

CALIFORNIA STATE UNIVERSITY, LONG BEACH

DEPARTMENT OF NURSING

COLLEGE OF HEALTH AND HUMAN SERVICES

RETENTION, TENURE, AND PROMOTION POLICY

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Approved by Department Faculty: **March 12, 1997**

Approved by College RTP Committee:

Approved by College Dean:

Approved by Vice President for Academic Affairs:

Department of Nursing

College of Health and Human Services

RETENTION, TENURE, AND PROMOTION POLICY

Vision

The vision of the Department of Nursing is to create and maintain a scholarly and collegial academic environment, in collaboration with practice settings, to shape practice. This vision for the future of nursing education emanates from nursing's core values. In particular, although nursing involves assessment, diagnosis and technological skill, it also attends to human vulnerability and helps people cope by providing comfort and counseling, as well as patient education and health promotion to foster healthy lifestyles, knowledge of one's illness, awareness of risk factors, and self care. At its core, nursing recognizes that clinical judgments are nurtured in human relationships and have as much to do with values and ethics as they do with knowledge and technology.

In a nursing context, health and illnesses have meaning for people. It is this distinction in nursing--between disease and the illness experience—that lends understanding to the meaning of illness in a person's life. By itself, such meaning is a vital form of healing that can overcome the sense of alienation, loss of self, and loss of social integration that frequently accompany illness. This distinction is fundamental and unique to nursing and must remain central to baccalaureate and graduate nursing programs of the future.

Nurses not only care for people, but tend the environments in which care happens. While it is the responsibility of nursing education to prepare expert practitioners, schools

must also produce nursing professionals who can participate as full partners in shaping health policy. As such, it is crucial that nurses be prepared with the skills to remove artificial barriers that limit the profession's ability to practice in the best interest of consumers.

The Mission

California State University Long Beach, Department of Nursing is recognized for excellence in teaching, emphasizing a high quality undergraduate education as a foundation for a strong graduate, professional and certificate program. Research, scholarly and creative activities and collegiality are integral to the life of the university and are essential for excellence in teaching. The philosophy of the Department of Nursing guides the teaching learning process, curriculum development, revision and evaluation. This reflects the philosophy of CSULB and the California State University system of which it is a part.

1) The Department's academic nursing programs are planned in response to changing societal needs, the public's growing concern about access to health care, the patients' need to be more involved in their own health care, and a focus on wellness.

2) The Baccalaureate program in Nursing prepares the student for licensure and practice as a professional nurse.

3) The Graduate program expands upon basic education in order to prepare graduates to function as advanced practice nurses.

In the 21st Century, California State University, Long Beach, a metropolitan comprehensive institution serving richly diverse communities, will be the campus of choice for students in Southern California.

CSULB will maintain its excellence through (1) teaching and learning , (2) maintaining a service environment that is facilitative for students, staff, faculty, alumni and the community, (3) emphasizing faculty and student scholarship, (4) assessing relevancy of programs to reflect societal needs, (5) developing and maintaining partnerships with the private sector to strengthen resources, (6) maintaining a process to identify emerging demands of the market and workplace from alumni and other knowledgeable individuals in its communities, and (7) cooperating with government, non-profit agencies and business enterprises to explore ways for improving the quality of education and life in California.

In meeting its mission, the Department of Nursing prepares entry level baccalaureate-education registered nurses and masters-prepared advanced practice nurses who function as educators, administrators/managers, researchers, nurse practitioners, nurse anesthetists, nurse midwives, and clinical specialist. These persons are employed in public and private systems involved in health care delivery.

