

## **School of Nursing**

### **Retention, Tenure and Promotion Criteria**

Approved by the Provost on July 23, 2019 and effective Fall 2019

#### **PREAMBLE**

The RTP Guidelines were developed by the RTP committee of the SoN including and approved by all tenure/tenure track faculty at all ranks and levels. The Guidelines are provided to the SoN in order to create benchmarks or standards that candidates can use to evaluate their progress on all of the many different criteria that are provided in each of the policies. The Guidelines are to be used to give a greater degree of understanding, definition and agreed upon specificity to the criteria in the policies.

The RTP Guidelines are intended to make the tenure/tenure track faculty evaluation process relevant to each SoN tenure/tenure track faculty member and to allow each member the latitude to have that process reflect individually different interests, specialty areas and professional focus. Formative (process focused) and summative (decision focused) evaluation is an ongoing process in the SoN for all tenure/tenure track faculty members regardless of rank or level. Input on this process is welcomed by the RTP committee.

The SoN is a professional nurse education program. We seek to educate culturally competent, ethical professional nurses at the undergraduate and graduate level. As such, our tenure/tenure track faculty members must embrace and reflect through their accomplishments a strong commitment to professional nursing education.

If the RTP Guidelines enclosed are to be at all successful, they must support traditional as well as nontraditional forms of scholarship that improve nursing education. The Guidelines also seek to foster a commitment and recognition to all actions that facilitate collaboration and community building within the department, the college, the university, and beyond.

#### **INTRODUCTION**

The School of Nursing (SoN) is a professional preparation program designed to educate approximately 200 undergraduate and 120 graduate students for direct clinical service in nursing practice in hospitals, skilled nursing facilities, and communities. The SoN holds multicultural competence, social justice, and community engagement as central values and strives to demonstrate these values in its programs and relationships with the university and global communities.

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 criteria for retention, tenure, and promotion are:

1. Evidence of teaching effectiveness
2. Evidence of professional achievement and growth
3. Evidence of contributions to campus and community that reflects collegiality and engagement in different levels of activities.

## **I. TEACHING EFFECTIVENESS**

To be awarded tenure and promotion, a candidate must maintain a consistent and excellent level of academic teaching activities in their particular field of instruction and foster a learning environment that supports cultural humility. Teaching strategies must be sensitive to students' diverse learning needs and styles. 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 students' achievement.

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

1. SoN teaching effectiveness scores will be compared to the SoN departmental average for all clinical and theory courses. Tenure-track candidates are required to submit online Student Evaluations of Teaching Effectiveness (SETE) system report for all of their assigned courses each semester.
2. Both quantitative data and qualitative comments are taken into consideration and reviewed for longitudinal trend data. It is expected that mean scores on the survey instrument will be predominantly between 1.0 and 1.99, where 1 is the highest and 5 is the lowest. A consistent pattern of scores of 2.0 or greater suggests a need for improvement. Qualitative comments that describe consistent high levels of student engagement and learning, course and instructional organization, and attributes that help to support student success reflect excellence in teaching. It is recognized that variables such as class size, subject matter, and GE versus major may affect overall scores. These factors will be taken into consideration when quantitative scores are reviewed and are expected to be explained in the candidate's self-statement. The candidate is expected to document and discuss how these factors may have impacted the SETE results, and if applicable, discuss plans to improve areas of teaching related to the SETE items with scores that need improvement. Qualitative comments from students are analyzed for themes and recurring issues in the candidate's teaching and used to provide context for a particular quantitative score.
3. There should be support for the candidate from the outcome of peer observations of teaching effectiveness including demonstrating currency in the field. Hence, teaching effectiveness is assessed through multiple sources of evaluative data. Syllabi and other course materials must be pertinent, sufficient and provide clear expectations of the student.
4. When presenting the summary of the summary of the numerical ratings, candidates should use the following format:

