

SECTION XII PROMOTION AND TENURE

Combined timeline for both Annual Review and Promotion and Tenure Review

Date	Activity for Annual Review	Activity for Promotion and Tenure
January 31	All faculty submit a self-evaluation and updated vita to Dean's Administrative Assistant. Supportive documentation in each faculty's personnel file should be reviewed and updated as necessary. Tenure Track faculty submit your portfolio to Dean's Administrative Assistant (Years 1, 2, 3, 4, 5 and 6). EXCEPTION: Instructors with less than 50% appointments or with appointments of one semester do not submit any materials.	Tenure Track faculty: You're submitted portfolio will be used to evaluate your eligibility for promotion and tenure.
February 1-20	Annual reviews written for tenure track and 3 rd year clinical track faculty and submitted to Dean's Administrative Assistant.	Tenure Track and 3 rd year Clinical Track faculty review by assigned tenured faculty.
February 21 to March 7		All tenured faculty meet to discuss and vote on annual "Progress Toward Tenure," Third Year Tenure review, and 3 rd year Clinical Track review. Individual Tenured Faculty Ballots to be turned in at the conclusion of the meeting to the Dean's Administrative Assistant. Portfolios returned to faculty after meeting.
March 14	Completed written annual reviews submitted to the Dean's Administrative Assistant for all faculty who do not have a review deadline of February 21.	
April 15	Merit rating for all faculty assigned by Dean based on recommendations made by the Associate and Assistant Deans.	
April 30	Annual reviews of all faculty to Provost's office.	
June 30		Completed file or portfolio submitted to Dean's Administrative Assistant along with names and addresses of five potential external reviewers. For all Tenured faculty seeking promotion to Full Professor and Tenure Track faculty seeking tenure and promotion to Associate Professor.
August 15		Completed portfolios of those applying for promotion to Senior Instructor are due to the appropriate Lead Faculty. Completed portfolios of those applying for promotion to Clinical Associate Professor or Clinical Professor are due to the Dean's Administrative Assistant.
September 10		Completed portfolio of those applying for promotion to Senior Instructor and accompanying recommendation of Lead Faculty submitted to the Associate Dean for Academic Affairs.
September 30		Completed recommendations and/or external letters of support for promotion and tenure for Clinical Track, Tenure Track, and Tenured Faculty are due in the Dean's office.

General Information Related to Promotion and Tenure

This section covers promotion and tenure information for all faculty assigned to the College. The most detailed information applies to nursing faculty; library and student affairs faculty information is outlined at the end of the section.

Definition of Scholarship

Because scholarship, broadly defined, applies to all aspects of the faculty role, the College faculty have adopted the following definition:

Scholarship is the demonstration of knowledge through discovery, integration, practice application and teaching. Scholarship results in a product that is shared with audiences within the wider academic, professional, and societal communities.

Scholarship of discovery: creates new knowledge through investigation of the unknown.

Scholarship of integration: brings new insights within a discipline by interpreting and drawing together facts, concepts, or knowledge in a new way.

Scholarship of application: uses the knowledge of the discipline to investigate clinical issues in order to enhance health care outcomes.

Scholarship of teaching: involves critical inquiry and exploration of teaching/learning processes resulting in development of effective instructional approaches and methodologies.

Practice scholarship: encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models (AACN, 2000).

Adopted (5/13/98)

Promotion to Senior Instructor

From the WSU Faculty Manual: Instructors who have successfully completed six years of University service may request promotion to senior instructor. Expectations for such promotions are defined by the college and approved by the Office of the Provost. Appointments are for one to five years.

The Washington State University Intercollegiate College of Nursing supports promotion to senior instructor for a limited number of instructors, no more than 15% of the total faculty. The College of Nursing goal is to have approximately three-fourths of its faculty in tenure-track and tenured positions. Reappointments to senior instructor are highly likely and range from one to five years at the discretion of the College. Consideration will be given to the needs of the College, available resources, and the performance of the individual.

Instructors who have successfully completed six consecutive years of College service may request promotion to senior instructor. The leading criterion of performance evaluation is sustained effectiveness in instruction and mentoring of students. The primary performance criteria are effective

teaching in the undergraduate program and evidence of growth in relation to teaching expertise, teaching knowledge, and teaching skill.

Criteria for promotion to senior instructor

- Holding an earned Masters degree in nursing.
- Documented clinical competence as a professional nurse.
- Demonstration of effective teaching in upper-division undergraduate nursing courses.
- Maintenance of teaching and professional competence as demonstrated through certification, relevant professional development activities, and continuing education and professional practice.
- Academic advising of students and participation in course meetings.
- No more than 5% of the demonstrated activities can be in other College of Nursing activities, such as participating in the College of Nursing Faculty Organization and serving on College committees.
- Submission of a teaching portfolio documenting assisting with research, other scholarly activities and growth as a teacher is required.
- Maintenance of clinical expertise through professional practice also is required.

Promotion process to Senior Instructor

The procedure of documentation and review for promotion of Instructor to Senior Instructor requires submission of a teaching portfolio according to the sequence defined for the regular promotional activities of the College of Nursing. The Lead Faculty will initiate nominations for promotion for the instructor. Documentation and a current C.V. in the College of Nursing format will be prepared by the instructor and submitted with a letter of recommendation from the lead faculty to the Associate Dean for Academic Affairs. The Associate Dean will review the lead faculty's recommendation and the material submitted by each candidate. The Associate Dean's recommendation will be forwarded to the Dean who will make a recommendation to the Provost. The Provost will review the Dean's recommendation and make a final determination that will then be announced to the Board of Regents.

Promotion for Clinical Track Faculty

Policies pertaining to promotion of clinical track faculty are derived from the policies governing such matters at Washington State University. In accordance with the policy statement on promotional criteria at WSU, effective teaching; practice; research and scholarship; professional achievement; and service to the institution and the public form the basic components of the evaluative process.

The WSU Faculty Manual does not make a statement about levels of educational preparation required for clinical faculty appointment or promotion from one rank to another. However, because of the history of nursing faculties in colleges and universities, promotion criteria for clinical track faculty at the Intercollegiate College of Nursing/WSU College of Nursing include educational preparation as one criterion measure for advancement in academic rank.

The following criteria will be used in conjunction with the criteria, policies and procedures for review provided by Washington State University. It is recognized that individuals have varied strengths and areas of expertise and should build on these to enhance the nursing program. Although a faculty member may excel in a particular area, he/she is expected to demonstrate cumulative evidence of meeting the stated criteria. Members of the faculty who are currently on the clinical track will meet with the

Associate Deans for Academic Affairs and Research at least one year prior to submitting materials for promotion to review progress of scholarly endeavors and negotiate a written contract for expectations including resources/network of support to successfully achieve the promotion criteria. Clinical track faculty should also be aware that, in selecting scholarly products, an on-going pattern of professional practice, publication and participation in research is expected for the granting of promotion in a Research Extensive University.

