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Nursing: Appointment, Promotion, and Tenure Documentation

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**STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT
DEPARTMENT OF NURSING**

**GUIDELINES
FOR
RE-APPOINTMENT,
CONTINUING APPOINTMENT, AND
PROMOTION**

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UNIQUENESS OF PROGRAM

We believe that the central mission of the Department of Nursing is to prepare a professional nurse who can meet the health care needs of a culturally diverse society. We have identified eight objectives that students must achieve by the completion of the program. We also have several outcomes that we measure at graduation and at intervals after graduation that help us determine if teaching and learning have been successful. The inseparable activities of teaching and learning have been and continue to be the central focus of the Department of Nursing. In addition to the undergraduate program, we have a Master of Science/Family Nurse Practitioner program, preparing nurses for advanced professional practice in rural health areas.

We also believe in an integrated approach to nursing education. We operate as a team of faculty with a common goal expressed by our philosophy and objectives. Therefore, team members must be able to communicate and work effectively with each other in integrating theoretical and clinical material. This close team relationship requires mutual trust and respect among faculty members. Each faculty member should create and utilize teaching approaches which reflect the philosophy and the objectives of our program.

TEACHING

Nursing education has its primary focus on two teaching objectives:

1) to impart the theoretical and practical knowledge that underlies nursing practice and role development; and 2) to instruct students in clinical practice in a variety of health care settings. Faculty teaching undergraduate and graduate students in the clinical setting are legally accountable for the delivery of all patient care by students. Our nursing faculty are at clinical sites with students at varying hours and often in life and death situations. At times, learning situations arise that cannot be replicated. Teachable moments must be captured. Therefore, clinical teaching is unlike teaching in the traditional classroom or science lab. Nursing faculty members must accompany the nursing student to clinical and directly supervise their practice. It is unpredictable, emotional and ever changing. Clinical teaching creates unique challenges for nursing faculty including: simultaneous interactions with students, clients/families, and staff from health care agencies; safety concerns for all those involved; isolation from other faculty; legal liability; and accountability to the public. These issues and the time required to maintain clinical expertise have an impact on the scholarship and service.

The nature of evidential materials related to teaching is dependent upon the predominant teaching assignments as well as clinical practice activities of the candidate. Teaching activities may include classroom teaching, clinical teaching and supervision, role modeling, seminar facilitation, teaching of skills in the laboratory, supervising directed studies, graduate theses and research, advising, precepting graduate students, and other instructional activities. Faculty practice to maintain clinical competencies is crucial to teaching nursing. Faculty must be involved in clinical practice activities deemed necessary to meet legal responsibilities for safe practice and to remain a role model to the students in the clinical setting. These activities may include independent practice, consultation, certification in a specialty area, practice in a health care setting, and continuing education beyond that which is mandatory for licensure.

Nursing faculty teach 42 courses a year of required nursing curriculum. These include 24 course offerings in the undergraduate program per year, and 18 course offerings in the graduate program per year. The development and refinement of courses and programs takes additional time for nursing faculty.

It must be emphasized that the clinical component of nursing education is a major part of commitment of the teaching load of nursing faculty. Affiliating agencies limit a faculty/student ratios to 1:6 - 1:10. Nursing faculty are in clinical a minimum of two days/week, 6-8 hours each of these days. Faculty need daily preparation time for clinical supervision which includes obtaining client assignments and arriving at clinical site before students in order to check assignments. After the actual 6-8 hours of clinical, additional time is necessary for anecdotal notes, correction of written work, writing evaluations, and the development of clinical opportunities and follow-up with on-site preceptors and clients.

In addition to teaching the required course offerings and clinical, nursing faculty also teach:

- a sufficient number of Academic Planning seminars for all newly admitted students who intend to major in nursing.
- the prerequisite course PRO 204
- elective courses HLS 307, WMS 380, PRO 407/507, NUR 478, PRO 452/552.

