



TENURE UNIT STANDARD ROUTING SHEET

In support of the following academic policy statements, tenure unit performance standards will be maintained and made publicly available by the Office of the Provost's Faculty Records Team. Per policy, each of these sets of standards will be reviewed every five (5) years, submitted to the Office of the Provost using this routing form for all signatures.

- APS [900417](#), Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty
- APS [980204](#), Performance Evaluation of Tenured Faculty (Post-Tenure Review)
- APS [820317](#), The Faculty Evaluation System of Tenured and Tenure-Track Faculty

Please note the following:

- Use a separate routing sheet for each set of tenure unit standards.
- Submit files in portable document format (PDF) only.
- Ensure the set of standards being submitted ***have been approved*** by the tenure unit ***and*** college dean.

Tenure Unit: School of Nursing

College/Unit:

- | | | | | |
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| <input type="checkbox"/> CAM | <input type="checkbox"/> COCJ | <input type="checkbox"/> CHSS | <input type="checkbox"/> COM | <input type="checkbox"/> NGL |
| <input type="checkbox"/> COBA | <input type="checkbox"/> COE | <input checked="" type="checkbox"/> COHS | <input type="checkbox"/> COSET | |

Standard:

- Promotion and Tenure Post-Tenure Review Faculty Evaluation System (FES)

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Department Chair


Emily Roper (Nov 29, 2022 12:53 CST)

College Dean

Provost & Sr. VP for Academic Affairs



SCHOOL OF NURSING

Tenure Track: Criteria and Standards for Promotion & Tenure

This document contains the School of Nursing (SON) criteria and standards for promotion and tenure. The SON standards are consistent with, and subservient to, Sam Houston State University (SHSU) Academic Policy Statement (APS) 900417: Faculty Reappointment, Tenure, and Promotion and the College of Health Sciences (COHS) Criteria and Standards for Promotion and Tenure/Non-Tenure Tracks. Regular and effective evaluation of faculty encourages development and facilitates the attainment of individual and university goals.

The School of Nursing is constituted by both Tenure and Non-tenure Track faculty. This document addresses Tenure Track and Tenured faculty only.

SON Mission Related to Faculty

To ensure the professional and disciplinary aspirations of the SON are met, faculty members aspiring to promotion and tenure should show evidence of competent teaching; advancing knowledge and creativity in the discipline through scholarly accomplishments and a sustained level of service to the University, community, and the profession of nursing. Nursing also has professional practice standards that impact the promotion and tenure criteria. In addition to academic credibility, faculty employed in Nursing must establish and maintain clinical and professional advancement to develop future nurses and grow the profession. In line with AP 900417 and the COHS Standards for Tenure and Promotion, **Promotion and Tenure** in SON is marked by sustained, continuous improvement over time at the current rank.

Criteria for Award of Tenure and Promotion

These guidelines (1) articulate the knowledge base, cognitive and clinical skills, commitment to community and professional responsibilities, and values faculty in the SON should exemplify and (2) reflect the expectations for the performance of tenure track faculty progressing toward promotion and/or tenure. The norms do not represent absolute performance expectations but general guidelines. These guidelines are used by faculty and their mentors as a map to facilitate progress toward promotion and/or tenure. Performance goals are designed to guide faculty in obtaining promotion and/or tenure.

Teaching

Teaching is a responsibility of every faculty member. The SON recognizes that didactic and clinical teaching are equally valued in the practice of nursing. Competence in teaching requires knowledge of the discipline, the ability to communicate and work effectively with students and peers, and the ability to use appropriate teaching/learning methods. Competent teaching consists of creating and maintaining an environment that promotes learning. Acknowledging the great variety in personality, discipline, and teaching methods, the SON has identified characteristics of effective teachers:

- Competence as a nurse educator in the classroom, clinical, or simulation/lab setting
- Expertise in a specialty area of nursing or related field
- Contributions to the development, implementation, and evaluation of courses and curriculum.

See Appendix A for examples of evidence.

Scholarly Activity

The School of Nursing defines scholarship based on Boyer's Model of Scholarship (1990). Scholarship includes the five domains of the Boyer Model, which are Scholarship of Discovery, Scholarship of Integration, Scholarship of Application, and Scholarship of Teaching, and more recently, Digital Scholarship.

The Scholarship of Discovery is defined by the development, acquisition, or advancement of new knowledge that is typically accomplished through original research. Performance indicators for discovery scholarship include but are not limited to publications in peer-reviewed journals, producing or performing creative work within the area of discipline, presentation of research, grant writing and procurement of research support, scholar recognition from the local, state, regional, national, or international level, and/or faculty/student research.

