

Unit Criteria

University of South Carolina Upstate Mary Black School of Nursing

The Mary Black School of Nursing adheres to the university-wide criteria for promotion and tenure as described in the *Faculty Manual*. For the purpose of consideration of nursing faculty for promotion and tenure, the School of Nursing faculty supports the terminal research or practice doctorate. In nursing, the terminal research doctorate degrees are the Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.) or Doctor of Nursing Science (DNS or DNSc) and the practice doctorate is the Doctor of Nursing Practice (DNP). The faculty further accepts and supports that the doctorate in nursing or a related field is acceptable, based on recommendations of our accrediting bodies and current practice in nursing education. According to the American Association of Colleges of Nursing (AACN), the research doctorate prepares nursing faculty as scientists and scholars to pursue intellectual inquiry and conduct independent research to extend knowledge (2001). The practice doctorate prepares nursing faculty as experts in specialized advanced nursing practice that is innovative, evidence-based, and a reflection and application of credible research findings (AACN, 2001).

To be considered for promotion and tenure, nursing faculty demonstrate a commitment to teaching, service, and scholarly/creative activity that positively influence health and health care (AACN, 2016). Decisions take into account the complete professional record of the candidate and the quality and quantity of the evidence, with emphasis placed on achievements during the probationary period (Assistant Professor to Associate Professor) or review period (Associate Professor to Professor). Differences between candidates are recognized and valued. In all areas of faculty performance, examples of documentation are not intended to be all-inclusive, but only illustrative of the diversity of types and levels of activities that describe elements of performance. The following list is not exhaustive, and not all are required. Candidates must demonstrate highly effective teaching as well as effective and/or highly effective service and scholarly activities throughout the tenure and promotion process.

PART I: EVIDENCE OF EFFECTIVENESS

A. TEACHING

Teaching in its various forms is the primary responsibility of any faculty member; therefore, responsibility for the intellectual development of the students requires that the University maintain and reward excellence in teaching. Faculty of the Mary Black School of Nursing engage in teaching, advising, and in providing experiential learning opportunities for students. Teaching involves communicating knowledge to students, fostering in them the intellectual curiosity to continue the quest for knowledge, and empowering them to become competent professionals who give high-quality nursing care to diverse populations. For purposes of annual review and promotion and tenure, teaching and advising will be evaluated in terms of interactions that occur in the classroom, the skills laboratory, the office, at clinical sites, or in virtual interactions made possible by technology. Part II of this document presents specific requirements for tenure and promotion.

Candidates for evaluation will provide a narrative outlining their teaching accomplishments for the review period in question. The following are examples of evidence that may be used to document teaching effectiveness and are not all-inclusive:

- Classroom, online, hybrid, and/or clinical environments in which faculty guide student development of critical thinking, clinical reasoning, and problem-solving skills
- Samples of course syllabi, reading lists, web-based resources, policy statements, grading procedures, course goals and objectives
- Samples of assignments, tests, supplementary materials
- Samples of student assessment/evaluation, e.g., assignments, tests, Blackboard discussions, experiential learning experiences
- Examples of objective feedback on assignments
- Administrative reviews
- Student opinion poll forms from all courses taught during each calendar year; written comments must be included
- Student course assessments
- Advising data (hours scheduled, number of students advised, participation in orientation sessions, remediation activities, etc.)
- Peer reviews of teaching by School of Nursing colleagues, colleagues outside the School of Nursing, and/or administrators
- Revisions and updates of courses, course sections, and teaching methodologies based on documented assessment, feedback and/or evaluation
- Availability to students
- Remediation of students
- Participating in required teaching courses and/or programs (e.g., online course)
- Participating in educational offerings (e.g., conferences, workshops, staff development programs, and seminars)
- Teaching awards, finalists for teaching awards, and nomination(s) for teaching awards
- Developing new and creative educational materials
- Developing and implementing innovative courses for the School of Nursing
- Designing new course(s) or significantly redesign course(s) or section(s)
- Designing or major revisions to programs in the School of Nursing
- Letters from students
- Requests for student recommendations/references
- Teaching mentorship of faculty
- Providing teaching expertise to faculty

