

Tenure and Promotion Policy 2.14

Original Implementation: September 2008

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INTRODUCTION

Tenure will normally be restricted to full-time faculty members who have earned a terminal degree in nursing or a related field as defined in Stephen F. Austin State University's (SFASU) Policies on Academic Promotion of Full-Time Faculty (SFASU Policy 7.4) and Tenure and Continued Employment (SFASU Policy 7.29). Faculty who do not meet this criterion will be hired on a non-tenure track at the rank of clinical instructor. This policy outlines departmental standards to be considered for promotion of faculty to either associate professor or full professor.

TENURE AND PROMOTION

The granting of tenure and/or promotion is based upon a continued record of documented performance in the three areas of teaching, research/scholarly/creative accomplishment, and service. Criteria in each category are considered as a whole. A candidate for tenure must demonstrate an ability to effectively synthesize and disseminate knowledge through teaching. Potential value as a tenured faculty member will also be documented by identification of and progress toward, measurable goals that are consistent with the missions and philosophies of the School of Nursing (SON), the College of Sciences and Mathematics (CoSM), and SFASU.

Recommendations for granting tenure and/or promotion will be based on a verifiable record of performance presented in a portfolio. The portfolio must be submitted in the fall semester of the final year of probationary service unless permission is granted by the provost for earlier submission. Although tenure and promotion to associate professor are often tied together, each may be granted or denied separately.

PROCEDURE

Faculty Affairs Committee

The Faculty Affairs Committee of the SON has a responsibility to the school, the college, and the university to maintain a faculty of excellence by reviewing candidates for promotion and/or tenure in a manner consistent with the university's policies. All tenured faculty members will serve on this committee.

Pre-Tenure Review

Pre-tenure review will be consistent with SFASU's Tenure and Continued Employment Policy (SFASU Policy 7.29). The committee will annually assess the performance of the faculty during the probationary period and communicate the committee's findings to the faculty candidate and director. As part of the tenure process, the faculty will develop an annually updated portfolio that includes curriculum vitae, administrative evaluations, and other supporting documentation. In addition to the annual tenure and promotion review, the faculty candidate will be required to

participate in a complete mid-tenure and promotion review at the college level normally in the third year of service, but earlier if hired with credit toward tenure. The format of the mid-tenure review follows that of the full tenure evaluation. Each year, the Faculty Affairs Committee will give written feedback to candidates identifying strengths and weaknesses and will make recommendations for improvement. The committee will issue a statement to the director indicating that the candidate is or is not progressing satisfactorily toward tenure. Faculty fulfilling a six-year or five-year probationary period must be reviewed in the third year of probationary service. Faculty fulfilling a four-year or three-year probationary period must be reviewed in the second year of probationary service. A faculty candidate's satisfaction of the tenure and promotion criteria is subject to the professional judgment of the committee who will make the qualitative determination of the significance and sustained character of the faculty's evidence.

A candidate for promotion to full professor will not be assessed yearly by the committee; the committee will only assess the faculty candidate during the application year for promotion and will only assess materials related to activities accomplished since the faculty's last promotion.

The Portfolio

The portfolio should be submitted to the director of the SON in a 1.5-inch, 3-ring binder with documentation supporting teaching, research/scholarly/creative accomplishment, and service activities since the committee's last review, since entering the tenure track, or the previous five years. It should include:

- Table of Contents
- Departmental Criteria:
 - A copy of the departmental criteria governing tenure/promotion evaluation
 - A Narrative/Justification: This document begins with a brief justification highlighting the accomplishments of the candidate during the review period. The justification should outline the specific departmental criteria for tenure and promotion and should be clearly keyed to evidence of specific accomplishments in the faculty's binder. The candidate will use the justification template for the College of Sciences and Mathematics to clearly summarize the evidence to make his/her case for tenure and promotion.
- Complete Curriculum Vitae
 - This covers the candidate's entire career, rather than just the review period.
- All pre-tenure review documents
- All administrative evaluations within the review period
- All annual Faculty Activity Reports (FARs) within in the review period
- All annual faculty peer evaluations within the review period
- All student evaluations within the review period

- Documentation: These are documents that validate entries in the Justification for Tenure/Promotion and should include documentation of teaching, research/scholarly/creative accomplishment, and university related service, contributions to the profession, and general community service related to the profession. Documentation could include letters of support, syllabi for new courses designed and taught by the candidate, evaluations of student learning objectives and program learning outcomes done by the candidate, copies or reprints of papers in professional journals, abstracts of posters or presentations in a meeting's proceedings, letters thanking the candidate for professional service to a non-profit community organization, etc. All documents should be cross-referenced to entries in the Narrative/Justification for Tenure/Promotion so that they can be found easily.