The teaching load of nursing faculty is dictated not only by the college requirements, but by educational standards as defined by professional and accrediting bodies - ie: ANA standards, and AACN Essentials.

Nursing faculty also engage in the following teaching activities: supervision of independent study; mentoring of students including those in CSTEP and McNair; student involvement in research; guiding students through term paper development; and serving as chairpersons and committee members of graduate thesis and scholarly projects.

Effective teaching includes activities that promote effective learning environments. These activities include revision and addition of new teaching activities, and evaluation and revision of curriculum design. Effective teaching also includes: professional reading, attendance at conferences and workshops, and involvement in practice settings to maintain proficiency and currency of subject matter in the discipline. It is clear that nursing faculty devote far greater than 50% of their time on the teaching-learning portion of the job, resulting in five days a week of student contact.

SCHOLARSHIP

Nursing faculty believe that scholarship is an essential component of the academic role. Productivity standards within the department are discipline specific, while supporting the overarching institutional mission. Scholarship of discovery and scholarship of integration in nursing includes activities that contribute to the generation and/or advancement of knowledge for the profession. It also includes the production of articles, book chapters, conference papers and other identifiable works subject to internal and external peer review.

Nursing faculty may engage in the scholarship of application of advanced clinical practice, development of clinical sites, clinical problem solving, and consultation work.

The scholarship of application is discipline specific and may not result in a product in the traditional sense of the word, but is important scholarship as identified by Boyer (1990).

Nursing faculty may also engage in other scholarly activities such as developing grant proposals, developing software, conducting critical reviews of professional journal articles and books, presenting at local and national conferences, editing scholarly work, and conducting research.

SERVICE

Nursing is a service-oriented profession. Nursing faculty believe that service includes a number of activities that benefit the department, the college, the community, and the profession. Within the college and in the community, health care providers and consumers request nursing faculty to meet health care and health education needs. Service activities within the department of nursing support the overarching institutional mission, and the mission of the profession of nursing.

Faculty are very active in advisement. Faculty participate in all college organized advisement activities and advise all nursing majors. They also advise Freshman and Sophomore “Intents to Major”, interested transfer students, registered nurses, second degree students, drop-in individuals, and campus visitors.

Departmental governance is influenced by state and federal regulatory agencies, accrediting bodies, and standards of professional education. These constituencies place exceptional demands on faculty time, committee structure, and curriculum implementation and evaluation.

Other service activities include promoting student employment through writing letters of recommendation, developing and maintaining the department’s web page, participating in departmental, school, college and university governance, and engaging in discipline/college specific community work.

Membership and/or leadership in professional associations is an expectation for nursing faculty. Many of our faculty are members of the Genesee Valley Nurses Association, New York State Nurses Association, and the American Nurses Association. We have other faculty active in specialty organizations such as Sigma Theta Tau, NAPNAP (National Association of Pediatric Nurse Associates and Practitioners) Critical Care Associations and Transcultural Nursing Society. Faculty also represent the profession in community committees and advisory boards.

Nursing faculty also serve on committees that support college governance and structure. Faculty are active in college-wide committees, grade appeal committees, and faculty senate. One faculty member is involved in the faculty senate at the state level.

OVERVIEW OF APPLICATION AND REVIEW PROCESS

1. Role of the APT Committee: The APT committee is charged with the review of all applications for re-appointment, continuing appointment, or promotion within the Department. The review process will consider the performance of the candidate with respect to teaching, scholarship, and service as specified in the sections below.

The outcome of the APT Committee review process will be a written report and recommendation to the Department faculty. Said report shall include: 1) the Committee's recommendation, 2) the Committee vote on the personnel action being considered, and 3) a supporting narrative summarizing the Committee's conclusions as they pertain to the criteria of teaching, scholarship, and service. In cases where the APT Committee authors multiple reports for multiple candidates, the Committee should seek to produce reports that are consistent in format, style, and organization.

