

College of Health and Human Services and Nursing

School of Nursing

Definitions and Standards

For Reappointment, Tenure and Promotion

February, 2016

TEACHING

Education is a shared undertaking wherein the faculty is the facilitator and the learner is an active participant in knowledge development through the use of technology and student centered learning activities. Further, learning is life long, and includes all facets of the adult learner's environment- home, workplace and society.

Teaching Activities and Evidence of Teaching include but are not limited to:

1. Statement of educational model/philosophy related to teaching and learning such as:
 - a. Identifying the basis, source, or rationale for your model/philosophy;
 - b. Discussing the view of the role of the instructor and the role of the learner, and methods of teaching;
 - c. Explaining the method used to determine the relevance of course content ;
 - d. Reflecting on the integration of teaching and scholarship.
2. Listing of courses taught in the past academic year.
3. Evidence of consistently held office hours and availability to students for advisement related to course(s).
4. Course syllabi with the elements/sections required by the University Curriculum Committee. When faculty are not the Course Content Expert (CCE) for the syllabus that is being included in the file, the faculty should speak to any modifications/revisions made to the syllabus along with rationale and describe the feedback provided to the CCE.
5. All results with analysis of student evaluations of Perceived Teaching Effectiveness (PTEs). This includes an analysis of PTE quantitative ratings and student comments. *
6. Faculty may also include other measures of evaluating teaching performance along with rationale and, wherever possible, support from the literature that said other measures are reliable and valid. Examples of other measures to evaluate teaching performance may include, but are not limited to, the results of peer evaluation of syllabi from an internal or external reviewer on syllabus content and/or online teaching methods, student surveys, reflection papers submitted by students, participation in faculty development and instructional innovation and involvement in curriculum development (research for course redesign or new proposals).
7. Documentation of efforts to develop and maintain teaching competency and proficiency in area of expertise e.g., continuing education (CE) certificates, transcripts, conference attendance, workshops, publications, certification.

*The submission and analysis of PTEs is a component of evaluating teaching performance. It is expected that faculty will engage in a self-evaluation of the PTE findings by addressing disagree or strongly disagree ratings as well as narrative comments. The reflection should include corrective actions that will be implemented to address the areas of concern.

TEACHING STANDARDS FOR REAPPOINTMENT

During the first probationary year faculty must develop a written Self-Assessment (Part A)-Philosophy of Teaching, Teaching Performance, Scholarship or Creative Activity and Service. Part B includes a Professional Development Plan which includes short and long term goals. This plan serves as the basis of evaluation for all probationary years and is expected to be reviewed and modified each year as the faculty progresses through the probationary period. The School of Nursing probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for teaching.

Demonstration of satisfactory progress must be evidence-based and provide reviewers of the RTP file with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

TEACHING STANDARDS FOR TENURE AND PROMOTION

A faculty member must demonstrate a commitment to teaching excellence and successfully meet the following teaching requirements, in addition to the elements stated for reappointment:

1. Listing of courses taught during the probationary period.
2. Evidence of consistently held office hours and availability to students for advisement related to course(s).
3. Evidence of satisfactory teaching will be demonstrated by the following items:
 - a. Course syllabi that are consistent with university established standards.
 - b. Teaching materials, teaching strategies, exams and other evaluation strategies (e.g. term papers, journals, grading rubrics, etc.) used in these courses to promote student learning should be included.
 - c. Evidence of feedback on student work e.g. grading rubrics, summary evaluations, responses to group discussions.
 - d. Evidence of teaching effectiveness that is supported such as peer evaluations; student surveys; reflection papers; participation in faculty development and instructional innovation; and participation in the development, evaluation and/or creative contributions to the curriculum which is used in the nursing program. It is strongly recommended that faculty seek peer review at least twice during the probationary period. The review can be to assess content, online teaching performance or both.
 - e. Additionally, the submission and analysis of PTEs is a component of evaluating teaching performance. It is expected that teaching evaluations will improve through the probationary period and culminate in evidence of satisfactory teaching effectiveness as defined as having an average of 80% or better in the Strongly Agree/ Agree categories (combined for each item on the PTEs related to

the teaching role). All faculty must meet the standard by the final probationary year. The following PTE items relate to teaching:

- The instructor presented the course material clearly.
- The class included appropriate student participation and discussion.
- The instructor was responsive to student's questions.
- The instructor show enthusiasm for the subject.
- The instructor's teaching was effective.

Faculty must engage in a self-evaluation of the PTE findings by addressing categories in which the 80% benchmark was not achieved. The reflection should include corrective actions that will be implemented to address the areas of concern. Faculty should also demonstrate they have reviewed the narrative comments on the PTEs particularly the questions "what has the instructor done especially well in the teaching of this course?" and "what might be done to improve the instructor's teaching of this course?"

