation Committee meetings, which are by invitation only.
3. Student members are invited to serve as non-voting members on Admissions and Graduation Committee, Program Evaluation Committee, Curriculum Committee, and Student Affairs and Scholarship Committee, except when meeting for scholarship recipients.
  - a. The election of student representatives to Standing Committees shall follow the mechanism in the College of Nursing Student Handbooks.
  - b. An alternate for each student to serve in the absence of the regular representative shall be elected by the same mechanism.

B. Voting in Committees

A quorum of voting committee faculty must be present for a vote to be taken. All actions shall be by majority vote.

C. Terms

Faculty members shall serve for staggered three-year terms, except for Promotion and Tenure Committee and Specialized Faculty Promotion Committee.

D. Selection of Chairperson

The first person on the list of the committee will call the first meeting for the purpose of electing the Chairperson for the academic year prior to September 30<sup>th</sup>.

E. Committee Functions and Objectives

Committee functions will be reviewed and objectives will be established at the first meeting of the academic year.



F. Annual Reports and Minutes

The Chair of each Standing Committee is responsible for the posting of minutes on the Blackboard nursing communication site. A written copy of the minutes will be submitted to the Administrative Specialist in the Office of the Dean of the College of Nursing. The Chair will submit an annual written report to be posted on the Blackboard nursing communication site.

Section 3

Provisions concerning specific Standing Committees:

A. Committee on Admissions and Graduation.

1. The Chair shall schedule meetings of the total Committee at least twice a semester.
2. Membership:
  - a. There shall be at least five (5) faculty members on the Committee.
  - b. At least two (2) of these faculty shall have a teaching assignment in the undergraduate curriculum and at least two (2) shall have a teaching assignment in the graduate curriculum;
  - c. There shall be two (2) non-voting student members (one undergraduate and one graduate student); and,
  - d. The Assistant Director of Student Services shall be a non-voting ex-officio member.
3. The functions of the Committee shall be to:
  - a. review and present recommendations to faculty about policies for admission and graduation for all programs;
  - b. evaluate students for admission to the undergraduate and graduate programs; and,

- c. the Assistant Deans for Undergraduate and Graduate Programs will rank order the applicants using the appropriate rubric and present the list to the Committee; and
- d. with the assistance of the Assistant Director of Student Services, submit the names of candidates for degrees to the faculty for approval at a faculty meeting prior to the end of the semester.

B. Bylaws Committee

- 1. The Chair shall schedule meetings of the total Committee at least once per year.
- 2. Membership
  - a. There shall be at least (3) faculty members on the committee.
  - b. There shall be at least (2) tenured/tenure earning faculty members.
- 3. Functions of the committee shall be to:
  - a. review bylaws on an annual basis; and,
  - b. present to faculty recommended revisions.

C. Curriculum Committee

- 1. The Chair shall schedule meetings of the total Committee at least twice per year.
- 2. Membership
  - a. There shall be at least five (5) faculty members on the Committee plus one voting community member.
  - b. There shall be at least one (1) faculty member with undergraduate teaching responsibilities, at least one (1) with graduate teaching responsibilities, and the Associate Dean of Academic Affairs.

- c. There shall be two (2) non-voting student members, one (1) undergraduate and one (1) graduate.

D. Promotion and Tenure Committee (Tenure track)

1. The Chair shall schedule meetings of the total Committee at least twice per year.

2. Membership

The Committee shall consist of five (5) elected faculty with the majority being tenured.

3. The function of the Committee shall be to:

- a. ensure University policies and procedures for promotion and tenure are followed (see Appendix A);
- b. assist in identifying and participating in activities that provide basis for promotion and tenure;
- c. guide and counsel prospective candidates regarding documentation for the process of second and fourth year reviews and promotion and tenure;
- d. validate, with the Dean, time in rank of all faculty members to determine eligibility of candidates for promotion and tenure;
- e. review promotion and tenure folders each year and make recommendations;
- f. review promotion and tenure folders prior to formal submission to the Committee and make recommendations;
- g. receive and review all folders of prospective candidates, vote by secret ballot and report results to the Dean;
- h. review folders for faculty eligible for sustained performance and make recommendations to the Dean;

- i. identify problems, develop tools and recommend policies for promotion and tenure; and,
- j. develop and recommend policy and criteria for promotion and tenure for the College of Nursing to be approved by the faculty.

E. Specialized Faculty Promotion Committee

- 1. The Chair shall schedule a meeting of the Committee at least once per year.
- 2. Membership

The Committee shall consist of five (5) elected Specialized Faculty.

- 3. The function of the Specialized Faculty Promotion Committee is: (1) review the “Specialized Faculty Promotion Binder” annually and make recommendations regarding progress towards promotion; and (2) in the case of applications for promotion, review the “Specialized Faculty Promotion Binder” and make promotion decisions by secret vote using the criteria in Appendix B.

Specifically, the Committee will:

- a. ensure the University and CON policies and procedures for promotion are followed (see Appendix B).
- b. review and assess the “Specialized Faculty Promotion Binder” annually and make recommendations concerning progress towards promotion;
- c. communicate these recommendations in a letter to the faculty member, copied to the Associate Dean for Academic Affairs for discussion at the faculty member’s annual evaluation;
- d. assess applications for promotion by reviewing the cumulative evidence of progress towards promotion documented in the “Specialized Faculty Promotion Binder” and vote by secret ballot to support or not support promotion based on the criteria described in Appendix B; and,

- e. communicate the committee's promotion decision in a letter of recommendation to the Associate Dean for Academic, copied to the faculty member.

F. Faculty Evaluation Committee

1. The Chair shall schedule meetings of the total Committee at least twice per year.
2. Membership
  - a. There shall be three (3) members, two (2) of which shall be tenured/tenure earning.
  - b. Members shall be elected by secret ballot at the beginning of the Spring Semester to serve for one (1) year term.
3. The functions of the Faculty Evaluation Committee shall be to:
  - a. review and revise merit criteria;
  - b. conduct faculty needs assessment;
  - c. plan faculty development; and,
  - d. rank faculty for merit and submit to the Dean.

G. Program Evaluation Committee

1. The Chair shall schedule meetings of the total Committee at least twice per year.
2. Membership
  - a. There shall be at least five (5) faculty members including the Associate Dean of Academic Affairs, Assistant Dean of Graduate Programs, Assistant Dean of Undergraduate Programs, one (1) faculty member who teaches primarily in the undergraduate programs, and one (1) faculty members who teaches primarily in the graduate programs.

- b. There shall be one (1) non-voting undergraduate student, one (1) non-voting graduate student, and one (1) invited voting community member.
3. The functions of the Committee shall be to:
- a. develop and coordinate an overall plan of evaluation for the College of Nursing in terms of the established mission, goals, standards, and current health care trends;
  - b. report these findings to the faculty for approval; and,
  - c. collect evaluation data and make recommendations to appropriate committees and/or administration for changes or development of new programs.

H. Student Affairs and Scholarship Committee

- 1. The Chair shall schedule a meeting of the Committee at least twice a year.
- 2. Membership
  - a. There shall be four (4) faculty members, Assistant Director of Students Services, Assistant Dean of Undergraduate Programs, Assistant Dean of Graduate Programs.
- 3. The functions of the Committee shall be to:
  - a. facilitate the engagement of students in service leadership, personal development, and growth in the nursing discipline by encouraging student involvement in community outreach activities and student organizations;
  - b. promote active participation of students with faculty in undergraduate nursing research activities; and,
  - c. review scholarship applications and select recipients of scholarships awarded by the College of Nursing.

## ARTICLE VIII: GUIDELINES FOR FACULTY RECRUITMENT

Applicant folders will be kept in a location that can be accessed by all faculty members. The Search Committee (SC) will keep the faculty informed as it completes each phase of the review of applications.

- A. Upon authorization to recruit for a faculty member in a particular area of the College, the Dean appoints a SC with a minimum of three faculty members.
- B. The advertisement is posted on the FSU Human Resources page and on other various media sites.
- C. The Search Committee evaluates all applicants and eliminates those that are not considered appropriate for the position.
- D. The Search Committee rank orders applicants considered appropriate for the position.
- E. The Search Committee recommends to the Dean the candidates to be invited to visit the College.
  1. Following each candidate's visit, the SC solicits feedback from faculty.
  2. Following the last candidate's visit, SC rank orders the candidates according to SC ratings based on evaluation of all materials including feedback provided by the faculty.
  3. A recommendation to the Dean that an offer be made to a candidate can be advanced with a majority positive vote.
  4. In the event that the top candidate does not accept the offer, the SC may recommend that the number two candidate be made an offer.
  5. If an emergency arises that requires the employment of a faculty member to meet the needs of the College, the faculty member is to be employed in a "visiting" position until the recruitment process can be met.

## ARTICLE IX: GRADUATION REQUIREMENTS

### Bachelor of Science in Nursing

The University policy is that a 2.0 or better grade point average is required for graduation. The College of Nursing policies are:

- A. a student is granted a Bachelor of Science in Nursing degree upon satisfactory completion of Liberal Studies, prerequisite and elective courses and the prescribed courses in nursing listed in the College of Nursing Undergraduate Student Handbook;
- B. eligibility for graduation from the Nursing Program requires a grade of 75% or better in all nursing courses;
- C. a total of 120 hours is required for the BSN; and,
- D. see the Undergraduate General Bulletin for the graduation requirements for a baccalaureate degree.