B. SCHOLARSHIP AND CREATIVITY

According to AACN, nursing scholarship is the “generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care” and represents the cumulative impact of the scholar’s work on the field of nursing and health care (2018). Scholarship communicates knowledge obtained through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery (AACN, 2018). The MBSON utilizes Boyer’s (1990, as cited in AACN, 2018) categories of scholarship that include discovery or scientific inquiry, practice, and teaching. The candidate may select examples of evidence that are applicable to the Scholarship of Discovery or Scientific Inquiry, the Scholarship of Practice, **and/or** the Scholarship of Teaching. The candidate must clearly link their scholarly/creative activity (activities) to the specific scholarship category and/or categories. As a regional, comprehensive university, the Department also recognizes the value of publicly engaged/community-based scholarship. Specific requirements for tenure and promotion are stated in Part II of this document. Candidates for evaluation will provide a narrative outlining their scholarly accomplishments for the review period in question. The following are general examples of evidence for the categories of discovery or scientific inquiry, practice, and teaching and are not all-inclusive.

General Examples of Evidence

- Publishing in peer-reviewed journals
- Developing educational materials which call for research, literature review, application of scholarship.
- Serving as editors for journals
- Presenting of peer-reviewed scholarly papers and posters at local, state, regional, national, international meetings
- Displaying exhibits involving creativity
- Writing grants (e.g., writing, development and/or implementation—grants written may indicate scholarly work even if funding is not obtained)
- Conducting research (published or in progress, done individually or collaboratively, well-documented)
- Completing book, journal and/or article reviews
- Conducting applied research
- Developing creative works (e.g., books or chapters for books)
- Maintaining professional competence (e.g., clinical practice)
- Achieving/maintaining certification in areas of specialization

Scholarship of Discovery or Scientific Inquiry

The Scholarship of Discovery or Scientific Inquiry is commonly associated with the research-focused doctorate in nursing. It results in new knowledge, refines or expands existing knowledge, and is translatable into practice through primary empirical research, analysis of large data sets, theory development and testing, methodological studies including implementation science, health services research, and philosophical/theoretical inquiry and analysis (AACN, 2018).

Examples of Evidence Applicable to the Scholarship of Discovery or Scientific Inquiry

- Generates new knowledge based on systematic evaluation using all methods of scientific inquiry to inform nursing practice, education, and/or policy through translation of research findings.
- Secures competitive extramural funding to investigate phenomena that expand the core of nursing knowledge.
- Leads research initiatives to include research teams or centers at the local, regional, national, or international arenas that focus on scientific inquiry to augment nursing knowledge related to health promotion and/or testing of interventions to improve health and disease outcomes.
- Develops innovative scientific approaches that inform practice and advance healthcare delivery methods.
- Disseminates in peer-reviewed journals or through media outlets.
- Presents research findings at local, regional, national, and international conferences and healthcare meetings.
- Communicates to lay groups to promote translation and implementation of research findings.
- Develops and investigates unique programs of scientific inquiry at the basic, clinical, or population level to include testing interventions for efficacy, effectiveness, or implementation processes.
- Contributes to the development of scientific standards, health-related guidelines, or policies on a regional, national, or international level.
- Consults as an academic research partner in clinical settings.
- Publishes best practices or evaluation outcomes of doctoral-level nursing programs.
- Is nationally recognized by peers for expertise, excellence, and innovation within an area of research specialty.
- Provides expert reviews for scientific projects and journals, periodicals, or textbooks.
- Receives regional, national, or international awards or recognition of contributions by a professional peer group.
- Guides interprofessional and leadership teams based on the area of expertise to improve health and transform health care.
- Serves as a regional, national, or international research expert in leadership positions, on review committees, and on health care boards.
- Creates new theoretical frameworks/theory to guide, test, and disseminate the work of new phenomena

Scholarship of Practice

The scholarship of practice is commonly associated with the practice-focused doctorate in nursing and is a critical component in shortening the theory to practice gap. The scholarship of practice interprets, draws together, and brings new insight to original research and is directly related to the need to address and resolve specific issues within practice – related to individual patients, organizations, and social problems (Boyer, 1990). Scholarship is guided by a multitude of innovative methods of inquiry that are informed through clinical practice with the aim of improving and transforming healthcare delivery and patient outcomes. Practice scholars apply

and integrate evidence to and from clinical practice using methodologies to improve care processes (AACN, 2018).

