

**Standards for Tenure and Promotion to Associate Professor
DEPARTMENT OF NURSING
John Carroll University**

This document identifies expectations for candidates in the different areas considered for tenure and promotion to associate professor: teaching, scholarship, and service.

These standards align with the definition of scholarship in Nursing stated in the most recent position statement by the American Association of the Colleges of Nursing (AACN) about tenure and promotion in nursing schools, "Defining Scholarship for Academic Nursing - Task Force Consensus Position Statement, March 26th, 2018." Another important element of these guidelines is the Boyer Model of Scholarship (1990).

Tenure & Promotion Procedures:

The Department's tenure and promotion committee will follow the procedures established by the Office of the Vice President for Academic Affairs and laid out in the Faculty Handbook.

Tenure and Promotion to Associate Professor:

The following standards represent the criteria necessary for tenure and promotion to associate professor. Despite requiring separate votes, tenure and promotion to associate professor ordinarily are linked. An exception would be, for example, a faculty member with experience at another institution who was hired at the rank of Associate Professor but without tenure.

A. Teaching

Members of the Tenure and Promotion Committee will conduct annual in-class peer evaluations of the candidates to assess teaching excellence and will provide feedback and suggestions for improvement to the candidates. In addition, candidates will demonstrate excellence in teaching by providing evidence for the following:

- professional development in pedagogy, which may include attending workshops, conferences, and seminars related to nursing education; engaging in scholarly activities to expand their knowledge base for teaching; and keeping abreast of pedagogical innovations, evidence-based clinical practice, and educational research
- well-planned, current, engaging, and challenging courses that reflect best practices in pedagogy, appropriate to the type of course, and that are consistent with current AACN guidelines for nursing education
- development of courses that meet the needs of the department
- course content that meets the accrediting agency guidelines for collection and evaluation of student learning assessment data

- use of student evaluations to implement course changes as needed
- participation in academic advising

Materials that must be submitted in the dossier as evidence of teaching effectiveness include:

- course material, including syllabi of all courses taught during the probationary period, assignments, rubrics, and methods of evaluation
- all student evaluations, along with the instructor's analysis of the results
- peer evaluations of teaching
- information on advising (including number of advisees, advising process, evaluation of advising strategies, evidence of positive outcomes)

Examples of other items that could be submitted as additional evidence of teaching effectiveness include:

- Evidence of development of simulation and classroom case studies with instructional materials
- Evidence of new course development to meet the new AACN essentials
- Evidence of effective use of innovative technology to enhance learning (such as simulation, telemedicine, interprofessional education)
- Teaching awards
- Evidence of professional development towards teaching effectiveness
- Evidence of special mentoring of students to achieve success
 - Evidence of effective advising practices
 - Precepting students in clinical practice
 - Mentoring students for their capstone projects
 - Independent student projects
 - Honors projects

B.Scholarship

Nursing faculty must have a comprehensive and critical understanding of the nursing discipline and engage in recognized scholarly activities that contribute to the expansion of nursing knowledge or its integration and application within the field of nursing. Therefore, candidates will be engaged in ongoing scholarly activities.

The primary means of demonstrating scholarship is through peer-reviewed publications and peer-reviewed presentations, aligning with the scholarly standards of the nursing profession. These may include published research findings, theoretical frameworks, or critical analyses in peer-reviewed nursing journals. Peer-reviewed presentations and publications indicate that the candidate's work has undergone rigorous evaluation by experts in the field, validating its scholarly rigor and contribution to nursing knowledge.

While peer-reviewed publications and peer-reviewed presentations are commonly used as evidence of scholarship, other venues of demonstrating scholarship can also be utilized. Importantly, the candidate's scholarly activities should result in the extension of existing nursing knowledge or the integration and application of nursing principles within the discipline. The four categories of scholarship from the Boyer Model (1990) and documented in the literature in the AACN Standards describe the different types of scholarship valued by the Nursing Department:

A) Scholarship of Discovery

The AACN defines the scholarship of discovery as "the generation of new and unique knowledge that is significant to the nursing profession, creative, can be documented, can be replicated or elaborated, and can be peer-reviewed." It encompasses various types of scholarly activities, including primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

B) Scholarship of Teaching

The scholarship of teaching, as defined by the AACN in 2018, is the inquiry that produces knowledge to support the transfer of the science and art of nursing from expert practitioners to novice learners. It involves activities that contribute to the effectiveness of teaching and learning in nursing, including the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

C) Scholarship of Practice

The scholarship of practice, also known as the scholarship of application, encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or defining health problems of a community is presented. The scholarship of practice in nursing involves applying nursing knowledge and expertise in real-world settings to address health care challenges, improve patient care, and advance the nursing profession. It is an important aspect of nursing faculty's contributions to the field, as it bridges the gap between academia and practice, and promotes the integration of evidence-based practice in nursing care delivery.