### Master of Science in Nursing

The Graduate Program seeks to maintain its academic integrity and that of the students in accordance with University graduate policies and ensure the quality of each clinical experience. The College of Nursing policies are:

- A. a student is granted a Master of Science in Nursing degree upon satisfactory completion of prerequisite and elective courses and the prescribed courses in nursing listed in the College of Nursing Graduate Student Handbook;
- B. eligibility for graduation from the nursing program requires a grade of “B” (3.0) in all clinical courses and a 3.0 grade point average in all nursing coursework each semester;
- C. a total of 35 credit hours is required for the MSN Nurse Educator track and a total of 38-41 credit hours is required for the MSN Nurse Leader track;
- D. the work of graduate nursing degrees must be completed within seven (7) years from the time the student first registers for graduate credit;



- E. any graduate work transferred from another institution must have commenced not more than seven (7) years prior to completion of the degree for the credits to be applicable to other graduate nursing degrees (in certain circumstances, exceptions may be allowed); and
- F. see the General Graduate Bulletin for the graduate requirements for a Masters degree.

#### Doctor of Nursing Practice (DNP)

The Graduate Program seeks to maintain its academic integrity and that of its students in accordance with University graduate policies and ensure the quality of each clinical experience. The College of Nursing policies are:

- A. a student is granted a Doctor Nursing Practice degree upon satisfactory completion of prerequisite and elective courses and the prescribed courses in nursing listed in the College of Nursing Graduate Student Handbook;
- B. eligibility for graduation from the nursing program requires a grade of “B” (3.0) in all clinical courses and a 3.0 grade point average in all nursing coursework each semester;
- C. a total of 90 credit hours and 1000 clinical hours are required for the DNP;
- D. the work for graduate nursing degrees must be completed within seven (7) years from the time the student first registers for graduate credit;
- E. any graduate work transferred from another institution must have commenced not more than seven (7) years prior to completion of the degree for the credits to be applicable to the graduate nursing degree (in certain circumstances, exceptions may be allowed); and
- F. see the General Graduate Bulletin for the graduation requirements for a Doctorate in Nursing Practice degree.

#### ARTICLE X: BYLAWS REVISION

The Bylaws of the College of Nursing may be amended by two-thirds (2/3) majority vote of the voting faculty provided the amendment(s) have been circulated to the voting faculty ten (10) working days prior to the voting. The Bylaws will be reviewed at least annually.

- APPENDIX A: Criteria for Promotion and Tenure (Tenure Earning Faculty)
- APPENDIX B: Criteria for Promotion (Specialized Faculty)
- APPENDIX C: Criteria for Graduate Teaching and Graduate Faculty Status (CON Policy F-17)
- APPENDIX D: Summer Supplemental Assignment (CON Policy F-16)
- APPENDIX E: Performance Evaluation Plan (CON Policy F-11)
- APPENDIX F: Merit Criteria and Distribution (CON Policy F-15)
- APPENDIX G: Academic Program Review – See Program Evaluation Plan
- APPENDIX H: Course Approval Policies and Process
- APPENDIX I: FSU Substantive Change Policy (<http://provost.fsu.edu/sacs>)

Approved by Faculty: March 25, 2016

Approved by Dean: March 26, 2016

**APPENDIX A**  
**Florida State University**  
**College of Nursing**  
**Promotion and Tenure Criteria**  
**Tenure-Track Faculty**

**PROMOTION AND TENURE**

Faculty hired at the rank of Assistant Professor or above may be considered for promotion and tenure each year. By rule, the rank of Assistant Professor is ineligible for tenure until promotion to Associate Professor, which can occur simultaneously with tenure. The period of time in the rank of Assistant Professor is normally five years with the binder submitted in the fall of the sixth year. With sufficient justification, faculty may be considered for tenure and promotion early after four years. In this case, the binder would be submitted in the fall of the fifth year. . Demonstrated merit, not years in the rank, is the guiding factor. Faculty may also request a delay in consideration for promotion and tenure until the end of the sixth year. In this case, the binder would be submitted in the fall of the seventh year on the tenure track. It is important to note, however, that faculty must be tenured within seven years from the time of their initial employment. Failure to achieve tenure by year seven will result in contract non-renewal.

The *Florida Statutes*, Section 240.245, the *Florida Administrative Code* (FAC), 6C-5.113 and 6C-5.225, the *FSU Constitution*, Article VI (6C2-1.004(6), FAC) and the *BOR/UFF Collective Bargaining Agreement*, Article 14 and 15, contain provisions which apply to promotion and tenure or both. The *Florida Administrative Code*, 6C-5.221 (BOR policy) and 6C2-4.034 (FSU policy), and Article 10 of the *BOR/UFF Agreement* contain provision on evaluation of faculty. A compilation of these policies is found in the *University Faculty Handbook*.  
[www.fsu.edu/books/Faculty-Handbook](http://www.fsu.edu/books/Faculty-Handbook))

The College of Nursing (CON) Promotion and Tenure Standards are attached.

**PROMOTION AND TENURE COMMITTEE**

The CON Promotion and Tenure Committee is made up of five faculty, with the majority being tenured, elected by the general faculty of the CON. One member of the CON Promotion and Tenure Committee will be elected for membership on the University Promotion and Tenure Committee.

**WORKSHOP ON PROMOTION AND TENURE**

On behalf of the University Promotion and Tenure Committee, the Office of the Vice President for Faculty Development and Advancement will conduct an official workshop on binder preparation for faculty members who are potential candidates for promotion and/or tenure.

## **RECOMMENDATIONS FOR PROMOTION AND/OR TENURE**

Faculty in tenure earning positions should have assignments in the areas of teaching, research, and service. These assignments should reflect the needed emphasis for each faculty member to successfully meet the University criteria for promotion and tenure. Each year, a written evaluation of progress toward promotion and/or tenure will be provided by the CON Promotion and Tenure Committee and forwarded to the Dean by March 20<sup>th</sup> for discussion at the faculty member's annual evaluation.

In the fall semester, faculty who are eligible to be considered for tenure and/or promotion will assist the *Administrative Specialist* to prepare their *tenure binder* for submission to the CON Promotion and Tenure Committee. The Committee will review the binder, convene to discuss the binder, and then cast secret ballots "for" or "against" the candidate's promotion and/or tenure. The chair will document the results, citing reasons for any negative votes. All tenured faculty will also review the binder and submit secret ballots on the candidate's *tenure only*. The final votes will be tabulated by the CON Promotion and Tenure Committee and then forwarded to the Dean and then to the University Promotion and Tenure Committee. This process will be completed in the fall semester in accordance with the deadlines established by the University Promotion and Tenure Committee.

In the spring semester of the *second and fourth* academic years of employment, tenure-earning faculty will undergo a formal evaluation process in preparation for promotion and tenure. The CON Promotion and Tenure Committee and the Dean of the College will evaluate the faculty candidate's progress toward promotion and tenure. The process is as follows:

- With the assistance of the *Administrative Specialist*, the faculty member is expected to prepare the *Second and Fourth Year Review* binder in the spring semester by March 1<sup>st</sup>. This binder will contain the materials relevant for the review with the exception of external letters.
- In March of the review year, the CON Promotion and Tenure Committee will independently review the binder using the same criteria used in the promotion and/or tenure review process.
- The Committee will formulate and provide evaluative feedback regarding the faculty member's progress toward promotion and/or tenure. If the Committee makes the decision that insufficient progress is being made, the Committee will provide the faculty member with specific recommendations for improvement. The Chair of the Promotion and Tenure Committee is responsible for providing faculty with these recommendations both verbally and in writing.
- A copy of the written recommendation of the Committee is submitted to the Dean by March 20<sup>th</sup> to be discussed as part of the faculty member's annual evaluation.

## **STANDARDS FOR PROMOTION AND TENURE**

### **I. PROMOTION TO ASSOCIATE PROFESSOR**

Faculty members being considered for promotion to the rank of Associate Professor shall hold a Master's degree in nursing or graduate preparation appropriate to the area of responsibility and an earned Doctorate in Nursing or related field. Promotion to Associate Professor shall be based on the following standards:

- A. Teaching:** Excellence is an important component of the Promotion and Tenure criteria. A pattern of positive SPCI reports is essential. Any pattern of negative SPCI reports should be followed by completion of a remedial course offered by the University Center for Teaching Excellence. A subsequent improvement in SPCI reports is expected.

Competence in teaching at the baccalaureate or graduate level is evidenced by at least one of the following:

1. Depth of knowledge related to teaching assignment. (Examples of documentation: peer evaluations).
2. Demonstration of the professional role model with students in the clinical and classroom setting. (Examples of documentation: clinical practice, national and specialty certifications).
3. Leadership or initiative in the preparation and revision of course and curriculum materials related to teaching assignments.
4. Creative and innovative teaching as demonstrated by a variety of strategies (e.g. learning activities, grading rubrics, etc.).
5. Demonstration of skill in managing the learning environment (e.g. syllabus, learning activities, peer evaluation, teaching plan).
6. Invited guest lectures.

- B. Research and Scholarship:** Presence of an ongoing program of research is necessary demonstrating specialization in a focused area of nursing. The area of specialization must demonstrate scientific independence from research supervisors at the graduate level. Components of the program of research must be linked in a cogent manner to provide evidence of a sustainable program of research that could extend one's scientific efforts. Evidence of the program of research is evaluated based upon the following criteria:

1. **Publications:** Research articles that present original scholarly research are the highest form of scholarship, and thus show the highest degree of accomplishment and expertise by the faculty member. An average of two publications per year is expected.

