PERSONNEL PLAN

CALIFORNIA STATE UNIVERSITY, CHICO
SCHOOL OF NURSING

Prepared by the
Personnel Committee
School of Nursing

IN ACCORDANCE WITH

THE

FACULTY PERSONNEL POLICIES AND
PROCEDURES DOCUMENT 2007-2008
AND THE CBA

CALIFORNIA STATE UNIVERSITY, CHICO
CHICO, CALIFORNIA

Approved 9/07
SECTION I. INTRODUCTION

The School of Nursing Personnel Plan has been developed in accordance with the current University's Faculty Personnel Policies and Procedures Document and focuses on the important considerations for department level personnel policies and procedures.

SECTION II. PURPOSES

The Personnel Plan's purposes are:

A. To delineate policies and procedures related to the:
   1. Recruitment and hiring of faculty
   2. Retention and promotion of faculty
   3. Evaluation of Part-time faculty

B. To support the programmatic needs and personnel considerations delineated by, and inherent in, the School's Academic Master Plan.

SECTION III. ASSUMPTIONS

The Personnel Plan is contingent upon the following assumptions:

A. The determination of programmatic needs begins with the philosophy and goals of the nursing program. It is out of this philosophy that the approach to nursing education develops. The Personnel Plan must support the implementation of the curriculum.

B. Because of the expanding demand for nurses to meet health care needs, the School of Nursing will continue to devote its major resources to the programs leading to B.S. and M.S. degrees.

C. The type of clinically supervised learning experiences in the nursing major necessitates the maintenance of low faculty/student ratio sufficient to assure safe and effective faculty guidance of students in patient care practicums or laboratory experiences. The faculty/student ratio shall not exceed 1:10 in the clinical sections for the generic baccalaureate degree program.

D. In accordance with legal and professional accrediting bodies, expertise in the major clinical specialties (medical-surgical, maternal-child, mental health, community health and gerontology) will be represented on the faculty. Currency is required.

SECTION IV. THE SCHOOL PERSONNEL COMMITTEE

A. Committee Responsibilities. The Personnel Committee is entrusted with five major responsibilities in the implementation of the Personnel Plan:
   1. The recruitment and review of candidates for hiring as faculty for the School of Nursing.
2. The evaluation of faculty performance through the implementation of the Retention, Tenure and Promotion (RTP) procedure.
3. Recommendation for retention, promotion and tenure of qualified faculty.
4. Selection of Fifth-Year Review Committees.
5. Implement procedure for selection and review of the School of Nursing Director.

B. Personnel Committee Membership. There must be a minimum of 3 members. All tenured faculty members are eligible to serve on this committee unless:
1. They serve on the College Personnel Committee.
2. They serve as Director of the School of Nursing.
3. They are up for promotion or review during that academic year.
4. They are on leave from the University for any part of the academic year.
5. They are participating in the Faculty Early Retirement Program (FERP).
6. Committee members must have a higher rank/classification than those being considered for promotion.

C. Personnel Committee Operations
1. Each committee shall elect a chair and a secretary.
2. Minutes shall include
   a. Time, place, date of meeting.
   b. Members present.
   c. Action taken.
   d. No discussion shall be recorded.

D. Committee Regulations
1. Confidentiality is required.
2. Reports and recommendations shall be submitted only in written form.
3. Abstentions and minority votes must submit written reports for such.
4. A quorum consisting of a majority of the Committee must be present to conduct business.
5. When the Committee meets to vote on the reports and recommendations, normally all members must be present. If a member abstains from voting, the member shall submit a written reason for the abstention.

SECTION V. RECRUITMENT AND HIRING

The responsibility for recruitment and hiring rests with the School Personnel Committee and the School Director.

A. Considerations in Faculty Recruitment and Appointments:
1. Programmatic needs on which faculty appointments are based are delineated in the School of Nursing Academic Master Plan and based on student enrollment in the following programs: (ranked according to present commitment of resources).
   a. The Baccalaureate (BSN) Degree
b. The Master's (MS) Degree

c. The Public Health Certificate Program

2. The one Teaching Service Area within the School is Nursing.

3. Probationary appointments are determined by program needs.

4. It is the goal of the School to appoint personnel to the faculty who will represent a variety of academic and experiential qualifications and diversity of backgrounds appropriate to meet program needs.

