TCU Nursing Program’s Statement of Interpretation of TCU’s General Criteria for Tenure and Promotion

This document contains the Interpretation of TCU's General Criteria for Tenure and Promotion as well as criteria for evaluation of Tenured Faculty Members

This document shall be approved by tenured and tenured-track faculty and reviewed and amended as needed at least every five years.

Introduction. This Interpretation Statement is based on and is consistent with the University’s General Criteria and the Harris College of Nursing and Health Sciences criteria for tenure and promotion. It is also derived in part from the TCU Nursing statements of mission, philosophy, and program goals that reflect pertinent professional standards and codes. These statements articulate beliefs about the knowledge base, the clinical and cognitive skills, and the commitments to civic and professional responsibilities, values, and ethics that faculty should exemplify.

TCU Nursing has unique characteristics that often have an impact on the weighting and the interpretation of the criteria. Faculty employed in Nursing must establish and maintain clinical and professional credibility. To accomplish and maintain this credibility, evidence of practice, teaching, and research competence must be demonstrated in an environment where professional practice standards are constantly changing. Professional demeanor and attitude of each faculty member are equally important to the efficient and effective functioning of TCU Nursing (American Association of Colleges of Nursing, 1998).

Teaching. The faculty of TCU Nursing must consistently demonstrate current knowledge commensurate with teaching assignments, communicate knowledge to students in appropriate ways, and facilitate students’ participation in the learning process. In addition they must effectively perform in at least one clinical specialty area.

Faculty of all ranks are expected to seek and use data from students, peers, administrators, and clinical agency personnel to evaluate and revise teaching methodologies. They also are expected to contribute to the improvement of the curriculum through revision and creation. In the enactment of the total faculty role, faculty will demonstrate the following attributes: sensitivity to needs of students and colleagues; openness to questions and interchange; awareness of individual differences; and the ability to change behavior and relate to students and colleagues with respect and civility.

Evaluation of teaching effectiveness will take into consideration: students’ perceptions of teaching in the classroom, practica and skills laboratory; peer evaluations; and evaluation by appropriate Director(s). Other evidence includes but is not limited to course materials such as syllabi, test items, and classroom exercises; participation in curriculum maintenance; development of clinical placements; mentoring of faculty; and effectiveness as a team member.
**Scholarship.** Each faculty member is expected to demonstrate sustained scholarly achievement in order to achieve tenure and/or promotion. Data based publications are necessary primary evidence. Data maybe derived from clinical practice or formal research studies. Publication related to nursing practice or pedagogy are acceptable as primary evidence, although not the sole expression of scholarship. Textbooks are considered secondary evidence; serving as the primary author or editor of a textbook is more valuable than writing or revising chapters.

Publications are stronger evidence of performance than presentations. Presentations may be evaluated according to such criteria as presentation and target audience. A positive tenure decision requires evidence of consistent efforts resulting in refereed publications. Other outcomes will be evaluated on a case-by-case basis. Faculty members who publish multiple-authored scholarly works should document the extent and nature of their participation in the product.

**Advising.** At TCU Nursing quality advising is a necessary and vital component of the faculty role. Every faculty member is expected to accurately advise, guide, and counsel students in identifying and achieving student goals that are consistent with TCU Nursing and University objectives.

To achieve tenure and promotion, faculty must demonstrate a willingness and ability to establish appropriate relationships with students and mastery of the use of advising and registration materials. Faculty are expected to maintain these behaviors and demonstrate an awareness and sensitivity to students' advising needs. In some cases, advising may be primarily oriented toward career and professional development rather than academic planning.

Advising assignments will vary according to the needs of TCU Nursing. Evidence of the quality of the advising performance includes, students' files which are accurate and include documentation of up-to-date planning and advising, comments from students and/or faculty colleagues, and evidence of correspondence with and about students.

**Professional development.** To maintain credibility, all faculty members are expected to demonstrate a sustained pursuit of lifelong learning in the practice of professional nursing, research methods and funding, and teaching and learning in professional schools.

Activities in this category are expected to reflect the individual faculty member's professional goals and reflect the goals of TCU Nursing. Examples of these activities include professional certification, formal academic credit, faculty development, and continuing nursing education credits required to maintain licensure.
Service. Each faculty member is expected to participate in activities that provide service to TCU Nursing. In addition each faculty member is expected to provide service to the College or University or community or the nursing profession.

