

Approved by SON Faculty Vote September 2, 2009
SCHOOL OF NURSING
Academic Year 2009-2010
RETENTION, TENURE AND PROMOTION CRITERIA
Approved by the Provost September 2009

INTRODUCTION

By following these criteria, working with the RTP Committee in the SON and attending college or university sponsored RTP workshops, faculty members can enhance their chances for success. The new revised Academic Senate Policy # F 06-241.html (former policies #S88-120, #S94-120, #S94-028, #S00-122) for retention and tenure has changed, effective Fall 2007

The criteria for retention, tenure and promotion are:

1. Evidence pertaining to teaching effectiveness
2. Evidence pertaining to professional achievement and growth
 - Research and publication
 - Creative works
 - Research and curricular development
3. Evidence pertaining to contributions to campus and community

I. TEACHING EFFECTIVENESS

To be considered for tenure and promotion, a candidate must maintain a consistent and excellent level of academic teaching activities in his/her particular field of instruction. In addition, the candidate must demonstrate a commitment to high pedagogic and academic standards which include being effective in advising, counseling, mentoring, motivating students, and applying evaluation standards that are fair, appropriate and applicable to student achievement.

To measure teaching effectiveness in the School of Nursing (SON), the following guideline will be used:

SON teaching effectiveness scores will be compared to the other tenure and tenure track faculty in the department of nursing for all clinical and theory courses. Tenure-track candidates are required to submit evaluation questionnaires to the students in all courses each semester. At a minimum, in order to be retained, tenured, or promoted, the candidate must have a pattern of quantitative evaluations that are generally evaluations equivalent to or above the School of Nursing mean scores and qualitative evaluations that show interest and skill in teaching. There should be support for the candidate in the form of collegial class visits and a demonstration of currency in the field. A dossier of supportive letters may also be available. Hence, teaching effectiveness is assessed through multiple sources of evaluative data. In reviewing this evaluative data, it is the responsibility of the faculty member to identify and be cognizant of her/his own pattern of teaching strengths and areas for growth.

When presenting the summary of the numerical ratings, candidates should use the following format:

NUMBER AND NAME OF CLASS AND SEMESTER TAUGHT	DEPARTMENT MEAN	YOUR OVERALL MEAN	NUMBER OF EVALUATIONS/ Enrollees	NUMBER OF ENROLLMENT
	SON Data	Faculty Data	Faculty Data	SON Data

A. The assessment of teaching performance and effectiveness will be based on evidence that is systematically collected from students, academic colleagues, and from interdisciplinary professional collaborations and colleagues. To maintain academic currency a candidate must:

1. Attend at least two yearly clinical, professional, educational workshops, conferences, and/or evidenced based seminars that support and contribute to teaching assignments; and

2. Conduct a yearly review and update(s) of course content by integrating evidenced based literature that may include current research materials as well as course and curricular innovations that contribute to the currency of course materials.

B. The commitment to high academic standards by a candidate is demonstrated by:

1. Applying accreditation standards to individualized course responsibilities that include the integration of the SFSU nursing program objectives and conceptual framework into course syllabi;
2. Insuring that course content and objectives, assignments, planned learning experiences, and methods of evaluation are internally consistent across the program;
3. Developing course objectives that are congruent with the course syllabi, setting, and students; and
4. Facilitating and stimulating student learning through relevant theoretical and clinical assignments.

C. The effectiveness of strategies and methods of instruction will be **evaluated** by:

1. Determining the quality and impact based on the evidence submitted and supported by University designated teaching evaluations. The evaluations must be collected for each course in a given semester with a designated evaluation tool.
2. Conducting peer observations annually by tenured faculty appointed by the HRT Committee. These class visits are an alternative data source beyond the comments that students provide about an instructor since quantitative evaluations can be influenced by class size, instructional demands, lecture versus discussion versus clinical lab activity, and grading policy. Comments from the reports should be a part of a candidate's evaluation. Faculty members should be encouraged to be evaluated by a peer in a class where they are having difficulty or have achieved mean scores lower than 2.0 from the students.
3. Monitoring written student comments collected as part of each course evaluation.

C.(1). Other types of evidence to support teaching effectiveness of a candidate include:

- Clearly defines course objectives, evaluation methods and grading policies in course syllabi;
- Communicates subject material clearly and concisely while seeking student responses to verify understanding of complex issues;
- Promotes student discussion and questions that involve the student as an active learner;
- Demonstrates respect for diversity of opinion in the classroom and sensitivity to diverse learning needs and styles of students from a variety of multicultural and social orientations;
- Provides periodic and timely feedback regarding test scores, presentations, clinical performance, and papers which monitor student performance;
- Solicits feedback and evidence from students such as student ratings and comments on an ongoing basis to evaluate instructional effectiveness and teaching strategies; and
- Maintains weekly office hours to facilitate open communication and demonstrate a willingness to consult with students.

D. The ability to guide and motivate students is demonstrated by:

1. Selecting appropriate creative assignments and teaching strategies that help students integrate theory with practice.
2. Encouraging students to think critically and independently for them to achieve their maximum potential.