Criteria for evaluating publications are:

- a. Authoring or co-authoring of refereed research, clinical or policy-based articles in top tier or specialty journals is a priority. Top tier journals are listed in the Web of Knowledge Journal Citation Reports. Journals are ranked according to their impact factor. Candidates should note the impact factor and the significance of the manuscript after each journal article publication in the curriculum vitae.
  - b. Research articles in journals that are unranked, but that represent national or international outlets for scientifically based scholarship.
  - c. Books in which the faculty member is listed as sole author of the entire work.
  - d. Edited books and book chapters that represent an area of the faculty members' expertise.
  - e. Articles based upon research methods or statistical techniques that appear in journals listed in the Web of Knowledge Journal Citation Reports. Similar articles that are not listed in the Citation Reports are weighted less if they are in unranked journals.
  - f. Other published reports and professional contributions.
2. **Presentations:** Faculty are expected to present at least one professional scholarly presentation per year.

Criteria for evaluating presentations are:

- a. Refereed podium presentations are ranked in the order of: International, National, Regional, State and Local.
  - b. Presentations that reflect the faculty member's scientific findings as a component of the program of research.
  - c. Presentations that reflect statistical research methods, clinical practice or policy issues.
  - d. Refereed poster presentations.
3. **Grants:** At the Associate Professor level, the candidate's record should be characterized by sustained attempts to gain external funding. Feedback from unfunded grant submissions should reflect a competitive application. Grant activity will be evaluated based on the following criteria:
- a. Extent of funding (funding agency, funding amount, years of funding).
  - b. Faculty member's role on the grant.

c. Source of funds (external vs. internal).

4. **Other**

a. Serving on an editorial review committee.

b. Serving on scientific and grant review panels.

c. Professional testimony.

d. Development of professional media.

e. Research consultation.

C. **Service to the College, the University, and the Profession**

1. **University service** activities are ranked as follows:

a. Chairperson of a university committee.

b. Member of a university committee or service as the CON faculty senator.

c. Chairperson of a CON committee.

d. Member of a CON committee.

2. **Professional service** activities are ranked as follows:

a. Leadership in a national professional organization.

b. Leadership on a committee in a national professional organization.

c. Regional and/or state leadership in a professional organization.

d. Active participation as a member of a professional organization.

e. Professional consultation (e.g. CCNE site visitor)

f. Service as an editor or reviewer to a journal. This will be ranked as follows: 1-International; 2-National; 3-State; and, 4-Local. Additionally the term and extent of service to the organization will be considered.

3. **Community service** activities are not weighted, but include:

a. The provision of clinical or administrative service to an agency within the community.

b. Presentation to the public.

- c. Professional consultation to agencies within the community.

## **I. PROMOTION TO PROFESSOR**

Faculty members being considered for promotion to the rank of Professor shall hold a Master's degree in Nursing or graduate preparation appropriate to the area of responsibility and an earned Doctorate in Nursing or related field. Promotion to Professor shall be based on the following standards.

- A. Teaching:** excellence is an important component of the Promotion and Tenure criteria. A pattern of positive SPCI reports is essential and expected.

Competence in teaching at the baccalaureate or graduate level is evidenced by all of the following:

1. Depth of knowledge related to teaching assignment. (Examples of documentation: SPCI and peer evaluations).
2. Demonstration of the professional role model with students in the clinical and classroom setting. (Example of documentation: clinical practice, national and specialty certifications).
3. Leadership and creativity in the preparation and revision of course and curriculum materials related to teaching assignments, web development.
4. Creative and innovative teaching methodologies for new course development or revisions to existing courses.
5. Invited guest lecturer.
6. Professional consultant outside the University
7. Mentoring of junior faculty.

- B. Research and Scholarship:** Presence of an ongoing program of research that demonstrates national and international recognition in a focused area of nursing science. Components of the program of research should be linked in a cogent manner in order to illustrate expertise in the area of specialization. Evidence of the program of research is evaluated based upon the following criteria.

1. Publications: Research Articles that present original scholarly research are the highest form of scholarship, and thus show the highest degree of accomplishment and expertise by the faculty member. An average of two publications per year in competitive/impact journals is expected. Other publications should reflect work with students and colleagues. Mentoring both students and junior faculty in their research endeavors is expected and highly regarded. Types of publications are ranked below:



- a. Authoring or co-authoring of refereed research, clinical or policy-based articles in top tier or specialty journals is a priority. Top tier journals are listed in the Web of knowledge Journal Citation Reports. Journals are ranked according to their impact factor. Candidates should note the impact factor after each journal article publication in the curriculum vita.
  - b. Research articles in journals that are unranked, but that represent national or international outlets for scientifically based scholarship.
  - c. Book in which the faculty is listed as the sole author of the entire work.
  - d. Edited books and book chapters that represent an area of the faculty member's expertise.
  - e. Articles based upon research methods or statistical techniques that appear in journals listed in the Web of Knowledge Journal Citation Reports. Similar articles that are not listed in the Citation Reports are weighted less if they are in unranked journals.
  - f. Other published reports and professional contributions.
2. Presentations: Faculty are expected to present an average of two scholarly presentations per year. Criteria for evaluating presentations are:
- a. Refereed podium presentations are ranked in the order of: International, National, Regional, State and Local.
  - b. Presentations that reflect the faculty member's scientific findings as a component of the program of research.
  - c. Presentations that reflect statistical research methods, clinical practice or policy issues.
  - d. Refereed poster presentations.
3. Grants: At the full professor level, the candidate's record should be characterized by a pattern of success in gaining external funding for the program of research. The candidate is expected to be a PI or Co-PI of a funded program. Grant activity will be evaluated based upon the following criteria:
- a. Extent of funding (funding amount, years of funding).
  - b. Faculty member's role on the grant.
  - c. Source of funds (internal vs. external)

4. Other
  - a. Serving on an editorial review committee
  - b. Serving on scientific and grant review panels
  - c. Professional testimony
  - d. Development of professional media
  - e. Research consultation

**C. Service to the College, the University, and the Profession**

1. **University service** activities are ranked as follows:
  - a. Chairperson of a university committee
  - b. Member of a university committee or service as the CON faculty senator
  - c. Chairperson of a CON committee
  - d. Member of a CON committee
  - e. Mentoring of junior faculty related to teaching, research and service
2. **Professional service** activities are ranked as follows:
  - a. Leadership in a national professional organization
  - b. Leadership on a committee in a national professional organization
  - c. Regional and/or state leadership in a professional organization
  - d. Active participation as a member of a professional organization
  - e. Professional consultation (e.g. CCNE site visitor)
  - f. Service as an editor or reviewer of a journal. These are ranked as follows: International, national, state, regional, local. Additionally, the term and extent of service to the organization will be considered.
3. **Community service** activities are not weighted, but include:
  - a. The provision of clinical or administrative service to an agency within the community.
  - b. Presentations to the public.

- c. Professional consultation to agencies within the community.

### **III. TENURE**

- A. The standards are the same as those for promotion to the rank to which the candidate is being considered (Associate Professor or Professor) or the rank currently held by the candidate if the candidate is not being considered for promotion.
- B. When some credit toward tenure earned at another institution has been agreed upon in writing at the time of hire, faculty hired without tenure will be evaluated for tenure on the basis of the joint records of work at FSU and at the prior institutions.

Approved by Faculty: 2/12/16  
Approved by Dean: 2/12/16

APPENDIX B  
Florida State University  
College of Nursing  
Promotion Criteria  
Specialized Faculty

**PROMOTION**

Faculty hired at the rank of Teaching Faculty I (Assistant Teaching Faculty), Instructional Specialist I (Assistant Instructional Specialist) or above may be considered for promotion each year.

The *BOR/UFF Collective Bargaining Agreement*, Article 14, contains provisions which apply to promotion. A compilation of these policies is found in the University Faculty Handbook.

[www.fsu.edu/books/Faculty-Handbook](http://www.fsu.edu/books/Faculty-Handbook)

**PROMOTION COMMITTEE**

The Committee shall consist of five (5) elected Specialized Faculty members.

**RECOMMENDATIONS FOR PROMOTION**

Faculty in specialized positions should have assignments in the areas of teaching, research and service. These assignments should provide opportunities for the faculty member to successfully meet the University and College of Nursing criteria for promotion. Specialized faculty members who have been assigned an administrative code shall be subject to the normal promotion criteria and procedures for the applicable rank. They may not substitute performance of their administrative duties for qualifications in teaching, research and service.

Decisions regarding promotion are made by evaluating cumulative evidence of sustained effectiveness in teaching, research and service. Immediately following appointment, the faculty member will be assisted to prepare a “specialized faculty promotion binder”. This binder will house the cumulative evidence of progress towards promotion. Each year the Specialized Faculty Promotion Committee will review the binder. The committee chair will provide a written evaluation of progress towards promotion to the faculty member and forward it to the Associate Dean for Academic Affairs. This written evaluation will be provided by March 1<sup>st</sup> for discussion at the faculty member’s annual evaluation.

If the faculty member wishes to be considered for promotion, he/she informs the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs may not withhold a faculty

member's binder from review should the faculty member wish to be considered. The promotion binder is submitted for consideration to the Specialized Faculty Promotion Committee. The Committee reviews the binder and votes in secret to support or not to support promotion with a simple majority carrying the decision. The Committee Chair communicates the promotion decision in a letter of recommendation to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs reviews the binder and sends a letter of recommendation to the Dean. The Dean reviews the binder and sends a letter of recommendation to the Vice-President for Faculty Development and Advancement on or before March 31<sup>st</sup>. To ensure transparency, the faculty member is copied on the written recommendation letters at each stage of the review. A candidate may withdraw his or her file from consideration within 5 working days of being informed of the recommendation at a given stage.

