Nursing Department
Retention, Tenure, and Promotion Policy
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In alignment with University RTP policy and consistent with CBA article 15, the Nursing Department provides the following explanation of RTP Criteria for tenure and promotion to Associate and Professor rank.

Teaching

Teaching is highly valued at Sonoma State University and in the Nursing Department. The successful candidate will demonstrate competency in the following ways:
- Self-assessment for teaching will include evidence of self-growth, discuss teaching strategies and content delivery.
  - <u>Self-Development</u> – describes an overall growth trajectory. Evidence of ongoing professional development in your area of expertise and teaching/learning resources (ie through CTET offerings).
  - <u>Teaching strategies</u> – a review of developing skill and competence in teaching. Reflect on application of core nursing education tenets such as those highlighted in Teaching/Learning Theories (examples, but not limited to: Bloom's Taxonomy, Modeling and Role Modeling, relevant nursing theories, adult learner strategies, etc). Maintains currency in teaching modalities - develop competency in teaching strategies (ie: sim, technology, etc). Competence in face-to-face interactions and remote/online interactions to provide engaging learning opportunities for students. Identifies areas for growth with proposed strategy and reviews accomplishments. Include reflection of innovative teaching techniques and practices and evaluate the effectiveness of these strategies. Course syllabi in accordance with department standards, and follows student and faculty handbook policies as agreed upon.
  - <u>Curriculum/Content</u> – delivering current, standardized content that meets the CA BRN and CCNE guidelines; integration of Health Equity concepts in all courses, providing a diverse voice for presenting content, reflection on language in course content and course-related documents – taking accountability for self-growth to contribute to University and Department values of promoting anti-racism, and anti-oppressive ideology and systems. Contribution to curriculum development and major or minor revision of curricula will also be considered part of teaching. Demonstrates active development of accessibility and utilization of universal design for learning within all courses. All course materials are up-to-date and reflect current practice and science.
- Student Evaluations of Teaching Effectiveness, administered anonymously by the university.
  - Particular attention will be paid to trending scores to reflect growth and development.

- - Faculty will reflect on SETEs, including written comments, and identify any area for potential growth, and discuss in self-assessment.
  - Reflect on areas that demonstrate your effective use of teaching and learning strategies.
- Peer Evaluation Observations will be conducted per the URTP Policy and Department Peer Evaluation Policies. It is the expectation per URTP that the candidate reflects on feedback obtained from peer observation processes and discusses in self-assessment.

For tenure and promotion to **Associate Professor**,
1. Overall evaluation of teaching effectiveness by peers indicating the candidate provides rigorous and up to date content, delivered in an articulate and accessible fashion, and that the candidate assesses student performance with an appropriate level of academic rigor and range of assignments.
2. Evidence from average student evaluation scores (and written comments, when available) of thoughtful engagement and effective pedagogy.
3. Faculty demonstrates competency, a growth trajectory in teaching skills, maintains currency as described above, and takes a leadership role by contributing to curriculum and content delivery in areas of expertise, which may include serving in the role as course lead or content area expert.

For tenure and promotion to **Professor,** in addition to all requirements for Associate Professor, faculty demonstrates mastery in teaching and learning skills in multiple modalities, contributes to mentoring of junior faculty and lecturers within the department. Expectation is that faculty will serve as lead faculty in areas of expertise, and contribute in leadership roles during credentialing processes.

Scholarship

The DON promotes faculty into tenure ranks who demonstrate a clear ability to support and perform a consistent practice of scholarly activities that advance the DON mission and vision.   The American Association of Colleges of Nursing (AACN) description of Scholarship is presented below and will be used to guide evaluation of probationary faculty in the SON.

The AACN (1999) defined scholarship in nursing 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.1).

Faculty members in the DON should strive to have scholarly work published in a peer-reviewed journal or textbook. Peer reviewed poster and podium/panel presentations accepted at state and national professional meetings or conferences are considered evidence that the scholarly work is on its way to eventual publication. Peer-reviewed presentations means that the faculty member is either invited to speak at a state or national conference or submits a poster or abstract for review that is accepted by the meeting or conference committee.

