**Definition**:     Standards governing RTP process for faculty in the School of Nursing.

**Authority**:     The Collective Bargaining Agreement between The California State University
                   and the California Faculty Association.

**Scope**:         Eligible Unit 3 School of Nursing faculty at California State University San
                   Marcos.


*Ellen J. Neufeldt*                                                        **08/20/2021**

Ellen J. Neufeldt, President                                              Approval Date


*Carl Kemnitz*                                                            **08/16/2021**

Carl Kemnitz, Provost & Vice President for Academic Affairs              Approval Date


Revision 4:  (temporary Appendix added related to COVID-19)   08/20/2021
Revision 3:   07/20/2017
Revision 2:  9/01/2015
Revision 1:  07/01/2012
Implemented:  08/08/2007


Approved by Academic Senate on 5/5/21

# Contents

**RETENTION, TENURE, AND PROMOTION STANDARDS -**          **POLICY**
**SCHOOL OF NURSING**          **FAC 308-06**

**Effective Date:**

## I. PREAMBLE

This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the School of Nursing within the College of Education, Health and Human Services.  The provisions of this document are intended to be implemented in conformity with University-wide Faculty Personnel Policy for Retention, Tenure, and Promotion.

## II. GUIDING PRINCIPLES

### A. General Guiding Principles

1. All standards and criteria shall reflect the University, College and School Mission and Vision Statements and advance the goals embodied in those statements.

2. The three performance areas that shall be evaluated include teaching, research/creative activity and service.  While recognizing instruction as a central institutional mission, the College of Education, Health and Human Services (CEHHS), School of Nursing (SON) and disciplinary standards and criteria should recognize the diversity of each faculty member's contribution to the University.  While the School affirms the University-wide requirement of sustained high-quality performance in all areas, it encourages flexibility in the relative emphasis placed on each of the three performance areas.  Faculty in the SON will incorporate into their WPAF a statement describing the relative emphasis placed on the three areas since their last review (or in the case of tenure and promotion to Associate Professor, since hire).  For example, if program development has been required by the unit, the affected faculty member will explain their role in that effort.

3. Methods of performance assessment for teaching, research/creative activities and service shall be clearly specified and uniformly applied to all faculty.  Activities assessed in one area of performance shall not be duplicated in any other area of performance evaluation.

4. At all levels and stages of the RTP process, faculty have the right to clearly articulated performance expectations.  The RTP process should be simultaneously evaluative and developmental and be carried out in a cooperative, collaborative environment.

5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and effectively

communicating how they have met the standards rests with the Candidate. In addition to this document, the Candidate should refer to and follow the University RTP Policies and Procedures. Candidates should also take advantage of available opportunities that provide guidance on the WPAF and describe the responsibilities of the Candidate in the review process (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured faculty). Candidates are encouraged to avail themselves of such opportunities.

6. There are several accrediting and regulatory bodies providing standards and criteria for operations of the School of Nursing. These include Commission on Collegiate Nursing Education (CCNE), Board of Registered Nursing (BRN), and advanced certifying bodies found in the American Nurses Credentialing Center (ANCC). There are required criteria from CCNE, ANCC and BRN that faculty must meet. For example, this would include maintaining an active nursing license, continuing education credits, professional practice and clinical currency, credentials, and board certification. The following websites are helpful for reviewing faculty requirements for licensure, accreditation and certification:

   BRN: http://www.rn.ca.gov/
   CCNE: http://www.aacn.nche.edu/ccne-accreditation
   ANCC: http://www.nursecredentialing.org/certification.aspx

7. The SON recognizes innovative and unusual contributions such as supervising research, using particularly challenging or innovative types of pedagogy, writing or rewriting programs, curriculum development, assessment development, accreditation, or other report generation.

B. **<u>Standards Applied in Different Types of Decisions</u>**
1. It is expected that candidates for retention at the rank of assistant professor will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of teaching, research/creative activities and service.

2. Promotion to the rank of associate professor requires an established record of effectiveness in teaching, research/creative activities and service that enhance the University and the profession.

3. Promotion to the rank of professor requires evidence of leadership and effectiveness in teaching, research/creative activities, and service to the School, College, University, community, and profession. Promotion to the

rank of professor will be based on the record of the individual since promotion to the rank of associate professor.

4.  The granting of tenure at any rank recognizes accomplishments and services performed during the probationary years. Further, the granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout their career. Tenure will not be granted to an individual whose record does not meet the standards required to earn promotion to the rank at which the tenure will be granted. Tenured faculty receive periodic reviews every five years.