## **STANDARDS FOR PROMOTION**

### **I-A. PROMOTION TO TEACHING FACULTY II (ASSOCIATE TEACHING FACULTY)**

Faculty members being considered for promotion to the rank of Teaching Faculty II (Associate Teaching Faculty) must have an earned Doctorate in Nursing or related field with a Masters in Nursing from an accredited institution. Although the period of time in the rank of Teaching Faculty I (Assistant Teaching Faculty) is normally five years, early promotion after four years is possible where there is sufficient justification. Demonstrated merit, not years in the rank, is the guiding factor. The faculty member must prepare a statement summarizing his/her cumulative accomplishments in the rank and reflecting upon his/her philosophy of teaching, scholarship of teaching and service. Promotion to Teaching Faculty II (Associate Teaching Faculty) shall be based on the following standards.

#### **A. Teaching. The faculty member must show evidence of:**

1. well-planned, well-delivered courses;
2. SPCI (Student Perception of Courses and Instructors summaries) that at a minimum meet the average score of the unit;
3. having taught multiple courses simultaneously;
4. acting as lead instructor for a course;
5. instructional innovation; and,

7. having led or assisted with the development of new or revised course.

**B. Scholarship of Teaching. The faculty member must show evidence of:**

1. authorship of educational materials and the dissemination of these materials to the appropriate audience via publications and/or presentations; and,
2. authorship of research/clinical/policy materials relevant to the profession of nursing and the dissemination of these materials to the appropriate audience via publications and/or presentations.

**C. Service. The faculty member must show evidence of:**

1. service to the College of Nursing;
2. service to the community;
3. service to the profession; and
4. membership in at least one (1) professional society or organization.

**I-B. PROMOTION TO INSTRUCTIONAL SPECIALIST II (ASSOCIATE INSTRUCTIONAL SPECIALIST)**

Faculty members being considered for promotion to the rank of Instructional Specialist II (Associate Instructional Specialist) must have an earned Doctorate in Nursing or related field with a Masters in Nursing from an accredited institution or a Masters in Nursing from an accredited institution and national certification. Although the period of time in the rank of Instructional Specialist I (Assistant Instructional Specialist) is normally five years, early promotion after four years is possible where there is sufficient justification. Demonstrated merit, not years in the rank, is the guiding factor. The faculty member must prepare a statement summarizing his/her cumulative accomplishments in the rank and reflecting upon his/her philosophy of teaching, scholarship of teaching and service. Promotion to Instructional Specialist II (Associate Instructional Specialist) shall be based on the following standards.

**A. Instructional Support. The faculty member must show evidence of:**

1. well organized and equipped learning environments for clinical learning;
2. innovative evidence-based strategies in structuring student clinical learning activities;

3. effective integration of technology in College of Nursing laboratories;
4. efficient maintenance and upkeep of the College of Nursing laboratories and associated equipment;
5. effective collaboration with course faculty assigned to experiences in the College of Nursing laboratories;
6. effective management of financial, material and human resources associated with the College of Nursing simulation and laboratory spaces.
7. participation in course revision and/or development.

**B. Scholarship of Teaching. The faculty member must show evidence of:**

1. authorship of educational materials and the dissemination of these materials to the appropriate audience via publications and/or presentations; and
2. authorship of materials relevant to the profession of nursing and the dissemination of these materials to the appropriate audience via publications and/or presentations.

**C. Service. The faculty must show evidence of:**

1. service on College of Nursing committees;
2. service to the community;
3. service to the profession; and
4. membership in at least one professional society or organization.

**II-A. PROMOTION TO TEACHING FACULTY III (SENIOR TEACHING FACULTY)**

Faculty members being considered for promotion to the rank of Teaching Faculty III (Senior Teaching Faculty) must have an earned Doctorate in Nursing or related field with a Masters in Nursing from an accredited institution. Although the period of time in the rank of Teaching Faculty II (Associate Teaching Faculty) is normally five years, promotion is possible after four years where there is sufficient justification. Demonstrated merit, not years in the rank, is the guiding factor. The faculty member must prepare a statement summarizing

his/her cumulative accomplishments in the rank and reflecting upon his/her philosophy of teaching, scholarship of teaching and service. Promotion to Teaching Faculty III (Senior Teaching Faculty) shall be based on the following standards.

**A. Teaching. The faculty must show evidence of:**

1. evidence of well-planned well-delivered courses;
2. SPCI (Student Perception of Courses and Instructors summaries) that exceed the average score of the unit;
3. having taught multiple courses simultaneously;
4. having acted as lead instructor for different courses;
5. instructional innovation;
6. mentoring junior faculty in the development of courses, teaching and student evaluation strategies; and,
7. having led the development of new or revised courses.

**B. Scholarship of Teaching. The faculty must show evidence of:**

1. authorship of educational materials and the dissemination of these materials to the appropriate audience via publications and/or presentations; and,
2. authorship of materials related to the profession of nursing and the dissemination of these materials to the appropriate audience via publications and/or presentations.

**C. Service. The faculty must show evidence of:**

1. service on College of Nursing committees;
2. service to the community;
3. service to the profession; and,
4. having served as an officer in at least one (1) professional society or organization.



## **II-B. PROMOTION TO INSTRUCTIONAL SPECIALIST III (SENIOR INSTRUCTIONAL SPECIALIST)**

Faculty members being considered for promotion to the rank of Instructional Specialist III (Senior Instructional Specialist) must have an earned Doctorate in Nursing or related field with a Masters in Nursing from an accredited institution. Although the period of time in the rank of Instructional Specialist II (Associate Instructional Specialist) is normally five years, promotion is possible after four years where there is sufficient justification. Demonstrated merit, not years in the rank, is the guiding factor. The faculty member must prepare a statement summarizing their cumulative accomplishments in the rank reflecting upon their philosophy of teaching, scholarship of teaching and service. Promotion to Senior Instructional Specialist III (Senior Instructional Specialist) shall be based on the following standards.

### **A. Instructional Support. The faculty member must show evidence of:**

1. the development, presentation, evaluation and refining of learning materials utilized for innovative evidence based strategies for clinical learning activities;
2. the evaluation of the effectiveness of the laboratory and College of Nursing policies in facilitating learning activities in the College of Nursing laboratories;
3. effective forecasting of ongoing equipment and supply needs in order to ensure the long term viability of the laboratory;
4. collaboration with faculty, staff and students for their teaching, operational and instructional technology needs;
5. establishing efficient processes designed to ensure the effective management of financial, material and human resources associated with the laboratory; and
6. collaboration with colleagues across campus and community related to the optimization of learning activities within the College of Nursing and the integration of interdisciplinary activities where appropriate.

### **B. Scholarship of Teaching. The faculty member must show evidence of:**

1. authorship of educational materials and the dissemination of these materials to the appropriate audience via publications and/or presentations; and

2. authorship of materials relevant to the profession of nursing and the dissemination of these materials to the appropriate audience via publications and/or presentations.

**C. Service. The faculty member must show evidence of:**

1. service on College of Nursing committees;
2. service to the community;
3. service to the profession; and,
4. having served as an officer in at least one (1) professional society or organization.

Approved by Faculty: 2/12/16

Approved by Dean: 2/12/16

APPENDIX C  
FLORIDA STATE UNIVERSITY  
COLLEGE OF NURSING

Page 1 of 2

TITLE: Criteria for Graduate Faculty Status and Graduate Teaching Status

POLICY: Nursing faculty who meet the following criteria may be awarded Doctoral Faculty Status (DFS):

1. Completed a doctoral degree in nursing (Ph.D., D.N.P, N.D., D.N.Sc.) or related field (Ph.D., Ed.D., Sc.D.) and
2. Shown evidence of research-based scholarship resulting in peer-reviewed publications and presentations and
3. Appointed as a tenured or tenure-earning faculty member and
4. Actively participate in graduate education and
5. Received a two-thirds majority vote in favor of appointment by the College of Nursing faculty who currently have GFS within the college.

Appointment with GFS permits a faculty member to teach graduate courses, sit on graduate student supervisory committees, and direct masters and doctoral students' thesis, research projects and dissertations. GFS can be awarded to new hires upon their arrival at FSU depending on prior experience.

Nursing faculty who meet the following criteria may be awarded Graduate Teaching Status (GTS):

1. Completed a doctoral degree in nursing (Ph.D., D.N.P., N.D., D.N.Sc.) or related field (Ph.D., Ed.D., Sc.D.) and
2. Appointed as a non-earning faculty member and
3. Demonstrated teaching and clinical expertise and
4. Received a two-thirds majority vote in favor of appointment by the College of Nursing faculty who currently have GFS within the college.

Appointment with GTS permits a faculty member to teach graduate courses, sit on masters supervisory committees, co-direct masters thesis and research projects, and co-direct doctoral research projects within their defined area of expertise.

RATIONALE: Members of the graduate faculty are expected to actively engage in graduate education through teaching, mentoring and research supervisions. They should show evidence of research-based scholarship and/or creative work resulting in peer-reviewed publications and presentations or equivalent work, such as clinical practice in a certified specialty.

PROCEDURE:

1. New faculty to GFS must be affirmed by a supermajority (2/3) vote of the GFS faculty of the College of Nursing and by approval of the academic Dean and the Dean of the Graduate School.
2. GFS can be awarded to new hires upon their arrival at FSU depending on previous experience. Graduate Teaching Status (GTS) may be awarded for new tenure-earning faculty until they meet the criteria for GFS.
3. The College of Nursing will send to their academic Dean and the Dean of the Graduate School a request for GFS and GTS approval on Form AA with a current CV appended to the form. For new faculty hires, this package may be combined with the appointment papers.
4. Review of GFS and GTS will take place at a minimum every five years. Revocation of GFS or GTS requires a supermajority (2/3) vote of nursing faculty holding GFS. Faculty who wish to reapply for GFS or GTS lost will submit a letter with supporting documentation to the academic Dean for vote by nursing faculty holding GFS and for approval by the academic Dean and the Dean of Graduate School.