The APT Committee will notify faculty of appropriate appointment dates. This does not absolve the faculty member of keeping abreast of this information.

2. Role of the Candidate: Requests by full-time faculty, to be considered for reappointment, continuing appointment, or promotion, are to be made in writing to the APT Committee in accordance with current administrative deadlines. It is the responsibility of each individual seeking re-appointment, continuing appointment, or promotion within the Department to prepare a complete and organized package of materials supporting their request. Further, it is the responsibility of each individual to know and understand 1) the terms of their current appointment and 2) application deadlines for contract renewal, continuing appointment, and promotion.

Letter of application, including criteria weights to be applied;

Inventory of materials submitted;

Annual reports for the period under review, including comment and signature pages;

Teaching Portfolio;

Supporting documents related primarily to scholarship;

Supporting documents related primarily to service; and

Other documents and appendices included by the candidate. Where possible, materials should be organized into three-ring or equivalent binders that are clearly labeled. A candidate should not expect individuals reviewing their materials to sift through unorganized and loose materials contained in boxes.

4. Criteria to be Considered: The report and recommendation of the APT Committee will focus on the candidate's record in the areas of teaching, scholarship, and service as it pertains to the personnel action under consideration. Any application, for re-appointment, continuing appointment or promotion, must include a statement by the

candidate regarding the relative weights to be applied to the criteria of teaching, scholarship, and service. Each candidate will select a set of weights such that:

The weight on teaching is at least 0.5;

The weight on teaching > weight on scholarship > weight on service;

The sum of the weights is equal to one.

The candidate's right to specify weights in the review process does not remove the obligation of the candidate to meet minimal performance standards in teaching, scholarship, and service as described later in this document.

5. Application Of Criteria Weights In The Review Process: Members of the APT Committee are charged with applying the weights, as supplied by the candidate, as they consider the candidate's request for re-appointment, continuing appointment or promotion. Each member of the APT Committee is responsible for ensuring that their vote takes into account the weights specified by the candidate.

6. Distribution of APT Committee Reports: The APT Committee members are responsible for conducting the review process and preparing their report in conformance with published administrative deadlines. Further, accommodation of a period of review, by the candidate and the Department, must be made as described below.

The written report of the Committee will be shared with the candidate prior to forwarding the report to the Department. The only purpose of sharing the report with the candidate, prior to its being forwarded, is to allow clarification by the candidate. It is understood that the candidate has the option of withdrawing their request at any time prior to when the recommendation is presented by the Committee to the Department for formal vote, provided that the candidate withdraws their request in writing. The identity of the candidate who chooses to withdraw their request will be kept confidential.

Except in cases where the candidate chooses to withdraw their request for reappointment, continuing appointment, or promotion, Committee will submit its written report to the Department Chairperson and the Department for the purpose of a departmental vote on the recommendation. The Committee report will be given to the faculty at the next Department of Nursing meeting.

For a reasonable period of time prior to the vote, the candidate's application and supporting documentation, including an inventory of the contents provided by the candidate, will be kept on file in the Department office for examination. Materials removed for examination will be recorded on the inventory. All materials will be returned to the candidate by the appropriate College official or will be retained in the Department office pending disposal.

7. Voting Process: The members of the Department vote on the recommendation of the APT Committee. The candidate will be asked to leave the room during this vote.

The Department will have the opportunity 1) to ask questions of the APTCommittee and 2) for general discussion. The members of the Department will then vote by secret ballot. The result will be announced to the Department, and then to the candidate, immediately after the balloting and be recorded in the minutes of this meeting. The Committee's recommendation, along with the Department vote on the recommendation and the Chairperson's recommendation, will be forwarded to the Dean.

ACADEMIC AND EXPERIENCE QUALIFICATION JUSTIFYING RANK

Faculty hired into the Department of Nursing will earn the title of Visiting Assistant Professor, Assistant Professor, Associate Professor or Full Professor based on education and experience. The educational and experiential guidelines listed below are intended for hiring purposes only.