5. It is the goal of the School to have the majority of the faculty who are teaching graduate courses to have earned doctorates.

6. There should be expertise within the faculty in curriculum development and evaluation, instructional design and research.

7. Any tenured, probationary or multiple year temporary faculty anticipating an absence for the succeeding academic year must notify the School Director by October 15 of the prior year. Approval of all leaves/sabbaticals will be contingent on school needs.
   a. A letter will be sent early in the year to persons on leave advising of deadlines: October 15 to request leave and March 30 to notify of return.

B. Faculty Qualification Standards:

In accordance with the University’s policy on terminal degrees, the School of Nursing requires a Master of Science in Nursing for appointment to a tenure track position. This degree is considered equivalent to the doctorate for entry level positions, based on the scarcity of nursing doctorates, and the professional nature of the field, which requires the clinical expertise held by master’s specialists. Additionally, a major goal of the School is to increase the proportion of faculty with doctoral preparation, in support of the master’s degree program and faculty research capability. Each candidate hired after 9/19/1992 will have a completed doctorate degree before consideration for promotion to the rank of professor. Master’s prepared faculty will be facilitated whenever possible in attaining the doctorate while in tenure track positions.

1. National accrediting bodies (Collegiate Commission on Nursing Education and National League for Nursing Accrediting Commission) and the California Board of Registered Nursing (BRN) have established minimum criteria for full-time nursing faculty. The following Criteria for Qualification for a Full-Time Faculty Position in the School of Nursing adhere to accreditation standards. The following serves as the School of Nursing’s equivalency statement for tenure track hires of individuals holding a master's degree:
   a. A current, valid license to practice professional nursing in the State of California.
   b. A Master's or higher degree appropriate to the area of teaching assignment from an accredited college or university. The master’s degree program must contain one or more of the following areas of preparation:
      (1) Nursing or education with preparation for teaching.
      (2) Clinical nursing specialty.
   c. At least one school term experience as an assistant instructor under the direction of a qualified instructor in a state accredited school of
professional nursing preparing for registered nursing, or a course in
practice teaching.

d. At least one year's continuous experience in the practice of professional
nursing.
e. Current expertise in the area of teaching responsibility.
f. BSN or equivalent.

2. Criteria for Qualification for a Part-Time Faculty Position in the School of
Nursing include:

a. A current, valid license to practice professional nursing in the State of
California.
b. Academic and/or professional experience related to area of assignment.
c. Minimum qualifications for Assistant Instructor (as defined by the Board
of Registered Nursing). M.S. Degree in Nursing with one year of
professional practice.
d. BSN or equivalent.

C. Procedures for Recruitment and Hiring:

1. Full-Time Appointments

a. By mid-October, a written statement will be sent through University
channels in preparation for advertising faculty positions available for the
following academic year. This statement will reflect the criteria for
qualification for a faculty position and will include a statement of
Affirmative Action approved by the University. The statement will
clearly indicate whether the available positions are temporary or
probationary in nature. The statement will be sent to nursing publications
that have major circulation nationally and that advertise available faculty
positions. The statement may also be sent to local, regional, state or
national organizations, including graduate programs in nursing, where
potential candidates may be found.

b. The Personnel Committee will screen data relative to the criteria on each
potential candidate. The Committee will seek this data actively via
telephone and correspondence. Faculty members in the candidate's
specialty area (clinical) will be consulted regarding the candidate's vita
during the screening process. With the advice and assistance of the
Committee, the School Director will correspond with each potential
candidate directly.

c. The three highest ranked candidates who meet the criteria for appointment
will be expected to have an interview if at all feasible. This interview will
take place with the School Director, the Personnel Committee, and faculty
member representing the specialty area. If the interview is scheduled on
campus, the candidate will make a formal presentation to the faculty, and
will have opportunity to meet the full faculty

d. Full-time temporary appointments cannot be conditional. Separation
during an appointment period can be effected only by resignation, layoff,
or dismissal for cause. Less than full-time temporary appointments may
be conditional.
e. The temporary nature of an appointment and terminal date must be stipulated in the letter of appointment.