Approved by:

Faculty	12/8/08
Dean	12/8/08

APPENDIX D

FLORIDA STATE UNIVERSITY  
COLLEGE OF NURSING

Page 1 of 1

TITLE: Summer Supplemental Assignments

POLICY: Priority for summer teaching assignments is based upon departmental needs, faculty expertise, rank and years in service for qualified faculty, and faculty request. Priority for summer teaching assignments shall be given to full time faculty who have expertise in the area and have previously taught the course.

RATIONALE: In accordance with Article 8 of the Collective Bargaining Agreement between the Florida State University Board of Trustees and the United Faculty of Florida, normal nine (9) month (academic year) faculty contract shall be for thirty-nine (39) consecutive weeks and a supplemental summer contract may be offered for all or part of the remaining year. Supplemental summer assignments shall be offered to qualified faculty members before anyone who is not a faculty member. Written criteria and a rotation policy for offering supplemental summer appoints in a fair and equitable manner shall be developed by faculty of each department/unit and posted in each department/unit.

PROCEDURE:

1. A list of summer course offerings shall be distributed to all faculty at a minimum of eight weeks prior to end of Spring Semester.
2. Faculty will designate in writing their preference for teaching identified courses.
3. Assignments will be made in accordance with
  - a. Faculty expertise. The number of times faculty has taught the course, formal educational preparation related to course, years in clinical practice, and teaching evaluations will be considered.
  - b. Rank and years in service for qualified faculty. Full-time faculty have priority over part-time or adjunct positions.
  - c. Faculty requests.
4. Should there be more faculty requests than available courses, assignments will be rotated yearly among qualified faculty based on the above criteria.

Approved by:

Faculty	12/8/08
Dean	12/8/08

**APPENDIX E**  
**COLLEGE OF NURSING**  
**2013 PERFORMANCE EVALUATION CRITERIA**  
**Tenure and Tenure Earning Faculty**

**DEFINITIONS**

Meets FSU's High Expectations – This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty and completes assigned responsibilities in a manner that is both timely and consistent with the high expectations of the university.

Exceeds FSU's High Expectations – This describes an individual who exceeds expectations during the evaluation period by virtue of demonstrating noted achievements in teaching, research, and service, which may include several of the following: high level of research/creative activity, professional recognitions, willingness to accept additional responsibilities, high level of commitment to serving students and the overall mission of the Department, involvement/leadership in professional associations, initiative in solving problems or developing new ideas.

Significantly Exceeds High Expectations – This describes a faculty member who far exceeds performance expectations during the evaluation period and achieves an extraordinary accomplishment or recognition in teaching, research, and service, which may include several of the following: highly significant research or creative activities; demonstrated recognition of the individual by peers as an authority in his/her field; securing significant external funding; attaining significant national or international achievements, awards, and recognition.

**CRITERIA:**

**MEETS FSU'S HIGH EXPECTATIONS**

Teaching- Meets activities listed in annual Assignment of Responsibilities (AOR)

Research – Meets activities listed in annual assignment of Responsibilities (AOR)

Service – Meets activities listed annual Assignment of Responsibilities (AOR)

**EXCEEDS FSU'S HIGH EXPECTATIONS**

Teaching – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Teaches a DIS class
- Supervises an undergraduate honors thesis
- Was nominated for a teaching award on campus
- Scores overall 90% “Excellent/Very Good for “overall assessment of instructor“ on SUSSAI (Block 8 or equivalent)
- Develops a new course syllabus
- Provides at least 1 lecture in another department on campus

Research – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Publishes 1 research article based on author's original research in a refereed journal that is rated on Web of Science
- Publishes 1 Integrative Review article in a refereed journal that is rated on Web of Science

- Provides 1 national/international speech or presentation based on author's original research
- Provides 2 podium or poster presentations based on the author's original research
- Authors an internal or external grant in the role of PI or Co-PI, excluding FYAP, that is approved for funding of at least \$5,000.
- Authors an external research grant in the role of PI or Co-PI requesting funding for \$50,000 or greater
- Authors or co-authors 1 or more book chapters that have been accepted for publication

Service – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Directs an undergraduate Garnet and Gold Scholar
- Serves as a member of a volunteer community board
- Supervises students in a CON volunteer project
- Chairs at least one CON committee
- Serves as an officer or board member in a local or state nursing organization

### **SUBSTANTIALLY EXCEEDS FSU'S HIGH EXPECTATIONS**

Teaching – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Teaches 2 or more DIS students each semester
- Supervises 2 or more honors theses
- Was nominated and won a teaching award on campus
- Scores overall 95% “Excellent/Very Good for “overall assessment of instructor“ on SUSSAI (Block 8 or equivalent)
- Develops of a new course syllabus and teaches course
- Provides at least two lectures in another department on campus

Research – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Publishes 2 articles based on the author's original research in a refereed journal that is rated on Web of Science
- Publishes 2 Integrative Review articles in a refereed journal that is rated on Web of Science
- Provides 2 national/international speeches or presentations based on author's original research
- Provides 2 podium or poster presentations based on the author's original research
- Serves as a reviewer for external or federal grants
- Authors an external research grant in the role of PI or Co-PI that is funded for \$50,000 or greater.
- Authors or co-authors one or more books that have been accepted for publication

Service – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Serves as an officer of a volunteer community board
- Is involved in at least two student volunteer projects
- Serves as a sponsor for at least one student service project
- Directs 2 or more undergraduate Garnet and Gold Scholars
- Chairs at least two CON committees
- Chairs one University committee

- Provides leadership in organizing at least one community-wide project
- Serves as an officer or board member in a national or international nursing organization
- Provides multiple guest lectures in the community

**COLLEGE OF NURSING  
2013 PERFORMANCE EVALUATION CRITERIA  
Non-Tenure Earning Faculty**

**MEETS FSU’S HIGH EXPECTATIONS**

Teaching- Meets annual Assignment of Responsibilities (AOR)

Clinical Scholarship (Research) – Meets annual assignment of Responsibilities (AOR)

Service – Meets annual Assignment of Responsibilities (AOR)

**EXCEEDS FSU’s HIGH EXPECTATIONS**

Teaching – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Teaches one or more DIS classes
- Supervises undergraduate honors thesis
- Was nominated for a teaching award on campus
- Scores at least 90% rating of Excellent/Very Good for “overall assessment of instructor“ on SUSSAI (Block 8 or equivalent)
- Develops a new course syllabus
- Provides at least one lecture in another department on campus

Clinical Scholarship (Research) – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Publishes 1 clinical, theoretical or research article in a refereed journal
- Provides 1 national/international speech or presentation
- Provides 2 podium or poster presentations
- Authors or co-authors a program grant that is approved for funding
- Authors or co-authors a book chapter that has been accepted for publication

Service – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Serves as a member of a volunteer community board
- Helps students in a CON volunteer project
- Directs an undergraduate Garnet and Gold Scholar
- Chairs at least one CON committee
- Serves as an officer or board member in a local or state nursing professional organization

**SUBSTANTIALLY EXCEEDS FSU’S HIGH EXPECTATIONS**

Teaching – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Teaches 2 or more DIS students each semester
- Was nominated and won a teaching award on campus
- Scores an overall 95% Excellent/Very Good for “overall assessment of instructor“ on SUSSAI (Block 8 or equivalent)



- Develops a new course syllabus and teaches course
- Provides at least two lectures in another department on campus

Clinical Scholarship (Research) – meets annual Assignment of Responsibilities (AOR) plus 2 of the following

- Publishes 2 clinical, theoretical or research articles in a refereed journal
- Provides 2 national/international speeches or presentations
- Provides 2 podium or poster presentations
- Authors or co-authors an external grant of \$5,000 or more
- Authors or co-authors a book that has been accepted for publication
- Serves as a reviewer for external or federal grants

Service – meets annual Assignment of Responsibilities (AOR) plus 90% of the following

- Serves as an officer on a volunteer community board
- Coordinates at least two student volunteer projects
- Serves as a sponsor for at least one student service project
- Directs 2 or more undergraduate Garnet and Gold Scholars
- Chairs at least two CON committees
- Chairs one University committee
- Involved in at least one community-wide projects
- Provides multiple guests lectures in the community
- Serves as an officer or board member in a national or international professional nursing organization

Policy F-15  
FLORIDA STATE UNIVERSITY

COLLEGE OF NURSING

Page 1 of 4

**TITLE: MERIT CRITERIA AND DISTRIBUTION**

**POLICY:** The College of Nursing will utilize specific criteria and procedures for distribution of merit-based salary increases. All faculty members will be reviewed for merit. The Faculty Evaluation and Performance Committee of the College of Nursing will use criteria provided in the Meritorious Activity Report (Attachment A) to determine merit pay awards.

**RATIONALE:** In accordance with *UFF-BOT*, Article 10, Merit Evaluations, Section 10.4 and Article 23, Merit Salary Increases/Bonuses, Section 23.5, merit-based salary increases are based on the duties assigned pursuant to Article 9 and the faculty evaluation criteria and procedures established pursuant to Article 10.

**PROCEDURE:** Faculty will complete and submit a copy of the Faculty Meritorious Activity Report to the Faculty Evaluation and Performance Committee by February 1. It will be used by the Merit Committee to rank faculty performance and make recommendations to the Dean for merit pay awards.

## Attachment A

**Faculty Name** \_\_\_\_\_

**Meritorious Activity Report for Year** \_\_\_\_\_

Faculty member must have evaluations in each of the areas of teaching, research, and service that meets FSU's high expectations before being considered for Merit. In addition, the peer teaching evaluation must be completed with a ranking that meets, exceeds, or substantially exceeds FSU's high expectations.