Faculty members are typically not considered for promotion to Clinical Associate Professor prior to the sixth year of service at the rank of Clinical Assistant Professor. Exceptional candidates may be offered the opportunity to advance in rank prior to the sixth year of service. At the time the faculty member elects to seek promotion, the College will conduct a comprehensive review that involves all clinical and tenured faculty in the College holding the rank to which the candidate aspires. The review will be conducted in the same manner as reviews of tenure-track faculty except that external reviews will not be required. However, an individual College, at its discretion, may require external reviews in line with its individual mission.

If promotion to Clinical Associate Professor is not pursued or is not granted, faculty may remain at the rank of Clinical Assistant Professor and be reappointed to subsequent terms (up to three years) if satisfactory progress continues. Annual performance reviews will be continued.

Criteria for Promotion to the Rank of Clinical Associate Professor

Credentials/Experience:

- Master's in Nursing
- Earned doctorate in nursing or related field required
- National certification in area of expertise required (when appropriate)
- Proven excellence in clinical and classroom teaching

Teaching:

Scholarship in teaching is directly related to the clinical specialty of the faculty member and flows directly from professional activity. Selected components of the teaching scholarship of practice include:

- Mentoring of professional staff and students
- Implementation of grant activities for the creation of system models to improve access to health care (Boyer, 1990)
- Recognized expertise in an area of specialty
- Demonstrates evidence of outstanding classroom and/or clinical teaching indicated by peer and student evaluations
- Assumes leadership in curriculum activities
- Development of innovative clinical experiences
- Development of new teaching materials
- Clinical scholarship (refereed clinical/professional journals)
- May be member/chair of thesis/project/dissertation

Service:

Scholarship in service is directly related to the clinical specialty of the faculty member and flows directly from professional activity. Selected components of the service scholarship of practice include:

- Includes the mentoring of professional staff and students

- Assumes leadership roles in developing practice and the public health
- Participates in the definition and development of practice standards
- Collaborates in the governance of the ICN, university and health care
- Chairs or holds office on at least one school or university committee
- Assists in the design and preparation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990)
- Practice
- National reputation as an expert in clinical nursing specialty
- Demonstrates expertise in nursing through clinical practice, demonstrates leadership through clinical consultation, improvement of clinical guidelines
- Participates in the development of clinical programs
- Serves as a consultant to professional colleagues regarding clinical nursing problems
- Assumes a leadership role in national and/or international professional and/or health related organization
- Participates in service to the professional through consultation
- Participates locally or regionally in policy development in area of specialty
- Demonstrates ways to improve the service/education collaborative relationship
- Attends course and Faculty Organization meetings

Research:

- Demonstrates evidence of beginning research and scholarly activity

Selected components of research scholarship include

- Application of technical or research skills that promote the testing of clinical knowledge and new practice strategies
- Evaluation of systems of care
- Development of quality indicators
- Development of innovative health care delivery models, and others
- Serves as a clinical consultant
- Implements innovative client care programs
- Publishes in professional journals (e.g., clinical case studies, position papers, innovative practice models and clinical teaching models)
- Presents papers/posters at national conferences
- Initiates research utilization and other types of research projects

Practice:

Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. It addresses the development of clinical knowledge, and entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas of expertise.

Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993).

Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models (AACN, 2000).

Ways in which the faculty member can show competence include:

- Demonstrates expertise in clinical nursing practice - recognized as a local 'expert' in clinical specialty area
- Contributes to improving the clinical milieu for student's clinical experience and/or to improved patient care
- Contributes to the service/education collaborative relationship
- Provides direct and indirect services (consultation, advocacy)

Examples of documentation of the quality of practice scholarship

- peer-reviewed publications of research, case studies, technical applications, or other practice issues;
- presentations related to practice;
- consultation reports;
- reports compiling and analyzing patient or health services outcomes;
- products, patents, license copyrights;
- peer reviews of practice;
- grant awards in support of practice;
- state, regional, national, or international recognition as a master practitioner;
- professional certifications, degrees, and other specialty credentials;
- reports of meta-analyses related to practice problems;
- reports of clinical demonstration projects; and policy papers related to practice.

4/01: Clinical Track Asst to Assoc Prof.doc

Promotion to Clinical Professor

Faculty members are typically not considered for promotion to Clinical Professor prior to the sixth year of service at the rank of Clinical Associate Professor. Exceptional candidates may be offered the opportunity to advance in rank prior to the sixth year of service. At the time the faculty member elects to seek promotion, the College will conduct a comprehensive review that involves all clinical, tenure-track, and tenured faculty in the College holding the rank to which the candidate aspires. The review will be conducted in the same manner as reviews of tenure-track faculty except that external reviews will not be required. However, an individual College, at its discretion, may require external reviews in line with its individual mission.

If promotion to Clinical Professor is not pursued or is not granted, faculty may remain at the rank of Clinical Associate Professor and be reappointed to subsequent terms (up to three years) if satisfactory progress continues. Annual performance reviews will be continued.

Criteria for Promotion to the Rank of Clinical Professor

Credentials/Experience:

- Masters in Nursing required
- Earned doctorate in nursing or related field required

- National certification in area of expertise (when appropriate)
- Proven excellence in clinical and classroom teaching

Teaching:

Scholarship in teaching includes maintaining ongoing excellence as evidenced by innovations in teaching methods encompassing current clinical practice. Examples:

- Has authoritative knowledge and reputation in a recognized field of learning
- Achievement of exemplary teaching in classroom and/or clinical
- Leadership in curriculum development and evaluation
- Publication of teaching materials/methods in refereed clinical/professional journals
- Mentoring junior faculty
- Leadership in program development and evaluation
- Attracts students by teaching excellence
- May be member/chair of masters/doctorate committees
- Consultant to program development

Service:

Scholarship in service includes assuming leadership in organizations at the regional/national level that have as their goal the improvement of health care through the development of appropriate policies. Examples:

- Is recognized for sustained leadership in the college and university
- Recognition of leadership in clinical practice, as a master teacher, in curricular development, and mentoring of junior faculty into the role
- Chairs or holds office on at least one school or university committee
- Demonstrates ways to improve the service/education collaborative relationship
- Attends course and Faculty Organization meetings

Research:

- Demonstrates evidence of research and scholarly activity

Selected components of research scholarship include

- Serves as funded primary investigator for research utilization or other types of research projects
- Serves as a clinical consultant
- Implements innovative client care programs
- Publishes in professional journals (e.g., clinical case studies, position papers, innovative practice models and clinical teaching models)
- Presents papers/posters at national conferences
- Initiates research utilization and other types of research projects
- Serves as funded primary investigator for research utilization or other types of research projects
- Contributes to state and national initiatives related to health care issues
- Invited to publish in professional journals (e.g., clinical case studies, position papers, innovative practice models and clinical teaching models)
- Serves as editor or editorial board member for national refereed journals
- Mentors junior faculty with research utilization projects
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Practice:

Scholarship in practice includes making significant contributions to the development and implementation of policies and programs at the regional/national level that affect the health care of the general public.

