

April 27, 2007

Attached is the Faculty Guidelines for Rank document that Faculty Development and Evaluation Committee (FDE) has been working on this year. FDE shared drafts of this document with faculty and used input to continue revising. We would like to begin using this document in fall 07 and evaluate further. Faculty could use this document for examples and ideas when planning their professional development plans. Faculty could begin or continue to develop their academic role with this document as a resource. FDE would like to use these guidelines to provide our guidance to faculty related to Professional Development Plans and promotion/tenure applications. Hopefully our experience using this document in 07-08 would then provide us with evidence on the usefulness, effectiveness, and necessary revisions.

Please let me know questions/concerns/thoughts.

Regards,

SE

FDE Chairperson

Sandra K. Eggenberger, PhD, RN

**Minnesota State University, Mankato  
School of Nursing  
Nursing Faculty Guidelines for Rank**

UNIVERSITY STANDARDS  
Achieving Excellence in Faculty Roles  
Nursing Faculty Excellence



MINNESOTA STATE UNIVERSITY, MANKATO  
Inter Faculty Organization

- Five Criteria Set Forth in Article 22 of the Agreement
1. Teach effectively or perform in current assignments
  2. Scholarly or creative achievement or research
  3. Continuing preparation and study
  4. Student growth and development
  5. Service to the university and community



SCHOOL OF NURSING GUIDELINES  
Expectations for Rank  
Instructor  
Assistant Professor  
Associate Professor  
Professor



Professional Development Plan and Report

**Minnesota State University, Mankato  
School of Nursing  
Nursing Faculty Guidelines for Rank**

**GUIDELINES FOR APPOINTMENT, PROMOTION AND TENURE  
AS REQUIRED BY ARTICLE 22 OF THE *IFO-MnSCU MASTER AGREEMENT***

## **I. INTRODUCTION**

This document describes with more specificity indices that are used to guide faculty development and evaluate faculty performance as required by Article 22 of the current *IFO-MnSCU MASTER AGREEMENT*. The document will be used to evaluate the performance of faculty applying for tenure and/or promotion with respect to the general criteria articulated in Article 22. This document also describes the indices that will be used to determine rank at time of appointment. The examples of activities within each rank are intended to provide a general description of the nature of the work of a faculty member at each rank rather than a list of the activities that are required at each rank.

This document is based on the philosophy that each faculty rank represents qualitatively different responsibilities. For any given rank, the responsibilities of ranks to the left of it are assumed to be requisites for successful performance that rank, e.g. the responsibilities of an assistant professor are foundational for the responsibilities of an associate professor. Successful performance of the responsibilities at each rank requires significantly greater depth and breadth of knowledge as one moves from instructor to professor. Consequently, peers hold different expectations for faculty in different ranks. Thus, in order for a faculty member to be promoted from one faculty rank to another requires that faculty member to engage in qualitatively different activities at each rank and not simply engage in the same activities over an extended period of time.

While this document articulates differences across ranks, it does not imply that the activities of faculty members within the same rank will be identical. Rather, each faculty member at a given rank will engage in a unique set of specific activities that fall within the performance domain of that rank. Therefore, the examples of evidence that could be used to document achievement for each of the five criteria are only examples and do not represent an exhaustive list of possible evidence. Thus, all examples for each criterion need not be present for the criterion to be met and the corresponding rank achieved.

## **II. CRITERIA**

**A. Demonstrated ability to teach effectively.** The indices for teaching effectiveness include articulation of a clear vision of nursing education, knowledge of a defined nursing content area, and evidence of teaching competence. Each faculty member is responsible for obtaining documentation of teaching effectiveness annually. Examples of evidence that documents achievement of the criterion are listed in Table 1. These examples include:

1. Teaching narrative: a brief description of accomplishments and the relationship between your teaching and scholarship or clinical practice, as appropriate.
2. A chart representing yearly teaching responsibilities: the chart should indicate the semester each course was taught, its title and level, and the course format.
3. Peer Evaluation: an assessment of the instructor's classroom or clinical performance by a senior faculty colleague. The reviewer should be knowledgeable of the content area, but not be a co-instructor of the course being reviewed.
4. Student Evaluation: results of student evaluations using standard forms; letters from students or former students that address the instructor's teaching performance.
5. Presentations: conference paper or poster presentations related to the content taught in assigned courses.