The Scholarship of Integration is defined as creating connections across disciplines by expanding individual research to the larger body of knowledge across disciplines, including global initiatives. Performance indicators for integration scholarship include but are not limited to a comprehensive review of literature, integrative reviews, writing a text/chapter to be used across disciplines, collaborating with an interdisciplinary team to develop core courses to be used across disciplines, dissemination of interdisciplinary work, grant writing/procurement focused on interdisciplinary work.

The Scholarship of Application is defined as the use of research to address specific issues within society. Knowledge of the discipline is applied, advanced, and typically has a direct beneficiary. Performance indicators for application scholarship include but are not limited to presentations related to practice, product patent or copyright, external consultant for industry, government, or professional organizations, recognition of practice at the local, state, regional, national, and/or international level, or grant writing/procurement to support the discipline of practice.

The Scholarship of Teaching is defined as scholarly work that applies to transferring knowledge from the expert to the novice, building bridges between what is known between the educator and the student's level of knowledge, or evaluating teaching models to achieve the maximum level of learning. Performance indicators for the scholarship of teaching include but are not limited to performing classroom research to advance learning, integrating, and evaluating the use of technology, creating and/or evaluating educational materials, mentoring/precepting graduate students, creating/implementing/evaluating a systematic plan of evaluation, publication of learning aids to be used for educational advancement, or grant writing/procurement to support the discipline of teaching.

Digital scholarship is defined as the use of digital evidence, methods of inquiry, research, publication, and preservation to achieve scholarly and research goals¹. Performance indicators

¹ Rumsey, A. (July 2011), "New-model scholarly communication: Road map for change," Scholarly Communication Institute 9. University of Virginia Library. Cited in <https://www.northeastern.edu/cpsfacultycentral/wp-content/uploads/2013/03/Defining-Scholarship-with-Boyers-Four-Areas-of-Scholarship-Explored-and-the-New-Digital-Scholarship-A-Faculty-Conversation.pdf>

include blogs and/or commentaries as communication in virtual spaces, open education resources, data visualization and manipulation, metadata generation, digital publishing, and other digital means used to improve and amplify the other forms of Scholarship. Artifacts should be supported by scholarship criteria and external evidence of impact.

Authorship. The School of Nursing recommends authorship be based on the following criteria:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work of research; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

All those designated as authors should meet the criteria for authorship, and all who meet the criteria should be identified as authors.

See Appendix B for examples of evidence.

Service

Service to the University and to the profession is expected of all faculty. Service is comprised of professional development; service to the profession, community, University, College of Health Sciences, or School of Nursing; and performance of non-teaching administrative duties (if applicable). All faculty should continually engage in professional development to remain abreast of continually changing standards and norms in teaching, scholarship, and practice. Faculty should seek to contribute in meaningful ways to the work of their units, the University, and the community, as well as participate in activities of their disciplines. Both quality and quantity of service are important in fulfilling this criterion, but service is not a substitute for scholarship or teaching.

See Appendix C for examples of evidence.

Levels of Promotion

Tenure and Promotion to Associate Professor. To achieve tenure and promotion to Associate Professor, or for an Associate Professor to achieve tenure, the faculty member must (1) have earned a professional or research doctorate from an accredited program; (2) demonstrate skill, knowledge, and attitudes necessary for quality teaching in classroom/clinical settings; (3) demonstrate sustained outcomes in scholarly endeavors and the ability to publish scholarly materials relevant to nursing, nursing education, or the other items listed above; (4) perform satisfactorily in professional service activities.

Promotion to Professor. To achieve promotion to Professor, the faculty should continue to develop as a competent teacher and should serve as a leader or mentor in their unit, particularly for colleagues at earlier stages of their academic career. These faculty are also expected to continue contributions in service at university, community, state, regional, national, or international levels. Teaching and Scholarly Activity will always be given greater emphasis at all levels of review. Emphasis is placed on the consistency and quality of work since the individual was granted tenure and promotion to associate rank. The leadership exhibited by the individual is critical for promotion to professor.