Examples Applicable to the Scholarship of Practice

- Develops best practices for translating evidence to practice based on results of translational and implementation science.
- Secures competitive funding to support innovations in practice.
- Publishes to influence practice via peer-reviewed venues.
- Disseminates policy papers through peer-reviewed media.
- Provides expert review for quality improvement projects, journals, periodical, or textbooks.
- Disseminates practice-based findings at regional, national, or international meetings.
- Analyzes system-wide data to evaluate practice patterns and/or uncover new issues related to practice from such data.
- Serves as a clinical practice specialist in partnerships that advance research, clinical improvements, policy development and/or implementation.
- Analyzes big data or conducts policy analysis at the community, state, national, or international level.
- Engages with stakeholders including patients, coalitions, corporations, and industries in educating the workforce, develop clinical innovations, and/or conduct research and practice transformation.
- Influences policy through leadership activities at the local, national, and international levels and participates in policy think tanks.
- Translates research and utilizes evidence to improve health and generate practice-based knowledge.
- Develops unique clinical nursing programs or interventions with documented effectiveness.
- Disseminates clinical programs or quality improvement initiatives in regional, national, or international arenas.
- Establishes and evaluates quality improvement initiatives.
- Leads in the development, review, and evaluation of clinical practice models to transform healthcare delivery.
- Translates research and utilizes evidence to improve health, impact practice, and effect change in health systems.
- Develops clinical guidelines, innovations, and new program initiatives.
- Assists with or conducts systematic reviews that summarize research findings to recommend solutions to current clinical problems.
- Evaluates and reports population health, satisfaction, and cost outcomes.
- Communicates best practices to lay groups to promote translation and implementation of research findings.
- Consults, reviews, or evaluates clinical nursing programs in other academic institutions.
- Consults with healthcare organizations to build capacity for improving care and implementing evidence-based practice.

- Recognized nationally by peers for expertise, excellence, and innovation within an area of practice specialty.
- Receives regional, national, or international awards or recognition of contributions by a professional peer group.
- Leads interprofessional teams to improve health and transform health care based on expertise.
- Serves as an expert in leadership positions, committee membership, healthcare boards, and other involvement related to practice expertise in regional, national, or international arenas.
- Uses secondary data from the electronic health record (EHR) to evaluate healthcare processes and patient outcomes, disseminating results to the external community to improve quality of care.

Scholarship of Teaching

The scholarship of teaching focuses on the transmission, transformation, and extension of knowledge (Boyer, 1999). Teaching scholars develop, evaluate, and improve nursing curricula, student learning, and teaching methodologies. The scholarship of education focuses on the understanding, describing, and teaching of learning endeavors as well as controlling, predicting, and disseminating outcomes of teaching-learning processes (AACN, 2018).

Examples Applicable to the Scholarship of Teaching

- peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories;
- accreditation or other comprehensive program reports;
- successful applications of technology to teaching and learning;
- state, regional, national, or international recognition as a master teacher;
- published textbooks or other learning aids;
- grant awards in support of teaching and learning;
- design of outcome studies or evaluation/assessment programs
- presentations related to teaching and learning.

C. SERVICE

Service to the university, college, school, community, and profession falls within the responsibilities of a faculty member and is essential to the fulfillment of the University's responsibilities to the academic community and the attainment of institutional goals. Each faculty member is expected to cooperate in supporting the mission and the goals of the School of Nursing and the University. Specific requirements for Promotion and Tenure are stated in Part II of this document.