**Table 1. Teaching or Performing Effectively**

Instructor	Assistant	Associate	Professor
1. Articulates a clear vision of nursing education			
Articulates an understanding of course objectives	Communicates a perspective or philosophy of nursing education in faculty meetings	Evidence of a perspective or philosophy in course development .  Teaching narrative	Evidence of a perspective or philosophy in contributions to curricular development
2. Knowledge of a defined nursing content area			
Competence in clinical practice [required for initial appointment]	Teaching experience in a defined nursing content area  Regional or national presentations related to a defined area of nursing knowledge	Recognition by colleagues in a defined nursing area  Publications related to nursing education in peer-reviewed journals  Development of learning or educational materials	Consultations  Publications referenced in peer- reviewed journals  Textbook editor  Accreditation visitor
3. Teaching effectiveness			
Overall positive peer evaluations	Experience as a teaching assistant	Overall positive peer and student evaluations	Positive letters from former students
Evidence of using evaluations to improve teaching	Evidence of prior successful teaching in an academic setting	Teaching awards  Use of innovative teaching strategies	Adjunct faculty appointment in other departments/ institutions
Letters of reference	Use of evidence-based teaching strategies  Teaching portfolio  Invited guest lectures	Presentations at national or international educational conferences	Teaching models or perspectives adopted by colleagues  Collaboration with faculty in other departments or institutions

**B. Scholarly or creative achievement.** The indices for scholarly achievement include a program of scholarship and dissemination of that scholarship. Evidence includes a focus on dissemination of scholarly work. Examples of evidence that documents achievement of the criterion are listed in Table 2. These examples include:

1. Publications: scholarly publications in disciplinary journals, chapters in books, books, or professional association practice guidelines.
2. Presentations: invited or competitive paper and poster presentations at research or educational conferences.

3. Mentorship: a letter documenting active participation as a mentee from a senior colleague; the letter should describe the scholarly activities completed or in the process of completion that demonstrate the mentee’s scholarly potential.

4. Research projects: funded or non-funded formal investigations; the description should include an overview of the project, status of the project, funding agency (if appropriate), and the faculty member’s role.

**Table 2. Scholarly or Creative Achievement or Research**

Instructor	Assistant	Associate	Professor
<b>1. Program of scholarship</b>			
<p>Experience with scholarly activities</p> <p>Research is used to guide nursing practice</p>	<p>Beginning development and clear articulation of the direction of the scholarship and how it is significant to nursing</p> <p>Relationship with mentor</p> <p>Research Incentive Grant</p> <p>Participation as an investigator on a funded research project or clinical research utilization project</p> <p>Research assistant experience</p>	<p>Focused program of scholarship</p> <p>Regional award for scholarship</p> <p>Regional or national research consultation.</p> <p>Invited presentations in scholarship area at regional/national conferences</p> <p>Participation on intramural grants as a principal investigator or extramural grants as an investigator</p>	<p>Established program of scholarship with increased depth and/or breadth</p> <p>Invitation to serve on editorial boards, review panels or advisory groups</p> <p>Invited presentations in scholarship area at national or international meetings</p> <p>Participation on extramural grants as a principal investigator</p> <p>Visiting professorship</p>
<b>2. Dissemination of scholarship</b>			
<p>[none required for appointment]</p>	<p>Presentations at local or regional conferences</p> <p>Submitted manuscripts or publications in peer-reviewed journals with evidence of 2<sup>nd</sup> and 3<sup>rd</sup> authored publications</p>	<p>Presentations at national conferences</p> <p>Publications in national peer-reviewed journals</p> <p>Sustained record of publication in peer-reviewed scholarly journals with evidence of first and second-authorship</p>	<p>Presentations at national/international conferences</p> <p>Publications referenced in peer-reviewed journals</p> <p>Sustained record of publication in national or international peer-reviewed journals with evidence of solo or 1<sup>st</sup> authorship</p> <p>Member of national guideline development groups</p>

**C. Continuing preparation and study.** The indices for continuing preparation and study are expansion of academic knowledge and expansion of practice knowledge. Academic knowledge includes scientific and philosophical knowledge in the disciplines of nursing and education. Practice knowledge includes aesthetic and personal knowledge developed through clinical practice. The validity of practice knowledge acquired through engagement in clinical practice is evidenced by the requirement of specified amounts of clinical practice time by national credentialing bodies. Examples of evidence that documents achievement of the criterion are listed in Table 3.