To be considered meritorious, activities must be exceed your assigned duties as specified in your College of Nursing Assignment of Responsibility. This report is to be completed and submitted to the Faculty Evaluation and Performance Committee

Assignment of Responsibility: Teaching \_\_\_% Research \_\_\_% Service: \_\_\_%  
Summer Teaching \_\_\_\_\_%

Meritorious Activity	Points per Occurrence of Activity	Occurrence of Activity (Number)	Total Points
<b>Teaching (40 points maximum tenure; 50 points max non-tenure)</b>			
Teaches a Directed Individual Study Course	3		
Supervises an Undergraduate Honors Thesis	4		
Guest lecture per hour in nursing course(s)	1		
Guest lecture per hour in another college or department	2		
Serves as a preceptor for a FSU MSN nurse educator, FNP student, or Undergraduate Research Opportunity Student	3		
Nominated for FSU Teaching Award or upper 90% in course evaluations for all courses taught.	2		
Received FSU Teaching Award	5		
Received Guardian of the Flame Faculty Award, Daisy Award, or Graduate student Mentor Award	3		
Received National Nursing Award	5		
Develops new course syllabus	3		
Develops new course syllabus & teaches course first time (if not in AOR)	5		
<b>Teaching Points Earned</b>			

<b>Research/Clinical Scholarship (40 points maximum for tenure and 20 for non-tenure)</b>			
Submits an article to refereed journal (attach e-mail confirmation of submission) Note: not editorials	3		
First author of a clinical or theoretical article in press or published in refereed journal (attach article)	6		
Author (other than first author) of a clinical or theoretical article in press or published in refereed journal (attach article_	3		
First author of an integrative review article in press or published in refereed journal (attach article)	8		
Author (other than first) of an integrative review article in press or published in refereed journal (attach article	4		
First author of a research article in press or published in a refereed journal (accepted with revisions does not count; attach article)	10		
Author (other than first author) of an article in press or published in a refereed journal (accepted with revisions does not count; attach article)	5		
First author of a book chapter published or in press (accepted with revisions does not count)	6		
Shared authorship of a book chapter published or in press (attach publication)	3		
Single authors a book that is in press or published (attach publication which will be returned)	10		
Shared authorship for a book that is in press or published (attach publication which will be returned)	5		
Provides poster presentation at national/international conference (provide conference program and letter of acceptance)	6		
Provides podium presentation at national/international conference (provide conference program and letter of acceptance)	8		
Provides poster presentation at state (2)/regional conference (3). (Provide conference program and letter of acceptance)	2/3		
Provides podium presentation at state (3)/regional conference (4). (Provide conference program or letter of acceptance)	3/4		
Authors or co-authors a <b>program</b> grant that is funded for more than \$50,000	10		

Authors or co-authors a program grant that is funded for \$50,000 or less	7		
As PI or Co-PI, submits <b>internal</b> research grant for \$50,000 or less (6) or funded for <b>internal</b> research grant of \$50,000 or less (7)	6/7		
As PI or Co-PI, submits <b>external</b> research grant of \$50,000 or less or funded for <b>external</b> research grant of \$50,000 or less	8/10		
As PI or Co-PI, submits <b>internal</b> research grant for more than \$50,000 or funded for <b>internal</b> research grant for more than \$50,000	7/8		
As PI or Co-PI, submits <b>external</b> research grant for more than \$50,000 or funded for <b>external</b> research grant for more than \$50,000	9/12		
Serves as reviewer for external or federal grant	5		
Reviews article for nursing journal (per article)	2		
Research/Scholarship Points Earned			
<b>Service (20 points maximum for tenure and 30 points for non-tenure)</b>			
Directs undergraduate Garnet and Gold Scholar	3		
Coordinates student volunteer project	2		
Serves as sponsor of student service project/organization	2		
Chairs CON committee	5		
Serves on more than two CON committees	2		
Member of University Committee	2		
Chairs University Committee	5		
Serves on Honors Thesis for CON or Thesis/Dissertation committee outside the CON	2		
Serves as a preceptor for a non-FSU FNP/DNP student	3		
Serves as an officer of a volunteer community board	2		
Provides guest lectures in the community	2		
Leads/Organizes a community- or state-wide project	3		
Serves as office/board member of local or state nursing organization	3		
Serves as officer/board member of national or international nursing organization	5		
Service Points Earned			

Total Points Earned			
Overall Ranking			
Note below anything you believe is worthy of merit which is not on the merit form			

Signature \_\_\_\_\_ Date \_\_\_\_\_

Note: Faculty in tenure line positions may have up to 50% research assignment, and part of that assignment is to submit 2 articles per year to a refereed nursing journal and to give two refereed presentations. Since these are part of the AOR, they should not be listed under articles submitted for merit. However, once an article is in press or published, the faculty should list this on the merit form.

Merit Criteria voted on and accepted February 12, 2016  
Recorded by Barbara Cottrell



# APPENDIX G

## FSU College of Nursing Program Evaluation Plan

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**I: Context Evaluation: Mission and Governance**

Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)	Assessment Methods	Data Sources	Assigned Responsibility/ Frequency of Assessment
<p>I-A, B, F. The <b>mission, goals, policies and expected student outcomes are congruent</b> with those of the university and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p>	<p>Compare the CON and university mission, goals, policies, and expected student outcomes</p>	<p>University website BlackBoard CON Faculty Handbook SACS outcomes CCNE and NONPF Accreditation standards CON Strategic plan Community Advisory Board</p>	<p>Program evaluation and curriculum committee every 5 years unless there is a change in the university mission (next review 2020)</p>
<p>I-C. Expected <b>faculty outcomes</b> in teaching, scholarship, service, and practice <b>are congruent</b> with the mission, goals, and expected student outcomes.</p>	<p>Analyze faculty annual reports</p>	<p>Faculty annual reports</p>	<p>Faculty Evaluation and Merit Committee annually Fall Semester</p>
<p>I-D. Faculty and students <b>participate in program governance</b>.</p>	<p>Document annual committee reports for distribution of faculty and # of students serving on committees.</p>	<p>Committee annual reports/membership list</p>	<p>Annual committee reports and meeting minutes submitted by committee chairs</p>



I-E Documents and publications related to the programs offerings are accurate.	Review documents for accuracy.	CON Faculty Handbook Student Handbook Marketing materials and website	Administrative Team: Academic Advisors <b>Annually</b>
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**II: Input Evaluation: Institutional Commitment and Resources**

<b>Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility Frequency of Assessment</b>
II-A. <b>Fiscal and physical resources are sufficient</b> to enable the program to fulfill its mission, goals, and expected outcomes.	Review Budget reports	Budget reports	Dean, Associate Dean, Assistant Dean Undergraduate Program, Assistant Dean Graduate Program, IT Manager, Financial Specialist (annually)

<b>Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility Frequency of Assessment</b>
<p><b>II-B. Academic support services (Student Services, Library Services, Computer Lab, technology, distance education, research support) are sufficient</b> to ensure quality and are evaluated on a regular basis to meet program and student needs.</p>	<p>Analyze student satisfaction ratings on surveys  (Analyze faculty survey results when implemented)</p>	<p>DNP Student Current Annual Survey (BlackBoard)  Undergraduate Student Exit Survey (EBI)  Graduate Exit Survey  University COACHE</p>	<p>Assistant Dean Undergraduate Program Assistant Dean Graduate Program (annually)  Program Evaluation Committee will review and present student survey data annually to Faculty in the <b>Fall semester for the preceding year.</b> COACHE TBA</p>
<p><b>II-C, D</b> <b>100% of faculty (including the Dean and Assistant Dean Undergraduate Program Assistant Dean Graduate Program ) have the appropriate credentials</b> and experience to teach and/or administer in their particular areas or positions</p>	<p>Review educational, licensure, and certification status of teaching faculty, and specialty track coordinators.</p>	<p>Faculty Annual Report and vitae.  Faculty Expertise and Advancement System (<b>FEAS</b>)</p>	<p>Assistant Dean, Assistant Dean Undergraduate Program Assistant Dean Graduate Program review faculty/preceptors credentials, student faculty ratios, and evaluate adequacy</p>

<b>Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility Frequency of Assessment</b>
			annually.
<b>II- D</b> <b>Faculty-student ratios</b> across clinical sites and courses are adequate and meet FLBON regulations and professional standards	Review FL BON, professional organizations, and CON standards to compare faculty-student ratios for clinical sites and courses.	Faculty teaching assignments and workload reports	Assistant Dean, Assistant Dean Undergraduate Program Assistant Dean Graduate Program review faculty/preceptors credentials, student faculty ratios, and evaluate adequacy annually.

<b>Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility Frequency of Assessment</b>
II-E 100% of <b>preceptors have the appropriate credentials</b> for their role and are oriented to program expectations	Review educational, licensure, and certification status of preceptors.	Preceptor database	Assistant Dean, Assistant Dean Undergraduate Program Assistant Dean Graduate Program review preceptors credentials, annually  Assistant Dean, Assistant Dean Undergraduate Program Assistant Dean Graduate Program maintain and annually update the preceptor databases to document preceptor credentials
II-F <b>FSU and the CON provide and support an environment</b>	Compare faculty ratings on satisfaction indicators	COACHE	Program Evaluation

<b>Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility Frequency of Assessment</b>
<b>that encourages faculty teaching, scholarship, service, and practice</b> in keeping with the mission, goals, and expected faculty outcomes.	to standards set by the CON		
	Review Faculty Annual Report and compiled faculty travel/presentations report.	Faculty Annual Report  Faculty travel/presentations report.	CON administrators report annually the # of faculty afforded opportunities for scholarly and professional enhancement through the college.