Preparing the Promotion & Tenure Portfolio

Objective evaluation of the quality and significance of achievement in each criterion is the evaluated

using University APS 900417. Professional portfolios are developed according to the college guidelines and unit guidelines and deadlines for submission time is set by Academic Affairs. Faculty members scheduled for evaluation shall prepare a portfolio as described below. Verification of evidence in portfolios by Departmental Promotion and Tenure Advisory Committee (DPTAC) reviewers will occur during the review process. Portfolios will be submitted in Watermark. Documentation is limited to the period under review, which includes the years since the candidate was hired into a full-time tenured/non-tenured position or since the last promotion.

At the discretion of SHSU, prior service in a tenure-track/tenured position of up to three (3) years at another university may be counted toward fulfillment of the required probationary period for tenure and promotion.

The professional portfolio for tenure and promotion review must include:

1. Current curriculum vitae using COHS template
2. IDEA scores and all qualitative comments from the review period
3. A comprehensive reflective narrative for each of the reviewed areas (teaching, scholarship, service) that synthesizes and interconnects the candidate's achievements. Reflection on professional growth and/or areas needing improvement should also be included
4. Selected evidence to support achievements in teaching, scholarship, and professional/college service (e.g., publications, awards)

Each narrative is to be included in each titled tenure folder along with evidence. Narratives for each of the reviewed areas should be double spaced and not extend more than six pages.

Appendices A-C are meant to provide examples of evidence in the areas of Teaching, Scholarship, and Service that may be considered for inclusion in a professional file. Other evidence not listed in the appendices may be worthy of inclusion. Except where indicated, the examples provided are not to be interpreted as requirements.

Appendix A – Teaching Evidence

Demonstration of sustained and progressive impact are required for progression in rank. Evidence of teaching excellence from didactic, clinical, simulation, and/or lab settings are regarded equally in the evaluation process. The following non-exhaustive list represents a range of related and representative activities.

Criteria	Examples of Supporting Evidence for Teaching
1. Demonstrates effectiveness as a nurse educator in the didactic, clinical, or simulation/lab setting.	<ul style="list-style-type: none"> ● Demonstration of teaching competence as evidenced by current knowledge, course organization, use of objective evaluation criteria, and consistency in addressing course objectives. ● Successful implementation of innovative and evidence-based teaching strategies such as “active learning” pedagogy. Active-learning techniques and tools to enhance student learning include, but are not limited to, collaborative learning, problem-based learning, student polling, integration of service learning, other community-based learning into courses, student mentoring of laboratory-based research, supervision of internships and co-op experiences, or study-abroad activities. May be evidenced by artifacts of classroom activity such as recordings, lessons plans, slide decks, etc. ● Demonstration of engaged teaching, course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways (e.g., ACE). ● Peer evaluations of teaching ● Receipt of peer-reviewed awards or recognition for excellence in teaching ● Refereed presentation on teaching at a seminar, workshop, webinar, or conference at the regional, national, or international level ● Supervision of student research projects beyond expected course load and duties ● Supervision of students competing for an award or participating in a student-focused project outside of routine teaching duties ● Supervision of student clubs/organizations ● Supervision of student-learning opportunities in any setting ● Mentorship of students who present their research at a regional, national, or international level ● Documented pattern of mentoring undergraduates to seek advanced degrees ● Demonstration of a consistent pattern of self-reflection and growth in development/utilization of teaching strategies ● Incorporation of research findings into teaching ● Student evaluations, including numerical scores and student comments. ● Evaluations from clinical agency administrators/personnel ● Methods employed accommodating student diversity
2. Recognized as an expert in nursing education and/or a specialty area of	<ul style="list-style-type: none"> ● Evidence of expertise and depth of knowledge in specialty area as documented by certification, graduate level preparation, advanced practice in specialty area, experience in a particular field and/or evaluations of presentations by students and colleagues.

nursing or related field.	<ul style="list-style-type: none">● Recognition from professionals outside the university, as evidenced by invited speaking engagements at peer reviewed symposia, serving on accrediting or peer review boards, writing items for standardized assessments, and consulting.● Academic mentoring, such as presenting options for a career in the discipline or selection of a graduate or professional school; advising discipline-related student clubs or associations; sharing professional experience and expertise on an individual basis.● Involvement in special academic programs, such as development and/or implementation of special retention programs/efforts; participation in first-year programs and/or learning communities; development of courses for programs offered using alternative or innovative delivery models.
3. Assumes responsibility for contributions to curriculum and course development, implementation, and evaluation.	<ul style="list-style-type: none">● Participates in University, College of Health Sciences, School of Nursing committees, course and faculty committee meetings, and/or curriculum redesign.● Successful development or major revision of courses and curricula in response to changes within a discipline and/or the need for enhanced education of students.● FES Director evaluations, peer evaluations, and IDEA qualitative and student course feedback, and incorporates data into course development and effective teaching strategies.● Obtains internal or external funding for innovative teaching projects.