NUMBER AND NAME OF CLASS AND SEMESTER TAUGHT	SCHOOL MEAN	COURSE -BASED MEAN	YOUR OVERALL MEAN	NUMBER OF EVALUATIONS	NUMBER OF ENROLLMENT
	SoN Data	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 and academic colleagues. To maintain academic currency, a candidate must:

1. Attend at least one yearly clinical, professional, educational workshop, conferences, and/or evidence-based seminar that supports and contributes to teaching assignments and enhances currency in the candidate's specialty area such that classes retain current content and student success is enhanced.
2. Conduct a yearly review and update(s) of course content by integrating evidence-based literature that may include current research materials as course and curricular innovations that contribute to the currency of course materials, which need to be reflected in course syllabi and other teaching materials.

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

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

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

1. The quality and impact based on the evidence submitted and supported by Student Evaluations of Teaching Effectiveness (SETE).
2. Peer reviews of a course are initiated annually by tenured faculty appointed by the RTP Committee. Peer reviews of course will include a classroom observation as well as a review of all the course materials, syllabi, assignments, grading criteria, iLearn, etc. These course reviews provide complementary 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 peer observation of teaching reports are to be a part of a candidate's evaluation. It is the RTP Committee's responsibility to initiate additional peer-reviews if the faculty member is having difficulty or has achieved mean scores greater than 2.0 from

the teaching evaluations.

3. The theme of written comments made by students collected as part of each course evaluation.

D. Other types of evidence to evaluate teaching effectiveness of a candidate include:

1. Clear student learning outcomes, evaluation methods, and grading policies in course syllabi;
2. Student engagement and active learning in various teaching activities.
3. Course assignments to promote critical thinking and ethical principles of nursing;
4. Periodic and timely feedback regarding test scores, presentations, clinical performance, and papers, which monitor student performance;
5. Feedback and evidence from students such as student ratings and comments on an ongoing basis to evaluate instructional effectiveness and teaching strategies, which may include unsolicited written commentary made by students about successful pedagogy.
6. Weekly availability to students during in-person office hours, by phone, or by email to facilitate open communication and demonstrate a willingness to consult with students as indicated in qualitative SETE comments.

E. 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.

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

1. Being available for in-person weekly office hours or communicating by email, phone calls, or by arranging individualized appointments in a timely matter.
2. Consulting with students regarding course planning, academic progression and failure, and career planning.
3. Collegially consulting with other faculty to support specific needs for student support to promote success.

G. 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 are clearly stated in the course syllabi.

H. 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 seeking remediation from appropriate resources;
2. Continuing professional development in a given area of theoretical and clinical expertise by attending continuing education conferences, maintaining currency in clinical skills and clinical practice areas, participating in research and/or professional activities deemed appropriate;
3. Participating in innovative curriculum and /or instructional content development that incorporates a variety of 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 constructive criticism.

I. Faculty teaching online or hybrid courses will be evaluated according to the SoN peer evaluation and SFSU & CFA policies and standards (Academic Senate RTP Policy).

### **Teaching Effectiveness for Promotion from Associate Professor to Full Professor**

Candidates should demonstrate continuing efforts to improve their teaching in the numbered areas above. In addition, they must demonstrate leadership in developing departmental teaching more broadly by contributing, for example, in:

1. Mentoring junior faculty through classroom observation and sharing of teaching techniques;
2. Mentoring undergraduate and graduate students in special projects, theses, presentations, manuscript preparation and other scholarly work.
3. Leading program development and evaluation; or
4. Demonstrate leadership in curriculum innovation and development.
5. The RTP Committee will evaluate all of the above factors in its final determination of teaching performance.

## **II. PROFESSIONAL ACHIEVEMENT AND GROWTH**

Professional Achievement and Growth includes research and publications, creative works, curricular development, unpublished works and works in progress. Creative work in nursing can include, but is not limited to, simulation scenario writing for actors, creation of public health programs, national and international health care videos and global initiative with associated outcomes. The SoN views professional achievement and growth as having a complementary role to teaching and scholarship.