TEACHING STANDARDS FOR FULL PROFESSOR

Evaluation of teaching for promotion to Full Professor will be based on evidence of sustained satisfactory performance in the standards established for tenure and promotion during the review period.

SCHOLARSHIP AND CREATIVE ACTIVITY

The School of Nursing faculty endorses the foundations of the professoriate described by Boyer (1990) as the scholarship of discovery, integration, application, and teaching. The diverse knowledge and skills of faculty should interact collegially and holistically to add to the intellectual environment of the CSUDH academic community. The definition takes into account the full scope of academic works performed by nursing faculty that is to acquire and disseminate knowledge that benefits society and the profession and is congruent with the missions of the School of Nursing, College of Health and Human Services and Nursing, and the University.

Moreover, the School of Nursing recognizes the definition of scholarship in nursing as proposed by the American Association of Colleges of Nursing (AACN) in *Defining Scholarship for the Discipline of Nursing* (1999) as “those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods” (p. 3).

Scholarship of Discovery activities include empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

Scholarship of Teaching activities include the application of knowledge of the discipline in the teaching-learning process, development of innovative teaching and evaluation methods, program development, learning outcome evaluation and professional role modeling.

Scholarship of Application activities include the maintenance of clinical competency and/or certification, advancement of clinical knowledge in the discipline and practice roles as direct caregiver, educator, consultant and/or administrator.

Scholarship of Integration activities involve participation with two or more discipline in inquiry that advances knowledge.

AACN (1999)

A faculty member will be required to meet School of Nursing criteria for Scholarship as described below. Examples of scholarship include, but are not limited to:

1. Peer reviewed first authored and co-authored publications in refereed journals.
2. Funded grant proposals which involve competitive internal and/or external funding
3. Sole authorship or co-authorship of nursing and related textbooks, book chapters, critical reviews and monographs from a reputable publisher
4. Refereed presentations (either podium, panel, or poster) at local, state, national, and/or international conferences.

5. Other substantive contributions to the scholarship of discovery, teaching, application and/or integration such as significant participation in accreditation, development of programs, or functioning as a consultant.

STANDARDS FOR REAPPOINTMENT

During the first probationary year faculty must develop a written Self-Assessment (Part A)-Philosophy of Teaching, Teaching Performance, Scholarship or Creative Activity and Service. Part B includes a Professional Development Plan which includes short and long term goals. This plan serves as the basis of evaluation for all probationary years and is expected to be reviewed and modified each year as the faculty progresses through the probationary period. The School of Nursing probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for scholarship specified in the School of Nursing RTP definitions.

The faculty member must provide reviewers of the Working Personnel Action Files (WPAF) and Supplementary Information Form (SIF) with sufficient information, discussion of progress and corrective action (if needed) to make a valid assessment of progress.

For reappointment, the faculty member needs to demonstrate satisfactory progress towards meeting the following standards:

In the second year and third year review, it is required that the faculty member provide evidence of progress toward the fourth year review requirements. In these reviews, works in progress are acceptable, particularly submissions of peer-reviewed work and plans for resubmission of unpublished work.

By the third year, evidence demonstrating acceptance or publication of at least one (1) peer-reviewed article in a refereed journal. Acceptance/publication of a manuscript of a book chapter or textbook to a reputable publisher may be considered. Completion of at least one (1) peer-reviewed presentation (podium, panel, or poster) at a professional local, state, national, or international conference is required at this time. A funded grant (minimum \$10,000) and/or serving as an editor for a professional journal may be considered for a peer-reviewed publication requirement. If the grant was submitted as a collaborative effort, the faculty member's role in the grant needs to be substantial.

By the fourth year review, evidence demonstrating the acceptance or publication of at least two (2) peer-reviewed articles in refereed journals. Acceptance/publication of a book chapter or textbook manuscript by a reputable publisher may be considered. Completion of at least two (2) presentations that advance the profession at local, state, national, and/or international conferences are required at this time.

In the fifth year of review, it is required that the faculty member provides evidence of substantial progress toward the tenure and promotion requirements.

STANDARDS FOR TENURE AND PROMOTION

For the granting of tenure, a faculty member will be required to meet SON expectations of having completed at least three (3) peer-reviewed publications in journals related to either discovery, teaching, application and/or integration and at least three (3) refereed presentations (podium, panel, or poster) at local, state, national and/or international conferences. The publication of one scholarly book that has undergone editorial and/or peer review may be considered as having equal weight as two articles in a peer-reviewed journal. The publication of a scholarly book chapter or monograph that has undergone editorial and/or peer review may be considered as having equal weight as one article in a peer-reviewed journal. A funded or accepted grant (minimum \$10,000) and/or serving as an editor for a professional journal may substitute for a peer-reviewed publication. If the grant was submitted as a collaborative effort, the faculty member's role in the grant needs to be substantial.

