School of Nursing
Standards and Criteria for Tenure and Promotion
2024

Preamble

The mission of the School of Nursing (SON) is to promote excellence, innovation, and creativity in education, leadership, scholarship, practice, and service through a commitment to engage in critical inquiry and evidence-informed action. The School of Nursing encourages and respects uniqueness and diversity, supporting an open, responsive, and learner- centered environment. The standards document takes into account the TRU Mission Statement; the TRU Strategic Goals; the TRUFA Collective Agreement language related to Tenure and Promotion; the British Columbia College of Nurses and Midwives (BCCNM) Standards of Practice; the Canadian Nurses Association (CNA) Code of Ethics; and the Canadian Association of Schools of Nursing (CASN) Position Statement on Scholarship.

The SON is committed to equity, diversity, inclusion (EDI), and Indigenization as core values of the department. The values that guide our work include access and opportunity, equity and inclusion, and intercultural cultural competence, pedagogy, and service. The SON explicitly notes the added barriers that people with different abilities, life circumstances and caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, instructional support, and service contributions in an actively anti-discriminatory way. As such, the SON commits to assessing all applications for tenure and promotion through a holistic lens affirming the diversity of applicants' career paths. **Candidates are invited to include a written statement as part of their application outlining their career paths, any potential barriers that have presented, and circumstances that have influenced the shape of their careers.**

Indigenous faculty may provide evidence of research/scholarly activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions. For all faculty, Indigenous and non-Indigenous, evidence of impact of research in relation to service and community has value.

The purpose of this standards document is to articulate the SON standards and expectations to provide guidance to faculty members as they prepare their applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their teaching, research/scholarship (if applicable), and service roles.

To merit tenure or promotion, faculty members will have their performance assessed for effectiveness in teaching/professional role; recognized research, scholarly and creative work; and contributions to service within the university and general community, as well as to the profession (locally, nationally, and internationally). The intent of the SON Standards and Criteria is to be supportive of faculty as they work towards career goals. The document sets out standards that are realistic and achievable within the discipline of nursing. This document includes examples of criteria for the evaluation of excellence within teaching, scholarship, and service. **The criteria are not exhaustive, nor are they to be used as a checklist that must be completed.** As members progress up the ranks, they are expected to make meaningful contributions of increasing impact and influence. Given our institution's values, spheres of influence to be considered include:

- geographical (local, provincial, national, international)
- discipline
- cultural
- beyond academia

Weighting of Tenure and Promotion Criteria

Considering the variability that exists within nursing and university work, faculty have some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths. Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the SON. The Tenure and Promotion committee recognize that the balance between teaching, professional role, service, and scholarship for bipartite, tripartite, and Instructional Support applicants will differ based on academic appointment and individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

Normally, bipartite applications will be evaluated primarily on their core responsibility of teaching/professional role and on service. Typically, tripartite applications will be evaluated primarily on their core responsibilities of teaching/professional role, as well as research/scholarship and service. However, extraordinary contributions in teaching, research/scholarship, or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

Applicants must inform the SON Tenure and Promotion committee of the suggested weighting at the beginning of the adjudication process. If a weighting is not suggested, then the application will be judged on the following:

Tripartite

Teaching or Professional Role: 40%
Scholarship: 40%
Service: 20%

Bipartite

Teaching or Professional Role: 80%
Service: 20%

Note 1: Research/scholarship weighting for tripartite faculty cannot fall below 40%.

Note 2: Faculty members with an appointment less than 1.0 FTE (i.e., nurse practitioners) will be assessed on the percentage of the appointment (internal and external reviewers). Faculty are expected to follow the suggested weightings as noted above. Faculty must identify the weighting of their work within their portfolio.

Criteria for Tenure and Promotion in the School of Nursing

Academic Qualifications and Appointment Criteria for HCA, PN*, BScN, MN MN-NP Faculty

- Faculty must maintain active practicing registration with their respective provincial professional body, if applicable.
- Terminal Degree preferred for Bipartite (Assistant Teaching Professor/Associate Teaching Professor/Instructional Support I, II, III) and required for Tripartite (Assistant Professor/Associate Professor/ Instructional Support I, II, III) positions.
- For bipartite appointments, the preferred criterion is a PhD or other doctorate. Recognized qualifications for a bipartite appointment can include a Master's degree plus five years nursing experience where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline.

* Additional qualifications for the PN program as mandated by the Ministry of Advanced Education per the articulated curriculum.

