# Nursing Promotion and Tenure

The Nursing Program expects all of its faculty to develop plans for how they intend to address the three areas of teaching effectiveness, scholarship and related professional activity, and service to the college in which faculty are evaluated. These plans are especially important to the evaluation of faculty who are not yet tenured or who are pursuing promotion to a higher rank. Faculty should consult their colleagues in order to receive feedback on their plans. Annual self-evaluations should address the plans, particularly in the articulation of short-term and long-term goals and the statement of professional identity.

**DPEC (Department Peer Evaluation Committee) Procedures and Process**

The Nursing Program will follow all procedures and expectations set forth in the KSCEA Collective Bargaining Agreement and the associated Faculty Handbook.

Generally speaking, DPECs will consist of all tenured department faculty other than the candidate being evaluated. Faculty on sabbatical, however, need not serve on a DPEC. A faculty member may also choose not to serve on a DPEC provided this does not reduce the number of faculty on the DPEC below the minimum number required.

A DPEC Chair shall be elected from among the faculty serving on the DPEC. The DPEC Chair will be responsible for organizing and facilitating DPEC meetings and writing the DPEC evaluation letter, though the letter must reflect the views of the entire DPEC, including any dissenting views. The Nursing Program shall attempt to rotate the responsibility of serving as DPEC Chair through its tenured faculty in order to equitably distribute workload.

A faculty member being evaluated must create an evaluation file in accordance with college and department expectations. All student course evaluations for the period of review must be included, along with other evidence supporting the faculty member’s work in the three areas of evaluation. The faculty member is encouraged to make a presentation to the DPEC in order to provide context for the evaluation. However, DPEC discussions and the development of DPEC letters will occur without the presence of the faculty member being evaluated. The DPEC, typically through the DPEC Chair, may communicate with the faculty member being evaluated so that questions raised by the DPEC may be answered. The DPEC may also provide the faculty member with advice about improving the evaluation file in terms of its contents or organization. Candidates for promotion or tenure must include in their evaluation files the required narratives in the three areas of evaluation; the documentation included in the file should correlate well with these narratives.

Before the first formal meeting of a DPEC, and after all DPEC members have read the file of the faculty member being evaluated, the DPEC Chair shall provide the DPEC with an initial draft of the evaluation letter. Once the final letter has been approved and signed by the DPEC, the DPEC Chair shall deliver the letter and the faculty member’s evaluation file to the appropriate office (Dean or Provost) by the established deadline.

Discipline Peer Evaluation Committee (DPEC)

Regarding Standards for Evaluations of Professional Performance

1. The Nursing Program DPEC will conform to Article IX, “Evaluation Procedures,” of the Collective Bargaining Agreement and the Promotion and Tenure Standards in the KSC Nursing Faculty Handbook. Additional procedures and templates may be found at <http://www.keene.edu/admin/handbooks.cfm>
2. The DPEC shall annually be chosen in September by self-nomination and by the DPEC chair to conduct annual, biennial, and/or tenure evaluations of the professional performance of faculty members independently of the Divisional Dean’s or Director’s evaluation.
3. The chair of the DPEC forwards the faculty member’s DPEC folder to the Director of Nursing. The Director of Nursing adds an administrative evaluation and submits the folder to the Dean. After review, the Dean writes a letter to the Provost. The Dean and the Director of Nursing then meet with the faculty member to review the entire DPEC file.
4. The faculty member being evaluated shall not be a member of the subcommittee of the DPEC assigned to evaluate him/her, but may participate in other DPEC procedures. The Director of Nursing is not eligible for DPEC Committee membership.
5. The size of the DPEC Committee shall be three (3) tenured faculty members.
6. A faculty member may designate a bargaining unit member from another discipline to serve as a member of his/her DPEC for the purpose of conducting a more comprehensive evaluation, or if there are not enough tenured faculty in the program.
7. In cases of promotion/tenure, all materials necessary for evaluation must be submitted in accordance with timelines established by the Vice President of Academic Affairs. Annual and biennial evaluations and recommendations should be completed preferably before the end of the spring semester but no later than commencement. In every instance ample time should be allowed to ensure fair and complete evaluations. Peer evaluations of teaching effectiveness will include class visits of the faculty member being evaluated. For purposes of class visits the Nursing DPEC will follow these guidelines.
8. Once the composition of the DPEC has been determined, class visits for purposes of observation and evaluation may begin. Untenured faculty will be visited each year. Tenured assistant and associate professors will be visited very two (2) years. Tenured professors will be visited every five (5) years. A faculty member has the option of requesting more frequent visits.
9. In visits to classrooms, DPEC members shall conform to basic principles of common courtesy and collegiality by providing reasonable advance notice of their intent to visit a particular class. Every effort should be made not to disrupt the class in any way.
10. DPEC members should avoid all visiting the same classroom sessions.
11. Once notified of the intent to visit a specific class, the evaluee should provide the DPEC member with a copy of the current syllabus for the course.
12. In preparing written classroom observations the observer should consider the following guidelines:
	1. Include some discussion of the syllabus and overall course structure, including aims (apparent and stated). Detailed analysis is not necessary.
	2. Substance of the class may be discussed in a broad way, relating it to the overall aims or topic of the course. The observer should avoid unnecessarily specific details.
	3. The observer should avoid being prescriptive but should address the apparent effectiveness of the teaching method being used.
	4. Both the DPEC observer and the faculty member observed sign the Classroom Observation form.
13. DPEC shall be submitted in two separate binders.  One binder contains all course evaluations from students.  The most recent semester at the beginning of the binder.  The other contains the DPEC information as outlined in the handbook.