f. Candidates will be ranked for hiring by the Personnel Committee and the School Director. Every effort will be made to obtain consensus between the Personnel Committee and the School Director. If this is impossible, even with the assistance of the College Dean, a temporary appointment will be made and/or a new search will be initiated. When there is agreement between a majority of the Personnel Committee members and the School Director, a candidate's name shall be forwarded to the College Dean.

2. Part-Time Appointments
   a. Part-time faculty will be appointed after all allocated full-time appointments are made.
   b. Applicants are reviewed by the Personnel Committee. Applicants are interviewed if possible, and recommendations are made to the Director. Names are kept on file for future references if and when part-time positions are available.
   c. Part-time faculty are usually assigned to laboratory teaching (clinical or skills).
   d. Rank will be determined by academic and professional experience.
   e. Part-time faculty shall be given written statements as far in advance of the term as possible for the following:
      (1) Description of probable duties, especially courses to be taught.
      (2) Workload, schedules and class size.
      (3) Possibility of cancellation of classes.
   f. In an emergency leave situation the Director may make one semester part-time appointment without active participation of the Personnel Committee. Faculty in the specialty area and/or semester shall be consulted.

3. Affirmative Action
   a. The School of Nursing's recruitment and hiring procedures are consistent with the University policy on affirmative action.
   b. School specific recruitment process:
      (1) The School Personnel Committee will work closely with the School's Representative to the University Affirmative Action Committee to keep current regarding the latest Affirmative Action Policies. Such policies will be carefully observed.
      (2) The Affirmative Liaison Faculty (ALF) of the School will consult closely with the Personnel Committee on Hiring during the recruitment and hiring process.
      (3) The Representative may be present at all interviews of applicants for faculty positions.
      (4) Once needed faculty positions have been identified, the Personnel Committee shall survey present faculty for the names of qualified minority candidates or people in positions who would have access to qualified minority candidates.
The Personnel Committee will send written inquiries to all whose names are submitted.

If responses are not received, telephone calls will be made.

Additional contacts will be made by faculty and/or the School Director when attending national meetings and workshops.

SECTION VI. FACULTY FACILITATION

A. This is an extremely important area to consider in developing flexibility and growth while maintaining the stability and security that will attract well qualified faculty. The School of Nursing recognizes the continued professional growth of the individual faculty members as essential in meeting the needs of a dynamic profession. Faculty will receive financial support for such activity as budgetary funds allow.

B. All faculty shall show evidence of continued educational or professional growth within a planned time sequence.

C. University policy on leaves is outlined in the University Faculty Manual and shall be implemented within the School of Nursing. The manual is located in the School Office.

SECTION VII. RETENTION, TENURE AND PROMOTION (2007-2008)

Four areas of evaluation will be considered in making recommendations on retention, tenure and promotion: Instruction, Professional Development/Scholarly Activities; community Service and Contribution to the Strategic Plans and Goals of the School, College and University (FPPP 8.5.a.2). Specific School of Nursing Criteria for evaluations are outlined below. These criteria are consistent with those of the College and University level review procedures and policies.

Candidates for promotion to the rank of Associate professor and Full Professor should have demonstrated both achievement and potential for growth in each of the areas of evaluation. Additionally, candidates for promotion to professor must also clearly demonstrate recognition at/or beyond the University itself (FPPP 8.5.b.2.e.5), and have an earned doctorate in nursing or a related field.

