

## SCHOOL OF NURSING ELABORATIONS

The following Elaborations are detailed in order according to importance to the School of Nursing (SON). The SON elaborations serve as:

- The document to be used in the formal Retention, Promotion, and Tenure (RPT) review process;
- Guidance to probationary faculty seeking promotion and tenure; and;
- A repository of SON policy to advance its strategic goals.

Promotion and tenure in the SON are awarded in recognition of attaining appropriate academic credentials and demonstrating substantial growth and achievement in the areas of teaching, scholarship, professional preparation, and service. Each of these areas is elaborated below, including examples of evaluation criteria considered to demonstrate competency.

To define “substantial growth and achievement”, the SON is expecting the candidates to demonstrate progression in each of the three categories: Teaching, Scholarship, and Service. For example, in the category of teaching, candidates are not expected to have perfect course evaluation scores or student perceptions of teaching (SPOT) scores. What is expected is that the candidate would recognize any low scores and develop an action plan for improvement. Faculty may continually revise/update their syllabi, assignments, and teaching strategies in response to student and peer feedback and personal reflection on teaching and learning. What is expected is to see within the narrative, plans for continuous improvement that draw upon feedback and personal experiences. In the area of scholarship, an example of substantial growth might be moving from a poster presentation, to a podium presentation, to a group authored paper, to a first author paper. For service, candidates are expected to serve on SON committees as either assigned or by choice. Further service would typically progress to a leadership role on SON committees (chair), service at the college level, service at the university wide level, and service to the profession.

These are not requirements to achieve tenure or promotion, but rather serve as a guide or to provide direction on the meaning of “substantial growth and achievement”.

While these elaborations are intended to guide faculty, it is recognized that no written elaboration can capture every nuance, nor can it provide an exact algorithm to determine whether criteria for retention, promotion, or tenure are met. To remediate this, the RPT review process affords opportunities to identify ways in which faculty work aligns with the elaborations. The candidate should rely on the resulting recommendations as the primary sources for accurate feedback on whether overall performance is considered satisfactory and on specific areas where further improvement is necessary or desirable.

**I. TEACHING PROFICIENCY:** Faculty in the SON are expected, in their teaching, to model the code of ethics of the American Nurses Association. Faculty should provide examples of effective teaching strategies that include but are not limited to collaboration with other faculty; participation in peer evaluations; use of creative teaching strategies; demonstration of

congruency in syllabus, exams, and classroom/clinical activities; and contributions to the design and implementation of new courses.

Consistent with the mission of CSU Stanislaus, the SON views teaching effectiveness as the most critical of the four criteria. University RPT policy and the SON mission require that faculty members provide evidence of teaching proficiency.

*The following activities are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:*

- Demonstration of course delivery that results in students meeting course learning objectives;
- Description of the implementation of creative teaching strategies;
- Documentation of teaching evaluation(s); (i.e. SPOT)
- Evidence of attendance at specialty-specific nursing conferences to enrich individual areas of expertise;
- Verification of mentorship of graduate students;
- Instructors in SON must participate in processes required by the SON accreditation process. Additional materials beyond SPOT results that are generated through this process may be included to demonstrate teaching effectiveness at the discretion of the candidate.

**II. RESEARCH AND SCHOLARLY ACTIVITY:** The SON promotes faculty into tenure ranks who demonstrate a clear ability to support and perform a consistent practice of scholarly activities that advance the SON mission and vision. Students are thereby served with substantive research participation opportunities and culminating experience mentoring, while faculty increase levels of teaching effectiveness. The American Association of Colleges of Nursing (AACN) description of Scholarship is presented below and will be used to guide evaluation of faculty in the SON.

*The AACN defines 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. Boyer (1990) proposed that the definition of scholarship be expanded to include four areas critical to academic work. These four areas are the Scholarship of Discovery, Teaching, Application/Practice, and Integration.*

Faculty members in the SON should strive to have scholarly work published in a peer-reviewed journal or textbook. Poster and podium/panel presentations accepted at professional meetings is considered evidence that the scholarly work is on its way to eventual publication. When works are co-authored, a description of contributions made will be disclosed, preferably by the principal author.

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.

For example, probationary faculty who do not receive assigned time for research should be the primary author of at least one article published in a peer-reviewed journal or textbook over a span of five (5) years OR two co-authored articles to meet this standard.

Scholarship in the SON encompasses the scholarship of discovery, teaching, and/or practice. The evaluation criteria described below are meant to be used as examples, and it is not necessary to meet all examples.

**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, 1998, 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 Position Statement). *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;
- Grant applications and/or awards in support of research or scholarship;
- Verification of mentorship of junior colleagues and students in culminating experiences, research, or scholarship activities;
- Recognition as a scholar in an identified area by a state, regional, national, or international body;
- Confirmation of being invited to give a professional presentation; and
- Evidence that faculty publications or presentations are citations in works by others.