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| Faculty Member Observed: |       |  |
| Observer Name: |       |  |
| Class Number & Title: | NURS |       |  |       |  |
| Day/Date and Time Observed: | Date: |       | Time: |       | [ ]  | am | [ ]  | pm |
| [ ]  | Monday | [ ]  | Tuesday | [ ]  | Wednesday | [ ]  | Thursday | [ ]  | Friday | [ ]  | Saturday |

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| Observer’s Comments: |
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| Faculty Member’s Comments: |
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| Observer’s Signature: |  |
| Faculty Member’s Signature: |  |

**Teaching Effectiveness**

The Nursing Program expects all of its faculty to be effective teachers. The primary measure of teaching effectiveness is the quality of student learning. While teaching methods and philosophies will tend to vary among faculty, in order to facilitate and promote student learning, the Program expects a faculty member to:

* possess or develop appropriate expertise with the content of courses being taught;
* consider the impact of pedagogical practices employed in the classroom;
* plan and organize courses, units, and individual lessons so that students will have the opportunity to successfully engage with course and program learning outcomes;
* regularly assess student learning and employ multiple methods of assessment;
* provide support to students outside of class;
* advise students, both formally and informally, relative to both their academic programs and their career goals;
* stay current with respect to pedagogical practices, use of technology, and recommended course content;
* reflect upon all aspects of his or her teaching in order to improve student learning.

Documentation of teaching effectiveness may include:

* sample course syllabi;
* classroom observation reports completed by colleagues;
* samples of materials used in courses (e.g., handouts, classroom activities or demonstrations, assessment rubrics, projects, etc.);
* sample exams;
* student course evaluations from all courses taught during the period of review, along with a written reflection on these evaluations;
* examples of how a faculty member has addressed course or program learning outcomes;
* contributions to student advising.

In reviewing a candidate for promotion or tenure, the Program may consider the above-listed items. The candidate may include other items for the Program to consider, though whether such items are considered is at the discretion of DPEC members. With this in mind,

*For tenure and promotion to Associate Professor*,the Nursing Program would normally expect

* documentation of teaching effectiveness as described above;
* evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member’s reflection and analysis of the course over a period of time.

*For promotion to Professor* the Nursing Program would normally expect, during the period of time following promotion to Associate Professor,

* documentation of teaching effectiveness as described above;
* evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member’s reflection and analysis of the course over a period of time;
* evidence of initiative in teaching (e.g., creation of a new course, implementation of a new pedagogical approach, use of new assessment methods, etc.).

**Scholarship and Related Professional Activity**

The Nursing Program recognizes faculty practice four kinds of scholarship as defined by the Boyer Model. The general expectation is that all faculty members should be able to demonstrate the presence of an active and ongoing program of scholarship of one or more of the types described below, and that a substantial portion of the scholarship be focused around nursing and/or nursing education. In addition, the Nursing Program values scholarship in higher education in general and recognizes that a portion of a faculty member’s scholarship may be outside nursing and/or nursing education.

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| **Type of Scholarship** | **Purpose** | **Sample Measures of Performance** |
| *Discovery* | Build new knowledge through research | * Research – generate new knowledge
* External grants
* Conference presentation
* Articles/Books – author/co-author
* Recognized by professional organization/institution
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| *Integration* | Interpret the use of knowledge within and across disciplines | * Internal grants
* Conference presentation
* Articles/Books – author/co-author
* Review journals, articles, books
* Interdisciplinary projects
* Consulting
* Policy analysis
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| *Application* | Aid society and professions in addressing issues and problems | * Clinical practice
* Practice guidelines
* Leadership in professional organization
* Advising student groups
* Professional certifications
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| *Teaching* | Study teaching models and practices to achieve optimal learning | * Mentoring research, practice, theory
* Design and implement course
* Developing and testing instructional materials
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Adapted from Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

New program faculty, in consultation with their program colleagues, should develop a scholarship plan that describes the type(s) of scholarship in which they will engage, the methods by which the scholarship will be conducted, and the anticipated products of the scholarship. Faculty are expected to sustain a program of scholarship and professional activity and DPEC letters should provide feedback on the faculty member’s plan and progress toward achieving scholarship goals. It is understood that a faculty member’s scholarship plan may change over time as new interests are developed and new opportunities encountered.