Examples:

- Demonstrates outstanding expertise in clinical nursing practice
- National/international reputation as an expert in clinical nursing
- Demonstrates leadership on clinical studies
- Develops innovative clinical programs
- Is recognized for sustained leadership in the college and university
- Participates regionally and nationally in policy development for the clinical specialty
- Recognition of leadership in clinical practice, as a master teacher, in curricular
- Development, and mentoring of junior faculty into the role
- Assumes a leadership role in national and/or international professional and/or health related organizations
- Participates in service to the professional through consultation
- Participates regionally and nationally in policy development for the clinical specialty

(Spring 2002)

Promotion for Tenure-Track and Tenured Faculty

Policies pertaining to promotion of tenure track and tenured faculty are derived from the policies governing such matters at Washington State University. In accordance with the policy statement on promotional criteria at WSU, effective teaching, including academic advising; research; creative scholarship; professional achievement; and service to the institution and the public form the basic components of the evaluative process.

Faculty seeking promotion who meet eligibility requirements will be reviewed by faculty within the College who hold academic rank at or above the rank being sought by the candidate. A minimum of three faculty members, excluding the Associate Deans, must be available to review candidates for promotion.

The timetable for the promotional process and the directions for submission of the supporting materials for promotion will be made available annually to the Intercollegiate College of Nursing/WSU College of Nursing Dean by the WSU Provost's Office. Copies of this information will be provided to all appropriate administrators and faculty.

Each faculty member of the appropriate rank independently reviews the file of the faculty member seeking promotion, assessing the attainment of the criteria for promotion. A written evaluation on WSU Promotion Recommendation forms is completed by each faculty reviewer, and forwarded to the Associate Deans, who each complete their own written evaluations. These evaluations should be detailed and interpretive, containing analyses of critiques by colleagues and peers. In commenting on the promotion of Assistant to Associate Professor, the Associate Deans' analyses should emphasize the potential for continued contributions to the institution in the areas of teaching, research and service. In commenting on the promotion of *Associate to Full Professor*, the Associate Deans' evaluations should stress persistence of quality in teaching, research and scholarship, and creative activities as well as increased emphasis on service to the institution, professional organizations, and society.

The ranked faculty and Associate Deans' recommendations, along with supporting documentation, will be forwarded to the Dean who will complete a written evaluation on the WSU Promotion Recommendation form. This evaluation will be detailed and interpretive, containing analyses of critiques by the Urban Campus Chancellor (in the case of urban campus faculty), Associate Deans, colleagues and peers. The Dean also will outline the process used during the college-level review.

In cases where an individual is being considered for advancement to the rank of Associate Professor and at the same time is being considered for tenure, the procedure for tenure supersedes that for promotion. For example, the tenured faculty will make the recommendations about a candidate's qualifications for tenure and promotion instead of the above-described group of ranked faculty, since a person becoming eligible for tenure is automatically eligible for the rank of Associate Professor.

The following criteria will be used in conjunction with the criteria, policies and procedures for review provided by Washington State University. It is recognized that individuals have varied strengths and areas of expertise and should build on these to enhance the nursing program. Although a faculty member may excel in a particular area, he/she is expected to demonstrate cumulative evidence of meeting the stated criteria in teaching, research, and service. Good performance in one area cannot usually substitute for a failure to perform in other areas. Those faculty who are currently on the tenure track will meet with the Associate Deans for Academic Affairs and Research to review progress of scholarly endeavors and negotiate a written contract for expectations including resources/network of support to successfully achieve the tenure/promotion criteria. Faculty should also be aware that, in selecting scholarly products, an on-going pattern of publication and grantsmanship is expected for the granting of promotion and tenure in a Research Extensive University.

Criteria for Promotion to Associate Professor

Credentials/Experience:

Except under exceptional conditions, Assistant Professors will not be eligible for promotion to the rank of Associate Professor until they have served for six (6) years at the College of Nursing or elsewhere as an Assistant Professor.

Teaching:

Excellence in teaching is expected of College of Nursing (CON) faculty. Promotion to the rank of Associate Professor requires demonstrated excellence within the CON and recognition of teaching excellence beyond the CON. The following descriptor provides indicators of excellence in teaching:

- Demonstrates excellence in teaching based on standardized evaluation tools used by students and written evaluations by peers and professional colleagues in agencies and professional organizations.

Scholarship/Research:

The development of a line of scholarly inquiry is expected. Promotion to the rank of Associate Professor requires consistent focused scholarly work on an area that is demonstrated at the regional and/or national levels. The following descriptor provides indicators of research and scholarship.

- Demonstrates evidence of research and scholarly activities by (a) refereed and/or invited presentations at regional or national professional meetings, (b) publication as primary author in recognized journals (including refereed), textbooks, or instructional media, and (c) a progressive record of funded research conducted either independently or as a collaborative investigator.

Service:

Service to the CON, community, and discipline are expected. Promotion to the rank of Associate Professor requires leadership within the discipline at the regional and/or national levels. The following descriptors provide samples and indicators of leadership in service.

- Develops a line of substantive services to/with organizations, progressing from regional to national levels, relevant to area of specialty; i.e. service organizations and professional organizations.
- Provides substantive service in College of Nursing committees and in consortium institution committees.

June 11, 2001

Criteria for Promotion to Professor

The professor especially is expected to be one who may represent the University with distinction. Teaching, research and service are overlapping areas. Activities in one arena, e.g. teaching, often blend with an individual's research focus. Each individual must determine the best fit and balance of their endeavors in order to meet all criteria. Criteria related to practice have been inserted under each area.

Credentials/Experience:

Except under exceptional conditions, Associate Professors 1) will not be eligible for promotion to the rank of Professor until they have served for six (6) years at the ICN/WSU College of Nursing or elsewhere as an Associate Professor, 2) hold an earned doctorate from an accredited institution of higher education.

Teaching:

- Recognized as a master teacher and is valued as a consultant in nursing education and matters of curriculum.
- Demonstrates excellence in teaching in a variety of arenas within and beyond the College of Nursing.
- Provides teaching services beyond the College of Nursing. For example, invited presentations - community and nationally.
- Receives awards or public recognition for teaching excellence and/or innovations.
- Sustained leadership in development, implementation, and evaluation of innovative teaching strategies.
- Shares expertise by creating a variety of media (e.g. publications, television, computer simulations and/or videos).
- Recognized as a resource person, consultant, and mentor in teaching strategies and/or content area of expertise.

Scholarship/Research:

Sustained progressive activity toward funded, quality scholarly work is recognized by and presented to the professional community. Contributes to the field of nursing regionally and nationally by influencing policy, theory and/or practice.

- Publications in refereed journals or textbooks and/or recognition of development of innovative projects.
- Recognized nationally and/or internationally for sustained scholarly activities as shown by publications, citations of works and invitations to present papers at refereed conferences.

- Provides editing support and/or consultant for colleagues' research proposals/ manuscripts.
- Contributes to the improvement of health care in the community through applications of their research findings and/or clinical innovations.
- Presents papers at national/international conferences (invited/refereed).
- Serves on college, university, and national program grants review teams as an external reviewer.
- Receives recognition and/or honors for excellence in research/scholarly activity.
- Has an ongoing program of research/scholarly activity supported by significant external funding.
- Recognized at the national/international level for significant contributions in a practice area.
- Recognized as an expert in supporting research efforts for the improvement of practice.