Appendix B – Scholarship

For purposes of this tenure and promotion process, scholarship is construed to encompass all scholarly work that advances the practice of nursing or nursing education. This definition allows for a greater recognition of diverse faculty activities. **Professional Practice** is valuable and appropriate evidence for a Tenure Track faculty. Professional Practice alone, however, is not sufficient evidence for the promotion and tenure of a tenure track faculty. On average, one research article should be published each year in a scholarly, peer-reviewed journal. Evidence of growth in scholarship benefitting the profession of nursing is required.

Faculty submitting a portfolio for promotion and tenure should include evidence that demonstrates scholarly activities that were achieved during the designated review period in the discovery area .

Type of Scholarship	Examples of Supporting Evidence
Discovery	<ul style="list-style-type: none"> ● Peer-reviewed publications of empirical research - qualitative or quantitative required for each year. ● Presentation of research at professional conference, outside the university ● Grant writing and/or procurement for research support ● Recognition of scholarship from the state, regional, national, international level ● Faculty/student research beyond coursework
Integration	<ul style="list-style-type: none"> ● Systematic Review or Meta-Analysis publication ● Writing a textbook/chapter to be used across disciplines ● Publication of interdisciplinary work using varied methods ● Publication of evidence-based projects ● Reviewing grants/publications/texts/poster/abstracts ● Grant writing and/or procurement focused on interdisciplinary work
Application	<ul style="list-style-type: none"> ● Translational research publications ● Publication of the application of evidence-based practice. ● Mentoring new faculty or students pursuing advanced degrees ● Presentations related to practice ● Product patent or copyright ● Peer review of practice ● Grant writing and/or procurement to support discipline practice
Teaching	<ul style="list-style-type: none"> ● Pedagogical research with publication ● Creating, evaluating, and publishing on educational materials ● Creating/implementing/evaluating a systematic program assessment plan and publishing the results in a journal or textbook. ● Publication of textbook, chapter, or other learning aids to use for educational purposes ● Utilizes extant literature to develop evidence-based teaching and assessment/evaluation methods and publishes the results. ● Active involvement in the inquiry related to teaching and learning, student development, evaluation method, and other aspects of educator role including assessment and outcome evaluation and publishing the results

	<ul style="list-style-type: none"> ● Disseminates teaching and learning knowledge to varied external audiences and publishing the results. ● State, Regional, National, or International teaching recognition related to research topics. ● Grant writing and/or procurement for any type of research project related to teaching and learning initiatives
Digital	<ul style="list-style-type: none"> ● Data visualization and manipulation of research ● Metadata generation and publication of benefits to nursing or health

With regards to dissemination, the following prioritization of products should be considered. Suggested evidence does not represent the totality of possible evidence using a weighted value system.

Evidence of Dissemination <i>In Order of Importance</i>
Publication in refereed journals (see Appendix E for additional information on Authorship Criteria) <ul style="list-style-type: none"> ● Author on published data of new knowledge. ● Data-based publications from original, secondary, or public datasets are primary evidence. ● Data may be derived from clinical practice or formal research studies. ● Data-based publications related to nursing practice or pedagogy are acceptable as primary evidence
Podium or poster presentations at national, regional, or international meetings.
Acquire funding for research study
Write grant applications to pursue funded research independently or as a collaborative investigator.
Other scholarly evidence which includes <ul style="list-style-type: none"> ● Publication of review articles ● Textbook chapters are considered secondary evidence, serving as the primary author or editor or a textbook is more valuable than writing or revising chapters. ● Written commentary ● Editorials ● Books ● Publication of research evidence support education pedagogical new knowledge.

To earn tenure and **promotion from Assistant to Associate Professor**, the following criteria are considered minimum:

1. Development of sustained program of research whereby the faculty member can show that the majority of published manuscripts are from a similar line of research with examples of publications as first author or lead author
2. On average, one scholarly, peer-reviewed manuscript is published per year

Faculty seeking promotion **from Associate Professor to Full Professor** should continue to grow their program of research as evidenced by publications, grants, and scholarly leadership within the University, College, or School of Nursing

Faculty (Assistant, Associate, or Full Professor) should demonstrate an ongoing, consistent record of peer-reviewed scholarship, i.e., publications and research. In all cases, published research is necessary primary evidence.