5.  If service credit was granted at the time of employment at CSUSM, the candidate's teaching, research, and service activities completed at the university for which service credit was awarded at the time of hire will also be evaluated for the purpose of granting Tenure and/or Promotion. Only items not considered in a prior tenure/promotion review at CSUSM may be included.

## III.  GENERAL STANDARDS

For general standards for retention, tenure, promotion, and early tenure/promotion see the applicable sections of the College and University RTP documents.

## IV.  STANDARDS AND CRITERIA

A.  **Teaching**
1.  A central mission of the faculty is to enable students to comprehend and to utilize knowledge through intellectual activity. Toward that end faculty are expected to continually learn about pedagogy and to carefully consider how to teach as well as what to teach. Faculty are expected to set clear expectations of success and to instruct with the assumption that all students can learn. Faculty are expected to involve students actively in the learning process and employ various instructional strategies. Faculty are expected to adapt instructional methods to address various learning styles.

2.  In the SON, "effective teaching" is defined as activity that promotes student learning, reflection, and professional growth in support of the College and SON Mission. Faculty assists students to acquire general knowledge from sciences and arts and specific knowledge and skills from nursing practice and theories, and to assume nursing leadership roles. Teaching is multifaceted and

may include instructional activity that takes place at off-site locations. Teaching effectiveness is demonstrated by information in the teaching section of the WPAF.

3. Probationary and tenured faculty members are expected to continually strengthen their teaching skills and to demonstrate overall effectiveness in teaching at the undergraduate level as well as the graduate level. Toward this end, faculty are encouraged to cultivate and maintain useful, innovative, and stimulating instructional strategies.

4. Instructional activities include, but are not limited to:
   a. Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning teaching
   b. Clinical Laboratory teaching
   c. Seminars
   d. Curriculum development
   e. Program development
   f. Supervision of fieldwork, independent research
   g. Training and supervision of teaching and graduate assistants
   h. Individual consultation with students concerning course related matters
   i. Development of and/or teaching in local, regional, national, or international clinical/field/clinic settings
   j. Conducting advanced or innovative teaching strategies (e.g., simulation, Standardized Patients, online programs, educational technology strategies)
   k. Coordinating faculty, students, and preceptors for course and clinical experiences/courses; course or program/track/option coordination; public and community health experiences
   l. Supervision of graduate and undergraduate students
   m. Supervision of master's theses or projects and doctoral dissertations
   n. Supervision of student independent study
   o. Training and/or supervision of lecturers or colleagues
   p. Student advising
   q. Supervision of undergraduate and graduate teaching assistants
   r. Precepting and/or teaching of students in student run clinics

5. While the elements of instruction may vary among disciplines and candidates, the evaluations of teaching performance should consider the scholarly content and currency of courses, classroom performance, the incorporation of writing and critical thinking, efforts undertaken to improve instruction, the quality of advising, availability during office hours, interdisciplinary and multidisciplinary activities, participation in course or curriculum development, and pedagogical innovations.

6. Evidence of instructional performance should include, but is not limited to, the following: peer evaluations; student evaluations; a list of courses taught; samples of teaching materials such as syllabi, examinations, and other assessment tools and handouts; descriptions of new courses developed, and certificates or awards of recognition for teaching.

7. Student evaluation of instructional performance is required. Faculty will provide complete sets (as specified by CBA) of university-prepared student evaluations reports from courses taught since last promotion (CBA Article 15.15 requirements).

8. Faculty members choosing to teach in SON programs during summer term may include summer course evaluations in their WPAF.

9. The Following Evidence of Teaching is required:
   a. Teaching Reflective Statement
      **Evidence**: A reflective narrative shall address any items presented as evidence, and all teaching evidence discussed in the file should reflect continued success and/or improvement in teaching. In this statement, candidates shall provide a clear and concise reflective self-assessment of their teaching philosophy, experience, and performance. The reflective statement may include the Candidates' philosophy of teaching and learning, pedagogical connections between the techniques they employ when teaching and their philosophy of teaching and learning, impact of any notable teaching accomplishments or awards, improvements made as a result of lessons learned from their teaching and/or student evaluations, impact of course innovation or development, and/or their approach to supervision of graduate students. As part of the reflective statement, candidates shall provide a brief summary of student evaluation ratings exemplifying teaching supported by a brief discussion of these evaluations. Evaluation ratings and the narrative shall specify rationale for categories chosen (e.g., quality of course, instructor preparedness, active learning encouraged) and particular teaching context (e.g., new prep, co-taught, curriculum modifications, extenuating circumstances). The narrative should demonstrate evidence of thoughtful reflection on student ratings/feedback, and concise discussion of changes based on the feedback.