Service:

Sustained leadership or service that influences professional nursing practice, education, or administration.

- Recognized as a resource person or consultant.
- Contributes clinical expertise through such media as publications, television, computer simulations, and/or video.
- Recognized nationally as a nursing leader in their area of expertise.
- Contributes professional services to groups outside of the College of Nursing (e.g. schools, associations, industry, business, etc.) to assist in improving the health of the community.
- Serves on review committees outside the College of Nursing within the university and from other universities for purposes of progression, tenure, and promotion.
- Serves as a mentor to faculty and students as they develop their area of expertise.
- Invited speaking engagements and/or publications related to professional activities.
- Provides both formal and informal sustained leadership in governance of the College of Nursing and the University.
- Provides consultation in specialty area within and beyond the College of Nursing.

Approved May 2000

Awarding of Tenure

Introduction

The purposes of tenure are to assure the widest possible range of freedom to scholarly inquiries in teaching and research for permanent faculty and to recognize the faculty member's demonstrated and potential long-range value to the institution. It is based upon substantial cumulative evidence of excellence in teaching, scholarly activity, and public service. The awarding of tenure is accompanied by an expectation of continued high quality contributions to the goals of the Intercollegiate College of Nursing/WSU College of Nursing.

The act of granting tenure implies commitments on the part of both the University and the faculty member, to which each are equally obligated. The University commits continued appointment under university policies and regulations, and academic freedom for the faculty member to pursue scholarly interests and professional goals. The faculty member is committed to maintaining scholarly competence, teaching effectiveness and public service.

Policies pertaining to the awarding of tenure are derived from the policies which govern these matters at Washington State University (WSU Faculty Manual, 2000, Section III. D.3, 4 & 5, pages 5-25).

WSU Eligibility and Procedures

"A person employed full time at the rank of Assistant Professor, or comparable rank, becomes eligible and must be considered for tenure no later than the sixth year of service at Washington State University, with tenure, if granted, to be effective at the beginning of the seventh year. Generally, recommendations for tenure will be made for Associate or Full Professors, or comparable ranks, or made concurrently with a recommendation for promotion to Associate Professor or comparable rank." (Please consult the WSU Faculty Manual for further information relevant to eligibility and procedures).

WSU General Criteria Statements

"The criteria and procedures pertaining to tenure are of basic importance in the development of excellence within the faculty of the University. General criteria for faculty review are outlined in this WSU Faculty Manual. These are to be articulated and supplemented by tenure criteria developed at the department and/or college level to emphasize goals and objectives. Input from faculty members of the unit and students, if appropriate, shall be utilized in the development of the statement of criteria (WSU Faculty Manual, 2000, Section III.D.5b, page 19). In general, departmental criteria appropriate to the unit's particular needs shall be directed toward excellence in most or all of the following areas: teaching effectiveness including advising, research or creative scholarship, extension education, extension service and other public service, professional service and advancement, academic and professional leadership, services to the University, and interactions with colleagues and students. Long-term support of faculty members requires commitment in terms of salary and other resources; therefore, criteria for tenure must include consideration of contributions toward program objectives (WSU Faculty Manual, 2000, Section III.D.5b).

Tenure should be recommended for a faculty member only after a thorough assessment and evaluation of the quality and extent of the individual's performance in terms of the department and/or college criteria. Input into tenure consideration should come from several levels, including students (when the person has instructional duties), other faculty, and administrative officers." (WSU Faculty Manual, 2000, Section III.D.5b).

General Criteria Statement for Nursing Faculty

The WSU general criteria are supplemented by Intercollegiate College of Nursing/WSU College of Nursing criteria in order to emphasize the specific goals of the college of nursing. In accordance with WSU policy, generally persons being considered for tenure will meet the criteria for the rank of Associate Professor.

The Intercollegiate College of Nursing/WSU College of Nursing tenured faculty have organized the University criteria into three categories: teaching, scholarly activity, and university, community and professional service. Faculty are expected to demonstrate quality performance in each of these three categories. However, it is recognized that contributions may be stronger in one area than in others because of the person's particular interests and abilities.

Tenure Criteria

Teaching Criteria:

<u>Criteria</u>	<u>Examples of Supportive Evidence</u>
Demonstrates effectiveness as a nurse educator in the classroom, continuing education offerings and in academic advising of students, if assigned.	<ul style="list-style-type: none"> • Shows classroom and clinical teaching competence as measured by current knowledge of clinical setting, and/or expertise in subject area, organization, use of objective evaluation criteria and consistency in addressing course objectives.

	<ul style="list-style-type: none"> • Demonstrates a consistent pattern of growth in development and utilization of teaching skills. • Effectively advises students, following departmental guidelines. • Incorporates research findings into teaching and clinical instruction.
Is a recognized expert in a specialty field of nursing.	<ul style="list-style-type: none"> • Evidences expertise and depth of knowledge in specialty area as documented by certification, post-doctoral preparation, advanced practice in a specialty area, and/or evaluations of presentations by students, colleagues, and workshop participants. • Contributes to curriculum and course development in the specialty field. • Receives recognition from professionals outside the university, as evidenced by serving on accrediting or peer review boards, writing items for standardized examinations, consulting, or developing educational projects.
Assumes responsibility for productive contributions to curriculum and course development, implementation and evaluation.	<ul style="list-style-type: none"> • Participates in course and faculty committee deliberations. • Is recognized by less experienced faculty as a resource person and consultant. • Demonstrates ability to obtain external funding for teaching projects.

Approved 5/89; Revised 5/98

Scholarly Activity Criteria:

<u>Criteria</u>	<u>Examples of Supportive Evidence</u>
Demonstrates evidence of research and scholarly productivity.	Authors materials (independent or collaborative) which have been published or accepted for publication; e.g., articles, books, chapters, monographs, editorial reviews, or research studies appearing in nationally recognized journals, preferably refereed. Reports own research findings at professional meetings and in professional publications. Authors projects of notable quality which are accepted by external sources as marketable; e.g., videotapes, films, teaching games, books and computer assisted instruction.
Develops a line of inquiry into or a research focus significant to the field of nursing.	<ul style="list-style-type: none"> • Incorporates results of own nursing research into teaching and clinical instruction. • Designs, implements and completes independent or collaborative research. • Demonstrates ability to obtain external funding for research. • Receives recognition for research expertise as evidenced by being cited by contemporaries, being invited to speak at research conferences, or by receiving research awards.