1.2 Obligations

The initiative in the RTP process shall be a shared responsibility of the individual candidate and the other faculty members of the department. The purpose of the RTP Committee is to assist colleagues in the preparation and development of their materials, provide guidance for faculty growth, and evaluate faculty performance in accordance with approved procedures. The reputation, success, and credibility of the department are

directly related not only to the quality of the candidates recommended, but also to the professionalism, collegiality and diligence with which the department RTP Committee discharges its responsibilities in assisting faculty with their professional growth and development through the tenure process in evaluating and presenting the evidence to support its recommendations. Candidates are therefore expected to furnish necessary, complete, and relevant evidence for evaluation.

1.3 Standards

The Department of Nursing values persons of diverse talents and specialties. Recommendations from the department RTP process will reflect documentation of a candidate's strengths, contributions and uniqueness under each of the established criteria. This presentation should include a qualitative analysis of the candidate's special role, performance, and achievement within the academic areas of the department and be consistent with the mission of the department. Candidates may display excellence in one or numerous areas. However, the record of the candidates must support the principle that the higher the rank to be accorded, the stronger the evidence must be for teaching effectiveness, collegiality, scholarly achievement, and service.

1.4 Profiles of Academic Ranks

Candidates for retention, tenure and promotion shall be evaluated based upon specific criteria. While each candidate is considered on their own merit, the following is an example of what may be used as a portion of the decision making process. Each review level shall utilize the same criteria when evaluating candidates. Specific criteria may be found in Section 1.5.

CANDIDATE FOR ASSISTANT PROFESSOR:

- a. Earned masters degree in nursing or terminal degree, (MSN, MS or MN) enrolled in doctoral program.
- b. Evidence of teaching at the baccalaureate level in nursing
- c. Scholarly and creative activities through publications, funding, and proposals.
- d. Teaching evaluation by students compare favorably with Department and College norms. Peer evaluations which document teaching effectiveness.
- e. Evidence of service on department, college, or university committee(s)
- f. Membership in relevant professional organizations
- g. Evidence of multidisciplinary collegiality in governance in department, college and university.

CANDIDATE FOR ASSOCIATE PROFESSOR:

- a. Normally six years of satisfactory performance as Assistant Professor, or equivalent.
- b. Meet criteria for assistant professor and degree in nursing
- c. Earned doctorate in nursing or related field
- d. Teaching evaluations by students compare favorably with Department and College norms. Peer evaluations which document teaching effectiveness.
- e. Evidence of updating of individual courses.

- f. Scholarship has a sustained, identifiable, and congruent research thrust through such activities as funded grants or contracts (to include research), articles in juried or refereed journals, conference papers, recognition of clinical competence as appropriate development of innovative practice models, development of computerized models of instruction, presentations, practice based innovations.
- g. Involvement and leadership in relevant professional organizations.
- h. Evidence of involvement and leadership in department, college and university governance.
- i. Activity as appropriate in the clinical arena which serves as a collaborative bridge between academia and nursing practice.
- j. Evidence of multidisciplinary collegiality.

CANDIDATE FOR PROFESSOR:

- a. Normally after 5-10 years as Associate Professor or equivalent
- b. Meet criteria for associate professor and:
- c. The evidence of regular course revision(s), development of new courses as appropriate.
- d. Consistent pattern of above average student and positive peer evaluations.
- e. Recognized, sustained, and congruent scholarly/research experience, which may include instructionally-related work, via articles in refereed journals book chapters, conference papers, funded grant proposals, books, published research reports, recognition of clinical competence as appropriate,

development of innovative practice models, development of computerized models of instruction, distance learning strategies, new approaches to clinical teaching, evaluation of research studies, etc.

- f. Recognized contributions to department, college and university through leadership position(s), membership on editorial boards, manuscript review panels.
- g. Professional service through leadership activity in professional or other organizations.
- h. Evidence of multidisciplinary collegiality
- i. Ongoing professional development in nursing to include, if appropriate, evidence of ongoing clinical competence in advance nursing practice.