D) Scholarship of Integration

In nursing, the scholarship of integration aligns with initiatives in population health and interprofessional collaborative practice, as it encourages the integration of knowledge and perspectives from multiple disciplines to address complex health issues and improve patient care. Original work in the scholarship of integration often takes place at the margins or interface between two or more disciplines in innovative ways that offer new paradigms and insights.

The expectation is that candidates seeking tenure status will have at least 1 peer-reviewed publication after assuming a faculty position at JCU. Some examples of scholarly contributions that can exist in all four of these categories include:

1. Research Publications: Publications of original research findings in peer-reviewed journals, which contribute to the advancement of nursing knowledge and practice.
2. Clinical Scholarship: Peer-reviewed publications or presentations on clinical innovations, evidence-based practice, or clinical guidelines that impact nursing care and patient outcomes.
3. Educational Scholarship: Peer-reviewed publications or presentations on curriculum development, instructional design, or pedagogical approaches that advance nursing education and promote effective teaching and learning.
4. Theory and Conceptual Development: Peer-reviewed publications or presentations that contribute to the development or refinement of nursing theories, frameworks, or conceptual models.
5. Policy and Advocacy: Peer-reviewed publications or presentations on health policy, advocacy efforts, or social determinants of health that influence nursing practice, policy, and outcomes at local, regional, national, or international levels.
6. Interdisciplinary Scholarship: Peer-reviewed collaborative publications or presentations with colleagues from other disciplines that promote interdisciplinary approaches to addressing nursing and healthcare challenges.
7. Quality Improvement and Practice Innovation: Peer-reviewed publications or presentations on quality improvement initiatives, innovative practice models, or evidence-based practice implementation that contribute to improving nursing practice and patient outcomes.
8. Literature Reviews and Systematic Reviews: Peer-reviewed publications or presentations that critically analyze and synthesize existing literature, providing a comprehensive overview or evidence-based analysis of a specific nursing topic.

C.Service

Candidates will engage in meaningful service activities that contribute to the mission and goals of the Department of Nursing, the College of Health, the University, and the nursing profession. This commitment to service reflects the Department of Nursing's dedication to engagement, community involvement, and contribution to the broader nursing profession and the community. Candidates for tenure and promotion are expected to demonstrate meaningful engagement in service activities across at least three of the following five areas: Department of Nursing and College of Health, University Level, Professional Service, Community Involvement, and Service as a Clinician. Within these contributions, candidates should consider at least one leadership role or significant initiative that showcases their ability to contribute to the mission and goals of their respective areas. Documentation should highlight the impact of these

activities, emphasizing leadership, innovation, and contributions to diversity and inclusion. The following list provides examples of service in each designated area:

Department of Nursing and College of Health:

- Service within the Department of Nursing and the College of Health is expected. This includes committee involvement, program coordination, faculty mentoring, and participation in accreditation processes. Faculty are also expected to represent the Nursing program at university and community functions, reflecting our commitment to the immediate academic community.
 - Start-up work and contributions
 - Committee involvement
 - Chairing a committee
 - Coordination of courses/programs
 - Mentoring other faculty
 - Representing the Nursing program at university and community functions
 - Student organization advisor roles
 - Awards for university service
 - Speaking/organizational/recruitment efforts for university functions
 - Active involvement in accreditation process
 - Committee involvement
 - Interprofessional events
 - Engagement/Recruitment events

University Level:

- Contributions to the University's well-being are encouraged, especially through committee work and participation in university-wide activities including, but not limited to, such contributions as involvement in faculty council, committee involvement, chairing a committee, participating in university activities, and engagement/recruitment events.

Professional Service:

- Engagement in professional service, such as holding office in nursing associations or editorial work, is highly valued and contributes to the faculty member's professional development and stature in the field.
 - Holding an elected office in a local, international, national, or regional professional association

- Appointed or elected Committee Chair of a section of a professional association
- Memberships in professional associations
- Advisory Appointments within the Ohio Board of Nursing
- Editorships/manuscript review work for publishers or journals
- Professional consulting for businesses, governments, or non-profit agencies
- Awards for professional service
- Educational and professional society committees
- Research review committees

Community Involvement:

- Community service, including health efforts and board service, is encouraged as it enhances the faculty's connection with the broader community and nursing profession.
 - Community health efforts
 - Leadership at the community level
 - Speaking/organizational efforts for community functions
 - Media interviews/appearances/exposure
 - Board service/organizational memberships
 - Volunteer services
 - Awards for community service

Service as a Clinician:

- For those faculty members engaged in clinical practice, participation in committee work within healthcare organizations and contributions to clinical practice and quality improvement are essential. These activities should complement academic responsibilities and not detract from them.

References

American Association of Colleges of Nursing, AACN (2021). *The Essentials: Core Competencies for Professional Nursing Education*.

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Boyer, E.L. (1990). *Special Report: Scholarship Redefined - Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching.

Glassick, C.E. (2000). *Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching*. *Academic Medicine*, vol. 75, no. 9/September 2000, pp. 877-880.

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