All candidates for retention, tenure and promotion will be evaluated in the areas listed below. The review process will assess the quality, quantity and rate of accomplishment of the candidate’s achievements for the period under review (FPPP 8.5.a.16). The following table represents typical requirements for tenure and promotion.
Table of Ratings for Tenure and Promotion

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Professional Development</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenure</strong></td>
<td>S</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>E</td>
<td>A</td>
<td>E</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>E</td>
<td>E</td>
<td>A</td>
</tr>
<tr>
<td><strong>Tenure and/or Promotion to Associate</strong></td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>E</td>
<td>S</td>
<td>A</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>E</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>S</td>
<td>E</td>
<td>A</td>
</tr>
<tr>
<td><strong>Promotion to Full</strong></td>
<td>S</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>S</td>
<td>E</td>
<td>S</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>E</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>

(S = superior, E = effective, A = adequate)

Note that the candidate can focus her/his efforts in various ways to be recommended for tenure or promotion. However, a candidate rated as inadequate in any area will not be recommended for tenure or promotion. Also note that a minimum rating of effective is required in teaching for tenure or promotion (FPPP 8.5.b.1.c-e).

In the consideration of promotion, the review process shall only take into account the candidate’s record of performance for all years since appointment or the last performance report for promotion, whichever is more recent.

Candidates who submit for Early Tenure must submit justification as a special case as stated in the (FPPP 8.5.b.3.a).

Candidates who submit for accelerated promotion must submit justification that they meet the criteria for exceptional merit. For promotion to Associate, exceptional merit will be evidenced by at least three years of consistent teaching effectiveness, and a minimum of ‘effective’ ratings for Professional Development and Service. For promotion to Full, exceptional merit will be evidenced by at least three years of consistent teaching effectiveness, and achievement of superior ratings in two of the three categories.

Contribution to the Strategic Plans and Goals of the School, College and University will be assessed qualitatively, based on demonstrated ability to conform and facilitate plans and goals of the respective units. (FPPP 8.5.b.1.d)

A. **Effective Teaching** - includes any/all courses taught (general education or Nursing)

The School of Nursing encourages the creation and support of innovative high-quality, student-centered learning environments in accordance with principles for good practices in education. The criteria for effective teaching are consistent with those set forth by Chickering and Gamson (1987) in Seven Principles for Good Practice in Undergraduate Education. Therefore, each School of Nursing faculty will be evaluated on the extent to which s/he:
• Encourages student-faculty contact
• Encourages cooperation among students
• Encourages active learning
• Gives prompt feedback
• Emphasizes time on task
• Communicates high expectations
• Respects diverse talents and ways of knowing

CATEGORIES
Instruction
• Uses current theory practice in the preparation of the syllabus and organization of course and class content
• Demonstrates ability to develop course/class objectives and to organize the student learning experiences to meet the specific curriculum content within the nursing program and the learning needs of students
• Uses a variety of teaching strategies, which are appropriate to the content and to the learning needs of students.
• Demonstrates ability to enhance instruction with appropriate teaching aids and technology.
• Provides appropriate assignments/organization for the most effective student learning.
• Provides timely feedback on activities and assignments that enhance each student’s learning process.
• Encourages student/teacher and student/student contact and cooperation to enhance the learning process.
• Communicates effectively with students, peers, agencies to optimize student learning.

Innovation in Instruction
• Participates effectively in course and/or program development, implementation and evaluation/assessment.
• Develops new courses or teaching techniques to enhance students’ learning process.
• Accepts new teaching assignments
• Other

Student support
• Effectively mentors students (includes advising nursing and pre-nursing students, Honor’s students, or master’s students; thesis advising; advising student organizations).
• Semester coordinator, retention coordinator
• Other

Instruction will be assessed by peer review (including classroom observation, clinical observation, review of syllabi, handouts, student assignments, feedback given to students and evaluation methods) and student evaluations of teaching (including numerical SETs, written student comments, and letters submitted). Innovation and Student Support will be assessed by peer review and letters submitted.
Performance Standards for Tenure and Promotion (Associate and Full Professor)

Superior Evaluation:
Evidence of exemplary competency in the Instruction category as well as at least one additional category (Innovation in Instruction or Student Support), as demonstrated by excellent peer reviews, excellent student evaluations.

Effective Evaluation:
Evidence of advanced competency in the Instruction category as well as at least one additional category (Innovation in Instruction or Student Support).

Adequate Evaluation:
Evidence of competency in the Instruction category.