1.5 Criteria for Advancement

Candidates shall be evaluated for advancement based upon the quality of their performance of the three categories of teaching, scholarship, and service. Sections 1.5.1, 1.5.2, and 1.5.3 below elaborate, in greater detail, on items that are considered when evaluating candidates. In each instance, the items are illustrative and not all inclusive. Further, the items listed are not granted equal weight as, logically, certain items qualitatively have differing value and impact on the contributions to one's discipline.

1.5.1 Teaching

Teaching is the primary and most essential academic responsibility of the university professor. The goal of the Department of Nursing is to develop capable professionals in a variety of nursing roles (entry level nurse, generalist, nurse practitioner and clinical specialist) as well as

educated, ethical, and productive citizens. In a rapidly changing world, a professional education must provide students with more than the knowledge needed for success in nursing. It also must provide them with skills and attitudes that facilitate adaptation and constructive response to societal needs and changes. As a result, teaching is the primary and most essential academic responsibility of the university professor. In the Department of Nursing, emphasis is placed on the preparation of individuals for nursing practice roles.

Quality teachers are those who possess expertise, as well as passion for their work and the process of learning. Most importantly, they have a desire to share these qualities with students and other colleagues. They do this by working for and with students and by demonstrating their belief in the liberating power of knowledge. Quality teachers also continue to maintain currency in their subject matter, which requires ongoing scholarship through study, learning, clinical competence, practice, experience, and research. It is important, therefore, for faculty not only to disseminate knowledge, but also to participate in its creation, integration, and/or application.

Essential Criteria

The evaluation of teaching involves several components as shown below. These essential criteria include activities in the areas of: (1) Pedagogical Approach and Methods, (2) Student Response, (3) Ongoing Professional development as a Teacher, (4) Collegiality, and (5) Ongoing Professional Development in the Discipline.

Pedagogical Approach and Method

Instructional methods should be appropriate to course and objectives; materials should be current and appropriate to the topic. Reasons for choices of learning goals and instructional methods should be presented. Grading practices, standards, and criteria should be articulated clearly. Results of grading practices should be reasonably consistent with university norms. Course materials should clearly convey to students the learning goals of the course and the relationship of the course to the major and/or to general education. Course requirements, including the semester schedule, assignments, and grading policies should be included. Course materials should also identify the purposes for which a course may be meaningful to students, such as preparation for further courses, graduate school, nursing practice, development of professional responsibilities, and/or individual person/professional growth. The Department of Nursing faculty should also be involved outside the classroom in such areas as academic advising, student mentoring, clinical practice as appropriate, collaborative research projects with students, thesis supervision, support of student organizations and/or recruitment and retention activities.

Student Response to Instruction

Student ratings of instruction should be favorable and reflect the averages of the department, college, and the university averages. Candidates for tenure or promotion should have student evaluations which reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.

Ongoing Professional Development as a Teacher

Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates. This pattern of change should be described in a narrative and supported by exemplary materials. This records may include regular and ongoing interaction with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultation of course development. Other activities may include involvement in programs of the CSULB Center for Faculty Development, participation in teaching development seminars or conferences sponsored by the department, college, university or professional organizations; giving or receiving of formal or informal pedagogical coaching and/or other activities that contribute to professional development of teaching effectiveness.

ENHANCING CRITERIA FOR TEACHING EFFECTIVENESS

There are many ways that faculty may go beyond the essential criteria for teaching effectiveness to enhance their achievement; the following are illustrative, not exhaustive of the possibilities. Faculty may develop innovative approaches to teaching or exemplary ways of fostering student learning in the classroom. New curriculum, instructional programs or materials may be developed, including electronic or multimedia software or new advising material or programs. Conducting assessment of one's instructional effectiveness in order to improve instruction (e.g., varied classroom evaluation techniques) can be a particularly appropriate method for continuous improvement, attendance or participation with pedagogical workshops or symposia or instruction effectiveness. Offering teaching colloquia to department colleagues or pedagogical workshops at discipline meetings may demonstrate department or discipline

leadership regarding instructional issues.