While scholarship products will tend to vary among faculty members, the Nursing Program expects some products to undergo thorough peer review and appropriately communicate scholarship results. With this in mind,

*For tenure and promotion to Associate Professor*,the Nursing Program would normally expect

* at least three presentations at regional/national discipline and/or higher education conferences;
* acceptance for publication of at least one article (research, expository, or pedagogical) in nursing or nursing education that has undergone thorough peer review;
* evidence of additional scholarship activities such as those outlined in the table above.

However, the Program recognizes that, in some circumstances and depending on the entirety of a faculty member’s scholarship activity, the faculty member may be recommended for tenure even if no articles have been accepted for publication.

*For promotion to Professor* the Nursing Program would normally expect, during the period of time following promotion to Associate Professor,

* at least three presentations at regional/national discipline and/or higher education conferences;
* one of the following:
	+ acceptance for publication of at least two articles (research, expository, or pedagogical) in nursing or nursing education that have undergone thorough peer review;
	+ a book or textbook published by (or an agreement to publish such) a reputable publisher of textbooks in nursing or nursing education;
* evidence of additional scholarship activities such as those outlined in the table above;
* evidence of scholarly growth (e.g., work in a type of scholarship not previously pursued or increased level of activity in an area of prior scholarship).

What has been described here represents the Nursing Program’s normal expectations, but is not intended to be either exhaustive or exclusive. Faculty members may engage in scholarly and professional activities they deem appropriate, but will be expected to justify how their activities relate to, and are reasonably consistent with, the program’s and the college’s expectations.

**Service to the College**

The Nursing Program expects all of its faculty members to participate in the organizational life of Keene State College, both within the program and at the school or all-college level. In the first year of appointment, faculty members are expected to contribute to program service only. From the second year forward, faculty members are also expected to contribute to service at the school and/or all-college level.

Service within the program includes:

* developing or updating curricula;
* coordinating multi-section courses;
* conducting learning outcomes assessment;
* organizing and/or participating in group advising sessions;
* organizing and/or participating in new student orientation;
* organizing and/or participating in the college open house;
* serving as program representative on certain committees;
* taking notes at program meetings;
* maintaining program computer classroom and discipline computer lab;
* advising student groups (e.g., Nursing Club);
* maintaining information about external student opportunities (e.g., summer programs, internships, graduate school, study abroad);
* writing program documents (e.g., assessment reports, curriculum proposals, advisory opinions);
* serving on program search committees;
* actively participating in program meetings;
* other activities as needed to conduct program business.

Service at the school and all-college level includes:

* serving on school or all-college committees;
* serving on accreditation teams;
* serving on campus-wide search committees;
* presenting at college-wide events related to service activity;
* presenting at conferences related to service activity;
* pursuit, acquisition, and/or administration of grants;
* development of college-wide curricula (e.g., Integrative Studies, Honors Program);
* serving on DPECs for faculty outside the program;
* other activities as needed to conduct school or college business.

Leadership positions include:

* serving as department chair;
* fulfilling leadership roles on school or all-college committees, accreditation teams, or campus-wide search committees;
* fulfilling leadership roles in KSCEA;
* fulfilling other leadership roles as needed to conduct department, school, or college business.

The Nursing Program also recognizes voluntary contributions of professional expertise to the community outside of Keene State College.

Documentation of service may include:

* letters from colleagues describing service contributions;
* documents produced as part of service contributions;
* descriptions of the results of service contributions.

With this in mind,

*For tenure and promotion to Associate Professor*,the Nursing Program would normally expect

* evidence of regular contributions to program service, as described above;
* evidence of contributions to service in at least one capacity at the school or all-college level, as described above, during the second year of appointment
* evidence of contributions to service in at least two capacities at the school or all-college level, as described above, each year following the second year of appointment.

*For promotion to Professor* the Nursing Program would normally expect, during the period of time following promotion to Associate Professor,

* evidence of continuing regular contributions to program service, as described above;
* evidence of contributions to service in at least two capacities at the school or all-college level, as described above, each year;
* service in at least one leadership position, as described above.