Assistant Teaching Professor / Assistant Professor / Instructional Support I (Professional Role)

- Teaching or Professional Role: Show evidence of productive engagement in teaching or in professional role. This evidence may include data obtained from previous teaching or instructional support (e.g., student teaching evaluations, peer feedback).
- Scholarship: Productive engagement in scholarship that would be recognized and assessed by peers.
- Service: Commitment to service to the School of Nursing, University, Discipline, and/or Profession, and where applicable, the community-at-large in a manner that would be recognized and assessed by peers.

Associate Teaching Professor / Associate Professor / Instructional Support II (Professional Role)

- Teaching or Professional Role: Consistent and increasing sphere of influence in teaching with evidence of incremental and accumulative growth in the teaching of the discipline or professional role.
- Scholarship: Evidence of increasing sphere of influence in scholarship recognized and assessed as significant, crossing geographic (provincial to national) boundaries, discipline, and/or across cultures.

- Service: Evidence of consistent service contribution to the School of Nursing, University, Discipline, and/or Profession, and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Teaching Professor / Assistant Professor / Instructional Support I (Professional Role) level. This performance should be recognized as having an increasing sphere of influence, be it crossing geographic (provincial to national) boundaries, discipline, and/or across cultures.

Teaching Professor / Professor / Instructional Support III (Professional Role)
- Teaching or Professional Role: Evidence of outstanding and sustained leadership in teaching or Professional Role, as demonstrated by sustained excellence in teaching and learning practices. Must have an increasing sphere of influence.
- Scholarship: Evidence of outstanding and sustained leadership. This performance should be recognized and assessed as significant, with increasing sphere of influence, crossing geographic (national and international) boundaries, discipline, and/or across cultures.
- Service: Evidence of outstanding contribution to the School of Nursing, University, Discipline, and/or Profession, and where applicable, the Community-at-Large. The candidate must demonstrate sustained growth of service beyond performance levels expected at the Associate Teaching Professor / Associate Professor / Instructional Support II (Professional Role) level. This performance should be recognized to reflect an increasing sphere of influence, crossing geographic (international) boundaries, discipline, and/or across cultures.

Teaching

The School of Nursing believes teaching-learning is a dynamic process that occurs in any setting such as the: classroom, seminar, lab, online, practice, and research environment. Teaching involves attention to course work, course design, methods of teaching, curriculum development, development of materials such as open educational resources, and other instructional related activities. In addition, we recognize that quality learning environments are essential for learning. Nursing faculty serve as professional role models in all aspects of nursing education.

It is the expectation that all faculty will engage in scholarly teaching regardless of whether one has a bipartite or tripartite appointment. Although scholarly teaching and the scholarship of teaching and learning are closely connected, they differ in both intent and outcome. The intent of scholarly teaching is "maximizing learning through effective teaching" (Potter & Kustra, 2011, p. 3). The intent of the scholarship of teaching is to create, advance, or transform the knowledge about teaching and learning through a rigorous investigative process (Potter & Kustra, 2011). The product that results from this process is subjected to peer review and disseminated to the professional/academic community and could include but are not limited to publications in peer-reviewed or professional journals, conference presentations/publications, book chapters, textbooks, and open education repositories/resources. The scholarship of teaching advances the field, not just individual students' learning.

Table 1
Definitions and Examples of SoTL and Scholarly Teaching (Thompson Rivers University Office of Quality Assurance, 2003).

	Definition	Examples
Scholarship of Teaching and Learning	A research-based approach to investigating and improving teaching and learning practices in postsecondary education. Faculty members who conduct SoTL contribute to the field of teaching and learning by using rigorous research methods and disseminating their findings, making them available for critique and replication.	Action research Case studies Experimental research Surveys Interviews Systematic literature reviews Participatory-action research
Scholarly Teaching	The use of scholarly methods, such as reviewing literature and applying evidence-based practices, to inform and improve teaching and enhance student learning outcomes. Faculty members who engage in scholarly teaching examine the effectiveness of their teaching practices and the resulting learning that occurs when they apply interventions in their classroom.	Reflection and self-assessment Peer evaluation Evaluation of teaching effectiveness by analyzing student course evaluations Incorporation of research into teaching Participation in professional development and application of learnings Open educational practices (e.g., reflective blogging and social networking)