   b. Teaching and/or Supervision Assignments
      **Evidence**: The Candidate shall include in the comprehensive CV a list of all courses and/or student teaching supervision assignments for the period under review.

| Semester & Year | Course Number | Course Title | Units | No. of Students Enrolled | Comments |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

    c.   Student Evaluations from Teaching and/or Supervision Assignments
       **Evidence**:  Provide complete sets of all university-prepared student evaluation reports from courses taught since the last period of review. Associate professors include documentation since last promotion.

    d.   Representative Syllabi from Courses Taught
       **Evidence**:  Provide a representative sample of syllabi from courses taught since last promotion that illustrate course objectives, student learning outcomes, and sample assignments (may include examples of student work with names completely obscured).  Associate professors include documentation since last promotion**.**

    e.   Course evaluations should reflect improvement over time.

  10.  Assessment of Teaching
    a.   General Standards
       Candidates will be assessed on the quality of the evidence provided on the set of indicators they select, rather than on the quantity of indicators selected. In all cases, candidates will be assessed on the quality and the totality of the evidence provided.  When judged as a group, no one indicator may be used to determine the overall rating of teaching effectiveness.

    b.   Retention
       Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching.  Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts they have made to address prior performance feedback.

    c.   Tenure and/or Promotion from Assistant Professor to Associate Professor
       1)  At the Assistant Professor level, evidence of effective teaching that meets standards includes but is not limited to:  student evaluations that demonstrate classroom effectiveness for the types of courses taught, and syllabi that clearly articulate course objectives and requirements and currency in the field, assignments that help students accomplish

the course objectives, and assessments that measure how successfully students accomplish the course objectives.  While not required, evidence of teaching effectiveness may include documentation of course, curriculum, or program development.

2) Retention
Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching.  Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts they have made to address prior performance feedback.

d. Tenure and/or Promotion from Associate Professor to Professor:
1) As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard.  Accordingly, to be rated meets standards, a candidate at the Associate Professor level is expected to demonstrate leadership and initiative in curriculum related activities.  These activities include course, curriculum and program development, refinement and renewal.  This is in addition to documentation of continued teaching effectiveness.

2) Retention
Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching.  Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts they have made to address prior performance feedback.

B.    **Research and Creative Activity**
1. Department Priorities and Values in Research and Creative Activity

It is essential to the University's mission that each faculty member demonstrates continued commitment, dedication, and growth as a scholar.  Research/creative activity results in an original contribution to knowledge or understanding in the field and includes the dissemination of that knowledge beyond the classroom.  Research/creative activity may be basic, applied, integrative, and/or related to teaching.

2. Research/ Creative Activity Standards within Context of Nursing Discipline

Research/creative activities take many forms in the School of Nursing. These may include, but are not limited to qualitative, quantitative, and applied research conducted both individually and collaboratively. Applied research is defined as creative activity that relates directly to the faculty member's program development or clinical work. Examples include program evaluation of newly developed programs, action research, clinical research, epidemiological research, collaborative research in academic/service partnerships. These activities are tied directly to the professor's special field of knowledge and are aimed at new programs in the community, substantive change in clinical practices, studies of population health and collaborative projects with service agencies. Applied research requires rigor and accountability. Single author, multi-author and cross-disciplinary presentations and publications are encouraged as nursing is a part of an inter-professional team in the health professions and values collaborative research and creative activities.

3. Faculty Description of Contributions when Multiple Authors are Present

   When multiple authors are present on research and creative activities, candidates shall specify their specific role on item (e.g., role: first author; second author; mentoring author; etc.).

4. Evidence of Research and Creative Activities
   a. Evaluations of research/creative activities will focus on understanding the contribution, benefit, and impact of the Candidate's work on the field. To determine this, the Candidate's research productivity in relation to their stated short and long-term goals and overall trajectory will be evaluated according to the categories below.

   b. Scholarly activities include, but are not limited to:
      **Category A**
      1) Papers published or accepted for publication in peer refereed journals
      2) Books or original monographs
      3) Published book chapters of original material
      4) Papers published in high quality clinical journals
      5) Papers published in refereed proceedings
      6) Published review of books, articles, programs, and conferences
      7) A refereed paper or poster presentations at regional, national or international professional meetings and university events, including abstracts published in proceedings
      8) Invited papers or posters presented at professional meetings
      9) Funded peer-reviewed external grants for research/creative activity work in progress or completed