STANDARDS FOR PROMOTION TO FULL PROFESSOR

For the granting of promotion to full professor, a faculty member will be required to have completed five (5) peer-reviewed publications in peer reviewed journals related to either discovery, teaching, application and/or integration and five (5) refereed presentations (podium, panel, or poster) at local, state, national, and/or international conferences. The publication of one scholarly book that has undergone editorial and/or peer review or one textbook by a recognized and reputable source may be considered as having equal weight as two articles in a peer-reviewed journal. The publication of two scholarly book chapters or monographs that has undergone editorial and/or peer review may be considered as having equal weight as one article in a peer-reviewed journal. A funded or accepted grant (minimum \$10,000) and/or serving as an editor for a professional journal may be considered for a peer-reviewed publication. Multiple grants or major funding over \$50,000 may be considered for two peer reviewed publications. If the grant was submitted as a collaborative effort, the faculty member's role in the grant needs to be substantial.

References

- American Association of Colleges of Nursing (1999). *Defining scholarship for the discipline of nursing*. <http://www.aacn.nche.edu/publications/position/defining-scholarship>
- Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

SERVICE

REAPPOINTMENT

During the first probationary year faculty must develop a written Self-Assessment (Part A)-Philosophy of Teaching, Teaching Performance, Scholarship or Creative Activity and Service. Part B includes a Professional Development Plan which includes short and long term goals. This plan serves as the basis of evaluation for all probationary years and is expected to be reviewed and modified each year as the faculty progresses through the probationary period. The School of Nursing probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for service.

Demonstration of satisfactory progress must be evidence-based and provide reviewers of the RTP file with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

Evidence of service should be evaluated as indicating progress toward tenure and/or promotion. This evidence should document that reasonable progress is being made toward completing the service standards for tenure and promotion. It is understood that newly-hired faculty may have limited service requirements during their first two years of evaluation as they focus on teaching and scholarship. However, it is expected that two (2) or more of the following forms of service should be completed annually. Additionally, service at the School and College/University level is required for tenure.

It is the responsibility of the faculty member to provide concrete proof of service, including documentation and discussion of significant roles, duties, and accomplishments. Evidence of service includes:

1. Service at the School of Nursing level e.g. membership on faculty search committees, active participation in faculty meetings and events, membership on standing and/or ad/hoc committees, role as Coordinator/Director of program(s), activities required to maintain certifications.
2. Service at the College level as a member of standing and/or ad/hoc committees (e.g., Curriculum, Elections or Search Committees
3. Service at the University level as a member of standing or ad hoc committees (e.g., representative to the CSU Academic Senate, Academic Senate Executive Committee, University Curriculum Committee, Budget Advisory Committee, GE Committee, Library Committee, etc.), as a faculty mentor (Student Research Day, McNair Scholar's Program, recognized student organizations), or as a member of university search committees.
4. Service at the system-wide level (e.g., representative to CSU Academic Senate, member on committees addressing system-wide initiatives, Community Service Learning

5. Service to the field of nursing and related fields. Evidence of this service includes participating as an elected officer in professional organizations, service on committees of professional organizations, service to professional publications as a member of editorial boards or as a regular reviewer of manuscripts for academic journals and/or publishers, recurrent service as a proposal reviewer, speaking engagements, consulting work.
6. Community Service: Speaking engagements; consulting work in areas of teaching, program development or curriculum innovations; Offices or membership held in community organizations; Volunteer work in the community.

SERVICE STANDARDS FOR TENURE AND/OR PROMOTION

Evaluation of service by faculty in the School of Nursing will be based on a consistent record of service during the period leading up to tenure. It is expected that at least twelve (12) service activities described in "Service Standards for Reappointment" above should be completed during the previous six (6) year period (an average of two (2) service activities annually), with one (1) of the two annual activities being performed at the School level.

SERVICE STANDARDS FOR PROMOTION TO FULL PROFESSOR

Evaluation of service by faculty for promotion to Full Professor will be based on a consistent record of service during the period since tenure and promotion to Associate Professor. On average, two (2) or more service activities described in "Service Standards Reappointment" above should be completed annually and service at the School and College/University level is required for tenure and/or promotion.

10/13/15, 2/5/16

Kathleen Clair

Chair/Director

M. J. Spis

Dean

[Signature]

Provost and Vice President of Academic Affairs

3/16/16

3/23/16

3/29/16

Date