Approved 5/98

University, Community and Professional Service Criteria:

<u>Criteria</u>	<u>Examples of Supportive Evidence</u>
Contributes to the advancement of health service delivery	<ul style="list-style-type: none"> • Serves with distinction in the community (as documented by external letters of support) <ul style="list-style-type: none"> ○ health related

	<ul style="list-style-type: none"> ○ elected public office (or appointed) ○ non-health related ● Public recognition of extramural professional service to organizations and schools ● Revitalization of an existing public service program related to health.
Disseminates nursing knowledge within the profession	<ul style="list-style-type: none"> ● Consultation to: clinical or educational organizations, extramural professional groups, schools of nursing ● Active participation in planning and presenting continuing education programs
Contributes to the achievement of the goals of the University	Participates on University committees at one of the parent institutions. Serves on ICN/WSU College of Nursing committee(s) in a leadership role
Contributes to the advancement of the nursing profession	Participates actively in one or more professional nursing organizations at the local or state level

Tenure Procedure

Tenure Progress Review:

Consistent with policies stated in the WSU Faculty Manual, 2000, Section III.D.3.d., Intercollegiate College of Nursing/WSU College of Nursing tenure-track faculty are advised and directed toward the attainment of tenure through yearly review of tenure progress. All tenured faculty will review the progress of each tenure-track faculty member annually and submit their recommendations in writing to the Associate Deans for Academic Affairs and Research, and subsequently to the Dean, who will meet individually with each tenure-track faculty member to discuss the results and implications of the evaluation. Satisfactory progress toward meeting tenure requirements must be demonstrated for continuing appointment prior to tenure. The tenured faculty recommendations will be appended to the individual's Annual Review prior to sending the materials to WSU Pullman.

Further, as indicated in the WSU Faculty Manual, 2000, "In addition to the yearly reviews, a formal tenure progress review shall be conducted for all faculty members who were initially appointed full time at the level of Assistant Professor, or the equivalent. This review normally will occur three years prior to tenure consideration." This review follows the same procedures outlined under tenure consideration except for external professional evaluations (see below). At this time, the faculty member will receive, from the Dean, definite notification of his/her likelihood of meeting the criteria for the granting of tenure. "Where the results are judged unsatisfactory, the third-year tenure progress review can lead to non-reappointment" (WSU Faculty Manual, 2000, Section III.D.3.e.).

Faculty Review of Progress Toward Tenure:

- A general meeting of tenured faculty will be called by the Dean in conjunction with APT to establish the progress review of tenure track faculty.
- All tenured faculty will meet as a group to review curriculum vita, self evaluation and all annual reviews of tenure track faculty. Primary and secondary reviewers assigned by the Associate Deans in conjunction with APT will review the records in advance and in detail, then present a written summary to the tenured faculty at the annual tenure progress review meeting. If needed, entire records will be reviewed by the tenured faculty.
- Tenured faculty unable to attend the above meeting will review the files and make their recommendations and ballots separately.

- Each tenured faculty member will submit a written statement and ballot recommendation regarding the progress of each tenure track faculty member. All reviews should be typed directly on “Progress Toward Tenure” forms and provided by email attachment to the Dean’s Administrative Assistant following the general meeting.
- The primary reviewer will meet with the faculty member being reviewed to discuss the annual review.

The Dean will develop a written summary statement, and then meet with each tenure track faculty member. According to the WSU Faculty Manual, “the purpose of the conference is to aid the faculty member in understanding how tenured members view his or her performance in light of the College of Nursing and WSU criteria.” If the tenure-track faculty member is located on a branch campus, prior to the conference, the Dean will consult with the Coordinator on that campus or, if it is a third year review, with the branch campus dean.

Tenure Track Performance Benchmark Guidelines

This grid is used to establish the benchmarks for minimum expectations for the performance of tenure track faculty in progressing toward tenure. The norms, established by the Tenured Faculty, do not represent absolute performance expectations but general guidelines. These guidelines are to be used by tenure track faculty and their mentors as a general map used to facilitate progress toward tenure. All of the yearly activities/ outcomes do not need to be documented when submitting an annual review but provide a benchmark for tenure track expectations. Tenured faculty recognize that the reviews and progression materials are submitted in advance of review dates. For example, tenure track faculty preparing for the first Annual Review will have one semester’s worth of work to submit. However, the grid outlines general performance goals designed to guide tenure track faculty in obtaining tenure. Note should be made that while ICN is a designated Research Extensive setting, regardless of the amount of external funding, tenure track faculty are expected to be given a teaching assignment annually in order to comply with the state legislative mandate. While there will be individual variations, the general guidelines should be applied and documented in the annual reviews.

ANNUAL REVIEW I

Area	Tenure Track / Mentee Expectation / Activity	Mentor Role
Teaching	Becomes grounded in specialty	Input and guidance
	Assumes a 40% teaching load No advisees	Input on Annual review
	Familiarize self with instructional and evaluation procedures and norms	Team mentors to coordinate input
	Familiarizes self with distance education/teaching- learning modalities	May place items in mentee file, but need mentee response in file also
	Attends course group meetings	
Service	-Explore service on ICN committees –set realistic goals for ICN committee service –Exception made based on experience in academia. -Run for ICN faculty organization committee at end of Annual Review I	Input and guidance Assist in setting realistic goals
	-Interact at regional/national level to form networks with consultants and ID potential reviewers	Input on annual review Assist mentee to ID consultants and make contacts beyond ICN
	Participate in Faculty Organization	Team mentors to coordinate input
	Explore participation in local professional organizations	May place items in mentee file, but need mentee response in file also
Research	Submit dissertation or most recent research activity for publication	Input, direction and guidance
	Identifies research focus and develops research map -Submit for small grant internal funding -Identifies potential sources of funding – apply for internal and external small grants	Input to mentee on annual review process Input and guidance for internal funding
	-Submit for presentation at refereed conference(s).	Input and guidance for travel support
	Maps out line of research and /or larger grants, if research has been funded.	
Scholarship	Submit dissertation or most recent research work for publication	ID potential in-house reviewers

Annual Review II

Area	Tenure Track / Mentee Expectation / Activity	Mentor Role
Teaching	50% Teaching Assignment	Review annual evaluation results and suggest areas for improvement and enhancing teaching and research focus.
	Beginning Advising Role	Input on Annual review
	Demonstrates use of student and faculty feedback to strengthen teaching role /skills	Team mentors to coordinate input
	Seeks opportunities for increasing skills in the use of a variety of teaching approaches, including co-teaching	Work with mentee on process of enhancing teaching
	Demonstrates integration of theory and research in instruction	

Service	Faculty Org. Committee Service; on but not chair of ICN committee	Input and guidance
	-Participates at national level to meet consultants and network -Identify potential reviewers	Input on Annual review
	Active participation in professional and academic services	Team mentors to coordinate input. Work with mentee on process of enhancing service
Research	Obtain internal/ external small grant funding Conduct / complete pilot study	Input and guidance
	-Refine project and resubmit revised proposal -Document status on acceptance and revision of proposals, including critiques	Input on Annual review
	Provides evidence of status of current projects	Team mentors to coordinate input
	Develop clear research map Identify self-learning and other needs, i.e. consultants, to advance the science in the research map. Draft submitted for larger external funding	Assist in defining map
	-Use national meeting to ID reviewers for publication and grants	
Scholarship	Identify potential publication/ presentation opportunities.	Direct toward appropriate publications
	Submit 2 manuscripts consistent with research map to a refereed publication (format may be Chapters/Books/Articles/Electronic).	
	Presentation at Regional/national conference.	