### III. Process Component: Curriculum and Teaching-Learning Practices

Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)	Assessment Methods	Data Sources	Assigned Responsibility Frequency of Assessment
<p>III- A, B, C, F, G, H</p> <p>The <b>curriculum</b> is developed, implemented and revised to <b>reflect clear statements of expected student learning outcomes and professional standards and guidelines and community needs. The curriculum is logically structured with each level building on the underlying level.</b></p> <ul style="list-style-type: none"> <li>• 100% of newly developed course will have a completed Course Approval Form on File</li> <li>• 100% of courses syllabi will be reviewed on a 5 year cycle</li> <li>• 100% of courses will have defined links between professional standards and course and programmatic outcomes</li> <li>• Annual review of course reports</li> </ul>	<p>Analysis of curriculum crosswalks of:</p> <ul style="list-style-type: none"> <li>• Course objectives</li> <li>• Program outcomes</li> <li>• AACN essentials</li> <li>• Criteria for Evaluation of Nurse Practitioner Programs</li> </ul>	<p>Course Reports</p> <p>Course Syllabi</p> <p>Curriculum Crosswalk</p> <p>Conceptual Framework</p>	<p>Lead Instructors Associate Dean</p> <p>Lead Instructors Curriculum Committee</p> <p>Curriculum Committee</p> <p>Curriculum Committee</p>
<p>III- D, E</p> <p><b>Curriculum and Teaching-learning practices and environments are evaluated</b> at regularly scheduled intervals and support the achievement of expected individual student learning outcomes:</p> <ul style="list-style-type: none"> <li>• 100% of faculty submit a course report for each course taught each semester that addresses the adequacy of: <ul style="list-style-type: none"> <li>○ Physical environment for teaching and learning</li> <li>○ Resources and learning materials</li> <li>○ Clinical facilities</li> <li>○ Inter-professional learning opportunities</li> </ul> </li> </ul>	<p>Analysis of instructional methods, classroom environments, and clinical environments in relation to course objectives</p>	<p>Course reports</p>	<p>Curriculum Committee</p>

<b>Level of Achievement</b> <b>(Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility</b> <b>Frequency of Assessment</b>
		<b>SSUSAI/ Student Perception of Courses and Instructors (SPCI)</b>	Individual faculty and Administration (every semester)  Associate Dean to review and bring actionable data to the Program Evaluation Committee  Assistant Dean Undergraduate Program Assistant Dean Graduate Program Program Evaluation Committee (annually)
		Student exit surveys	Assistant Dean Undergraduate Program Assistant Dean Graduate Program (every semester)
		Clinical agency report	

<b>Level of Achievement</b> <b>(Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility/ Frequency of Assessment</b>
<p>III- G  <b>Individual student performance is evaluated</b> by the faculty and reflects achievement of expected individual student learning outcomes.  All Students:</p> <ol style="list-style-type: none"> <li>1. 100% of course syllabi provide policies and procedures for individual student performance.</li> <li>2. 90% of students achieve a B or higher in nursing courses</li> </ol> <p>BSN Students: (SACS indicators)</p> <ol style="list-style-type: none"> <li>1. Pass rate of BSN graduates will be higher or equal to the national average passing rate on the NCLEX-RN examination.</li> <li>2. 90% of BSN students will demonstrate beginning scholarship and analytical methods for evidence based nursing practices as evidence by a score of 75% or better on a NUR 4828 assignment (Weekly Analysis Questions).</li> <li>3. 90% of BSN students will use inter-professional communication and collaboration skills to optimize patient health outcomes as evidenced by a satisfactory score on the NUR 4945L Professional Nursing Internship course evaluation.</li> <li>4. 90% of BSN will provide safe, effective and compassionate nursing care guided by a scientific base of knowledge as evidence by a satisfactory score on their NUR 4945L Professional Nursing Internship course evaluation.</li> </ol>	<p>Analysis of individual student performance in relation to admission criteria, course objectives, and program outcomes, evaluation methods used in courses (classroom, lab, clinical)</p>	<p>Course grades  Course Syllabi</p> <p>Clinical evaluations</p> <p>Standardized testing</p> <p>NCLEX scores</p> <p>Grade Roster and Distribution Sheet</p> <p>Course Reports</p> <p>National Certification Exam</p>	<p>Associate Dean  Reviews Syllabi template changes and policy changes and wording</p> <p>Faculty senator informs faculty of communicating policy changes/syllabi wording</p> <p>Curriculum Committee  Reviews Course Reports/provides faculty with updated Templates annually</p>



<b>Level of Achievement</b> <b>(Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility</b> <b>Frequency of Assessment</b>
<p>MSN Students: (SACS indicators)</p> <ol style="list-style-type: none"> <li>1. 90% of graduates will report that they are employed in advanced practice or leadership positions within one year of graduation as evidenced by department assessment (Alumni survey)</li> <li>2. 95% or more of the students will demonstrate critical thinking skills and knowledge of nursing theory and research as a basis for specialized advanced practice as evidence by successful completion of an evidence-based paper in the MSN capstone course.</li> <li>3. 90% of graduates will report that they are practicing in collaboration with professionals from other disciplines. (Alumni Survey)</li> </ol> <p>DNP Students: (SACS indicators)</p> <ol style="list-style-type: none"> <li>1. 90% or more of the family nurse practitioner students will successfully pass the national certification examinations for nurse practitioners.</li> <li>2. 90% or more of the students enrolled in NGR 6912C will demonstrate analytical methods to evaluate clinical practice, health outcomes, and health policy affecting programs of clinical prevention and population health as evidence by a passing score on their DNP Project.</li> <li>3. 90% or more of the students enrolled in NGR 6942L will provide leadership in working with inter-professional teams to meet the health care needs of diverse individuals and populations as evidenced by scoring 80% or better on clinical evaluations.</li> <li>4. 90% or more of the students enrolled in NGR 6942L will be able to utilize technological information systems to evaluate outcomes of care, health care delivery, and quality improvement as evidenced by scoring 80% or better on clinical evaluations.</li> </ol>			

#### IV. Product Component: Assessment and Achievement of Program Outcomes

Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)	Assessment Methods	Data Sources	Assigned Responsibility/ Frequency of Assessment
<p>IV- A, B, C, D, E, H</p> <p><b>Aggregate student outcome data</b> provide evidence of the <b>program's effectiveness</b> in achieving its mission, goals, and expected outcomes.</p> <ol style="list-style-type: none"> <li>1. 90% of graduates are employed within 12 months of completing the program for those actively seeking employment (Alumni)</li> <li>2. 85% of graduate students will complete the DNP program within 7 years of matriculation. (student matriculation data )</li> <li>3. 90% of MSN and DNP graduates responding to an alumni survey will report that they are practicing in collaboration with professionals from other disciplines (SACS) (Alumni)</li> <li>4. 90% of MSN and DNP graduates responding to an alumni survey will report that they are employed in an advanced practice or leadership position (Alumni)</li> <li>5. ≥80% of employers express satisfaction with overall performance of Florida State CON graduates (Employer)</li> <li>6. &gt;80% of students are satisfied or very satisfied with the graduate program at Florida State University (Exit).</li> <li>7. BSN graduates will achieve NCLEX-RN passing rate that is equal to or greater than the national average passing rate. (NCLEX)</li> <li>8. 90% of BSN graduates will complete the BSN program within 24 months of matriculation. (Student Matriculation Data)</li> <li>9. 85% of graduate students will complete the MSN program within 24 months of matriculation. (Student Matriculation Data)</li> <li>10. 85% of DNP graduates will complete the program within 5 years</li> <li>11. 85% of FNP graduates will achieve a passing score on national certification examinations. (Student Matriculation Data)</li> </ol>	<p>Analyze results of designated surveys</p> <p>Analyze results of designated examinations</p> <p>Revise internal surveys as needed</p>	<p>Alumni Survey</p> <p>Employer Survey</p> <p>Exit Survey</p> <p>NCLEX and Specialty Certification Data</p> <p>Student matriculation and program completion data</p>	<p>The Associate Dean will collect data and bring to the Program Evaluation Committee.</p> <p>The Program Evaluation Committee will present data annually to Faculty in the Fall semester for the preceding year.</p> <p>CON Office of Student Services provides matriculation &amp; program completion data to program evaluation committee. Time</p> <p>Program evaluations committee reviews results of all data and submits to</p>

			<p>Operations committee.</p> <p>Frequency: Exit surveys: Fall and Spring Alumni and employer surveys every 4 years. CON student matriculation data every year FALL</p>
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<b>Level of Achievement (Goals and Objectives with corresponding CCNE element numbers)</b>	<b>Assessment Methods</b>	<b>Data Sources</b>	<b>Assigned Responsibility/ Frequency of Assessment</b>
<p>IV-F, H <b>Aggregate faculty outcomes are consistent with and contribute to achievement of the program's</b> mission, goals, and expected student outcomes.</p> <ul style="list-style-type: none"> <li>The mean score for nursing undergraduate, master's and doctoral courses are at the level or greater than the mean for the university (E)SUSAI or SPOT scores. <ul style="list-style-type: none"> <li>80% of faculty in tenure-earning positions publish one or more refereed articles per year</li> <li>80% of faculty in tenure-earning positions make one or more peer reviewed presentation at regional or national conferences each year</li> <li>50% of faculty in tenure-earning positions apply for internal or external grants each year.</li> <li>100% of full-time faculty serve on college or university committees</li> </ul> </li> </ul> <p>100% of faculty licensed and certified as ARNPs are involved in clinical practice.</p>	<p>Analysis of faculty SSUSAI / Student Perception of Courses and Instructors (SPCI) completed for each course taught Analysis of Annual Faculty Reports</p>	<p>SSUSAI / Student Perception of Courses and Instructors (SPCI)</p> <p>Annual faculty report</p>	<p>The Associate Dean will collect data and bring to the Program Evaluation Committee.</p> <p>The Program Evaluation Committee will present data annually to Faculty in the Fall semester for the preceding year.</p>

<p>IV-G.  <b>Information from formal complaints</b> is used, as appropriate, to foster ongoing program improvement.  100% of CON decisions on grade appeals and/or grievances will be supported by the University SARC committee.</p>	<p>Comparative analysis of CON and SARC decisions.</p>	<p>Grade appeals and grievances reports.</p>	<p>Associate Dean will report number of grade appeals and grievances</p>
<p>IV-G, H  There are established policies for formal complaints and a process for review of these complaints.</p>	<p>Review of formal complaints.</p>	<p>CON Faculty Handbook  Student Handbook</p>	<p>Associate Dean</p>

Based on the 2013 CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Degree Programs, the National Task Force on Quality Nurse Practitioner Education criterion for Evaluation of Nurse Practitioner Programs (2012), and SACS Outcomes

\*Administrative Faculty: The Dean, Associate Deans and Assistant Deans of the College of Nursing.