To be considered for promotion and tenure, probationary faculty should achieve publications of quantity, quality, and significance at a level commensurate with professional nursing standards. Peer reviewed journals must be indexed and/or included in the International Academy of Nurse Editors Nursing Journal Directory. When works are coauthored, a description of contributions made will be disclosed, preferably by the primary author. For promotion to Professor, faculty are expected to build on existing scholarship and develop a professional scholarship field of expertise that is evidenced by continued growth in one or more areas of scholarship.

Scholarship in the DON encompasses the scholarship of discovery, teaching, and/or practice that faculty may choose to engage. The evaluation criteria described below are meant to be used as examples, and it is not necessary to meet all examples. These examples included bracketed levels [1] or [2] which will specify how it may be applied to meet the criteria for tenure and promotion to Associate and Professor rank.

A.   Scholarship of Discovery: The scholarship of discovery is inquiry that produces disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1999, p.1)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It is interdisciplinary and collaborative in nature, across professional groups and within nursing itself (AACN, 1999). The following evaluation criteria are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:

- Verification of peer-reviewed publication or presentation of research; [*primary authorship 1; co-authorship 2*]
- Verification of peer-reviewed original research presentation (podium, poster or paper); *[1]*
- Evidence of professional engagement in the dissemination of scholarship through membership in editorial boards, substantial (4-5 interactions per year) peer review work, or state/national conference planning; *[1]*
- Externally Awarded Grant applications and/or awards in support of research or scholarship; *[1 at over 5K; 2 at 5K or below]*
- Verification of mentorship of junior colleagues and/or students in culminating experiences, research, or scholarship activities; *[2]*
- Confirmation of giving a professional research presentation by invitation; *[2]*
- Evidence that faculty publications or presentations are citations in works by others; *[2]*

B.   <u>Scholarship of Teaching & Learning:</u> The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learners, fosters inclusivity, and promotes educational and health equity. Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge and adds to deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through the application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, evaluations of learning outcomes, and professional role modeling. The following evaluation criteria are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:

- Verification of peer-reviewed publications related to teaching methodology; *[primary authorship 1; co-authorship 2]*
- Verification of peer-reviewed original presentation on teaching methodology (podium, poster or paper); *[1]*
- Evidence of primary responsibility (as assigned) for writing accreditation or other comprehensive program reports such as BRN Self Study; *[1]*
- Documentation of development of practice guidelines for teachers in the implementation and evaluation of innovative teaching and learning strategies that utilize technology (e.g. use of virtual patient simulators and authorship of scenarios to evaluate student *[1]*
- Confirmation of authorship in published textbooks, chapters, or other peer reviewed learning aids; *[2]*
- Funding of external grant applications and/or awards in support of teaching and learning; *[1 at over 5K; 2 at 5K or below]*
- Verification of graduate student mentorship in a teaching internship; *[2]*
- Documentation of the design and implementation of outcome studies or evaluation/assessment of educational programs outside the Department; *[2]*
- Verification of peer-reviewed presentations related to teaching and learning; *[2]*
- Recognition or certification in an area related to teaching and learning (e.g. Certified Nurse Educator); *[2]*

C.   <u>Scholarship of Practice and Engagement:</u> Scholarship of practice in nursing is a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline. Practice scholarship encompasses all aspects of the delivery of nursing services where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice ensures that knowledge in the profession is both advanced and applied. Maintaining competent practice in the profession is an expectation of all faculty and practice alone does not constitute "Scholarship of Practice". The following evaluation criteria are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:

- Verification of peer-reviewed publications of case studies, technical applications, or other practice issues; *[primary authorship 1; co-authorship 2]*
- Verification of peer-reviewed original practice-related presentation (podium, poster or paper); *[1]*
- Submission of consultation reports generated in collaboration with health care agencies; *[2]*
- Evidence of reports compiling and analyzing patient or health services outcomes; *[2]*
- Verification of products, patents, and/or license copyrights related to practice; *[2]*
- Funding of external grant applications in support of practice; *[1 at over 5K; 2 at 5K or below]*
- Recognition or certification as a master practitioner related to a specialized area of practice (e.g. Certified Critical Care Nurse, Board Certifications, etc.); *[2]*
- Verification of mentorship or preceptorship of students in specialty clinical or educational internships; *[2]*
- Evidence affirming clinical demonstration projects and authoring associated policies that are significant to the profession (e.g. on-going participation in the development, implementation, and evaluation of new nursing practice models); *[2]*

For tenure and promotion to **Associate Professor**, faculty will provide evidence of scholarship by:
- At least one published article in a peer reviewed indexed journal as primary author
- Additional level 1 in any category (A, B, C as described above);
- Two level 2 (in any category).