1.5.2 Scholarly, Professional and Creative Activities

Scholarly, professional, and creative activities represent efforts and evidence whereby the candidate establishes professional status and contributes to the profession while being active professionally. These activities must be relevant to the candidate's assignment and support the mission of the department. Research and clinical expertise are considered a critical and beneficial component of the instructional process for several reasons:

1. Advances in nursing knowledge and nursing practice are dependent on generating new knowledge. This new knowledge has potential for improving the quality of life for patients, clients, families, and/or communities. Responsible professional practice rests on the foundation of data derived from research and clinical practice.

2. Contributions from nursing research also have positive consequences for the department and the University. Collaborative research and scholarly activities support the mission of the University and contribute to the advancement of interdisciplinary practices. Productivity and scholarly contributions increase the likelihood that the University will attract high quality students and faculty. A successful university also is more likely to obtain grants, equipment, and other financial support from the community, industry and government agencies.

3. Utilization and implementation of research will enhance teaching effectiveness and enriches the education of students. Providing students with research related opportunities is essential and a major responsibility of all full-time faculty.

4. Research grants bring state-of-the-art equipment and technology to the department. This increases the likelihood that students will be well trained and competitive when seeking employment.

5. Professionals are responsible for the knowledge upon which their profession is based. Research enables professions to create their own visions of the future.

Essential Criteria Activities

The following are considered essential criteria in the area of scholarly and creative activities.

Faculty are expected to remain engaged in a sustained and congruent program of scholarship and creative activity that demonstrates intellectual and professional growth in the discipline. All faculty are expected to produce scholarly and/or creative achievements which contribute to the advancement, application, or pedagogy of the discipline (or interdisciplinary studies). Productivity includes dissemination to appropriate audiences, and receiving favorable review from professional peers.

Ranking of Scholarly and Creative Activities

Scholarly and creative activities are divided into five differentially weighted categories. Activities within each category are equally weighted. The categories, presented in order of priority are:

1. Publication of juried endeavors including, but not limited to , the following: research publications, creative activities, books, monographs, review articles, book chapters, grant awards, and computer software.

2. Publication of major non-juried manuscripts such as books, book chapters, or review articles.
3. Presentation of juried papers at professional meetings; publication of abstracts from juried presentations.
4. Presentation of non-juried papers at professional meetings; publication of non-juried abstracts from non-juried presentations.
5. Presentations of professional workshops.

Enhancing Criteria

Faculty may enhance their scholarly and creative achievement with a substantial record of peer-reviewed professional activities and publications. Such activities and publications may include books, articles, and electronically published documents, especially if these receive favorable notice or reviews from professional peers. Faculty may also enhance their scholarly and creative achievement with editorial assignments with recognized professional publications, including journals, professional newsletters, or electronic media. Other achievements of this nature are appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, as are other adjudication assignments calling for professional expertise. Applied research or professional activity may use theory and knowledge of one or more disciplines to address practical problems of importance to the discipline and to the society; such applied professional activity includes research in instructional processes and outcomes. Additional activities may be judged to enhance faculty scholarly and creative achievement so long as these are peer reviewed, are disseminated to appropriate professional audiences, are

appropriate to the mission of the department and college, and make significant contributions to the discipline or to interdisciplinary studies.

1.5.3 University and Community Service

CSULB is a large urban comprehensive university. The size and complexity of the university places enormous demands on its governing bodies. While a central administration is responsible for directing some of the university's academic and business affairs, the faculty must direct others, thereby insuring that the goals of the university are grounded in an academic rather than administrative philosophy. In addition, the university has an obligation to provide service that results in tangible benefits to the community, fostering a positive relationship between the university and the community.