Professional achievement and growth may be exhibited in a variety of ways depending upon the interests and the focus of the tenure/tenure track faculty member. These include research and

publications, grant writing, workshops, presentations to professional societies, development of new areas of expertise, attainment of new professional licenses or certification as well as their maintenance, creative work, curricular and/or programmatic innovation, and unpublished manuscripts or papers in progress. Publications may include work in refereed journal articles, books, book chapters, clearinghouse papers, training manuals, newsletters and other published materials.

The candidate for tenure or promotion is expected to have work either published or accepted for publication. It is also expected that the candidate will present scholarly work at state, regional, national or international conferences to professional audiences.

The RTP committee will base its final determination of professional achievement on an evaluation of the quality and impact of the candidate's work. In evaluating the quality and impact of published work, the RTP committee will consider a range of factors, including, e.g.: the journal's or press's reputation for defining or redefining the field(s); the scholarly reputations of the editor, editorial board members, and other authors who have published there; the significance of the audience reached; indicators that the publication has been widely read and recognized (e.g., citations and awards); and the assessments of the external reviewers.

The usual expectation for demonstrating highly effective professional achievement and growth for purposes of tenure and/or promotion to Associate Professor is one of the following:  
There are a variety of works that are also considered and evaluated as described below.

A) **Journal Articles.** Three single- or lead authored (not necessarily first authored), published peer-reviewed journal articles focusing on issues related to the candidate's substantive field in study. Collaborative research and publications are increasingly a norm in academia. The RTP Committee encourages faculty members to collaborate and develop peer research networks. Candidates are encouraged to include in their WPAF a written narrative about their individual contribution to each co-authored piece. Solicited letters from co-authors are also welcomed, particularly those that describe the candidate's contribution to co-authored publications. Lead-authored publications can include scholarly books and peer-reviewed journal articles where the candidate was the primary author (i.e., first author) or shared equal responsibility for authorship with co-author(s).

B) **Books.** A comparable level of scholarly achievement as demonstrated by one or two peer-reviewed single- or lead-authored journal articles and a combination of activities such as the following, the majority of which should be peer-reviewed:

1. Editing a book for publication by a university or comparable press;
2. Producing a scholarly manuscript under book contract;
3. Producing a published textbook that has undergone a documented review process that is available to RTP;
4. Publishing work in an edited volume published by a university or comparable press;
5. Editing an issue of a journal;
6. Publishing book chapters in peer- or editor-reviewed volumes;

C) **Grants.** The SoN views grants as means to an end and not the end themselves. Candidates are encouraged to develop internal and external sources of funding only to the extent that such grants are needed to advance a tenure/tenure track faculty member's scholarship, his/her professional agenda, or the well-being of the community. There is the expectation that the funding will result in relevant publications or when appropriate, contributions to the professional community or the public at large. Grant proposals that are submitted and under review but are currently without funding should be included in the WPAF. Candidates may also include unfunded grant efforts as an indication of professional effort.

D) **Presentations.** These include keynote addresses, invited lectures, symposia, papers, roundtables, and posters at professional meetings. Presentations at international, national, regional and state associations appropriate to the candidates' interest area are seen as noteworthy. Serving as a keynote or invited speaker is given special consideration. In the event of joint presentations, the candidate should describe the role that was played in both preparation and the actual presentation.

G) **Professional Recognition.** Recognition in the form of honors given by professional societies is viewed as important. Achieving new status with a professional license or becoming a diplomat in the profession such as induction as a Fellow into the American Academy of Nursing (FAAN).

### **Professional Achievement and Growth for Promotion from Associate Professor to Full Professor**

The normal expectation for establishing significance in professional achievement and growth for purposes of promotion to Full Professor is continued professional growth in the discipline and the ability to clearly illustrate their substantial impact upon the discipline.

