

The College of Professional Studies
SCHOOL OF NURSING
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, TENURE AND PROMOTION
June 4, 2012

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

California State University, Dominguez Hills is a comprehensive urban university that holds teaching as the primary mission. The mission of the School of Nursing is to provide adult learners with the knowledge, skills and values to improve nursing and health care for populations of unprecedented diversity in the community. The faculty achieves this mission by offering a quality nursing education that prepares learners to be competent providers of nursing care and leaders in the profession. Guiding principles are respect for each learner's uniqueness, the ethic of caring, collaborative partnerships with the community, and health as a fundamental right for all.

A faculty member from the School of Nursing receiving tenure and promotion must demonstrate excellence in teaching, research and service as evidenced by a comprehensive Working Personnel Action File. The School of Nursing faculty participating in the Tenure and Promotion process is expected to demonstrate a commitment to all three areas – teaching, scholarship and service and must meet 1) general requirements and 2) specific requirements listed below.

TEACHING

The teaching philosophy of School of Nursing is as follows:

Nursing education at the University level must prepare registered nurses for roles that focus on prevention and health, as well as illness. Ongoing opportunities to employ technological advances to make higher-degree programs accessible to registered nurses locally, nationally and internationally using distance education delivery systems are valued. 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.

Curricula are designed to prepare registered nurses for roles in an ever-changing, evolving society and healthcare system. Curricula reflect responses to current trends and the demands of nursing and healthcare delivery systems, and proactive thinking about the future of nursing and healthcare.

Teaching Activities and Evidence of Teaching include:

- a. Statement of educational philosophy related to teaching and learning such as: Identifying the basis, source, or rationale for your philosophy; discussing the view of the role of the instructor and the role of the learner, and methods of teaching; explaining the method used to select course content; identifying the role of assessment in the teaching and learning process (Cycle I and Cycle VI Tenure-Track Working Personnel Action Files (WPAF) Guidelines)
- b. All course syllabi with the elements/sections required by the University Curriculum Committee
- c. Course learning goals and objectives and student learning outcomes are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
- d. Exams, assignments and related course materials
- e. All results with analysis of student evaluations of Perceived Teaching Effectiveness (PTEs). This includes an analysis of PTE quantitative ratings and student comments [Cycle I and Cycle VI Tenure-Track Working Personnel Action Files (WPAF) Guidelines]
- f. Consistent indication of office hours
- g. Results of peer evaluation from at least two peer reviewers per year - external reviewer approved

- by the Chair with the Dean's approval to enhance validity
- h. Documents of efforts to attain, maintain, and develop levels of teaching competency, e.g., CEU certificates, transcripts, conference attendance
- i. Any research for course redesign or new proposals

Additionally, the submission and analysis of PTEs is a critical component of evaluating teaching performance. Evidence of satisfactory teaching effectiveness on the PTEs is 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). Any faculty falling below this standard must show consistent improvement during the probationary period and must meet the standard by the final probationary year. The following PTE items relate to teaching:

- a. An excellent command of the subject matter
- b. An exceptional ability to communicate the subject matter to students
- c. Achievement of student outcomes as indicated in classroom and/or online courses according to learning objectives
- d. State clearly what is expected of students
- e. Responds to students' questions
- f. Being an effective teacher

SCHOLARSHIP

The Scholarship Philosophy of the School of Nursing is as Follows:

Nursing scholarship is based on Boyer's Model of four related concepts defined as contributing to the development of the discipline of nursing. They are as follows: Scholarship of Discovery, Scholarship of Teaching, Scholarship of Application, and Scholarship of Integration. For the School of Nursing, Scholarship of Discovery-advancement of clinical knowledge; Scholarship of Teaching-research related to curriculum development, teaching methodology, and learning outcomes; and Scholarship of Application- innovative (or evidence-based?) nursing practice and maintenance of clinical competency in one's specialty area will be considered for appointment, reappointment, promotion and tenure through the ranks from Assistant to Associate to Professor. A faculty member will be required to meet School of Nursing expectations described below:

Evidence of Scholarship includes the following:

1. Peer reviewed first authored and co-authored publications which advance the nursing profession in refereed journals that meet scientific standards in their field for Scholarship of Discovery, Teaching, and Application.
2. Funded or "agency approved" grant proposals (minimum of \$50,000) which involve competitive external funding.
3. Sole authorship or co-authorship of nursing textbooks, book chapters, critical reviews and monographs from a recognized and reputable publisher.
4. Refereed presentations (either podium or poster) at national and international conferences

SERVICE

It is expected that faculty is actively involved in service that contributes to the effective functioning of the university, the nursing profession, and the community.