B. Professional Development/Scholarly Activities
The School of Nursing requires that faculty demonstrate an ongoing commitment to professional growth and achievement. Professional growth and development may encompass ongoing professional practice, scientific, and academic scholarship. The School of Nursing values collaborative efforts in all professional development and scholarly activities including grant writing, publication, professional meetings, and presentations. (Each author in collaborative or coauthored activities needs, however, to document their level of participation in the activity.) These activities inform excellence in teaching and enhance the student-centered learning environment. Evaluation in this area will assess the quality, continuity, and the level of effort associated with a candidate’s scholarship. The Committee may determine on an individual basis the level of significance of individual achievements based on the documentation provided by the candidate. Evidence of professional growth and achievement is demonstrated by activities listed below.

CATEGORIES FOR PROMOTION TO ASSOCIATE PROFESSOR – The following is a list of activities that have been recognized as significant in terms of tenure and promotion for individuals at the assistant professor level. More activities are included for this rank than for those at higher levels because we recognize the developmental progression that must occur to attain recognition at/beyond the university.

Grants
Author/Co-author of funded major grant ($20,000 or more)
Author/Co-author of funded minor grant (less than $20,000)
Author/Co-author of non-funded grant
Implementation – Project Director
Implementation – grant participant

Research
Principle/Co-principle investigator
Investigator

Journal Articles
Refereed (full article)
Non-refereed (full article)
Refereed (short articles)
Non-refereed (short article)

Presentations: Professional (podium or poster)
   International
   National/Regional
   State
   Local

Invited Presentations: (keynote) – at Committee’s discretion

Written/Developed Materials
   Textbooks (whole)
   Textbooks (chapter)
   Edited book
   Research monographs
   Software/computer programs for nursing
   Peer reviewed teaching modules

Professional/Invited Reviews
   Textbooks
   Chapter
   Articles
   Software

Completed Doctorate After Hire

Specialty Certification

Faculty Practice
   Clinical practice
   Consulting
   Post graduate work
   Certification maintenance

Conference Organizer
   Chair
   Committee member

Other –
   will be based on review of documentation by candidate, such as
   national/international recognition or awards

CATEGORIES FOR PROMOTION TO FULL PROFESSOR- The following is a list of
activities that have been recognized as significant in terms of tenure, and promotion for
individuals at the associate professor level.

Grants
   Author/Co-author of funded major grant ($20,000 or more)
   Implementation – Project Director
   Implementation – active grant participant

Research
   Principle/Co-principle investigator
   Active investigator
Journal Articles
Refereed (full article)
Non-refereed (full article)
Refereed (short articles)

Presentations  Professional (podium or poster)
International
National/Regional
State

Invited Presentations (keynote) – at Committee’s discretion

Written/Developed Materials
Textbooks (whole)
Textbooks (chapter)
Edited book
Research monographs
Software/computer programs for nursing
Peer reviewed teaching modules – state and national distribution

Professional/Invited Reviews
Textbooks
Chapter
Articles
Software

Completed Doctorate After Hire

Specialty Certification

Faculty Practice
Clinical practice
Consulting
Post graduate work
Certification maintenance

Conference Organizer
Chair
Committee member

Other –
will be based on review of documentation by candidate, will be based on review of
documentation by candidate, such as national/international recognition or awards

The following scholarly activities are typical minimum departmental expectations for tenure and
promotion to associate professor and promotion to full professor.

Performance Standards for Tenure and Promotion (Associate Professor)

Superior Evaluation:
Four significant professional achievements from a combination of two or more
categories

Effective Evaluation:
Three significant professional achievements from a combination of two or more
categories.
Adequate Evaluation:
Two significant professional achievements from a combination of two or more categories

Performance Standards for Tenure and Promotion (Full Professor)

Superior Evaluation:
Six significant professional achievements from a combination of two or more categories

Effective Evaluation:
Four significant professional achievements from a combination of two or more categories.