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Teaching Criteria

Assistant Professor / Assistant Teaching Professor	Associate Professor / Associate Teaching Professor	Professor / Teaching Professor
Productive Engagement in Teaching	**Consistent and Increasing Sphere of Influence in Teaching**	**Outstanding and Sustained Evidence of Leadership in Teaching**
• Is a subject matter expert and/or resource person to build capacity (local, regional, and/or provincial levels)	• Is a subject matter expert and/or resource person to build capacity (national level)	• Is a subject matter expert and/or resource person to build capacity (international level)
• Uses appropriate theories and principles of teaching and learning to facilitate student learning (local, regional, and/or provincial levels)	• Recognized and assessed for teaching expertise (national level)	• Contributes to pedagogical knowledge with an increasing sphere of influence, transcending geographic boundaries, discipline, and/or across cultures
• Uses appropriate educational strategies to enhance learning	• Develops and/or implements novel educational strategies to facilitate student engagement in learning	• Develops, implements, and evaluates novel educational strategies to facilitate student engagement in learning
• Uses established evaluation strategies to assess student learning consistent with course learning outcomes	• Uses diverse evaluation methods to assess student learning consistent with course learning outcomes	• Develops, implements, and evaluates novel evaluation methods to assess student learning consistent with course learning outcomes
• Creates a quality learning environment	• Effectively addresses student learning challenges using evidence-informed action to facilitate learning	• Recognized by colleagues as a mentor to address student learning challenges
• Reflects on own teaching and uses a variety of methods to improve performance and/or practice	• Critically reflects on the development, delivery, and refinement of courses across the curriculum	• Recognized by colleagues as a mentor on the development, delivery and refinement of courses and curricula
• Delivers courses consistent with an understanding of the curriculum design	• Contributes to curriculum design and revision	• Leads curriculum design and revision
• Shares expertise at public events or through various media forums	• Shares expertise at public events or through various media forums	• Influences the public through a variety of media forums

Professional Role

Instructional Support Faculty I	Instructional Support Faculty II	Instructional Support Faculty III
Productive Engagement in the Professional Role	**Consistent and Increasing Sphere of Influence in the Professional Role**	**Outstanding and Sustained Evidence of Leadership in the Professional Role**
• Demonstrates effective knowledge in the area of Instructional Support	• Demonstrates excellence in the area of Instructional Support	• Demonstrates and promotes consistent excellence in the area of Instructional Support
• Effectively collaborates with faculty, staff, students, and community to address School of Nursing programming needs at the local level	• Provides leadership to initiate, plan, and operationalize initiatives to address the School of Nursing programming needs at the provincial level	• Provides leadership to initiate, plan, and operationalize initiatives to address the School of Nursing programming needs at the national/international level
• Critically reflects on own professional practice and acts to improve performance	• Actively contributes to quality improvements	• Provides leadership in quality improvement initiatives
• Actively participates in the identification and selection of instructional resources to support teaching and learning	• Contributing to the creation of resources to support teaching and learning	• Creates and disseminates resources to support teaching and learning
• Shares expertise locally and provincially	• Shares expertise nationally	• Shares expertise internationally
• Creates quality learning environments	• Provides mentorship within the School of Nursing	• Provides mentorship within the professional role provincially and/or nationally

Scholarship

The School of Nursing Standards and Criteria related to scholarship are informed by CASN's (2013) *Position Statement on Scholarship among Nursing Faculty.* Our view of the four domains of scholarship and the range of activities that constitute scholarship is based in Boyer's (1990) expanded view of scholarship.

"Scholarship encompasses a full range of intellectual and creative activities that include the generation, validation, synthesis, and/or application of knowledge to advance science, teaching, and practice" (CASN, 2013, p. 2). It is associated with achievement of excellence, rigorous inquiry, reflective thought, expert knowledge, openness to criticism, peer review, and new ways of viewing phenomena of concern to nursing. "Scholarship domains include inquiry that builds a scientific body of nursing knowledge (Scholarship of Discovery), inquiry that supports the pedagogy of the discipline and a desire to understand how students learn and how teaching influences this process (Scholarship of Teaching), the advancement of knowledge related to expert practice (Scholarship of Application), and the development of new insights as a result of integrative, interdisciplinary, and synthesizing work (Scholarship of Integration)" (Boyer, 1990, as cited in CASN, 2013, p. 2). The four domains may overlap and are not to be viewed as separate (Acorn & Osborne, 2013).

Scholarship in all domains involves rigorous and reflective thinking, expert knowledge, and new ways of viewing phenomenon of interest. It reflects the standards that guide the evaluation of scholarship identified by Glassick, Huber, and Maeroff (1997, as cited in Acorn & Osborne, 2013). These six qualitative standards include: clear goals; adequate preparation; appropriate methods; significant results; effective presentation; and reflective critique.

In the four domains of scholarship, three defining criteria differentiate scholarship from activities that are not scholarship:
- **Documentation** of the intellectual and creative activities carried out.
- **Peer review*** of the documented work.
- **Public Dissemination** of this work enabling critique and replication of the activities.

All three criteria must be met for the work to be considered scholarship.