**APPENDIX H**  
**FLORIDA STATE UNIVERSITY**  
**College of Nursing**  
**Course Approval Policies and Process**

The following policies should be followed when developing or revising courses in any of the undergraduate or graduate nursing courses associated with the CON.

**Policies:**

**Required nursing courses in the major**

Faculty can modify instructional strategies, methods of evaluation, and course schedule without going through Curriculum Committee.

**Areas of the syllabus that cannot be changed without Curriculum and Faculty approval include: course title, description, objectives, removal of some aspect of the content outline, or credit hours, or those areas required by the university.**

Faculty who wish to develop an elective course may do so and submit it to the chair of the Curriculum Committee.

For all course development or revision, the faculty should use the syllabus templates provided in Bb Nursing Communication under course syllabi.

Any course that needs to come before the curriculum committee (i.e. proposed elective course, requested major revision of a course, or new program courses) must be submitted at least one full semester prior to the semester in which it will be taught. Courses will not be reviewed during the summer semester as the curriculum nor do the faculty meet during the summer. Therefore, a course to be taught in the fall semester, must be submitted to the Curriculum Committee at the beginning of the previous spring semester.

**Process:**

Curriculum Committee approval

Faculty Approval

Required program courses must also go to university for approval.

Elective courses can be taught three times as special topics before being submitted to University.

## APPENDIX I

### FLORIDA STATE UNIVERSITY SUBSTANTIVE CHANGE POLICY (<http://provost.fsu.edu/sacs>)

The president of The Florida State University is required to notify its accrediting organization of any proposed modification of its essential characteristics as an educational institution. The university's faculty and staff are obliged to assist him in recognizing and reporting such substantive changes.

"Substantive Change"—as it is termed by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS)—includes:

- initiation of an off-campus site at which a degree or certificate program is made available;
- creation of a program representing a significant departure from others in place;
- establishment of a consortial relationship with another institution to offer a degree program;
- termination of a degree program in which students are enrolled;
- alteration of the institution's declared educational mission.

Failure of the president to report these and other planned substantive changes (described in the table below) can result in loss of accreditation of the university's degree and certificate programs. For that reason, and to preclude the possibility of the quality of the university's programs being called into question, the following procedures for recognizing and reporting substantive change are hereby established.

The administrative heads of both academic and non-academic units are responsible for being attentive to what SACS considers a "significant modification or expansion of the nature and scope of an accredited institution" and for being aware of related information resources concerning accreditation (see <http://www.sacscoc.org>).

It is the duty of the provost, vice-presidents, deans, chairs, directors, and like administrators to ensure that the university's SACS liaison is notified of planning for a modification that may prove substantive and that the president be informed of the determination of its status as soon as possible. Implementation of a change that clearly is or may be substantive cannot occur until the university notifies SACS of its intention and receives approval.

SACS's specifications of time lines for notification and means of requesting approval appear in the table below. There then follows a list of links for the FSU and SACS procedural directives and the proposal forms designed to ensure appropriate review of compliance with substantive change policy.

This university policy established by the Board of Trustees at its 24 September 2010 meeting shall appear at the provost's website and, following annual review at the beginnings of fall

semesters, be distributed electronically by the university's SACS liaison to all vice-presidents, deans, and chairs.

<b>Type of Change</b>	<b>Notification of SACS prior to implementation is required</b>	<b>Approval by SACS prior to implementation is required</b>	<b>Change is reported to the university's SACS liaison by</b>	<b>Mode of notification of SACS and timeline for submission of notification prior to planned implementation</b>	<b>Documentation prepared by</b>
Initiating coursework or programs at a more advanced level than currently approved	Yes	Yes	Vice-President for Academic Affairs	Application for Level Change 12 months in advance and by either April 15 or October 1	Department Chair
Expanding at current degree level (significant departure from current program, e.g., number of faculty, new courses, learning resources, equipment and facilities, and other funded requirements)	Yes	Yes	Dean of the Faculties	Prospectus 6 months in advance	Department Chair
Initiating a branch campus	Yes	Yes	Provost	Prospectus 6 months in advance	SACS Liaison
Initiating joint degrees with another institution	Yes	Yes	Vice-President for Academic Affairs	Prospectus 6 months in advance	Department Chair
Initiating a certificate program (typically for workforce					

development) ...using existing approved courses	NA	NA	NA	None	NA
...at a new off-campus site (previously approved program)	Yes	Yes	Dean of the Faculties	Modified prospectus Prior to implementation	Department Chair
...that is a significant departure from previously approved programs	Yes	Yes	Dean of the Faculties	Modified prospectus Prior to implementation	Department Chair
Initiating off-campus sites (including Early College High School programs offered at the high school) where...					
...Student can obtain 50 percent or more credits toward program	Yes	Yes	Department Chair	Prospectus 6 months in advance	Department Chair
...Student can obtain 25-49 percent of credit	Yes	No	Department Chair	Letter of notification Prior to implementation	Department Chair
...Student can obtain 24 percent or less	NA	NA	NA	None	NA
Expanding program offerings at previously approved off-campus sites ...Adding programs that are significantly different from current programs	Yes	No	Department Chair	Letter of notification Prior to implementation	SACS Liaison



...Adding programs that are NOT significantly different from current programs	NA	NA	NA	NA	NA
Altering significantly the educational mission of the institution (see the <a href="#">FSU Mission Statement, p. 7</a> )	Yes	Yes	Vice-President for Academic Affairs	Prospectus 6 months in advance	SACS Liaison
Initiating distance learning...					
...Offering 50 percent or more of a program (Adding subsequent programs requires advance notification only for programs that are significant departures from the originally approved programs)	Yes	Yes	Department Chair	Prospectus 6 months in advance	Department Chair
...Offering 25-49 percent	Yes	No	Department Chair	Letter of notification Prior to implementation	Department Chair
...Offering 24 percent or less	NA	NA	NA	None	NA
Initiating programs/courses offered through contractual agreement or consortium	Yes	No	Vice-President for Academic Affairs	Letter of notification and copy of signed agreement Prior to Implementation	Department Chair
Initiating a merger/consolidation with another	Yes	Yes	Provost	Prospectus 6 months in advance and	SACS Liaison

institution					either by April 15 or October 1
Relocating a main or branch campus	Yes	Yes	Provost	Prospectus 6 months in advance	SACS Liaison
Relocating an off-campus instructional site	Yes	No	Vice-President for Academic Affairs	Letter of notification Prior to implementation	SACS Liaison
Changing governance, ownership, control, or legal status of an institution	Yes	Yes	Provost	Prospectus 6 months in advance	SACS Liaison
Changing from clock hours to credit hours	Yes	Yes	Registrar	Prospectus 6 months in advance	Department Chair or Program Director and Dean
Altering significantly the length of a program (changes in program length with a noticeable impact on completion time)	Yes	Yes	Department Chair	Prospectus 6 months in advance	Department Chair
Initiating degree completion programs	Yes	Yes	Dean of College	Prospectus 6 months in advance	Department Chair
Closing an institution or program: (see Commission policy "Closing a Program or Institution," <a href="http://sacscoc.org">http://sacscoc.org</a> )					
...closing a program with internal teach-out	Yes	Yes	Vice-President for	Description of plan Prior to	Department Chair

protocol			Academic Affairs	implementation	
...closing a program with a teach-out agreement with another institution	Yes	Yes	Vice-President for Academic Affairs	Copy of teach out agreement Prior to implementation	Department Chair or Program Director
...closing an institution	Yes	Yes	Provost	Description of plan Prior to implementation	SACS Liaison

**Linked Forms and Instructions**  
(PDF downloads)

*FSU—All Including SACS Liaison Review and Approval Signature Lines*

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- Certificate Programs (Graduate)
- Certificate Programs (Undergraduate)
- Online Degree Programs (Graduate)
- Online Degree Programs (Undergraduate)
- New Degree Program
- New Major within Existing Degree
- Major Status Change Request
- Intent to Establish an International Exchange Agreement

**SACS**

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- Substantive Change Letter of Notification
- Substantive Change Policy
- Content of the Substantive Change Prospectus
- Procedure One: Requiring Notification and Approval Prior to Implementation
- Procedure Two: Requiring Only Notification Prior to Implementation
- Off-Campus Sites, Documentation for the Substantive Change Committee
- Accreditation at a More Advanced Degree Level
- Closing an Institution or Program: Teach-Out Arrangement
- Directions for Reports Submitted for Committee or Commission Review