All faculty are expected to have a master's degree in nursing in the specialty area for which the appointee is to carry major teaching/clinical responsibility.

Visiting Assistant Professor

An appointee to the rank of Visiting Assistant Professor will have a masters degree in nursing or a related field, with an intent to earn a doctorate,

and

have practiced as a registered nurse for a minimum of two years. Teaching experience is preferred.

Assistant Professor

An appointee to the rank of Assistant Professor will have a doctoral degree in nursing (PhD, DNS), which is preferred or a doctoral degree in a related field,

and

a minimum of two years of didactic teaching in an accredited university or college. This appointee will also have maintained clinical competence in the area of expertise.

Associate Professor

An appointee to the rank of Associate Professor will have a doctoral degree in nursing (PhD, DNS), which is preferred or a doctoral degree in a related field,

and

a minimum of six years of didactic teaching, at least three of which shall be in an accredited university or college at the rank of Assistant Professor. This appointee will also have maintained clinical competence in the area of expertise.

Full Professor

An appointee to the rank of Professor will have a doctoral degree in nursing (PhD, DNS), which is preferred or a doctoral degree in a related field,

and

a minimum of nine years of didactic teaching, at least five of which shall be in an accredited university or college, including a minimum of five years at the rank of Associate Professor. This appointee will also have maintained clinical competence in the area of expertise.

OUTLINE OF MATERIALS NEEDED FOR PERSONNEL DECISIONS

All personnel decisions will include an evaluation of the faculty member's accomplishments in the area of teaching, scholarship and service. The department weighs the relative importance of teaching, scholarship and service in the following manner:

Teaching > Scholarship > Service (where teaching \geq 50% in the assessment and evaluation of faculty performance)

Evaluation of teaching for all personnel decisions will include:

- a. Statement of teaching philosophy
- b. List of courses taught/number of students
- c. Student critiques including standardized evaluations and letters of support
- d. Student outcomes and accomplishments, including table of grade distributions/interpretation, etc.
- e. Documentation of improvement in teaching
- f. Teacher related activities beyond the classroom
 1. Advisement
 2. Clinical supervision
 3. Precepting students
 4. Mentoring CSTEP, McNair, and graduate students
- g. Peer evaluation
- h. Descriptions of how the individual has contributed to the items listed under general considerations and how she or he plans to contribute in the future
- I. Documentation supporting mastery of subject matter.

Evaluation of scholarship for all personnel decisions will include:

- a. Book
- b. Textbook
- c. Edited book
- d. Article
 - Refereed
 - National/International
 - Regional
 - Popular magazine
- e. Presentations
 - National/International
 - Published/Conference proceedings
- f. Monograph
- g. Book review
- h. Editorial review
 - Journal Article
 - Manuscript
- I. Instructors manual, etc.
- j. Grants
- k. Accreditation visitor

- l. Participated in production of accreditation report
- m. Setting of clinical sites
- n. Other

Evaluation of service for all personnel decisions will include a list of service activities within the:

- a. Department
- b. School
- c. College
- d. University
- e. Profession
- f. Community

STANDARDS AND PROCEDURES FOR EVALUATING TEACHING

The APT Committee will formulate its recommendation for reappointment, continuing appointment, tenure and/or promotion, as it pertains to teaching based on the following:

- I. Statement of Teaching Philosophy and Focus
 - II. Student Outcomes and Accomplishments
 - III. Student Evaluation
 - IV. Peer Evaluations
 - V. Teaching - Related Activity Beyond the Classroom
 - VI. Improvement of Teaching
- I. Statement of Teaching Philosophy and Focus which contains:
- A) A written statement on the candidate's philosophy of education and educational goals as they relate to the mission of the department and the mission of the college.
 - B) A reflective statement indicating how the materials compiled by the candidate demonstrate teaching excellence and continued growth as an instructor.
 - C) A statement which includes information about courses taught, level of courses, numbers of students, and other pertinent information that will illuminate the context of teaching and supervision and precepting performance. This statement must indicate that the candidate consistently assumes a fair and equitable share of the department's teaching workload.
 - D) One copy of the candidate's syllabus (from any semester during the review period) for each course taught during the review period.
 - E) One complete set of examinations for one section of each course taught during the review period.
 - F) Evidence as to the candidate's involvement with course development and/or instructional innovation.
 - G) Any teaching and practice awards during the review period.
- II. Student Outcomes and Accomplishments
- A) Table of grade distribution for all courses taught during the review period, including class size information.
 - B) Sample of student products: care plans, term papers, research projects, etc.
 - C) Scholar's Day presentations.
 - D) Success of students on standardized tests relevant to instructor's area of teaching.
 - E) Student employment rates in the field and student success rates.
- III. Student Evaluations
- A) Computer printouts of all standardized assessments of teaching (IAS or other) given during the review period.
 - B) Module evaluations of courses taught.
 - C) Student written comments from clinical evaluations and IAS evaluations.

- D) Solicited letters of support from current students and alumni.
- IV. Peer Evaluations
- A) At least three peer reviews from the classroom, at least one of which must be made by a member of the APT Committee.
 - B) Statement as to the candidate's contribution to the curriculum and course development/revision.
 - C) Peer evaluation of course materials used to teach each course during any one semester under the review period.
 - D) Statement and peer evaluation of new innovations of teaching in the classroom
 - E) Service as a mentor to novice teachers in the department.
 - F) At least two peer evaluations that attest to the candidate's clinical competence, and ability to stimulate intellectual curiosity in the clinical setting.
- V. Teaching - Related Activity Beyond the Classroom
- A) Independent/directed studies completed with students during the review period.
 - B) Student involvement in research projects, publications, presentations resulting from individual student/faculty collaboration.
 - C) Statement as to the number of advisees - undergraduate, graduate and RN students.
 - D) Invitations to be a guest lecturer during the review period.
 - E) Mentoring of students for C-step or McNair during the review period.
- VI. Improvement of Teaching
- A) List of all workshops and conferences attended that are pertinent to the discipline of nursing and the area of nursing specialty for the review period.
 - B) Candidate statement of efforts necessary to maintain mastery of subject matter and teaching methodologies.
 - C) Candidate written statement related to improvement in teaching.
 - D) Clinical practice activities during the period of review that assist in the acquisition of new knowledge to be used in teaching with students.

No materials relating to summer teaching are required for inclusion in the portfolio. They may be included, however, at the option of the candidate.

For the purposes of compiling a teaching portfolio, the term "review period" is defined as follows:

- a) **As to re-appointment:** The time period since the candidate was last reviewed by the Department for re-appointment or, if this is the candidate's first re-appointment, the time period since the candidate began full-time employment with the Department.
- b) **As to continuing appointment:** All academic years the candidate has been on a "tenure track" line.

- c) **As to promotion:** a minimum of the previous five academic years (not including sabbaticals or other leaves) or time at current rank, if less than five years.

BASIS FOR JUDGEMENT

For a candidate's application to merit positive action by an individual APT Committee member, the following standards must be met in the area of teaching:

- I. The candidate's teaching portfolio - Evidence presented by the candidate must show that the candidate's educational goals, as stated in their portfolio, are consistent with the Department and College mission statements and have been met or are in the process of being met.
- II. The candidate must consistently assume her or his equitable share of the department's teaching workload.
- III. Positive evidence of student outcomes.
- IV. Student opinions and evaluation of the candidate - At least seventy percent of the individual global questions included in the review period must have a mean rating of 2.25 or lower. The candidate has the opportunity to provide the Committee with supplemental student surveys, including IAS responses to the "non-global" questions.
- V. Peer evaluations - A majority of peer responses should be positive.
- VI. Evidence of teaching quality outside the classroom - Demonstration of positive involvement in individual student projects, mentoring and advisement. Evidence of quality of guest lecturing.
- VII. Professional development - The candidate must present some evidence of continuous professional development supporting the assertion that the candidate is remaining current in his or her instructional field(s).