**Table 3. Criterion: Continuing Education & Preparation**

Instructor	Assistant Professor	Associate Professor	Professor
1. Expansion of academic knowledge			
Attends continuing education workshops	Attends regional/national research conferences	Attends national/international research	Attends international research conferences
Attends local/regional educational conferences	Attends regional/national educational conferences	Attends national/international educational conferences	Attends international educational conferences
Completes graduate credit-bearing courses in nursing or practice-related fields	Regularly reads disciplinary or professional journals	Receives & participates in a post-graduate research or teaching fellowship	Works with a team of nationally recognized researchers on a health- or education-related project
		Studies independently with a scholar(s)	Studies independently with a scholar in a new knowledge domain
2. Expansion of practice knowledge			
Engages in clinical practice	Engages in clinical practice	Engages in clinical practice	Engages in clinical practice

**D. Contributions to student growth and development.** The indices for contributions to student growth and development are advising, mentoring and supporting student growth and development. Examples of evidence that documents achievement of the criterion are listed in Table 4.

**Table 4. Criterion: Contribution to Student Development**

Instructor	Assistant Professor	Associate Professor	Professor
1. Advising			
[no experience required for appointment]	<p>Formal or informal academic advising of students</p> <p>Serves as advisor to student groups within the SON, CAHN or University</p>	<p>Serves as a program or research advisor for graduate students</p> <p>Serves as advisor to student groups within the University</p>	<p>Chairperson of thesis or dissertation committees within the University.</p>
2. Mentoring			
Guides students in their development of self-knowledge	<p>Facilitates undergrad student involvement in professional organizations</p>	<p>Facilitates grad student involvement in professional organizations</p> <p>Involves undergraduate or graduate students in research projects</p> <p>Helps undergraduate or graduate students present at conferences</p>	<p>Helps students publish their work in peer-reviewed journals</p>
3. Supporting			
Supports student development by writing letters of reference for undergraduate students	<p>Writes letters of reference for undergraduate students applying for jobs or admission to graduate school</p> <p>Redesigns specific aspects of courses based on student need</p> <p>Provides guest lectures in another instructor's course</p> <p>Advisor for learning communities</p> <p>Serves on graduate student examination committees</p>	<p>Develops and redesigns specific courses based on student need</p> <p>Develops specific educational programs based on student need</p> <p>Serves as a preceptor for students in other nursing programs</p> <p>Serves on graduate student examination committees in nursing or other academic departments</p>	<p>Serves as a visiting professor at other institutions</p> <p>Serves on thesis or dissertation committees at other institutions</p>

**E. Service.** The indices for service include activities that benefit the discipline, the profession, the SON, the college and the university. These activities arise from recognition of the faculty member's expertise and the ability of the faculty member to contribute to the group. Examples of evidence that documents achievement of the criterion are listed in Table 5.

**Table 5. Criterion: Service**

Instructor	Assistant Professor	Associate Professor	Professor
<b>1. Disciplinary/Professional Service</b>			
[none required for appointment]  Holds membership in professional/ disciplinary organization(s)	Presentation(s) at continuing education meetings/workshops	Leadership position in local/ regional nursing organization(s)  Abstract reviewer for professional nursing journal(s)  Abstract reviewer for local/regional conferences  Grant proposal reviewer for local or regional organization(s)  Develops continuing education courses or workshops	Leadership position in national or international organization(s)  Abstract reviewer for research journal(s)  Abstract reviewer for national or international conferences  Grant proposal reviewer for national or international organization(s)  Consultation(s) with peers or professional groups  Serves on accrediting bodies
<b>2. Institutional (SON, CAHN, University) Service</b>			
[none required for appointment]	Active participation on a SON committee	Chairperson of a SON committee  Coordinator of a SON educational program  Member of a college or FA	Member of a University or FA committee, board, task force, commission or advisory group.
<b>3. Community Service</b>			
[none required for appointment]	Participation in local health- or education-related group(s), e.g. schools, businesses, government	Participation in regional or state health- or education-related group(s)	Participation in state or national health- or education-related group(s)