Adequate Evaluation:
Two significant professional achievements from a combination of two or more categories

C. Other Contributions to the University and Community
The School recognizes that all service activities are not equivalent when it comes to workload, and that all committee members do not accomplish the same amount of work. The Committee must consider the quality, continuity and level of effort associated with each service activity. It is in the candidate’s interest to document heavy workload service activities and/or document special responsibilities assumed. The School values faculty that demonstrate a commitment to the School, College, University, community, and profession and such service is recognized in all retention, tenure, and promotion decisions.

Service to the School of Nursing includes active participation in committee work as well as demonstrated leadership in the following elected or appointed positions:
Semester/Program Coordinator
Assistant School Director
School Director
Internal Program or Organization Advisors (i.e. Graduate advisor, CNSA advisor, RN-BSN advisor, GONS advisor)

College of Natural Sciences Committees - includes active participation in committee work

University Committees - includes active participation and in committee work

Service to the Community - includes active participation and in community projects or in collaborative efforts with other community service organizations.

Service to the Profession – includes active participation in organizations, coalitions, and initiatives that seek to further professional nursing goals.
Performance Standards for Tenure and Promotion to Associate Professor

Superior Evaluation:
Significant achievements in service to the School and at least two other categories. (Service to the College, Service to the University, Service to the Community or Service to the Profession)

Effective Evaluation:
Significant achievements in service to the School and at least one other category. (Service to the College, Service to the University, Service to the Community or Service to the Profession)

Adequate Evaluation:
Significant achievement in service to the School.

Performance Standards for Promotion to Full Professor

Superior Evaluation:
Significant achievement in Service to the School and at least two other categories with increasing leadership demonstrated. (Service to the College, Service to the University, Service to the Community or Service to the Profession)

Effective Evaluation:
Significant achievement in Service to the School and at least two other categories. (Service to the College, Service to the University, Service to the Community or Service to the Profession)

Adequate Evaluation:
Significant achievement in Service to the School. and at least one other category. (Service to the College, Service to the University, Service to the Community or Service to the Profession)

D. Competency for and willingness to adjust to University-approved Personnel Plan
Demonstrates capability to adapt to the School Master Plan by the following:
- Showing evidence of continuing academic development.
- Assuming new assignments.
- Contributing constructively in the achievement of program goals and plans

E. In addition to the above criteria each candidate hired after 9/19/92 will have a completed doctorate degree before consideration of promotion to professor rank

SECTION VIII. EVALUATION PROCESS

A. Evaluation of Tenure-Track Faculty
The evaluation focus will vary from year-to-year depending on the type of evaluation the probationary faculty is undergoing: Performance Review (developmental and judgmental components) or Periodic Evaluation (primarily developmental). Data shall be gathered for each of the evaluation areas. In the area of teaching, written reports based upon classroom visitations will be included as well as reports on course syllabus and other instructional materials. A classroom visitation will be made by one Personnel Committee
Member, one faculty member with similar nursing specialty expertise, the School Director and the College Dean. The instructor being reviewed will be notified at least 3 days prior to the classroom visitation. The School of Nursing faculty will use the "Teaching Evaluation Guide" (Addendum B) for their reports. The completed report form will be placed in the individual's Personnel Action File. In addition, the School Personnel Committee will solicit written peer comments.

B. Evaluation of Part-Time Faculty
Part-time faculty shall be evaluated each academic year and this evaluation shall be based on teaching effectiveness. This evaluation shall include student evaluations of teaching performance, classroom visitations, written evaluation by the School Director and any written input by individual peers. A classroom visitation will be made by one Personnel Committee Member and the School Director. The instructor being reviewed will be notified at least 3 days prior to the classroom visitation. The School of Nursing faculty will use the "Teaching Evaluation Guide" (Addendum B) for their reports. The completed report form will be placed in the individual's Personnel Action File. In addition, the School Personnel Committee will solicit written peer comments.

C. Personnel Committee decisions required for the RTP process will be made based on the vote of a simple majority of the members.

SECTION IX. FIFTH-YEAR EVALUATION PROCEDURE

A. Composition of Evaluation Committee
The Fifth-Year Evaluation Committee shall be composed of three tenured faculty members selected by the School Personnel Committee and the Director.

