

**MARK & ROBYN JONES COLLEGE OF NURSING
PERFORMANCE INDICATORS and POTENTIAL EVIDENCE
FOR NTT ANNUAL AND ADVANCEMENT REVIEWS**

A NTT faculty member may be appointed initially at any title, appropriate to their qualifications, experience and responsibilities as determined by the department. NTT faculty members who meet all the requirements for consideration may petition the Department Head for title advancement. This guide is used in conjunction with the Collective Bargaining Agreement (CBA) and provides information on **performance indicators** expected for all academic ranks and examples of **potential evidence** to support performance achievement.

Effectiveness is defined as meeting or exceeding the standards of the college. *Excellence* means achieving substantial recognition from students, clients, colleagues and/or peers in the profession.

DEGREE DEFINED BY CBA		
Master's Degree in Nursing or Currently enrolled in a Master's Degree in Nursing with a Montana State Board of Nursing Faculty Qualified Waiver	Master's Degree in Nursing	Master's Degree in Nursing
TEACHING – MN DEGREE		
Clinical Instructor <i>Promise of Effectiveness</i>	Clinical Lecturer <i>Sustained Effectiveness</i>	Senior Clinical Lecturer <i>Excellence</i>
Performance Indicators		
<ol style="list-style-type: none"> 1. Demonstrates command of subject matter. 2. Displays continuous growth in subject field and/or teaching expertise. 3. Demonstrates clinical competency. 4. Advises undergraduate students. 5. Creates and maintains instructional environments that promote student learning. 	<ol style="list-style-type: none"> 1. Demonstrates command of subject matter. 2. Displays continuous growth in subject field and/or teaching expertise. 3. Demonstrates clinical competency. 4. Advises (undergraduates/graduate) students. 5. Develops new courses and displays pedagogical innovation. 6. Mentors students (research, professional orscholarly projects). 7. Creates and maintains instructional environments that promote student learning 8. Must have completed a minimum of 150 workload units of contracted work for the university as Clinical Instructors. 	<ol style="list-style-type: none"> 1. Demonstrates command of subject matter. 2. Displays continuous growth in subject field and/or teaching expertise. 3. Demonstrates clinical competency. 4. Advises (undergraduates/graduate) students. 5. Develops new courses and displays pedagogical innovation. 6. Mentors students (research, professional or scholarly projects). 7. Creates and maintains instructional environments that promote student learning 8. Must have completed a minimum of 150 workload units of contracted work for the university, as Clinical Lecturers.
Performance Indicator Examples (Increasing impact in achieving performance indicators)		
<ul style="list-style-type: none"> • Average to above average student evaluations (as defined by ratings on the official MSU University Teaching Evaluation Tool/s). For a satisfactory annual evaluation rating, there is an expectation of improvement in any below average teaching over time. 	<ul style="list-style-type: none"> • Develops demonstration, educational, orpedagogical grants or programs. • Above average student evaluations (as defined by ratings on the official University Teaching Evaluation Tool/s). • Evidence of changes made to improve andenhance student learning, critical, and ethical thinking 	<ul style="list-style-type: none"> • Develops demonstration, educational, orpedagogical grants or programs. • Above average student evaluations (as defined by ratings on the official UniversityTeaching Evaluation Tool/s). • Reflective self-evaluation of teaching,identifying areas of strengths and weaknesses, with a plan for