STANDARDS AND PROCEDURES FOR EVALUATING SCHOLARSHIP

The American Association of Colleges of Nursing (AACN) (1999) 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.

In the “Position Statement On Defining Scholarship For The Discipline Of Nursing,” AACN identifies four aspects of scholarship that were derived from Boyer (1990) and reflect SUNY College at Brockport’s definition of scholarship: “... this statement focuses on four aspects of scholarship that are salient to academic nursing - discovery, teaching, applications to clinical practice, and integration of ideas from nursing and other disciplines.” When reviewing the quality of a faculty member’s scholarship the APT committee will evaluate these aspects of scholarship. Examples of documentation of the quality of the 4 aspects of scholarship follow this page.

The APT Committee will formulate its recommendation as it pertains to scholarship based on the following guidelines:

- I. The candidate is responsible for supporting all claims concerning the importance, relevance, or quality of any publications or other scholarly products. Copies of all such products are to be submitted to the APT Committee.

- II. The quality of the scholarship will be evaluated according to the 6 criteria as described by Boyer:
 1. clarity of goals
 2. adequacy of preparation
 3. appropriateness of methods
 4. significance of results
 5. effectiveness of presentation
 6. reflective critique where appropriate

BASIS OF JUDGMENT

The Department of Nursing recognizes and values equally the four aspects of scholarship. The information below provides examples of how faculty can meet the minimum scholarly activity requirements.

- I. Faculty at the rank of Visiting Assistant Professor are expected to meet the scholarly obligations negotiated at the time the individual was hired. Faculty at this rank are expected to remain current in their instructional field.

- II. Tenure-track faculty seeking reappointment need to demonstrate continuous and substantive progress towards meeting the standards suggested below.

Examples of Documentation of the Quality of the Scholarship of Discovery

Primary Products

Peer-reviewed publications of research, theory, or philosophical essays including but not limited to:

- authored books
- edited books or edited journal symposia
- monographs
- textbooks
- textbook chapters
- refereed journal articles
- computer assisted instruction materials
- book computer software

Presentations of research, theory, or philosophical essays with publication in proceedings

Grant awards in support of research, scholarship, teaching, learning

Secondary Products

Mentorship of junior colleagues in research or scholarship

State, regional, national, or international recognition as a scholar in an identified area

Member of editorial board of national journal

Positive peer evaluations of a body of work

Invited scholarly presentations, keynote addresses for professional meetings, etc.

Local or university awards in recognition of scholars

Reports of ongoing research

Examples of Documentation of the Quality of Scholarship of Application

Primary Products

Peer-reviewed publications of research, case studies, technical applications, teaching methodology, learning, or other practice issues

Presentations related to practice with proceedings published

Products, patents, license copyrights

Grant awards in support of practice

Published reports of ongoing scholarly projects related to clinical practice or clinical practice issues

Secondary Products

Consultation reports

Reports compiling and analyzing patient or health services outcomes

Peer reviews of practice

State, regional, national, or international recognition as a master teacher or practitioner

Professional certifications, degrees, and other specialty credentials

Reports of meta-analyses related to practice problems

Reports of clinical demonstration projects

Policy papers related to practice

Development or testing of educational models or theories

Design of outcome studies or evaluation/assessment programs

Examples of Documentation of the Quality of the Scholarship of Integration

Primary Products

Peer-reviewed publications of research, policy analysis, case studies integrative reviews of the literature, and others

Copyrights, licenses, patents, or products for sale

Published books

Interdisciplinary grant awards

Presentations of integrative scholarship with publications in proceedings

Secondary Products

Positive peer evaluations of contributions to integrative scholarship

Reports of interdisciplinary programs or service projects

Panel discussant involving a critique

Policy papers designed to influence organizations or governments.

