

Cleveland State University

School of Nursing

Promotion and Tenure Criteria for Teaching

Exceptional Achievement as a Teacher

Tenure-track clinical faculty and regular faculty have the same responsibility to meet standards for excellence in teaching. For promotion to Clinical Associate Professor or Associate Professor (with a declared area of strength in teaching), candidates must demonstrate “exceptional achievement as a teacher” (Agreement, 2011, p. 25).

Student evaluations and peer evaluations will be the primary means of demonstrating teaching performance in ones dossier.

Student Evaluations: The Peer Review Committee (PRC) expects candidates to include in the dossier **all** student evaluations, including raw scores and student comments during the timeframe encompassed by the dossier. Exceptional achievement can be demonstrated by consistently excellent evaluations or improving evaluations over time to a level approaching or at the SON faculty mean. Candidates are encouraged to include longitudinal graphs for each course taught that represent the overall teaching means. Additionally, candidates should describe in their summary statement how student evaluation comments were used to improve their teaching, and to provide examples and measurable outcomes that demonstrate improvement.

Peer Evaluations: Candidate will obtain a minimum of 2 peer evaluations per semester from tenured faculty members (a minimum of 4 evaluations per year). Candidates are encouraged to seek-out peer evaluations from expert teachers in other CSU colleges (E.g. tenured COEHS faculty) in addition to those prepared by tenured nursing faculty as the PRC might view a potential bias in peer evaluations that are exclusively from other nursing faculty. The “arms length” rule should be applied in selecting tenured faculty to perform peer evaluations.

Candidates are also encouraged to provide a well-thought-out teaching philosophy in the dossier. The teaching philosophy may be included with the Summary Statement or “stand alone” in a separate section of the dossier.

In addition to student and peer evaluations and a teaching philosophy, evidence of the following may be included in the dossier to demonstrate “exceptional achievement as a teacher”. It is not expected that every candidate would include all of these.

<p>1. <i>Comprehensive knowledge of the field of study</i></p>	<p>1. Maintenance of specialty certification</p> <p>2. Earned doctoral degree in Nursing or Education</p> <p>3. Evidence of continuing education focused on improvement of teaching or related to advancing knowledge in a clinical specialty</p>
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	<p>4. Copies of publications related to teaching or nursing specialization</p> <p>5. Development of a teaching portfolio.</p> <p>6. Development of curriculum, teaching strategies/methods, or teaching materials.</p> <p>7. Conference presentation or poster presentation related to teaching</p>
<p>2. <i>Thorough preparation</i></p>	<p>1. Consistent evidence of a clinical teaching plan noting goals, assignments and containing narrative notes on student progress</p> <p>2. Maintenance of competencies required by clinical agencies, NEONI, etc.</p> <p>3. Performing responsibilities of Clinical Course Coordinator</p> <p>4. Arranging clinical placements for nursing students</p>
<p>3. <i>Intense interest in students/sensitivity to student interest</i></p>	<p>1. Evidence of counseling and tutoring students outside of clinical or classroom hours (e.g. a statement from the Course Coordinator or UGPD).</p> <p>2. Documentation of student referrals (to Counseling Center, corrective counseling, tutoring, NRL, etc.)</p> <p>3. Evidence of preparation of letters of recommendation for students for Honor's Program, McNair Scholars Program, graduate school, and employment.</p> <p>4. Serving as a faculty advisor to student nursing organizations</p> <p>5. Being a discipline or non-discipline faculty advisor in McNair Scholar Program</p>
<p>4. <i>Open-mindedness</i></p>	<p>1. Fairness and adherence to grading scale of the SON and the course as stated in the Faculty Handbook</p> <p>2. Documentation of willingness to work with students on special issues/needs (i.e. narrative note or provide example)</p>
<p>5. <i>Independence and integrity</i></p>	<p>1. Evidence that problems or issues arising in clinical setting have been discussed with the Course Coordinator or Undergraduate/Graduate Program Director as necessary with</p>

	<p>documentation of follow through.</p> <p>2. Evidence or description of ability and willingness to work with agency staff and administration as well as the SON administration to cultivate potential clinical sites, additional clinical faculty, and student learning opportunities.</p> <p>3. Regular participation in CSU SON faculty meetings</p> <p>4. Participation in SON committees (see also Service)</p>
<p>6. <i>Intellectual enthusiasm transmitted to students</i></p>	<p>1. Models professional behavior</p> <p>2. Actively participates in professional organizations and encourages students to do so</p> <p>3. Participates in research project and use of research findings (evidence based practice) as a basis for improving teaching and/or clinical practice</p>

Professional Service

<p>Service to the School and University</p>	<p>1. Active participation in School of Nursing, Graduate College, and University committees and include evidence of specific outcomes in dossier Note: Chairing a committee would carry more weight than membership only.</p>
<p>Service to nursing</p>	<p>Active participation in professional nursing organizations, include evidence of specific outcomes in dossier.</p>
<p>Service to community</p>	<p>1. Participation in community volunteer opportunities and significant outcomes</p> <p>2. Awards or recognition for community service.</p> <p>3. Supervision of students in community volunteer opportunities/service learning.</p>