<ul style="list-style-type: none"> • Reflective self-evaluation of teaching, identifying areas of strengths and weaknesses, with a plan for success in meeting teaching goals. • Written evaluative input regarding teaching performance from the Campus Director or colleagues senior in rank to the candidate. • Development of selected course materials which reflect clarity, current knowledge of content, and integration of evidence-based practice (syllabi, assignments, examinations, other assessments of learning.) • Generally positive evaluation of advising and support activities from students. • Letter(s) from colleagues regarding promotion of research or practice-based student learning opportunities. • Evidence of continuing education around teaching strategies and/or curricular development. 	<p>(syllabi, assignments, exams, and other assessment of learning).</p> <ul style="list-style-type: none"> • Reflective self-evaluation of teaching, identifying areas of strength and weaknesses, with a plan for continued growth in the teaching role. • Written evaluative input from at least two colleagues, equivalent or senior in rank to the candidate, and from the Campus Director. • Sample of course materials that were developed or revised by the candidate. • Significant contributions to program review or curriculum development task force(s) (e.g. served as chair, samples of materials developed, etc.). • Positive evaluation of advising and support activities from students. • Description of collaborative programs that were developed to facilitate student learning. • Evidence of continuing education improve teaching and/or curriculum development. 	<p>continued growth in the teaching role.</p> <ul style="list-style-type: none"> • Written evaluative input from at least two colleagues and/or the Campus Director on sustained and/or unique areas of teaching effectiveness. • Reports, projects, or supervisor evaluations documenting substantial curricular contributions. • Student evaluations of mentoring. • Written evaluative input from at least two junior colleagues and from the Campus Director or other administrator documenting activity to mentor faculty in developing teaching excellence. • Products that demonstrate educational expertise (e.g., texts, reports, funded training grants, and/or presentations). • Certificates of Teaching Enhancement activities from the Center for Faculty Excellence. • Implementation of teaching techniques informed by pedagogical scholarship.
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SCHOLARSHIP of PRACTICE – MN DEGREE

Clinical Instructor <i>Promise of effectiveness</i>	Clinical Lecturer <i>Sustained Effectiveness</i>	Senior Clinical Lecturer <i>Excellence</i>
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Performance Indicators

<ol style="list-style-type: none"> 1. Professional development to demonstrate competency beyond basic practice in chosen area of professional nursing. 2. Clinical competency specific to teaching assignment(s). 	<ol style="list-style-type: none"> 1. Orientation and mentoring of new faculty 2. Positive professional role model (e.g; precepting) 3. National Certification at Masters or greater level (practice, teaching, administration). 4. Professional development to maintain evidence-based competency beyond basic practice in chosen area of professional nursing (annual agency competency check-off) 5. Clinical competency specific to teaching assignment(s). 	<ol style="list-style-type: none"> 1. Orientation and mentoring of new faculty 2. Mentorship program planning and oversight. 3. Maintaining national certification requirements: CE, publishing, practice requirements, etc.) 4. Additional masters or greater level of national certifications in related specialty areas of practice. (Nutrition, Case Management, Nursing Administration, Advanced. 5. Clinical competency specific to teaching assignment(s). 6. Develop and oversee a process for validating clinical competency specific to teaching assignment(s) for MRJCON undergraduate faculty and preceptors.
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**Performance Indicator Examples
(increasing impact in achieving performance indicators)**

<ul style="list-style-type: none"> National certification at BSN level in area of specialty practice (RNC, IBCLC, CCRN, CORN, etc.) MT BON Continuing Education requirements. Agency or MRJCON clinical competency documentation specific to teach assignment(s). (to be developed) 	<ul style="list-style-type: none"> Formal mentoring assignment as documented in Activity Insight. (to be developed) Mentee/mentor evaluations Preceptor evaluation documentation MT BON Continuing Education requirements Agency or MRJCON clinical competency documentation specific to teach assignment(s). (to be developed) 	<ul style="list-style-type: none"> Activity Insight documentation of mentorship activities (goals and annual narrative). Evidence of mentorship planning, oversight, and evaluation from mentee. Evidence of successful national certification renewal. (every five years, or continuous) Documentation of additional certification(s) related to specialty area of practice. Documentation of clinical practice for faculty teaching in APRN diagnosis and management or clinical courses (NTF, 2022).
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SCHOLARSHIP OF INTEGRATION & SERVICE– MN DEGREE