III. Criteria for Promotion

Assistant Professor

Successful completion of a doctoral dissertation and evidence of a commitment to continued scholarly productivity.

Associate Professor

The Department considers for promotion to this rank a person who shows significant advancement in the area of scholarship beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation. The demonstration of scholarship must include a product that is subject to systematic internal and external peer review.

The Department defines such accomplishment as equivalent to 3 primary products two of which must be refereed scholarly journal articles, scholarly monographs, or books and 3 secondary products.

Recognition of the quality of the publications/primary products may be made evident and available in the form of reviews, comments and citations in the works of others, direct letters of assessment by recognized authorities off- campus solicited by the Department and by the candidate, and invitations from leaders in the field to contribute to publications and conferences, to serve on editorial boards, to review books, etc. Reputation of the journals or book publishers will be an important consideration. It is the responsibility of the candidate to document the quality of the journal or book publisher.

Significant research conducted but not yet published can also be provided at this stage of professional development; the significance of the research should be attested to by reputable and established individuals in the field. It is important in these cases to attain a number of objective evaluations that testify to the quality and the value of the research, product or performance.

Invitations (particularly if unsolicited) to make presentations at major conferences, institutes, or universities should also be included.

Grants, awards, other scholarly products, and particularly the quality of the works resulting from them, may also be considered for tenure and promotion to Associate Professor.

Professor

To achieve promotion to the rank of Full Professor, a member of the Department of Nursing should have advanced significantly in the area of scholarship beyond what was expected to achieve the rank of Associate Professor. There should be evidence of new and more sophisticated levels of achievement. After achieving tenure and promotion to the rank of Associate Professor, the candidate should produce additional research, at least equivalent to the effort involved in a doctoral dissertation. The Department defines the minimum number as being five primary scholarly products, three of which might be refereed scholarly journal articles, scholarly monographs or books. These products are in addition to those used for previous promotion. In addition, the candidate must have 3 products from the secondary list. Furthermore, the significance of the person's accomplishment is attested to by peers and reputable figures in the field away from campus.

Invitations to chair professional meetings, serve as editor of a journal or present at a major national or international conference shall be considered in appraising the candidate's scholarship.

- IV. All applicants should demonstrate evidence of continued performance in the area of scholarly activity e.g., working papers, papers in progress, conference presentations, grants received, articles under review, etc.
- V. Some of the "scholarly products" required for promotion or tenure must have been published in the five years preceding application. For example, for the candidate applying for promotion to associate professor who claims 3 publications in peer-reviewed journals and 3 published book reviews, some of the publications or book reviews must have been published in the five years preceding the personnel action.

STANDARDS AND PROCEDURES FOR EVALUATING SERVICE

Service can be generally defined as “assistance or benefit afforded another: to render a service; to be of service.” Nursing is a service-oriented profession.

The Final Report of the Faculty Roles and Rewards Committee (12/7/98) states that “service encompasses governance of the department, the school, the college, the university, or the profession, as well as discipline-based or college mission oriented contributions to the community that are not included in Scholarship.” (p.2). “Service within the department, the college, the university, the community and the profession supports the advancement of learning and the enrichment of campus culture.” (p.3).

“Faculty must demonstrate continued successful service to support recommendations for reappointment, continuing appointment and promotion. (p.4). Faculty members should play a service role commensurate with their rank and the changing needs of their various constituencies.” (p.5). The Department of Nursing agrees with these quotes from the Roles and Rewards Committee.