Essential Criteria

All faculty are expected to participate actively in the collegial processes of faculty governance, as well as in appropriate professional organizations and/or activities. The categories of service include the following essential activities

Service to the University The responsibilities of the faculty include participation in university governance. Service to the university is required at three levels: the department, the college, and the university. The faculty member must be active at each level for the university to maximize potential. Faculty participation is also important to insure that certain rights and privileges unique to the academy, such as academic freedom, are protected. Examples of service to the University include:

1) Membership, participation and leadership on committees and/or related activities at the department, college, and university levels.

2) Participation in student activities.

Service to the Community The University occupies a unique position provided by the community and thus, has an obligation to it. As faculty expertise is the primary asset of the University, there exists inherently a responsibility to provide service to the community at the local, state, national, and the global, international community. This service may be to the professional community of the faculty member or to the lay community, depending on the interest and attributes of the individual faculty member. Faculty members, as citizens of the community, should contribute to the community in some substantial way that is directly related to their professional expertise in activities such as the following:

- 1) Leadership roles (chair, coordinator, etc., when opportunities are available)
- 2) Committee assignments and participation
- 3) Written contributions
- 4) Advisory boards/groups
- 5) Instructional/advisory services
- 6) Speeches, panels, etc.
- 7) Participation in academic or nursing practice related consultancies
- 8) Outside teaching assignments related to one's academic expertise

Enhancing Criteria

Faculty may enhance their service achievements with active involvement on committees at all levels of the University system, with emphasis upon the departmental and college levels for assistant and associate professors. Service to the Department or Community may be paid or unpaid, but must be consistent with the mission of the Department and its instructional program. Consultancies' participation in advisory committees, participation in nursing centers, clinical practice arrangements, outreach to underrepresented populations are examples of enhanced service activities.

Whatever the level of service within the university, the quality of that service is the primary consideration. Authorship of documents, reports and other materials pertinent to the university, college, or department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions. Candidates' eligibility for promotion or tenure would be weakened if their accomplishments are limited only to:

- 1) Membership, participation and leadership in local, state and national professional organizations.
- 2) Presentation of workshops and/or participation in workshops as speakers, etc.
- 3) Preparation and contribution to audio-visual or computer-based media.

1.6 Early Tenure and/or Promotion are granted only in exceptional circumstances and for compelling reasons:

- 1) Early Tenure. To receive a favorable recommendation for early tenure, a

candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time.

In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

- 2) Early Promotion. To receive a favorable recommendation for early promotion, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

1.7 Annual Assessment

The department shall provide a comprehensive assessment at least once a year of all candidates for reappointment leading to tenure so that probationary faculty members shall be informed in writing of areas which need strengthening.

1.8 Voting Rights

Tenured and tenure-track faculty, including those on leave, in the department are eligible to vote on RTP policy matters. The University Faculty Handbook identifies voting eligibility.

1.9 Candidate's Rights

Candidates for reappointment and advancement have the right to meet with the department RTP Committee and/or the chair to receive a copy of their recommendation(s), to include the rationale and a full summary of the evidence.

Candidates may respond in writing to these recommendations before they are forwarded from the department, as long as the deadlines for forwarding are met. Candidates should follow guidelines in the Memorandum of Understanding and Faculty Handbook for deadlines.

1.10 Shared Evidence

Neither the department committee nor the chair shall use any evidence bearing on decisions concerning a candidate unless that evidence was shared with the candidate.

1.11 Professional and Ethical Behavior

It is expected that candidates recommended for reappointment and/or advancement have demonstrated positive qualities which reflect favorably on the individual, college, and university. These qualities include professional and ethical behavior and integrity, and are prerequisites to the RTP criteria established for the department. A negative decision utilizing this section must be supported by substantive evidence.

2.0 DEPARTMENT RTP COMMITTEE

2.1 Committee Selection

The Nursing Department will have an RTP Committee (or committees) of at least five (5) tenured members elected by majority vote from the full-time tenure/tenure track faculty.

The committee shall, if possible, be elected during the preceding Spring semester and no later than the second week of the Fall semester.