**B. Scholarship of Teaching & Learning:** 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 learning styles and places the focus of education on the learner (Edgerton, 1997). 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 (AACN Position Statement). *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;
- Evidence of primary responsibility for writing accreditation or other comprehensive program reports;
- Documentation of the implementation and evaluation of innovative teaching and learning strategies that utilize technology (e.g. the use of virtual patient simulators and scenarios to evaluate student learning);
- Confirmation of authorship in published textbooks, chapters, or other learning aids;

- Submission of grant applications and/or awards in support of teaching and learning;
- Verification of mentorship of graduate students in teaching and learning;
- Documentation of the design and implementation of outcome studies or evaluation/assessment of educational programs;
- Verification of peer-reviewed presentations related to teaching and learning; and
- Documentation of curriculum development.

**C. Scholarship of Practice and Engagement:** Scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). 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. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). 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;
- Confirmation of peer-reviewed presentations related to practice;
- Submission of consultation reports generated in collaboration with health care agencies;
- Evidence of reports compiling and analyzing patient or health services outcomes;
- Verification of products, patents, and/or license copyrights related to practice;
- Documentation of professional reviews of practice, such as supervisory evaluations;
- Submission of grant applications in support of practice;
- Recognition or certification as a master practitioner related to a specialized area of practice (e.g. Certified Critical Care Nurse, Board Certifications, etc.);
- Verification of mentorship of graduate students in specialty clinical or educational areas; and
- Evidence affirming clinical demonstration projects that are significant to the profession (e.g. on-going participation in the development, implementation, and/or evaluation of new nursing practice models).

**III. PROFESSIONAL PREPARATION:** Consideration of professional preparation includes evaluation of academic and professional achievements up to the time of initial employment and any progress or success in advancing preparation while employed. This includes all academic degrees, publications prior and subsequent to the start of employment, and is to be kept current throughout employment.

- A summary of all professional preparation at the time of employment; and
- A summary of additional degrees, certifications etc. that are achieved after the start of employment.

**IV. SERVICE:** Faculty members in the SON must be actively engaged to serve in the collaborative efforts that advances the SON’s mission and makes progress toward strategic

goals. Growth in leadership should progress from membership to chair in SON committees, participation in college committees, and ultimately the university, and beyond.

Service to the University and to the outside community will be viewed as an addendum to, but not a substitute for required contributions as defined in the first paragraph. New faculty are not expected to participate on university committees until the completion of their first three (3) years. Candidates cannot control election to university committees; however, the candidate will provide evidence of a demonstrated effort to serve on university committees. *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:*

- Validation of membership or evidence of efforts to serve on a committee and active participation on committees/boards of the SON, the College of Science, the University, Community Agencies, and Professional Organizations;
- Verification of engaging in leadership roles on committees/boards of the SON, the College of Science, the University, Community Agencies and Professional Organizations;
- Evidence of presentations and/or participation in health-related community service activities; and
- Documentation of formal and informal student advising.

## **V. Early Tenure and/or Promotion**

For early tenure and/or promotion, the department expectation is that the candidate demonstrate “exceptional performance” (well surpasses minimum Elaboration requirements) in at least two out of three areas: teaching, RSCA and service AND at minimum, meets expectations (as defined by the Elaboration requirements) in the third area.

## **VI. Promotion to Full Professor Post-Tenure**

Once tenured, a faculty member will normally be considered for promotion (not mandatory) to the rank of Professor during their fifth post-tenure year . For promotion to full professor, the department expectation is that the candidate has continued to demonstrate substantial growth and achievement in the time between tenure and request for full professor.

## **VII. Impact of Mitigating Circumstances:**

The Department recognizes that faculty performance and effectiveness in teaching, service, and research may be impacted by various mitigating circumstances, and therefore exercises appropriate flexibility when evaluating a candidate’s suitability for retention, promotion, and/or tenure. Mitigating circumstances may include:

1. Heavy teaching loads: large classes, many preparations, and new preparations.
2. Insufficient availability of appropriate resources.

3. Emergency circumstances, such as natural disasters or pandemics, that affect teaching or service or RSCA activities, such as travel for faculty research, conference presentations, and related aspects of scholarly development.
4. Personal emergency leave of absence due to personal illness or injury, or death of their significant other or child.

### **VIII. Justice, Equity, Diversity, and Inclusion (JEDI)**

The department strongly encourages contributions to teaching, scholarship, and service that promote equity, diversity, inclusion, and social justice. These contributions should be considered as an integral and valued part of the candidate's professional activity and **not an additional RPT criterion**. Reviewers at all levels should take these contributions into account in their evaluations and comment on them in their recommendation letters. Additionally, the department recognizes that social identities such as race, ethnicity, sexuality, and class can differentially impact faculty workload (e.g., mentorship of under-represented students) and evaluations (e.g., gender bias in student feedback). Candidates are encouraged (but not required) to offer evidence or narratives that provide examples of incorporation of JEDI, and all reviewers should be mindful of these differential impacts, while being careful to not infer or over-interpret issues that the candidate does not explicitly express.