When candidates submit their portfolios, they must also submit a digital copy of the physical binder as a single file in a readable electronic format. The electronic files will be distributed to the members of the committee in a manner that maintains required confidentiality so that each member of the committee has copies to examine at his or her convenience.

CRITERIA FOR EVALUATION

Each critical area – teaching, research/scholarly/creative accomplishment, and service – must be evaluated and rated separately. In all the three areas of assessment, collegiality must be evident in the documentation presented. Faculty members will work cooperatively, cordially, respectfully, and productively with their colleagues for the common purpose of promoting the goals of the school, college, and university. Faculty members will treat students with respect and strive to promote a positive work environment.

A candidate for promotion to the rank of associate professor must demonstrate **excellence** in teaching and **excellence** in either research/scholarly/creative accomplishment or service and at least **satisfactory** in the remaining category.

A candidate for full professor must demonstrate **excellence** in all three categories and have served at rank of associate professor for five years.

The criteria listed below are accomplishments to be considered. A successful candidate need not meet each criterion. A candidate's accomplishments must be considered as a whole and a candidate's career goals and contributions to the profession should increase over time.

Teaching

Teaching focuses on the faculty member's area of expertise and may take the form of clinical or didactic instruction. These include coaching, mentoring, and facilitating students' learning through a variety of innovative and substantiated teaching strategies, all of which assist students to become critical, creative thinkers, and active participants in life-long learning. Criteria for consideration include, but are not limited to the following:

1. Application of scholarly expertise to stimulate critical thinking (development of new simulations, case studies, learning activities, etc.)
2. Incorporation of research principles and findings in development and teaching of courses
3. Development of well-organized courses, including didactic and clinical sections and those designed for remote instruction
4. Participation in remediation activities
5. Acceptable assessment through student evaluations*
6. Nomination or receipt of teaching awards
7. Development of new courses at the university
8. Assessing student outcomes, (HESI scores, etc.)
9. Major revisions of existing courses to improve student learning
10. Teaching courses outside faculty normal workload. (SFA 1101, nursing electives, overload, etc.)

**Criteria #5 must be met for satisfactory, meritorious, or excellent performance.*

Satisfactory performance requires meeting at least five (5) of these criteria.

Meritorious performance requires meeting at least six (6) of these criteria.

Excellence in performance requires meeting at least seven (7) of these criteria.

Scholarship

Scholarship includes discovery, integration, application, and teaching. All faculty members are expected to participate in scholarly activities. Criteria for consideration include, but are not limited to the following:

1. Participation in research activities within nursing
2. Publication of articles in journals (refereed and non-refereed)
3. Dissemination of scholarly work through presentations in different formats
4. Participation in the creation and submission of grant proposals (funded and not funded)
5. Membership in professional organizations
6. Continuing education
7. Curriculum development
8. Authoring or co-authoring a chapter within in a book
9. Recognition or award for achievements in scholarly activities
10. Reviewing manuscripts

Satisfactory performance requires meeting at least five (5) of these criteria.

Meritorious performance requires meeting at least six (6) of these criteria.

Excellence in performance requires meeting at least seven (7) of these criteria.

Service

Service includes faculty member engaging in service activities in the school, the college, the university, and the community. Service activities are professional acts, which are of benefit to others. The criteria for service include, but are not limited to the following:

1. Membership and participation in professional organizations

2. Membership and participation in community organizations
3. Professional consulting
4. Service on department, college, and university committees
5. Accompanying students to professional or educational meetings
6. Speaking engagements
7. Recruitment and retention activities
8. Service on an editorial or referee board of a professional journal
9. Recognition or award for achievement in service
10. Participation in health-related activities in the community
11. Serving as an advisor for student organizations
12. Serving as course or program coordinator
13. Participation in accreditation activities

Satisfactory performance requires meeting at least five (5) of these criteria.

Meritorious performance requires meeting at least six (6) of these criteria.

Excellence in performance requires meeting at least seven (7) of these criteria.