The evaluation of scholarship will address the impact of the faculty member's work and their contribution to their field of study and the larger community. Normally there would be a progression from regional to provincial to national to international; however, these standards will respect and acknowledge alternate evidence of increasing spheres of influence. While peer-reviewed materials are the primary evidence used to assess the impact of a members' scholarship, they are not the sole evidence. The applicant can address the choice of venues for dissemination, and the indications of impact including advancement of knowledge and/or addressing socio-economic or environmental needs.

*Peer reviewers are generally individuals of similar academic status to, and at arms-length from, the author(s) of the document, who have recognized expertise in the phenomenon under review. (CASN, 2013).

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Scholarship

Assistant Professor / Instructional Support Faculty I	Associate Professor / Instructional Support Faculty II	Professor / Instructional Support Faculty III
Productive Engagement in Scholarship	**Increasing Sphere of Influence in Scholarship**	**Outstanding & Sustained Leadership in Scholarship**
• Establishes a program of scholarship • Supervises undergraduate students' scholarly activities and/or serves on graduate student supervisory committee • Assists students in scholarship development • Secures internal and/or external funding to support scholarship • Acts as a peer reviewer • Has 3 publications within 5 years normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Maintains a program of scholarship that is recognized and assessed, normally at the national level • Supervises/co-supervises on student thesis and/or dissertation committees • Assists colleagues in scholarship development • Secures external peer-reviewed funding to support scholarship • Demonstrates an increasing record as a peer reviewer • Has 1 publication per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Maintains a robust program of scholarship that spans broad boundaries of geography, discipline, and/or across cultures • Supervises/co-supervises on internal/external student thesis and/or dissertation committees • Contributes to the scholarly development of colleagues beyond the university • Maintains a record of external peer-reviewed funding to support scholarship • Demonstrates a sustained record as a peer reviewer • Has 2 publications per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings

• Local, regional, and/or provincial conference and/or workshop presentations • Shares expertise at public events or through various media forums	• Peer-reviewed provincial and/or national conference and/or workshop presentations. • Shares expertise at public events or through various media forums	• Invited keynote speaker at peer-reviewed national and/or international conference and/or workshop presentations • Influences the public through a variety of media forums

Service

There is an expectation that nursing faculty be involved in Service. The SON recognizes that there may be disproportionate service load traditionally undertaken by some faculty within equity-seeking groups, as such consideration will be given to the significance of participation and contributions.

Service Criteria

	Assistant Professor Assistant Teaching Professor / Instructional Support I	Associate Professor Associate Teaching Professor / Instructional Support II	Professor Teaching Professor/ Instructional Support III
	Commitment to Service	**Consistent contribution to service**	**Outstanding contribution to service**
School of Nursing	• Actively participates in School of Nursing program committees.	• Increasing record of assuming leadership role(s) within the School of Nursing (e.g., Chair of committees, Semester lead, Coordinator, Chairperson etc.). • If tenured, participates in School of Nursing (e.g., Sabbatical; Appointments; Performance Review; Promotion and Tenure committees) • Mentors faculty in developing their service contributions.	• Sustained record of leadership within the School of Nursing.
University Community	• Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Student Orientation, Faculty Association, convocation)	• Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee, Research Ethics, Graduate Studies etc.).	• Sustained record of involvement and/or leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee etc.).

Service Criteria

	Assistant Professor / Assistant Teaching Professor / Instructional Support I	Associate Professor / Associate Teaching Professor / Instructional Support II	Professor Teaching Professor/ Instructional Support III
	Commitment to Service	Consistent contribution to service	Outstanding contribution to service
Professional Community	• Actively participates in activities that contribute to professional organizations (e.g., committee work). • Beginning record as a consultant with professional organizations at the local, regional, and/or provincial level.	• Increasing record of contributing to professional organizations through active participation and/or taking a leadership role at local, regional and / or provincial level (e.g., subcommittee member, board executive member, plans / facilitates conferences). • Increasing record as a consultant with professional organizations at the local, regional, and/or provincial level. • Serves as reviewer for health-related publication(s).	• Sustained record of involvement and/or leadership in professional organizations at the national and/or international level (see senior lecturer / associate professor column). • Sustained record as a consultant with professional organizations at the national and / or international level. • Serves as editor of health-related publication(s).
Community at Large	• Actively participates in service organizations (e.g., Rotary, Church, YMCA etc.). • Volunteers for non-profit events (e.g., Terry Fox Run for the Cure, Ski Patrol etc.).	• Actively participates on the executive of community organizations at the local, regional, and/or provincial level (e.g., Food Bank, Boys and Girls club etc.). • Provides professional service to public (e.g., public lectures etc.).	• Sustained record of active engagement in national and/or international organizations (e.g., United Way, Canadian Cancer Society etc.).

References

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