Clinical Instructor <i>Promise of Effectiveness</i>	Clinical Lecturer <i>Sustained Effectiveness</i>	Senior Clinical Lecturer <i>Excellence</i>
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Performance Indicators

<ol style="list-style-type: none"> Participation in College governance Activity (beyond membership) in public or professional organizations 	<ol style="list-style-type: none"> Participation in College or University governance Activity (beyond membership) in public or professional organizations 	<ol style="list-style-type: none"> Participation in College or University governance Activity (beyond membership) in public or professional organizations
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**Performance Indicator Examples
(increasing impact in achieving performance indicators)**

<ul style="list-style-type: none"> Community volunteerism and leadership Contribute to clinical specialty organizations Membership in professional organization Participation in governance at the college level Applying professional expertise in public service activities at the local, regional and/or national/international levels. 	<ul style="list-style-type: none"> Community volunteerism and leadership Contribute to clinical specialty organizations Membership in professional organization Participation in governance at the college or university levels Applying professional expertise in public service activities at the state, regional and/or national/international levels. Delivery of knowledge and scholarship to constituent groups and the public, serving in leadership roles in professional organizations. Serves disadvantaged communities to provide health care. 	<ul style="list-style-type: none"> Community volunteerism and leadership Contribute to clinical specialty organizations Participation in governance at the university levels Applying professional expertise in public service activities at the regional and/or national/international levels. Delivery of knowledge and scholarship to constituent groups and the public, serving in leadership roles in professional organizations. Serves disadvantaged communities to provide health care. Radio broadcasts, blog postings or continuing education modules translating research into practice and facilitating dissemination. Formal mentorship of faculty colleagues Contributing to departmental/internal projects and programs.
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DEGREE DEFINED BY CBA

Terminal Degree	Terminal Degree	Terminal Degree
TEACHING – TERMINAL DEGREE		
Assistant Clinical Professor <i>Promise of Effectiveness</i>	Associate Clinical Professor <i>Sustained Effectiveness</i>	Clinical Professor <i>Excellence</i>
Performance Indicators		
<ol style="list-style-type: none"> 1. Demonstrates command of subject matter. 2. Displays continuous growth in subject field and/or teaching expertise. 3. Demonstrates clinical competency. 4. Advises undergraduate students. 5. Mentors students (research, professional or scholarly projects). 	<ol style="list-style-type: none"> 1. Demonstrates command of subject matter. 2. Displays continuous growth in subject field and/or teaching expertise. 3. Demonstrates clinical competency. 4. Advises (undergraduates/graduate) students. 5. Develops new courses and displays pedagogical innovation. 6. Mentors students (research, professional or scholarly projects). 7. Must have completed a minimum of 150 workload units of contracted work for the university as Assistant Clinical Professors. 	<ol style="list-style-type: none"> 1. Demonstrates command of subject matter. 2. Displays continuous growth in subject field and/or teaching expertise. 3. Demonstrates clinical competency. 4. Advises (undergraduates/graduate) students. 5. Develops new courses and displays pedagogical innovation. 6. Mentors students (research, professional or scholarly projects). 7. Must have completed a minimum of 150 workload units of contracted work for the university as Associate Clinical Professors.
Performance Indicator Examples (Increasing impact in achieving performance indicators)		
<ul style="list-style-type: none"> • Average to above average student evaluations (as defined by ratings on the official MSU University Teaching Evaluation Tool/s). For a satisfactory annual evaluation rating, there is an expectation of improvement in any below average teaching over time. • Reflective self-evaluation of teaching, identifying areas of strengths and weaknesses, with a plan for success in meeting teaching goals. • Written evaluative input regarding teaching performance from the Campus Director or colleagues senior in rank to the candidate. • Development of selected course materials which reflect clarity, current knowledge of content, and integration of evidence-based practice (syllabi, assignments, examinations, other assessments of learning.) • Generally positive evaluation of advising and 	<ul style="list-style-type: none"> • Develops demonstration, educational, or pedagogical grants or programs. • Above average student evaluations (as defined by ratings on the official University Teaching Evaluation Tool/s). • Evidence of changes made to improve and enhance student learning, critical, and ethical thinking (syllabi, assignments, exams, and other assessment of learning). • Reflective self-evaluation of teaching, identifying areas of strength and weaknesses, with a plan for continued growth in the teaching role. • Written evaluative input from at least two colleagues, equivalent or senior in rank to the candidate, and from the Campus Director. • Sample of course materials that were developed or revised by the candidate. 	<ul style="list-style-type: none"> • Develops demonstration, educational, or pedagogical grants or programs • Above average student evaluations (as defined by ratings on the official University Teaching Evaluation Tool/s). • Reflective self-evaluation of teaching, identifying areas of strengths and weaknesses, with a plan for continued growth in the teaching role. • Written evaluative input from at least two colleagues and/or the Campus Director on sustained and/or unique areas of teaching effectiveness. • Reports, projects, or supervisor evaluations documenting substantial curricular contributions. • Student evaluations of mentoring. • Written evaluative input from at least two junior colleagues and from the Campus Director or other administrator documenting activity to mentor faculty in