Suggested Minimum Pattern of Progression for Scholarship (Assistant to Associate Rank)					
<1 Year	Year 1	Year 2	Year 3	Year 4	Year 5
All publications should be refereed. A majority (3-5) of the publications should be data-based and reflect the overall program of research.					
Check-in <ul style="list-style-type: none"> Submission of Program of research/proposed timeline 	<ul style="list-style-type: none"> 1 manuscript submitted Program of research/proposed timeline refined 	<ul style="list-style-type: none"> 1 refereed manuscript accepted/published 	<ul style="list-style-type: none"> Cumulative of 2-3 or more refereed manuscripts accepted/published 	<ul style="list-style-type: none"> Cumulative of 3-4 refereed manuscripts accepted/published 	<ul style="list-style-type: none"> Cumulative of 4 or more refereed manuscripts accepted/published
	<ul style="list-style-type: none"> One presentation at a national or regional conference 	<ul style="list-style-type: none"> One presentation at a national or regional conference 	<ul style="list-style-type: none"> One or more presentation at a national or regional conference 	<ul style="list-style-type: none"> One or more presentation at a meeting or conference 	<ul style="list-style-type: none"> One or more presentation at a meeting or conference
Additional Evidence					
		<ul style="list-style-type: none"> One grant submitted Funding received for research 		<ul style="list-style-type: none"> Two or more grants submitted, reviewed, or managed Funding received for research 	<ul style="list-style-type: none"> Two or more grants submitted, reviewed, or managed

Appendix C – Service Evidence

Service is represented by both professional development and service to the profession, community, or academic unit.

- The nature of a practice discipline demands that faculty stay abreast of knowledge in their fields and in some cases maintain practice expertise through **professional development**. The essential manifestation of mastery of this criterion is continuous improvement in teaching, practice, and research performance. Activities in this category are expected to reflect the individual faculty member's professional goals and reflect the goals of the School of Nursing.
- Each faculty member is expected to participate in activities that provide **service** to the School of Nursing. As growth in rank occurs, increasing contributions to service in one or more of the following areas is also expected: School, College, University, community, or nursing profession.

These guidelines are used by tenure track faculty and their mentors to facilitate progress toward promotion and tenure. Suggested evidence does not represent the totality of possible evidence.

Criteria	Examples of Supporting Evidence
Professional Development	<ul style="list-style-type: none"> ● Professional/Specialty certification ● Formal academic credit toward a nursing or related degree or certificate ● Faculty development ● Continuing nursing education credits required to maintain licensure and certification
Professional or Community Service	<ul style="list-style-type: none"> ● Holding office or otherwise participating actively in professional organizations ● Serving as a reviewer for professional journals and other publications ● Evaluating papers presented by colleagues ● Providing continuing education to local practitioners ● Organizing and/or chairing sessions at professional conferences. ● Contribution to community meetings ● Providing care or other services at professionally related clinics ● Workshops ● Board service
Academic Service	<ul style="list-style-type: none"> ● Committee memberships (University, College, School) ● Leadership by chairing committees ● Leadership by taking special assignments

Rank	Examples of Supporting Evidence
Assistant Professor	<ul style="list-style-type: none"> ● Professional experience and contribution in area relevant to practice. ● School, College, University, or community service. ● Continuing education and practice as required to maintain licensure and certification
Associate Professor	<ul style="list-style-type: none"> ● Professional service and contribution in area relevant to practice. ● Evidence of leadership at School, College, or University level ● Peer, community, state, or regional recognition as expert in clinical

	<p>specialty</p> <ul style="list-style-type: none">● Mentoring new faculty● Supervising and/or participating in student activities or groups● Formal or informal student advising● Sharing of expertise: conducting workshops and seminars for other faculty● Participation in development/advancement activities such as recruitment, marketing, public relations, and retention initiatives● Continuing education and practice as required to maintain licensure and certification
Professor	<ul style="list-style-type: none">● Professional service and contribution in area relevant to practice.● Leadership at University level; National or international recognition as expert in clinical specialty● Scholarly activity member of journal editorial board or editor, reviewing books, grant proposals, conference abstract submissions, or articles for publication● Sharing expertise such as program evaluator for accrediting agency, writing questions for certification exams, and/or participation in program review● Continuing education and practice as required to maintain licensure and certification
Other	Non-teaching Semi-administrative or Administrative Duties as determined by Dean or Director