E. Advising and meeting with students on a routine basis is demonstrated by:

1. Being available for weekly office hours or communicating by email, phone calls, or by arranging individualized appointments.
2. Consulting with students regarding course planning, academic progression and failure, and career planning.

F. Applying evaluative standards fairly and appropriately with respect to all students is demonstrated by:

1. Providing and stating clear grading criteria in course syllabi.
2. Ensuring valid, balanced, and reliable evaluation methods.

3. Assigning student grades in a timely and confidential manner according to criteria that is clearly stated in the course syllabi.

G. Demonstrating pedagogical standards by exhibiting intellectual and academic integrity including clinical-professional competence by self-evaluation is demonstrated by:

1. Recognizing strengths and weaknesses in an academic role and seeks remediation from appropriate resources;
2. Continuing professional development in a given area of theoretical and clinical expertise by attending continuing education conferences, taking sabbaticals, maintaining currency in clinical skills and clinical practice areas, participating in research and/or whatever activity is deemed appropriate;
3. Participating in curriculum and /or instructional content development that incorporates innovative teaching techniques and strategies; and
4. Acknowledging constructive criticism from students and peers and then developing an action plan to respond and to improve performance based on construction criticism.

Please Note: On September 2, 2009 the School of Nursing faculty voted that probationary faculty must have every course evaluated every semester. Tenure faculty going for promotion can follow CFA guidelines regarding the frequency of student evaluations.

II. PROFESSIONAL ACHIEVEMENT AND GROWTH

The SON believes strongly in the complimentary role of teaching and scholarship.

Professional and scholarly achievement includes disciplinary and interdisciplinary collaboration that may be exhibited in a variety of ways. These scholarly achievements may include any of the following, but publication in peer-reviewed journals is the most important: peer-reviewed publications, research, grant writing and funding, workshops and seminars, presentations to professional societies, development of new areas of expertise, attainment of new professional certifications, creative works, and curricular and programmatic innovations. *The RTP committee will review copies of published materials, professional presentations, and research/grants. For unpublished works or those in progress, letters of scholarly evaluation or criticism must be attached. If such evaluations are not available, the RTP committee may obtain such evaluations after reaching agreement with the candidate about the appropriate referees. The RTP committee will include in its report an assessment of the quality of the candidates work.*

Research and Publications. Copies of publications, presentations, research projects, grant proposals, and manuscripts in progress should be included in the WPAF file. A scholarly evaluation from peers on the quality and professional impact on any of the above scholarly achievements is strongly recommended. It is strongly recommended that a tenure-track candidate publish at least 3-5 articles in peer reviewed journals within the review cycle that have significant impact on nursing and/or health care. As a general rule, scholarship varies widely in the field of nursing and therefore the HRT Committee emphasizes quality rather than quantity of work. It is expected that a candidate for tenure or promotion will have either published or have verification of pending publication. Publications that are “in press” are acceptable. Those that are “in progress” are not. Books and book chapters will be given consideration if published by respected publishers. Self-published books, books produced for a fee, and books that have not had peer review will not replace but will be in addition to the 3-5 peer reviewed articles..

In addition, other types of scholarly work may be included but is not a substitute for peer-reviewed publications of research, policy analysis, case studies, technical reports, integrative reviews of the literature, and

- chapter(s) in a textbook (s) distributed nationally;
- grant proposals, funded and unfunded, in support of the following program development, teaching, learning, research, and scholarship;
- design of outcome studies or evaluation/assessment programs;
- application and associated publication of technology to teaching and learning;
- evidenced based or theory driven publication(s)
- position paper that will generate nursing knowledge
- podium presentation that supports and pertains to academic or research interest.

The publication will be evaluated on the merit of its content in accordance with academic standards. First authorship is highly recommended; collaboration on a variety of projects is encouraged. Examples of such projects could include: collaboration with other academic institutions, collaboration with other disciplines and/or other collaborative efforts at the local, state, national and international level. Authorship in peer-reviewed journals takes precedence over book chapters or editorial and podium/poster contributions. In cases of multiple authorships, candidates should specify the significance of their roles. Candidates should also inform the HRT Committee of the level of importance a particular journal carries in their specialization. However, these activities are valued and recognized based on their quality, and significant impact on the nursing profession and/or healthcare.

Curricular Innovations. Curricular and /or programmatic innovations within and across the nursing discipline that benefit nursing may qualify as professional achievement and growth. Such activities may include: the development of an original academic program, creation of a new course (innovative curriculum and program design), course content, accreditation report(s) or program reports, and/or new pedagogical approaches that are significant and has substantial impact on the profession of nursing.

III. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

A. Contributions to the Campus

1. Must participate in School of Nursing Committees in compliance with SON by-laws
2. Must participate on a yearly basis in college (HHS) and/or university wide, committees or task force during the tenure track period
3. Must assume a leadership role such as chairing a major committee or being a lead person on an accreditation report or special project(s) at School, College, or University level during the tenure track period. Individuals seeking promotion to Full Professor in particular would be expected to assume a higher level of responsibility and involvement.
4. Regularly participates in SON activities; i.e., pinning, career days, and graduation ceremonies.
5. Demonstrates collegial behaviors in the community and campus that include:
 - A. Attending and participating in department/campus wide meetings regularly and punctually as a contributing team player.
 - B. Volunteering for tasks with excellent follow through and completing work in a timely fashion.
 - C. Demonstrating effective group process skills by sharing of ideas, listening actively, confronting conflict constructively, engaging in analysis and problem solving, and demonstrating academic and professional respect for colleagues.
 - D. Serving as a mentor to new tenure track faculty and clinical faculty
 - E. The candidate is expected to meet and contribute to the long-term success, goals, and teaching needs of the department.
 - F. Emphasis on service to the campus community will be highly regarded.

B. Contributions to the Community

Serves as a liaison between the University and the community on a local, state, national, and international level by participating in two or more of the following:

- 1) Provides or coordinates service to healthcare organization in area of academic or clinical expertise.

- 2) Participates consistently in activities such as journal editing, manuscript review, or publication of health education materials.
- 3) Participates as a consultant to a variety of health care organizations such as hospitals, clinics, community centers, or professional societies.
- 4) Contributes significantly to at least one professional organization during the tenure track period; i.e., nursing specialty, or by other professional means.

IV. PROMOTION

Both the number and significance of activities must surpass those used for promotion from Assistant to Associate Professor. Candidates are strongly encouraged to meet with the HRT Committee on a yearly basis to discuss their progress towards promotion.

It is our assumption that if a faculty member in the School of Nursing meets the above criteria for tenure it is recommended that the candidate also apply for promotion from Assistant Professor to Associate Professor at the same time. However, candidates are encouraged not to apply for Associate Professor to Full Professor at the same time except when their WAPF file represents exemplary academic scholarship. Therefore, the following criteria will serve as a guide for those individuals who are seeking promotion from associate to full professor.

Time Line: The usual time frame for application for promotion to full professor is five years post-tenure in normal circumstances. Candidates are encouraged to seek counseling from the HRT chair in the SON as well as the Director of the School of Nursing and from the Dean of CHHS or other Academic Administrators. Promotion from Associate to Full Professor necessitates a more noteworthy dossier compared to promotion from assistant to associate professor. It is recommended that the candidate increase the number of scholarly activities and attach letters or documentation of their significance.

Only those achievements produced during the rank as an associate professor may be used when seeking promotion to full professor:

(A) Evidence that pertains to teaching effectiveness: During the review period the candidate must average an outstanding record of teaching performance and effectiveness by achieving equivalent teaching means in alignment with the tenure and tenure track nursing faculty. The candidate must exhibit expertise in all of the areas of teaching effectiveness but also may include curricular development.

(B) Other criteria may include demonstration of mastery of pedagogy in a particular arena of nursing practice that contributes significantly to nursing practice, to clinical knowledge, or to the general foundations of nursing scholarship.

(C) In addition, it is expected that the candidate assume a major leadership role within the School of Nursing that significantly contributes to the quality of the academic program and/or evidence of incorporation of current research in class presentations or curriculum development.

Professional Achievement and Growth: Copies of publications, presentations, research projects, grant proposals, and manuscripts in progress should be included in the WPAF file. Professional achievement and growth is not only evaluated with the quantity of contributions but also with the quality. Therefore solicited and unsolicited letters from knowledgeable colleagues evaluating the contributions in this category is mandatory. A scholarly evaluation from peers on the value and merit of any of the above scholarly achievements is mandatory. It is strongly recommended that the candidate who seeks promotion from associate to full professor publish an additional 3-5 articles since their last promotion in peer-reviewed journals that demonstrate outstanding quality that directly impacts the profession of nursing. Other types of scholarly work can include the following activities but are not a substitute for publications in peer-reviewed journals: primary authorship of a textbook, principal investigator in a research project, primary author or collaboration with other colleagues on a scholarly project, and a podium or panel presentation that disseminates new knowledge such as research or academic innovation that has significance to the advancement of nursing theory and practice.

Contributions to Campus and Community: The candidate for full professor must demonstrate exemplary leadership within the department and across the campus and/or the community. The committee expects that the candidate will solicit letters from knowledgeable colleagues evaluating their contributions in this category. Some examples of these contributions include: the candidate chairs a major university campus committee, serves as a president of professional organization, receives induction into a prestigious professional organization such as FAAN, an academic appointment in the school of medicine or other professional groups, and/or serves as a board member of a significant community service organization.

Criteria for the evaluation of tenured faculty

The evaluation of tenured faculty takes place in five year cycles. The Office of Faculty Affairs informs the SON and the tenured faculty member about all review timelines and procedures and provides the cover sheet when the notice of the review of the tenured faculty member is given. The HRT Committee prepares the report evaluating the

tenured faculty member. This report may include recommendations to enhance the productivity and service of the tenured faculty member and to improve teaching effectiveness.

The SON has adopted a policy of having the tenured faculty member forward the following two documents to the HRT Committee: An executive summary that includes information on Teaching Effectiveness, Professional Achievement and Growth, and Service to the University and Community, and a current curriculum vita. The HRT Committee prepares a one page summary report with recommendations that is sent forward to the SON Chair.