<ul style="list-style-type: none"> support activities from students. Letter(s) from colleagues regarding promotion of research or practice-based student learning opportunities. Evidence of continuing education around teaching strategies and/or curricular development. 	<ul style="list-style-type: none"> Significant contributions to program review or curriculum development task force(s) (e.g. served as chair, samples of materials developed, etc.). Positive evaluation of advising and support activities from students. Description of collaborative programs that were developed to facilitate student learning. Evidence of continuing education to improve teaching and/or curriculum development. 	<p>developing teaching excellence.</p> <ul style="list-style-type: none"> Products that demonstrate educational expertise (e.g., texts, reports, funded training grants, and/or presentations). Certificates of Teaching Enhancement activities from the Center for Faculty Excellence. Implementation of teaching techniques informed by pedagogical scholarship.
SCHOLARSHIP of PRACTICE – TERMINAL DEGREE		
Assistant Clinical Professor <i>Promise of Effectiveness</i>	Associate Clinical Professor <i>Sustained Effectiveness</i>	Clinical Professor <i>Excellence</i>
Performance Indicators		
<ol style="list-style-type: none"> Clinical competence specific to teaching assignment Professional development to maintain evidence-based competency beyond basic practice in chosen area of professional nursing (annual agency competency check-off) Demonstrates clinical excellence of dissemination at the local level Provides leadership at the <u>local</u> level of professional nursing or clinical specialty organization. 	<ol style="list-style-type: none"> Clinical competence specific to teaching assignment Professional development to maintain evidence-based competency beyond basic practice in chosen area of professional nursing (annual agency competency check-off) Collaboration on one or more externally peer-reviewed scholarly product published or accepted for publication in a refereed journal. <ol style="list-style-type: none"> Collaborating in evidence-based practice or evaluation projects in areas of clinical expertise [e.g; practice improvement in area of expertise, or DNP/MN committee member], or Compile and analyze data related to clinical or health service outcomes [author or co-author peer-reviewed publications]. or Participate in peer-reviewed or invited posters, papers, or presentations. Provides leadership at the <u>state</u> level of professional nursing or clinical specialty organization 	<ol style="list-style-type: none"> Demonstrate a record of clinical expertise, mentoring & role modeling Professional development to maintain evidence-based competency beyond basic practice in chosen area of professional nursing (annual agency competency check-off) Provide leadership role on one or more of the following: <ol style="list-style-type: none"> One or more externally peer-reviewed scholarly product published or accepted for publication in a refereed journal; or One submitted grant proposals. Provides leadership in evidence-based practice or evaluation projects in areas of clinical expertise [Conduct, design, implement, and evaluate clinically-focused projects] Primary author peer-reviewed posters, papers, or presentations. Provides leadership at the <u>regional/national</u> level of professional nursing or clinical specialty organization
Performance Indicator Examples (Increasing impact in achieving performance indicators)		