The APT Committee will formulate its recommendations for tenure and/or promotion, as it pertains to service, based on the following evidence:

Candidates will prepare a reflective statement which discusses how their service activities meet the expectations of the department and inform their teaching and scholarship. Statement shall include service to the:

I. Department - Participation/leadership in department meetings, committees, and events for students, functioning as a level coordinator, and fostering the department’s relationships with the community agencies where candidates teach. Participation in such activities as: advisement, registration, Saturday Information sessions, peer visitation and review, department student organizations (Student Nurses Organization, Omicron Beta-Sigma Theta Tau International) and orientation of new faculty. Also included here would be general career and graduate school advisement, making special skills available to students, willingness to enter into independent studies with students, general willingness to assist with departmental activities, working on department web site. Authorship of accreditation or other comprehensive program reports will be included here.

II. School - Participation in such activities as: grade appeals, Dean’s committees, fostering school’s relationships with the community, and serving as a liaison with accrediting agencies.

III. College - Faculty Senate, college-wide committees, college-wide student organizations (Alumni Association) and recruitment.

IV. University - University Faculty Senate, SUNY Ad Hoc Committees.

V. Profession - leadership and other service in discipline-based organizations at local, state, national or international levels.

VI. Community - work related to faculty member's area of professional expertise or to the mission of the college, or to advisory boards in the community that promote the reputation of the college.

BASIS FOR JUDGMENT

I. All faculty are required to maintain a minimum of four hours per week of office hours and are expected to attend level and department meetings, and departmental events for students. All faculty are expected to shoulder a proportionate share of the Department's advisement and registration activities and to dispatch the same in a professional and competent manner. "Proportionate share" means that each faculty member has approximately the same number and type of advisees as overseen and assigned by department Advisement Coordinator. Each faculty member participates in the same number of final registration, SOAR sessions, Sat. Info. Sessions.

II. Minimum standards for competency in advisement include regular availability during scheduled hours, non-cursory review of student course schedules prior to providing approval, returning student phone calls, etc. Additionally, the following expectations must be met for consideration for reappointment, continuing appointment &/or promotion:

Visiting Assistant Professor

At this level, the faculty member's expected role includes all of the above. The faculty member is expected to actively participate in department meetings and be on at least one department committee. He or she is expected to foster the department's relationships with the community agencies where she/he teaches. Evidence of participation may be provided by attendance records, committee minutes, advisement notes, student comments, and letters of support from community agencies and by other appropriate means.

Assistant Professor

At the Assistant Professor level, the faculty member's expected role includes all of the previously listed departmental activities plus at least one activity at the school or college level. Initial involvement in college (SOAR, Saturday Info. Sessions, registration), profession and community service begins at this level. Evidence of participation may be provided by the aforementioned ways, as well as by letters of support from other college departments and community agencies, and by other appropriate means such as the completion of an accreditation document.

Associate Professor

To achieve the Associate Professor level, the faculty member should have demonstrated excellent service, on a continuous basis, to the school and college during the period of tenure as Assistant Professor. The level and impact of service should have expanded significantly in at least one other area (university, profession and community) with at least one activity in one of the other two areas. Evidence of participation may be provided in the aforementioned ways as well as by peer review, letters from committee

chairs citing specific contributions, substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives and active leadership in disciplinary professional organizations.

Professor

At the Professor level, accomplishment should be significantly greater than was expected to achieve the rank of Associate Professor. The level and impact of service should have expanded significantly in all areas. Evidence of participation may be provided in the aforementioned ways as well as documentation that the faculty member has chaired a variety of committees both inside and outside the department, committee work/product which is judged as exemplary and significant to the college or organization.

References

American Association of Colleges of Nursing (1999). Position statement on defining scholarship for the discipline of nursing. Washington, DC: American Association of Colleges of Nursing.

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The Office of the Vice President for Academic Affairs (1999). Guidelines for faculty appointment, renewal, tenure (continuing appointment), promotion, and performance at rank. Brockport, NY: SUNY College at Brockport.

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