10) Significant program development or revision including applied research in areas such as program development, curriculum development, and/or courses; accreditation work (CCNE, BRN, 5 year program review) which requires outside agency approval and/or peer review

11) Applied research and creative activity that is published, presented at a conference or meeting, or enacted in a professional setting to advance nursing, education and/or healthcare

12) Invited keynote address or speaker at a reputable regional, national or international conference or meeting

13) Unfunded externally reviewed grants (from reputable governmental sources or private agencies) for research/creative activity work

14) Advanced professional scholarly development, such as Post-Doctoral work

15) Membership on Editorial Board or Peer Reviewer for refereed/peer reviewed journal or publication/textbook

**Category B**

1) Session discussant at a professional meeting
2) Refereed paper or poster presentations at local, regional, professional meetings and university events, including abstracts published in proceedings
3) Working papers/works in progress
4) Funded regional or internal grants for research/creative activity work (e.g., local organizations, University Professional Development)
5) Clinical simulation/standardized patient scenario development
6) Case studies, such as expert clinical unfolding case studies or author of case study for Standardized Patients or Simulation
7) Maintaining clinical experience in an area of nursing specialization
8) Special recognition or award for research/creative activities
9) Unfunded internally reviewed grants for research/creative activity work

5. Assessment of Research/Creative Activities
   a. General Standards
      Candidates will be assessed on the quality of the evidence provided, the evidence of sustained scholarship, and the totality of their work. A variety of types of work must be provided in the file including peer reviewed publication. When judged as a group, no one indicator of research/ creative activities may be used to determine the overall rating of quality of research/creative activities. In all cases, the scholarly reputation of the publication and/or meeting will be considered when evaluating the contribution.

**Effective Date:**

     b. Retention
Candidates for retention shall include documentation from the period under review that demonstrates satisfactory progress toward meeting the tenure requirements in the area of scholarship. This documentation may include more items from category B than A.

6. Tenure and/or Promotion from Assistant Professor to Associate Professor
   a. At least three items from Category A
   At least one item must be peer reviewed or a refereed work which may include literature reviews, funded grants, case studies, etc.

   b. At least three items from Category B
   If the candidate has 6 items from A they would fulfill the requirement

7. Tenure and/or Promotion from Associate Professor to Full Professor
   a. At least three items from Category A
   At least one item must be peer reviewed or a refereed work which may include literature reviews, funded grants, case studies, etc.

   b. At least three items from Category B
   If the candidate has 6 items from Category A they would fulfill the requirement

8. Full Professor: For early consideration for tenure and promotion

   Candidates must satisfy requirements for both a and b above.

**C.**    <u>**Service**</u>
1. The School places a high value on service activities that enhance the institution and the profession – locally, nationally, and internationally – as integral components of faculty service. While the magnitude of service rendered may vary, in each instance the evaluation of service must be guided by the quality of that service and its relevance to the University's Mission. In the School of Nursing, service is defined as activities that contribute to the life of the department, school, college, university, community and/or activities that contribute to the profession and its agencies and organizations.

2. Service Reflective Statement
   Candidates are to provide a clear and concise reflective self-assessment of their service activities and the impact of this work. Candidates may include statements regarding any short-term and long-term goals for service activities,

connection to the Department, College and/or University's Mission, reasons for their involvement, and the impact of their service activities.

3. Evidence of Service
   a. **Evidence** of Service to the Program, School, and/or College (P/S/C) may include, but is not limited to:
      1) Leadership/membership in P/S/C governance and/or groups that carry on the business of the P/S/C (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
      2) Leadership or active contribution in School accreditation efforts
      3) Leadership and active membership on P/S/C committees
      4) Program coordination and/or service (e.g., student interviews, development of student learning outcomes, administration, etc.)
      5) Mentoring of students, tenure-line faculty, lecturers and/or Supervisors
      6) Collaboration with colleagues within the Supervisor and across the University
      7) Invited speaker for SON Pinning Ceremony

   b. **Evidence** of Service to the CSU System and/or University may include, but is not limited to:
      1) Innovative leadership initiatives at the university or CSU system level
      2) Leadership/membership in groups that carry on the business of the university (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
      3) University professional activities, (e.g, service toward university accreditation, etc.)
      4) Act as an advisor for a student organization
      5) Mentoring of students, tenure-line and full-time faculty, part-time/adjunct lecturers and/or Clinical Supervisors