For tenure and promotion to **Professor**, faculty will build on previous scholarship and provide:
- At least one additional published article in a peer reviewed indexed journal as primary author,
- Additional level 1 (in any category, not previously credited for promotion to Associate rank)
- Two level 2 (in any category, not previously credited for promotion to Associate rank)

American Association of Colleges of Nursing. (1999). Defining scholarship for the discipline of nursing. https://www.aacnnursing.org/news-information/position-statements-white-papers/defining-scholarship#:~:text=Scholarship%20in%20nursing%20can%20be,be%20peer%2Dreviewed%20through%20various

Boyer, E. (1990). *Scholarship reconsidered: Priorities for the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Service

Faculty are expected to engage in service in all areas, in alignment with the University RTP Policy.

Examples include, but are not limited to the following:
Department Service: Expectations for all faculty to participate in department work:
- Faculty Team and Department Meetings
- Course evaluations
- Contributions to department processes (ie accreditation, program evaluation, etc).
- Student Advising
- Task forces and other working committees (reviewing application essays, TFE)
- Sustained work for significant outreach/recruitment/retention
- Participation in admission decision making process (such as reviewing applications)
- Mentoring Colleagues
- Clinical/Agency Liaison
- Program leadership roles (such as Director/Asst. Director)

Developing leadership roles for processes across the department.
Services should be sustained with a significant contribution to the department.

School Service: Active engagement representing the Nursing Department on committees at the School level, and participating in School meetings.
- Curriculum
- Election
- Strategic Planning
- Professional development
- Ad hoc, etc.
- Participation in School Programs, such as SHIP, Expanding your Horizon, Tours with students, Decision Day, etc. (Ambassador to School and University)
- School Freshman Orientation Day, Transfer Orientation Day

Representing the Nursing Perspective across campus, and developing relationships with colleagues outside of the Department. Reporting back to the Nursing department on respective activities and processes.

University Service:
- Faculty Governance: Senate or any Senate Subcommittee.
- Search Committees (for hires outside the department)

- Peer Evaluations outside of the department
- Faculty Fellow, Significant Contributions to University Curriculum (such as leadership roles in GE reform processes)
- Progression to leadership roles, ie Chair of a major committee on campus - sustained leadership
- Commencement Planning Committee
- Student Affairs

Representing the Nursing Perspective across campus, and developing relationships with colleagues outside of the Department. Reporting back to the Nursing department on respective activities and processes.

Service to the Community:

These activities reflect service above and beyond routine activities, and utilizes the nursing lens. Examples may include:
- Active participation including collaborative efforts with community service organizations (i.e. vaccination clinics, community engagement projects, homeless shelter work, volunteer work with community agencies, etc).
- Participation on boards, committees or coalitions for local health-related or service organizations
- Active participation in professional organizations, coalitions and/or initiatives that seek to further healthcare and/or professional nursing goals (*beyond membership - serve on board, attend events as active participant, contribute to planning/advisory committees or offer presentations, contribute to professional discourse that moves nursing perspective forward, etc*)
- Contribution to policy, CPG, program development at a local/state/federal level
- County Health Representation
- Faculty Practice Engagement - Consulting as an expert, reflecting your influence as a doctorally prepared nurse.
- *Outside paid employment as nurse or nurse practitioner does not translate as service, as it is part of the requirement to maintain currency in nursing.

For tenure and promotion to **Associate Professor**, faculty will serve for at least a year on 2 different committees outside of the Department in addition to ongoing involvement in the Department and Community.

For tenure and promotion to **Professor**, faculty will have continued service on at least one university committee and a leadership role in any committee outside the department during the cycle between promotion to Associate and promotion to Professor rank, with continued involvement in Department, School, and Community.