Annual Review III

Area	Tenure Track / Mentee Expectation / Activity	Mentor Role
Teaching	50% teaching load unless otherwise negotiated but not less than one teaching assignment annually	Input and guidance Input on annual review
	Advising role expanded to beginning thesis and clinical project membership.	Review annual evaluation results and suggest areas for improvement and enhancing teaching and research focus.
	Seeks feedback from tenured faculty in addition to mentor to strengthen teaching role/skills. (may include direct observation and eliciting constructive feedback)	Team mentors to coordinate input
	Demonstrates integration of student feedback to improve teaching effectiveness.	May place items in mentee file, but need mentee response in file also
	Demonstrates increasing depth of use of theory and research in instructional activities with an emphasis on the integration of studies, data and results of personal field of inquiry.	
Service	Service and Chair of Faculty Org. or ICN Committee -Maintain ICN committee activity	Input and guidance only
	-Participation at national level to meet consultants and network -ID potential reviewers at regional / national meetings	Input on Annual review
	Service on local level in areas that facilitate research access or teaching activities	Team mentors to coordinate input

	Seeks service/achieve role on WSU and/or consortium committee	May Place items in mentee file, but need mentee response in file also
Research	Revise and update research map. -Use national meeting to network with reviewers for publication and grants	Input and guidance
	Takes leadership role as PI or CO-I in research activities	Input on Annual review
	-Elicits and integrates review of grants from national level consultants Uses pilot data in external grant applications	Team mentors to coordinate input
	- Application (s) made for external funding	
Scholarship	2 articles accepted for publication	
	First author or lead author on 2 manuscripts in process	
	Presents at regional and national conferences	
	Demonstrates conversion of presentations to manuscripts for publication	

Annual Review IV

Area	Tenure Track / Mentee Expectation / Activity	Mentor Role
Teaching	Recognized for excellence as competent teacher	Input and guidance
	Course materials updated and technology used appropriately	Input on Annual review
	Functions effectively in Advising role. Begins serving as member on 700 and 702 courses.	Team mentors to coordinate input
	50% teaching load unless otherwise negotiated but not less than one teaching assignment annually	May place items in mentee file, but need mentee response in file also
	Demonstrates integration of student feedback to improve teaching effectiveness.	
	Demonstrates expertise in use of theory and research in instructional activities with an emphasis on the integration of studies, data and results of personal field of inquiry.	
Service	Assumes/demonstrates a leadership role on WSU Committee and ICN committee	Input and guidance only
	-networks with potential reviewers at national meetings	Input on Annual review
	Provides service at a local level to enhance teaching/research opportunities	Team mentors to coordinate input. May place items in mentee file, but need mentee response in file also
Research	Revise and update research map	Input and guidance only
	Demonstrates established relationship with national consultants on research area of interest	Input on Annual review
	Demonstrates progress toward independent P.I. Role in research program	Team mentors to coordinate input
	Launch/revise and resubmit major research project	
	Submit additional grants in order to sustain research program	
Scholarship	2 articles published or submitted (recommended)	
	Presents at regional, national, international conferences	

	Number of submissions for publication dependent on status of research projects, i.e., if a major project is in progress, then data may not be present for articles.	
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Annual Review V

Area	Tenure Track / Mentee Expectation / Activity	Mentor Role
Teaching	Recognized for excellence as competent teacher	Input and guidance
	Course materials updated and technology used appropriately	Input on Annual review
	Functions effectively in Advising role. Serving as member on 700 and 702 courses.	Team mentors to coordinate input
	50% teaching load unless otherwise negotiated but not less than one teaching assignment annually	May place items in mentee file, but need mentee response in file also
	Demonstrates integration of student feedback to improve teaching effectiveness.	
	Demonstrates expertise in use of theory and research in instructional activities with an emphasis on the integration of studies, data and results of personal field of inquiry.	
Service	Assumes/demonstrates leadership role on WSU Committee and ICN committee	Input and guidance only
	-Participation at national level to meet consultants and network -Confirms potential external tenure reviewers at national level	Input on Annual review
Research	Revise and update research map and continue with active projects	Input and guidance only
	Uses national consultants on research area of interest for submission of grants	Input on Annual review
	Prepare/submit second large grant for year 5-6	Team mentors to coordinate input
	Submit additional grants in order to sustain research program	
Scholarship	Continue with submission and publication of research program	
	Continue with submission and presentation at regional, national and international meetings	

Activities achieved by end of year 5 and included in tenure review application

Teaching	Service	Research	Scholarship
<ul style="list-style-type: none"> • 1 annual assignment • Advising starting year 2 • 700-702 starting year III • Recognized excellence and expertise by year V 	<ul style="list-style-type: none"> • Leadership role in ICN\WSU Committee • Leadership role in local/Area committee for research 	<ul style="list-style-type: none"> • 1 small internal grant funded • 1 pilot study completed • 2 smaller external proposals • Established links with national experts as consultants • 1-2 major grants submitted • 1 major project funded and completed • 1 large grant in process for year 5-6 (Demonstrate with Draft as minimum) • Small grants to sustain research program. 	<ul style="list-style-type: none"> • 6 publications • 1-2 publications as first author • 3- 4 presentations at regional national conferences which are converted in to publications

Final Tenure Consideration

In accordance with the WSU tenure policy, "final tenure review for faculty members initially appointed full time at the level of Assistant Professor, or the equivalent, shall normally occur in the sixth year of appointment. This final review may occur earlier in rare, especially meritorious cases at the request of the appropriate dean, and with the consent of the provost, department chair, and faculty member....tenure consideration for faculty members initially appointed full time at the level of Associate Professor or full Professor, or other comparable ranks, shall be in the third year and first year of service respectively". All faculty members with tenure in the candidate's Academic Unit will be given the opportunity to complete a confidential ballot to grant or deny tenure. At least five persons who are thoroughly familiar with the attainments of the eligible faculty member must complete this tenure form (WSU Faculty Manual, 2000, Section III.D.3.f.).

Process for Granting of Tenure

Tenure recommendations are the responsibility of the tenured faculty members within the Intercollegiate College of Nursing/WSU College of Nursing. Confidential recommendations by individual tenured faculty to grant or deny tenure, along with substantiating rationale, are submitted in writing to the Associate Deans for Academic Affairs and Research after review of the tenure candidate's documentation of achievement. The Associate Deans will attach the faculty tenure ballots to the Tenure Recommendation form and transmit them, together with their own recommendations, to the Dean. The Dean also writes a recommendation on the Tenure Recommendation form. For urban campus faculty, the Dean will consult with the appropriate urban campus chancellor. The Associate Deans' and Dean's recommendations will not ignore the views of the tenured faculty but need not be in agreement with the results of the faculty tenure recommendations. Tenured faculty ballots and the Associate Deans' and Dean's recommendations are forwarded to the Provosts of Eastern Washington University, Gonzaga University, and Whitworth College for their recommendations. Following their actions, all recommendations are referred to the WSU Provost. Decisions are made by the WSU Provost and the President, or designee acting for the President, in conjunction with the Dean. As stated in the WSU Faculty Manual, 2000, Section III.D.3.f. page 16, the Provost will provide written notification of the tenure decision to the faculty candidate within three working days after a decision has been made by the preceding persons. While notification of the final tenure decision will be communicated by the Provost, the Dean will provide a more detailed analysis.