4. External Service Activities
   a. **Evidence** of Service to the Profession may include, but is not limited to:
      1) Peer reviewer for journal or conference proposals
      2) Membership on an editorial board for peer reviewed/refereed journal or publication
      3) Leadership in professional organizations as an officer, on a committee or task force, etc.
      4) Consultation and expert services
      5) Providing continuing education for community

b. **Evidence** of Service to the Greater Community may include, but is not limited to:
   1) Assist agencies and/or community organizations (e.g. interview panelist, grant or award application, hospital committee, etc.)
   2) Development of clinics in collaboration with community partners to provide services to community members
   3) Consulting (paid or unpaid) with external agencies, (e.g. presenting professional development sessions, conducting research for a school or hospital, etc.)
   4) Service Awards and Special Recognition

5. Assessment of Service
   a. General Standards
      Candidates will be assessed on the evidence of the quality of evidence provided, the evidence of sustained service, and the totality of their work. When judged as a group, no one indicator may be used to determine the overall rating of service activity. Faculty must provide documentation of their service as part of their WPAF. Such documentation may include a reflective summary of their performance and role on the committee including actions that the faculty member was involved in.

   b. Retention
      Candidates for retention must provide appropriate and effective evidence of significant internal service. While not required, external service contribution will be considered in the evaluation.

   c. Tenure and/or Promotion from Assistant Professor to Associate Professor
      Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained internal and external service contributions.

   d. Tenure and/or Promotion from Associate Professor to Professor
      Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active participation in both internal and external service activities.

**Effective Date:**

V.   **ADDENDUM**

   A.   **Rationale**

   This addendum seeks to address structural inequities that may be created due to the
   COVID-19 pandemic, for SoN faculty on the tenure track who In March 2020, along
   with the rest of the CSUSM campus, moved to a virtual work environment. In
   acknowledgement of the unprecedented impact on faculty work, the Chancellor's
   Office provided a one-year extension on the tenure clock to all probationary faculty.
   While this is welcomed and gives potentially necessary flexibility to meet the
   requirements for tenure, it does not provide support for faculty who may not want to
   extend the tenure clock, but are disproportionally impacted by COVID-19 pandemic-
   related caretaking responsibilities, in the wake of school and daycare closures.
   Research is clear that caretaking responsibilities more often impact faculty who
   identify as women. A delay to tenure will have long-term financial impacts on faculty
   all the way through to retirement, contributing to the further widening of a gender-
   based achievement gap at CSUSM. However, it should be clear that the proposed
   modifications apply equally to all probationary SoN faculty who meet the
   requirements outlined in the policy.

   SoN faculty are evaluated in the areas of teaching, research/creative activity, and
   service. The COVID-19 pandemic and subsequent shift to virtual work had significant
   impact on SoN faculty work in these areas. SoN faculty may reflect upon these effects
   in their narrative and if they choose to do so, describe how their research/creative
   activities, teaching and service were affected in response to the COVID-19 pandemic.

   SoN faculty value and honor the holistic experiences of all our colleagues. As such,
   faculty under
   evaluation have the freedom to discuss how the COVID-19 pandemic may have
   impacted their work progress.  However, no probationary faculty are compelled to
   provide a "justification" of this in their narrative or to disclose any protected class
   status.
   This appendix shall be part of the evaluation process while the Chancellor's orders of
   May 12, 2020 and September 10, 2020, any future orders from the Chancellor, and/or
   other public health or similar orders are in place for the COVID-19 pandemic that
   impact faculty work.

   B.   **Scope of Addendum**

   This addendum applies to faculty who are employed at CSUSM as tenure-line faculty
   during the COVID-19 pandemic until their next promotion.

C. **Temporary Modification of Retention, Tenure, and Promotion Standards - School of Nursing**

The Retention, Tenure, and Promotion Standards - School of Nursing policy document will be modified in the following areas:

1. **Section IV. Standards and Criteria A) Teaching**
   Faculty are encouraged to articulate, provide evidence of, and reflect upon how the COVID-19 pandemic impacted their teaching and may have resulted in changes in teaching pedagogy and teaching approaches which may have affected student evaluations and faculty work.

2. **Section IV. Standards and Criteria B) Research and Creative Activities**
   If in-progress research/creative activities were disrupted due to the COVID-19 pandemic, faculty are encouraged to articulate and reflect upon this disruption and how it impacted their research agenda and outcomes. Faculty should provide evidence of an in-progress research/creative activities agenda and in progress contributions in either Category A and B. Faculty are encouraged to articulate, provide evidence of, and reflect upon how the COVID-19 pandemic impacted their research/creative activities and may have resulted in changes in their plan or trajectory.

3. **Section IV. Standards and Criteria C) Service**
   Faculty are encouraged to articulate, provide evidence of, and reflect upon how the COVID-19 pandemic impacted their service activities.