<ul style="list-style-type: none"> Professional development documentation. (e.g;webinar, CME, consultation service, conferences) Submit for review any presentations submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession. Submit evidence of certification renewal, continuing education, and maintenance of clinical expertise. Submit evidence of professional leadership activities at the local level or beyond. 	<ul style="list-style-type: none"> Professional Development documentation. (e.g;webinar, CME, consultation service, conferences) Evidence of authorship or co-authorship evidence of articles, publications, proposals submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession. Evidence of certification renewal, continuing education, and maintenance of clinical expertise. Evidence of advising of 2-3 DNP or MN scholarly projects with a focus on clinical application and/or practice improvement. Evidence of professional leadership activities at the state/regional level or beyond. Development and implementation of continuing education offerings. Development of clinical guidelines/policies & procedures, consensus statements, and white papers related to teaching or practice Participant on grant proposals. 	<ul style="list-style-type: none"> Clinical mentoring documentation (e.g; precept, advising, chair DNP/MSN committee. Conduct, design, implement, and evaluate clinically-focused projects Evidence of primary authorship evidence for a set of articles, publications, proposals submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession. Evidence of certification renewal, continuing education, and maintenance of clinical expertise. Evidence of leadership at the national level, e.g. national officer or committee role, participation in legislation, review of abstracts, and/or specialty groups related to practice expertise. Evidence of advising of 5-6 DNP or MN scholarly projects with a focus on clinical application and/or practice improvement. Development and implementation of continuing education offerings. Development of clinical guidelines/policies & procedures, consensus statements, and white papers related to teaching or practice Participant on grant proposals.
SCHOLARSHIP OF INTEGRATION & SERVICE– TERMINAL DEGREE		
Assistant Clinical Professor <i>Promise of Effectiveness</i>	Associate Clinical Professor <i>Sustained Effectiveness</i>	Clinical Professor <i>Excellence</i>
Performance Indicators		
<ol style="list-style-type: none"> Participation in College governance Activity (beyond membership) in public or professional organizations 	<ol style="list-style-type: none"> Participation in College or University governance Activity (beyond membership) in public or professional organizations 	<ol style="list-style-type: none"> Participation in College or University governance Activity (beyond membership) in public or professional organizations
Performance Indicator Examples (Increasing impact in achieving performance indicators)		

<ul style="list-style-type: none"> • Community volunteerism and leadership • Membership in professional organization • Participation in governance at the college level • Applying professional expertise in public service activities at the local, regional and/or national/international levels. • serving in leadership roles in professional organizations • Serving on conference planning committees • Delivery of knowledge and scholarship to constituent groups and the public 	<ul style="list-style-type: none"> • Community volunteerism and leadership • Contribute to clinical specialty organizations • Participation in governance at the college or university levels • Applying professional expertise in public service activities at the state, regional and/or national/international levels. • Serving in leadership roles in professional organizations • Serving on and/or leading conference planning committees • Taking students to disadvantaged communities to provide health care. • Delivery of knowledge and scholarship to constituent groups and the public • Formal mentorship of faculty colleagues • Contributing to departmental/internal projects and programs 	<ul style="list-style-type: none"> • Community volunteerism and leadership • Contribute to clinical specialty organizations • Participation in governance at the university levels • Applying professional expertise in public service activities at the regional and/or national/international levels. • Serving in leadership roles in professional organizations. • Serving on and/or leading conference planning committees • Taking students to disadvantaged communities to provide health care. • Delivery of knowledge and scholarship to constituent groups and the public • Formal mentorship of faculty colleagues • Development and implementation of continuing education offerings. • Serving as reviewer of; Manuscript/abstract/book/chapter. • Radio broadcasts, blog postings or continuing education modules translating research into practice and facilitating dissemination • Contributing to departmental/internal projects and programs
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