2.1.1 Membership Rank

Members of the department RTP Committee who participate in promotion recommendations must have higher rank than the candidates being considered and must not themselves be candidates for promotion.

2.1.2 Committee Composition

All recommendations for advancement (promotion) to a given rank, for tenure, or for reappointment shall be considered by the same committee.

2.1.3 Committee Qualifications

Persons on leave, sabbatical or early retirement for any part of the academic year shall not serve on the department RTP Committee.

2.1.4 Service Required

All faculty of eligible rank must serve on the department RTP Committee, if elected, unless there are substantive reasons not to do so.

2.1.5 Service Limitations

A faculty member may serve on only one (1) RTP Committee or ad hoc RTP Committee at any given time.

2.1.5.1 Members shall serve staggered two-year terms

2.1.5.2 Members shall serve no more than two consecutive terms

2.2 Evaluation Review

The committee and the chair will forward its recommendation with supporting materials to the College RTP Committee for review by the Committee and the dean.

2.3 Department Chair/Unit Director

The department chair may be a member of the department RTP Committee, if elected. However, if the chair serves as a member of the department RTP Committee, he/she may not make a separate recommendation.

2.4 Conflict of Interest

The chair of the department may not sit with the department RTP Committee during the time that it is considering his/her reappointment, tenure appointment, or advancement. Further in such case, the chair is restricted from submitting a separate recommendation for candidates being considered for promotion to the same rank for which the chair is being considered.

2.5 Accountability

The department will be held accountable for its recommendations by (1) supplying the College RTP Committee with substantive evidence to support recommendations and (2) submitting candidate's RTP portfolios and supporting documents on time in accordance with establishment deadlines.

2.6 Burden of Responsibility

The initial burden or responsibility to ensure compliance with RTP deadlines rests with the candidate. Candidates are expected to furnish necessary and relevant evidence to

support their applications, and to provide this information in accordance with established deadlines.

2.7 Inoperative Clause

If any provision or amendment to this document is in conflict with a provision within the College document, that provision of the department shall be inoperative.

3.0 AMENDMENTS TO THE DEPARTMENT RTP DOCUMENT

3.1 Memorandum of Understanding

If any provision of this document is in conflict with the Memorandum of Understanding or University Policy on Retention, Tenure and Promotion (PS 96-12) such provision shall be superseded by the Memorandum of Understanding (and/or PS 96-12) and Nurse Practice Act.

3.2 University Approval of this Document

The RTP policies and procedures of the Nursing Department and the College of Health and Human Services are subject to the review and approval of the University Vice president for Academic Affairs for consistency with established policies of the CSU system and University and with acceptable professional standards.

3.3 Amendments

Amendments to the department policies document may be initiated by a petition signed by ten percent (10%) of the entire full-time tenure-track faculty of the department. Upon receiving a petition so initiated, the chair shall communicate the proposed amendment(s)

to the department faculty at least two weeks prior to voting.

3.4 Voting

Voting on amendments shall be by mail ballot prior to May 1 of the preceding academic year of adoption.

3.5 Majority Approval Required

To become effective, all proposed amendments shall require a majority of the ballots cast.

4.0 INTERPRETATION OF THE DEPARTMENT RTP DOCUMENT

4.1 Department RTP Document

The department RTP Committee shall be responsible for the interpretation of this document. Questions that cannot be answered by the Department RTP Committee shall be referred to the Vice President for Academic Affairs for decision. The department committee will direct such questions of inquiry through the College RTP Committee.

5.0 APPEALS/GRIEVANCE

Ideally, the department policies document is sufficiently clear and the accuracy and thoroughness of the required evaluation are such that a candidate denied reappointment, tenure, or promotion would understand and accept that decision. However, considering the significance of RTP and magnitude of the RTP process,

occasional challenges to RTP do occur. Under those circumstances, a candidate should consult the appropriate article of the Memorandum of Understanding for information.