Candidates for evaluation should provide a narrative outlining their service activity for the review period in question. The following are examples of evidence that may be used to document service and are not all-inclusive:

Service to University System, University, and School of Nursing

- Serving as chairperson of division, school, university, and/or university system committees
- Participating as a member of division, school, and university committees
- Participating as a member of division, school, and university ad hoc committees, task forces, boards, etc.
- Serving as a faculty advisor/sponsor to student organizations
- Serving as a member of faculty senate

Service to Community

- Presenting programs for local clubs and community organizations
- Planning, developing and presenting seminars
- Serving as an expert witness
- Serving on local, state or national boards, agencies, committees, and commissions (e.g., American Cancer Society, St. Luke's Clinic, etc.)
- Collaborating with counselors, teachers, or administrators of schools
- Collaborating with health care facilities to design and implement policies and programs
- Participating in science and health fairs
- Serving on health/wellness teams/committees
- Participating in discipline-related community programs and organizations, such as serving as an advisor or co-advisor to organizations on or off campus (e.g., Alzheimer's Association, Habitat for Humanity, Safe Homes, etc.); or participating as a member or office holder in any local, state, regional, national or international organization whose purpose is to better our society, (e.g., American Red Cross, League of Women Voters, Safe Homes, Salvation Army, Cancer Society of Greenville County, etc.) and church activities which have secular, humanitarian purposes

Service to the Profession

- Serving as an office holder and/or committee member in local, state, regional, national, or international professional organizations.
- Active involvement in a professional society (e.g., attendance and participation at professional meetings or workshops). Serving as a representative of one's profession at university recruiting fairs, public school career fairs, etc.
- Attending professional meetings
- Writing policies and protocols for community service agencies
- Serving as an evaluator of professional programs

**PART II: CRITERIA FOR APPOINTMENT AND PROMOTION
FOR THE MARY BLACK SCHOOL OF NURSING**

ASSOCIATE PROFESSOR

To be eligible for the rank of associate professor, all faculty members must have the following:

1. An earned research doctorate or practice doctorate in nursing or a related field.
2. A minimum of five years of relevant experience. Relevant experience should include full-time teaching* experience at the rank of assistant professor or higher.
3. A record of *highly effective* performance in teaching.
 - An *effective teacher* will do all of the following:
 - Post clearly written syllabi (grading procedures outlined, due dates for tests and assignments noted, expectations and objectives listed)
 - Provide educational experiences to students in the face-to-face, hybrid, clinical and/or online environments in which faculty guide student development of critical thinking, clinical reasoning, and problem-solving skills
 - Be available to students (hold office hours, return email in a timely manner, keep appointments, respond to advisees outside of the advising/registration time period)
 - Provide samples of student assessment/evaluation, e.g., tests, Blackboard discussions, clinical assignments
 - Provide examples of objective feedback on assignments
 - Document appropriate revisions to course materials and teaching methodologies.
 - Take steps toward improvement of problems identified by themselves, the Associate Dean or Dean, during peer observations of teaching, student opinion surveys, and/or course assessments.
 - Complete online teaching course if online course(s) are taught.
 - A *highly effective teacher* will do all of the things listed above and the following:
 - Consistently use innovative teaching methods based on evidence.
 - Provide clear evidence documenting adaptation/revision(s) of courses/teaching methods based on trends in student opinion surveys of faculty and courses.
 - Provide clear evidence of improvement for feedback received and/or problems identified by themselves, the Associate Dean or Dean, students (using opinion surveys of faculty and/or courses), and peers.

- Provide documentation of two positive peer evaluations by nursing faculty.
 - Design new course(s) or significantly redesign a course or section.
 - Attend teaching improvement seminars or workshops.
 - Reach out to students at all levels of preparedness, particularly at-risk students.
- An *excellent teacher* is consistently student-oriented and demonstrates a concerted effort to develop students' potential. In addition to doing all of the things listed under Effective teaching, an excellent teacher will show a consistent pattern of doing the items listed under Highly Effective teaching. In addition, an excellent teacher will provide documentation of one positive peer evaluation conducted by a faculty member outside the School of Nursing and will do at least *three* of the following:
- Supervise student-driven research and/or service learning projects
 - Attend Open Houses/Fab Fridays/Majors Fair/student orientation.
 - Focus on student retention.
 - Work on post-graduation plans with students.
 - Have students present scholarly projects at conferences, publish research, or win research awards
 - Have students present service learning projects at conferences, publish, or win service learning awards.
 - Win Teaching Award or achieve finalist for a Teaching Award.
 - Create new program/make extensive modifications to a program.
 - Function effectively in a teaching leadership role (e.g., course coordinator, team leader)
 - Serve as a faculty mentor to new or continuing faculty members.
 - Share teaching expertise with faculty.
4. a record of *effective* contributions in scholarship.
- An *effective* contribution in scholarship is defined as a minimum of two intellectual contributions outlined in Part I Section B of this document.
 - a. For the *Scholarship of Discovery or Scientific Inquiry and the Scholarship of Education*, one intellectual contribution must be a peer-reviewed journal article.
 - b. For the *Scholarship of Practice*, one intellectual contribution must either (a) influence practice via a peer-reviewed venue or
or
(b) be a policy paper disseminated through peer-reviewed media.