The research agenda for candidates for Full Professor should illustrate a continuing extension of research or applied skills and applications and a continued contribution to the discipline. More rigorous contributions mean that in addition to the above, candidates are expected to have additional peer-reviewed articles, book chapters or books. The impact of the work could be evidenced by such measures as the extent to which a candidate's work is cited, whether the candidate's work has been cited outside of academia, through the evaluation of respected scholars in the field, or even through the volume of work published in respected academic outlets. In addition to meeting the expectations discussed for promotion to Associate Professor, promotion to Full Professor includes the following expectations:

1. The candidate will demonstrate scholarly productivity and an established research agenda.
2. Three (with at least two single- or lead-authored) peer reviewed published scholarly journal articles; published monographs, book, book chapters, externally funded grants;
3. Evidence of continued efforts to attain external funding;
4. Evidenced by increase in presentations in their area of scholarly interest at professional conferences or meetings

### III. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

#### A. Contributions to the Campus

1. Participate in at least two School of Nursing Committees and Full Faculty Committee each academic year.
2. Participate in at least two college (CHSS) and/or university wide, committees or task forces during the tenure-track period.
3. 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. The accomplishments of the person and/or the committee (during the leadership time) should be outlined and supported by a letter from a fellow committee member documenting the quality and impact of service.
4. Regularly participate in SoN activities; i.e., pinning, career days, and graduation ceremonies, campus activities representing the SoN, retreats, workshops, sneak preview, career interviews, etc.
5. Demonstrate behaviors in the community and campus that include:
  - a. Attends and participates in department/campus wide meetings regularly and punctually as a collegial and contributing team player.
  - b. Volunteers for tasks with excellent follow through and completing work in a timely fashion.
  - c. Demonstrates through collegial and 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. Serves 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 school.
6. Service to the college and campus community, such as participation on ad hoc search committees or specific short term issue assessment, although not required, will add value to the candidate's WPAF.

Faculty must provide evidence of both the outcomes of their works as well as their specific contribution to all their service activities and the quality of those contributions.

#### B. Contributions to the Community

1. Serves as a liaison between the University and the community on a local, state, national, and international levels by demonstrating collegiality and engagement in different level of activities. Particularly, participation is expected to include two or more of the following:
  - a. Provides or coordinates service to healthcare organization in area of academic or clinical expertise.

- b. Participates consistently in activities such as journal editing, manuscript peer review, or publication of health education materials.
  - c. Participates as a consultant to a variety of health care organizations such as hospitals, clinics, community centers, or professional societies.
  - d. Contributes significantly to at least one professional organization during the tenure-track probationary period (i.e., nursing specialty, leadership in professional organizations or by other professional means).
2. Faculty must provide evidence of both the outcomes of their works as well as their specific contributions to all of their service activities and document the quality and impact of those contributions by including letters from committee chairs, heads of organizations, etc. in the WPAF.

### **Contributions to Campus and Community for Promotion from Associate Professor to Full Professor**

The candidate for full professor must demonstrate a consistent pattern of exemplary leadership, collegiality and professional contributions within the school. Their professional contribution must include those to the campus and the community.

Examples of these contributions may include but are not limited to the following:

- 1) The candidate chairs or is a significant contributor in committees at various levels (university, college, school)
- 2) Mentorship of junior faculty and student leaders
- 3) Demonstrates leadership in writing accreditation evaluation, chairing a standing committee, and/or taking leadership in curricular evaluation and/or revision.
- 4) Serves as key officer of professional organization, receives induction or recognition from a prestigious professional organization, program planner of symposia and/or conference.
- 5) Serves as a board member or key organizer of a significant community service organization.
- 6) The candidate will demonstrate leadership in work of importance and relevance to the field (e.g., professional advisory boards, external reviews, editorial journal reviews).

The RTP committee expects the candidate to provide documentation to signify their contribution in this category, such as letters of acknowledgement and appointment, program planning information, and/or support from knowledgeable colleagues. The quality and impact of the candidate's contributions should be evident in letters of support.

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