For purposes of reappointment, tenure, and promotion, service is defined as follows:

1. University Service

- a. Service on standing or sanctioned ad hoc university committees (e.g., Academic Senate, University Curriculum Committee, Student Academic Petitions and Appeals Committee (SAPAC), search committees).
- b. Service on College committees
- c. Service on School of Nursing committees

2. Activities defined as Community Service representing the University and the School of Nursing include the following:

- a. Speaking engagements with/at professional or scholarly groups
- b. Consulting work for community groups related to the health science disciplines represented in the curriculum and/or teaching, program development or curriculum innovations
- c. Offices or membership held in community organizations
- d. Volunteer work in the community related to Nursing

3. Activities defined as Professional Service representing the University and School of Nursing include the following:

- a. Holding office in a professional nursing or health related organization
- b. Serving as chair or director of special events sponsored by a nursing or health related organization
- c. Serving as chair or member of a professional nursing or health related organization committee
- d. Speaking engagements for professional nursing or health related organizations
- e. Organizing scholarly meetings
- f. Contributions as a manuscript reviewer, editor or editorial board member of peer-reviewed nursing journals related to the body of knowledge in Nursing including but not limited to research and clinical or specialty journals.

Examples: The category of service includes reflective practice; involvement in university, college and division governance; contributions to student organizations; formal relationships that enhance the development of professionals; and involvement in professional organizations.

Additional activities may be considered as service based upon the prior mutual consent of the individual faculty member and the chair of the School of Nursing.

STANDARDS FOR REAPPOINTMENT

TEACHING

The faculty in the School of Nursing must adhere to the Policy for Tenure, Promotion and Reappointment procedures dated February 14, 2012. 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.

The School of Nursing probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for teaching specified in the School of Nursing RTP definitions. 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.

Additionally, Perceived Teaching Effectiveness (PTE) responses related to the teaching role must have a rating of 80% or better in the strongly agree/agree categories combined. Faculty with ratings below this standard must demonstrate consistent improvement throughout the probationary period and achieve the standard by the final probationary year. The following PTE related items are included in this standard:

- a. An excellent command of the subject matter
- b. An exceptional ability to communicate the subject matter to students
- c. Achievement of student outcomes as indicated in classroom and/or online courses according to learning objectives
- d. Stating clearly what is expected of students
- e. Responding to students' questions
- f. Being an effective teacher

SCHOLARSHIP

The faculty member must adhere to the existing Policy for Reappointment, Tenure and Promotion Procedures in which a written Professional Plan must be developed in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revision is one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

A probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for scholarship as described in the School of Nursing RTP definitions. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment. This includes documentation and discussion of work in progress, particularly submissions of peer-reviewed work and plans for resubmission of unpublished work.

In the second year and third year review, it is required that the faculty member provide evidence of substantial progress toward the fourth year review requirements. In these reviews publications/works in progress are acceptable.

By the fourth year review, evidence demonstrating the acceptance or publication of two (2) peer-reviewed first authored publications which advance the nursing profession in scientific journals (or its equivalent) is required. Additionally, two (2) grant proposals or its equivalent (minimum of \$50,000 each) must have been submitted.

In the fifth year of review, it is required that the faculty member provides evidence of substantial progress toward the tenure and promotion requirements. Works in progress will be considered for this review.

SERVICE

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The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures date in which a written Professional Plan must be developed a written Professional Plan in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revisions are one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

A probationary faculty member must demonstrate progress in the area of service through consistent and progressive contributions to the school, college, university, community, and professional domains throughout the probationary period such that s/he will meet the standards for tenure upon application. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment.

Note: It is the responsibility of the faculty member to provide concrete proof of service, including documentation and discussion of role, duties, accomplishments, etc. The significance of each service activity is evaluated by the tenured faculty members in the RTP process.