Documentation for Tenure Review

Faculty being considered for tenure are expected to update their personnel file in the Dean's Office and prepare supporting materials according to the instructions from the WSU Provost's Office. The Instructions and Forms on Tenure and Promotion are normally distributed by the office of the Provost in the late spring for persons to be considered during the following academic year. These instructions are to be consulted and carefully followed since they provide more complete details than does the WSU Faculty Manual. A minimum of five and maximum of eight external letters of review are required. The tenure candidate will submit, to the Dean, the names and addresses of qualified persons who have agreed to serve as external reviewers, if chosen. The Dean will select external reviewers from this list along with reviewers chosen by the Dean. The external reviewers should be persons qualified to evaluate the faculty candidate's accomplishments; e.g., noted teachers, scholars, and researchers at respected institutions, research centers, or private-sector organizations. Careful thought should be given to the qualifications, stature and overall appropriateness of those from whom letters are solicited. The Dean will write directly to these outside reviewers to request evaluations of the faculty member. Copies of the candidate's curriculum vita and other pertinent supporting materials will accompany the Dean's letter. The WSU and Intercollegiate College of Nursing/WSU College of Nursing tenure criteria also will be provided to each external evaluator indicating the area(s) in which the evaluator is being asked to respond. All letters

received will be submitted for review at all levels, and a short biographical sketch for each external evaluator will accompany the letters.

Faculty Mentoring Plan for Tenure Track Faculty

Introduction:

The faculty mentoring effort for the Intercollegiate College of Nursing/Washington State University College of Nursing is based primarily on the Faculty Mentoring Effort document developed by the University and was developed by the faculty through the Appointment, Promotion and Tenure Committee.

The faculty believe that mentoring is a process through which faculty members receive guidance and support for career and professional advancement. Individuals, multiple individuals or a group working together may provide mentoring. Mentors can be assigned or the relationships may spontaneously evolve over time. To assure that all tenure-track faculty are mentored through the tenure and promotion process, the Intercollegiate College of Nursing/WSU College of Nursing will assign mentors to all new faculty. As additional mentor relationships develop over time, the assigned mentor may no longer be the primary mentor but share their role with more appropriate mentors. Selected References and Resources are available upon request in the Office of the Dean.

Purpose:

The Faculty Mentoring Plan at the Intercollegiate College of Nursing/WSU College of Nursing has been established to assist Tenure Track faculty with career advancement.

Benefits:

For the Mentee

Among the benefits to the individual faculty member are:

- assistance in understanding the structure and culture of the College and developing a professional network
- individual recognition and encouragement
- honest criticism and feedback
- advice on responsibilities and professional priorities
- knowledge of the “system” as well as informal rules
- long-range career planning
- support and advocacy from colleagues
- opportunities for collaborative projects.

For the Mentors

Mentors gain:

- satisfaction of helping with the professional growth and development of faculty member
- collaboration, feedback and interaction with junior faculty member
- a network of former mentees
- expanded networks of colleagues and collaborators.

For the University

A university committed to mentoring will benefit by:

- increased productivity and commitment among the faculty
- decreased attrition among faculty
- increased collaboration among colleagues

- increased understanding and respect among faculty
- the encouragement of a university environment that promotes collegiality.

Washington State University Intercollegiate College of Nursing Mentoring:

The Appointment, Promotion, and Tenure (APT) Committee will provide oversight to assure that each tenure-track faculty member has at least two tenured faculty colleague, interested in their professional growth and development, willing to assist them.

Specific objectives to be addressed by the Intercollegiate College of Nursing/Washington State University College of Nursing faculty mentors include:

- provide assistance with setting long-term goals and short-term objectives;
- offer advice for setting priorities and developing a professional profile;
- facilitate understanding of the “system,” including explanation of College criteria for tenure and promotion;
- discuss the College’s culture and socialization processes;
- identify strategies for avoiding pitfalls, addressing difficult situations and saying “no”;
- provide assistance in identifying sources of extramural support;
- assist with development of professional networks;
- give feedback on progress toward and encouragement of professional independence;
- foster increased communication and prevention of isolation of new faculty members; and
- increase awareness among faculty of different teaching styles, extension responsibilities, and research or scholarly productivity

The Intercollegiate College of Nursing/Washington State University College of Nursing mentoring effort complements and expands upon process(es) that are already in place such as annual reviews, third year reviews and promotion and tenure reviews for the ultimate goal of career advancement and professional enhancement for the tenure track faculty.

Responsibilities

Faculty mentors, the individual faculty mentees and Intercollegiate College of Nursing/WSU College of Nursing administrators all share responsibility for the success of the mentoring effort. Cooperation and communication between faculty and administrators are essential. Responsibilities relative to meeting with assigned mentors ultimately lie with the tenure-track individual. At least one joint meeting (mentors & mentee) per semester is strongly encouraged. In addition, a thorough understanding of the artificial barriers which may adversely affect tenure and promotion is required. Selected references and resources to increase awareness of factors which may differentially influence women and members of ethnic minority groups are available from the office of the Dean.

7/22/99

Tenure and Promotion Criteria and Procedures for Library Faculty

Library faculty will be considered for merit increases, promotion, and tenure according to their achievement both in demonstrated competence as a librarian and in related professional and scholarly activities. Criteria for promotion and tenure will be those used by the Washington State University Library faculty. Current criteria are in Section 3 of the WSU Library Faculty Manual, a copy of which is maintained by the Director of Library Services, who also provides a copy to the Dean of the Intercollegiate College of Nursing/WSU College of Nursing. Intercollegiate College of Nursing/WSU College of Nursing library faculty participate in the process of approving the criteria through the WSU Library faculty meetings and committees. Each library faculty member receives copies of any changes adopted by the WSU Libraries.

The emphasis for the first year of service, and in succeeding years, should be on the librarian's achievements in the areas of assigned responsibility (demonstrated competence as a librarian). In succeeding years, the faculty member should, in addition to continued competence on the job, demonstrate research/scholarly/creative and professional achievements, and service to the library, university, and public. Acceptable performance standards include successful involvement in each of the areas over time.

Library faculty on tenure track will be evaluated in the same manner as other Intercollegiate College of Nursing/WSU College of Nursing faculty, following the Intercollegiate College of Nursing/WSU College of Nursing schedule. The annual review will include input from tenured Washington State University librarians, who will comment on the Intercollegiate College of Nursing/WSU College of Nursing librarian's progress toward meeting the criteria for tenure. Members of the tenured library faculty at Washington State University also will participate in the intensive third year and final tenure reviews. (See also WSU Faculty Manual, 2000, Section III.D.2.B. & Section III.D.3.)

Tenure ballots from WSU Library faculty will be collected by the Director of the WSU Libraries, and sent to the Dean of the Intercollegiate College of Nursing/WSU College of Nursing along with the Director's recommendation. The Dean of the Intercollegiate College of Nursing/WSU College of Nursing will prepare the college's recommendation to the Provost's Office, and send the candidate's full package, with library faculty ballots, to the Provost.