- A *highly effective* contribution in scholarship is defined as three intellectual contributions outlined in Part I Section B of this document.
 - a. For the *Scholarship of Discovery or Scientific Inquiry* and the *Scholarship of Education*, one intellectual contribution must be a peer-reviewed journal article.
 - b. For the *Scholarship of Practice*, one intellectual contribution must either (a) influence practice via a peer-reviewed venue or (b) be a policy paper disseminated through peer-reviewed media.

- An *excellent* contribution in scholarship is defined as a minimum of four intellectual contributions outlined in Part I Section B of this document.
 - a. For the *Scholarship of Discovery or Scientific Inquiry and the Scholarship of Education*, two intellectual contributions must be peer-reviewed journal articles.
 - b. For the *Scholarship of Practice*, two intellectual contributions must either (a) influence practice via a peer-reviewed venue or (b) be a policy paper disseminated through peer-reviewed media.

- 5. a record of *effective* contributions in service to the school, university, community, and the profession.
 - An *effective* contribution in service includes at least two activities from among those listed in Part I Section C of this document.

 - A *highly effective* contribution in service includes at least three activities from among those activities listed in Part I Section C of this document. The contributions must be included in all three categories: 1) service to the University System, University, and School of Nursing, 2) service to the community, and 3) service to the profession.

PROFESSOR

An individual with the rank of professor should serve as a positive role model for other colleagues. To be eligible for the rank of professor, all faculty members must have the following:

1. an earned doctorate in the primary teaching field or an earned doctorate with a master's degree in the primary teaching field.
2. a minimum of nine years of relevant experience.
3. a record of *excellence in teaching* as defined in **section 3** above.

4. a record of *highly effective* contributions to scholarship or service and *effective* contributions to the other category (scholarship or service).

Scholarship

- A **highly effective** contribution in scholarship is defined as three intellectual contributions as Associate Professor outlined in Part I Section B of this document.
 - a. For the **Scholarship of Discovery or Scientific Inquiry** and the **Scholarship of Education**, one intellectual contribution must be a peer-reviewed journal article.
 - b. For the **Scholarship of Practice**, one intellectual contribution must either (a) influence practice via a peer-reviewed venue or (b) a policy paper disseminated through peer-reviewed media.

- An **excellent** contribution to scholarship is defined as a minimum of four intellectual contributions as an Associate Professor outlined in Part I Section B of this document.
 - a. For the **Scholarship of Discovery or Scientific Inquiry and the Scholarship of Education**, two intellectual contributions must be peer-reviewed journal articles.
 - b. For the **Scholarship of Practice**, two intellectual contributions must either (a) influence practice via a peer-reviewed venue or (b) be a policy paper disseminated through peer-reviewed media.

- An **effective** contribution in scholarship is defined as a minimum of two intellectual contributions outlined in Part I Section B of this document.
 - a. For the **Scholarship of Discovery or Scientific Inquiry and the Scholarship of Education**, one intellectual contribution must be a peer-reviewed journal article.
 - b. For the **Scholarship of Practice**, one intellectual contribution must either (a) influence practice via a peer-reviewed venue or
or
(b) be a policy paper disseminated through peer-reviewed media.

Service

- An **effective** contribution in service includes at least two activities as an Associate Professor from among those listed in Part I Section C of this document.

- A **highly effective** contribution in service includes at least three activities as an Associate Professor from among those activities listed in Part I Section C of this document. The contributions must be included in all three categories: 1) service to the University System, University, and School of Nursing, 2) service to the community, and 3) service to the profession.

* Full-time teaching is defined as six or more hours per semester.

References

- American Association of Colleges of Nursing (AACN) (2018, March 26). Defining Scholarship for Academic Nursing. Retrieved from <http://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing>
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