STANDARDS FOR TENURE

TEACHING

A faculty member must demonstrate a commitment to teaching excellence and successfully meet the following teaching requirements:

1. Statement of formal educational philosophy which guides the faculty's teaching and enhances student learning.
2. Evidence of excellence in teaching activities will be demonstrated by the following items:
 - a. Listing of courses taught during the probationary period.
 - b. Indication of consistently held office hours and availability to students.
 - c. Evidence of holding classes as scheduled whether online, hybrid, or in a live classroom.
 - d. Positive peer evaluations from at least two peer reviewers per year – external reviewers are strongly recommended to enhance validity.
 - e. One document per year which demonstrates significant efforts to attain, maintain, and develop levels of teaching competency, e.g., CEU certificates, transcripts, conference attendance, membership in professional nursing or health related organizations
 - f. Evidence of a continued commitment to improving and maintaining the quality of their teaching as indicated by workshops attended, memberships in professional organizations, type of scholarly involvement.
3. Evidence of excellence in teaching materials produced and utilized 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. Course learning goals, objectives, and student learning outcomes that are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
 - d. Fair and reasonable graded assignments based on course objectives
4. Evidence of satisfactory teaching effectiveness on the PTEs is defined as having an average of 80% or better in the Strongly Agree/Agree categories (combined for each item on the PTE's related to the teaching role). Any faculty falling below this standard must show consistent improvement during the probationary period and must meet the standard by the final probationary year. The following PTE items relate to teaching:
 - a. An excellent command of the subject matter
 - b. An exceptional ability to communicate the subject matter to students
 - c. Achievement of student outcomes as indicated in classroom and/or online courses according to learning objectives
 - d. Stating clearly what is expected of students
 - e. Responding to students' questions
 - f. Being an effective teacher
4. Evidence of having developed curriculum which is used in the nursing program
5. Evidence of actively attending and participating in faculty meetings

SCHOLARSHIP

For promotion from Assistant to Associate to Professor and the granting of tenure, a faculty member will be required to meet Departmental expectations described below:

1. Five (5) peer-reviewed publications in scientific nursing journals related to either discovery, teaching, or application. Three (3) of these publications must be first-authored. Publications in progress will not be accepted.
2. Evidence of two (2) competitive, externally funded, research grant proposals which have been funded or “agency approved” (minimum of \$50,000 each). Grant proposals may reflect a collaborative effort with other individuals.
3. Four (4) refereed presentations (podium, panel, or poster) at national and international conferences.

Both publications and grant submissions reflect a faculty member's establishment of an independent or collaborative research program.

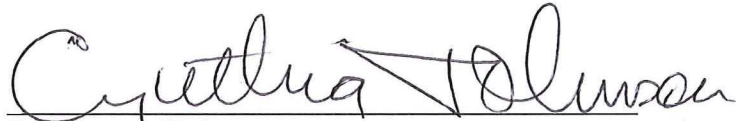
The following substitutions can be made upon the written mutual agreement between the faculty member and the department chair:

- a. The publication of a scholarly book that has undergone editorial and/or peer review may be substituted for (2) peer-reviewed scholarly publications.
- b. The publication of a textbook by a recognized and reputable source may be submitted for (2) peer-reviewed scholarly publications.
- c. The publication by a recognized and reputable source of a scholarly book chapter or monograph that has undergone editorial and/or peer review may be substituted for (1) peer-reviewed scholarly publications.

SERVICE

It is important that the faculty member demonstrates a consistent record of active participation in each of the three areas of service throughout the probationary period. For service to be considered satisfactory, faculty must participate in a minimum of 10 service activities throughout the probationary period with a minimum of half of these activities occurring within the University. At least one service activity must take place at the School of Nursing, College, and University levels. Faculty must provide a thorough description of the contributions made as a participant in each service activity cited. Participation is considered satisfactory when there is evidence of ongoing active involvement in the service area.


STANDARDS FOR PROMOTION
<u>TEACHING</u>
<u>SCHOLARSHIP</u>
<u>SERVICE</u>



 Department Chair

6/18/12

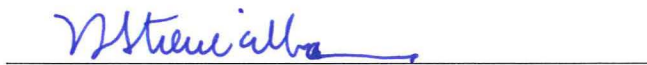
 Date



 Dean

6-18-12

 Date



 Provost and Vice President of Academic Affairs

June 18/2012

 Date

SON RTP Standards Committee members: Cynthia Johnson (Chair), William Whetstone and Gay Goss

5/19/2012:cj