Approved February 7, 1997

Tenure and Promotion Criteria and Procedures for Student Affairs Faculty (Intercollegiate College of Nursing/WSU College of Nursing Student Counselor)

Titles:

For the purposes of appointments, personnel actions and rank equivalent designations, Student Affairs faculty members will be given the title Student Affairs Specialist. It is assumed that most faculty members may prefer to use functional titles (e.g., "physician", "counseling psychologist", "financial aid officer", "activities counselor", etc.) in their daily activities and office correspondence. Such practices are encouraged.

Rank Equivalency:

Rank equivalent levels are designated by the numbers "1" through "4", where "1" is the equivalent of the rank of instructor and "4" is the equivalent of full professor (e.g., student affairs specialist (2) is equivalent in rank to assistant professor). This procedure is in accord with the practices followed by the research extension and library staffs.

Procedure:

Student affairs faculty will be evaluated in the same manner as other Intercollegiate College of Nursing/WSU College of Nursing faculty except that the annual reviews will include input from appropriate ranked/tenured Washington State University student affairs faculty, who will comment on the Intercollegiate College of Nursing/WSU College of Nursing Student Counselor's progress toward meeting the criteria for tenure. Members of the WSU student affairs faculty also will have a primary role in promotion and tenure reviews. The Intercollegiate College of Nursing/WSU College of Nursing Dean will arrange annual, promotion and tenure reviews with the appropriate Student Affairs administrator and committees.

Minimum Professional Training and Experience Criteria:

Initial appointment and subsequent promotion of Student Affairs faculty will be guided by the minimum professional training and experience criteria listed below:

RANK 1. (Equivalent to Instructor):

- Bachelors degree, plus at least one additional year of relevant professional experience and/or specialized training.
- A master's degree.

RANK 2. (Equivalent to Assistant Professor):

- A master's degree including at least three years of relevant professional experience. Consideration will be given to specialized training when evaluating professional experience.
- An earned doctorate or M.D. degree in an appropriate field, together with one-year internship or equivalent professional experience.
- Evidence of professional development, for example, professional writing, involvement in professional organizations and activities, research, and/or professional consulting.

RANK 3. (Equivalent to Associate Professor):

- A masters degree including at least ten years distinguished professional experience as evidenced by the fulfillment of the primary criteria listed in the Faculty Manual, or a combination of field experience and specialized training.
- An earned doctorate or M.D. degree in an appropriate field including at least five years of relevant distinguished professional experience. Consideration will be given to specialized training when evaluating professional experience.
- Evidence of professional development, for example, professional writing, involvement in professional organizations and activities, research, and/or professional consulting.

RANK 4. (Equivalent to Professor):

- An earned doctorate or M.D. degree in an appropriate field.
- Able to represent the university with distinction.

Promotion Criteria for Student Affairs Faculty:

Student Affairs is the most diverse professional unit within the University. Given this diversity of functions and specialties, faculty evaluation should be derived both from criteria unique to their units and positions and those common across Student Affairs. Each faculty member should be evaluated in relation to the expectation for his or her official appointment as identified in job descriptions and the unit missions and goal statements. Student Affairs faculty seeking promotion are expected to perform at a distinctly above average level in a broad range of professional related activities. Achievement in one category cannot substitute for inadequacies in other categories. This document is not intended to be all inclusive or evaluative. It is intended as primarily an information piece and guideline for student personnel faculty and unit heads. Application of the criteria in each of the five categories will vary depending upon individual assignment. The following criteria are not listed in priority order.

- A. University Criteria for Student Affairs Staff (WSU Faculty manual, page 34)
 1. The following primary criteria, in addition to acceptable professional training and personality and character traits, are used in evaluating the qualifications of a member of the Student Affairs faculty for possible advancement in rank:
 - i. Effectiveness in work and communication with students.
 - ii. Achievement in teaching, research and scholarship.

- iii. Professional achievement and recognition in the university community.
 - iv. Professional development, including additional academic preparation in fields that are appropriate.
 - v. Services to the institution and the public.
2. To be appointed or advanced to Student Affairs Rank 4 (equivalent to full professor), a person is expected to be able to represent the university with distinction.
- B. Unit Specific Criteria**
1. Effectiveness in work and communication with students. Working relationships with students, faculty and staff.
- i. Serves as a problem solving resource within the unit, Student Affairs and the University.
 - ii. Competence and judgment in assisting students in the use of the services offered by the unit.
 - iii. Quality and quantity of work.
 - iv. Seeks to improve the operation and service to the students; develops and administers new programs.
 - v. Written and oral communication skills.
2. Achievement in Research, Service and Scholarship; Initiates and maintains relevant scholarly activity.
- i. Formal publications: monographs, books, journal articles, book chapters.
 - ii. Teaching: course development; material development.
 - iii. Presentation of scholarly papers at professional association meetings.
 - iv. Information collection, studies, and research affecting operation and improvement of the unit; program evaluation.
 - v. Professional achievement and recognition in the University community. Serves as a positive professional model for the Student Affairs staff.
 - vi. Active membership in relevant professional organizations (Active membership means holding office, chairing or being a member of active committees, presenting papers at symposia, conferences, annual meetings, conducting workshops, attending annual meetings, etc.)
 - vii. Serves as moderator or panelist at regional or state conventions.
 - viii. Serves as organizer of professional meetings.
 - ix. Professional consulting or advisory services outside the University.
 - x. Contributions to educational, scientific, cultural, civic organizations and/or private governmental agencies at community, state or regional, national or international levels.
 - xi. Demonstration of ability to procure funding, grants or donor gifts.
 - xii. Recognition and outstanding achievements (awards, honor societies, etc.).
 - xiv. Professional development; including additional academic preparation in the fields that are appropriate. Participates fully in a personal professional development program.
 - a. Work toward or completion of an additional relevant advanced degree.
 - b. Relevant course work undertaken to expand professional competence.
 - c. Attendance at professional or scholarly seminars, workshops, or meetings.
 - d. Attain appropriate professional license.
 - e. Participation in relevant travel including sabbaticals.

C. Services to the institution and the public.

1. Service to the University: represents Student Affairs on university committees; works within the university structure to solve problems affecting students and the university community.
2. Participation on unit, Student Affairs or university committees and task forces.
3. Participation in university governance (Senate Officer, Senator, etc.).
4. Gives presentations or seminars to faculty and student groups within the university relative to professional matters.
5. Service as an advisor to student groups recognized by the university.
6. Service as an editor or contributor to in-house publications.
7. Consulting or advisory service to WSU off campus programs.
8. Provides service to the public: Serves as a university resource to the state and local community; is recognized as a resource in his/her field.
9. Presentations of informational public programs.
10. Service as a representative of the University to professional or governmental bodies or agencies.
11. Involvement in relevant community activity.

Approved December 1996

*Approved by the Intercollegiate College of Nursing/WSU College of Nursing Faculty May 9, 1989.
Portions revised in May 1998.*