Service to the profession includes such activities as holding office or otherwise participating actively in professional organizations, serving as a reviewer for professional journals and other publications, evaluating papers presented by colleagues, providing continuing education to local practitioners, and organizing and/or chairing sessions at professional conferences.

Service to TCU Nursing, College or University includes such activities as committee memberships and related activities and leadership in the form of chairing committees or taking special assignments. The quality of service is a factor in review.

Service to the community includes such activities as contribution to community meetings, professionally related clinics or workshops; and serving on Boards of Directors, as officers or on committees of community agencies.

Ethical conduct. Each faculty member is expected to adhere to the AAUP Statement on Professional Ethics affirmed by the Faculty Senate in 1993 as well as the American Nurses Association, Code of Ethics for Nurses.

Pertinent professional standards are the statements of Standards of Professional Nursing Practice of the Texas Board of Nursing, the Standards of Clinical Nursing Practice and the Code of Ethics for Nurses of the American Nurses Association.

Summary. For an assistant professor to achieve tenure and promotion to associate professor, or for an associate professor to achieve tenure, the faculty member must: (1) have completed all requirements for the doctoral degree; (2) demonstrate skill, knowledge, and attitudes necessary for quality teaching in both classroom and clinical settings; (3) demonstrate sustained outcomes in scholarly endeavors and the ability to publish scholarly materials relevant to nursing; and (4) perform satisfactorily in the areas of student advising, professional development, and service activities, and (5) adhere to the AAUP Statement on Professional Ethics and the ANA Code of Ethics for Nurses.

After tenure is achieved, faculty performance should reflect the career goals of the individual faculty member and the particular aspects of expertise each faculty member can offer. In no way can any faculty member be relieved of the responsibility to perform in all five identified areas, but the relative importance of behaviors in each area may be negotiable depending upon the faculty member’s position in career development and the needs of TCU Nursing.

Promotion to the rank of full professor requires a record of consistent scholarly outcomes related to nursing including research publications in refereed journals, leadership in TCU Nursing, University, and profession, achievement of a professional reputation evident beyond the local TCU community and continued satisfactory performance in the areas of teaching, service, and advising.
In accordance with University policy, a faculty member may request an extension of the probationary period in the event of an extraordinary experience or event beyond the individual’s control that affects a non-tenured faculty member’s professional performance. Such request should be timely, but no later than one year after the event of consequence. In making a request for an extension of the probationary period, the faculty member relinquishes any and all claims to de facto tenure. A faculty member may address such a request directly to the Vice Chancellor for Academic Affairs or to the Dean or director who will forward such request to the Vice Chancellor for Academic Affairs for action. Prior to rendering a decision, the Vice Chancellor for Academic Affairs will consult with the Academic Dean.

Addendum: Interpretation of General Criteria for Merit Raises

Evaluation for merit raises will be based on the definition and criteria of performance areas discussed in the tenure, promotion, appointment, and reappointment document. Consideration for merit will reflect the tenure status and career goals of the individual faculty member and the particular aspects of expertise each faculty member can offer. Faculty members are expected to perform in each area identified, but the relative importance of behaviors in each area may be negotiable depending upon the faculty member's position in career development. The needs of TCU Nursing will also determine to what extent the requests of individual faculty members can be honored.

Negotiation may occur for emphasis on one or more of each of the areas for the following year, although there will still be expectations for performance in each area. The faculty member may focus on areas of interest. The area where less emphasis is given must also be negotiated. If negotiations do not occur, the basis of the Associate Dean for Nursing evaluations for merit will be determined by predetermined weights of each area in consultation with the Directors. These weights will be shared with the faculty at the beginning of each calendar year.

It is the responsibility of each faculty member to provide to the Associate Dean for Nursing appropriate documentation of annual accomplishments. Due to the short time frame in which the review must occur no efforts will be expended by the Associate Dean for Nursing to obtain additional information.

Non-Tenure track instructors are not required to meet the criteria listed under the scholarship section. Activities relating to scholarship which are accomplished by non-tenure track instructors will be credited under professional development.

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