B. Data Gathering
The evaluation committee should collect all pertinent data that would provide information as to the faculty's performance as an instructor and currency in the field.

1. This data shall include, but not necessarily be limited to the following:
   a. Peer and student evaluations of instructional performance. Courses selected for evaluation shall be representative of the faculty member's teaching responsibilities during the evaluation cycle.
   b. A Personal Data Sheet and supporting dossier submitted by the faculty including, for example, copies or abstracts of publications, review, announcements of participation at professional meetings, consultant agreements, etc.

2. Additional data would include, but not necessarily be limited to the following:
   a. Materials in the faculty's College Personnel File.
   b. Written reports based upon classroom visitations, syllabi, course supplements, examinations, class assignments, etc.
   c. Voluntary additional commentary and evaluations submitted and signed by students, faculty, and administrators regarding the performance of the faculty member in the two evaluation areas.
C. The Evaluation Process for Fifth-year Review
The committee shall evaluate the data it has collected and, on the basis of that evaluation, write a report that addresses in detail teaching effectiveness and currency in the field. After evaluating the data, but before writing its final report, the committee meets with each faculty within its purview. The purpose of this meeting is to provide both the committee and the faculty an opportunity to clear up any unresolved questions that seem relevant to the evaluation.
The faculty member under evaluation may respond, in writing, to the committee report before the committee report is included in the College Personnel File. Materials accumulated during the review will be returned to the faculty being evaluated, upon completion of the evaluation.

SECTION X. PERSONNEL PLAN REVIEW

The Personnel Plan of the School of Nursing is reviewed annually in order to respond to changes in programmatic direction and the changing MOU and FPPP and is evaluated in terms of changing instructional needs. This review will be done by the School Personnel Committee and will be submitted to total faculty for approval.

SECTION XI. LAYOFFS AND REINSTATEMENT

Should layoffs be necessary within the School, the procedure utilized will follow the regulations contained in the Collective Bargaining Agreement, Article 38.
Peer Evaluation is an important aspect of the University RTP Process. Please provide pertinent information regarding any or all of the following as described in the School of Nursing Personnel Plan:

A. Effective Teaching - includes any/all courses taught (general education or Nursing)

The School of Nursing encourages the creation and support of the innovative high-quality, student-centered learning environments in accordance with principles for good practices in education. Therefore, each School of Nursing faculty will be evaluated on the extent to which she/he:

- Encourages student-faculty contact
- Encourages cooperation among students
- Encourages active learning
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of knowing

Examples of the methods by which the faculty may demonstrate the use of those practices will include but are not limited to, the following:

1. Uses current theory practice in the preparation of the syllabus and organization of course and class content
2. Demonstrates ability to develop course/class objectives and to organize the student learning experiences to meet the specific curriculum content within the nursing program and the learning needs of students
3. Uses a variety of teaching strategies that are appropriate to the content and to the learning needs of students.
4. Demonstrates ability to enhance instruction with appropriate teaching aids and technology.
5. Provides appropriate assignments/organization in the clinical practicum? for the most effective student learning.
6. Provides timely feedback on activities and assignments that enhance each student’s learning process.
7. Encourages student/teacher and student/student contact and cooperation to enhance the
learning process.
8. Participates effectively in course and program development, implementation and evaluation/assessment.
9. Effectively mentors students—advises nursing and pre-nursing students, Honor’s students, master’s students; thesis advising
10. Demonstrates ability to work effectively with agencies.
11. Develops new courses and teaching techniques to enhance each student’s learning process.
12. (Student Evaluation of Teaching—assessed by RTP committee)

(Areas observed may include lecture, discussion, laboratory activity, supervision and advising. Document the activity and date you observed to support your written comments. Review course materials and relate them to the faculty evaluation.)

B. Professional Growth and Achievement: (Areas may include seminars, workshops presented or attended, professional writing, speaking engagements and research).

C. Other Contributions to the University: (Areas may include establishment of professional contracts, committee service and positions held at the School, College and University level, and Recognition beyond the University Committee).

D. Competence required for and willingness to adjust to the University and College-approved School of Nursing Master Plans.