INTRODUCTION

The Department of Advanced Practice Nursing standards for retention, tenure, and promotion are appropriate to its mission and are consistent with those articulated in the Indiana State University Faculty Appointment, Promotion, and Tenure Policies approved by the ISU Board of Trustees. These standards for accomplishment in teaching, research, and service were developed to be in all ways congruent with the rigor set forth by the University and College standards; that is, consistent with expectations of University peers. The standards were established with the understanding that their application requires congruency in the nursing faculty workload expectations of peers in other colleges and departments.

General Information

Following items will follow the University Handbook:

- Time frame and formal eligibility requirements
- Faculty will be evaluated on a time frame
- Process for early tenure
- Delays or extensions of probationary period
- Peer review committee membership

All materials submitted for annual performance review is to determine progress for retention, tenure, or promotion.

Retention, tenure, and promotion materials will be submitted through the University approved method.

Retention, tenure, and promotion materials will include goals for annual review.

Reviews by department, department chair, and Executive Director of Nursing will be independent of each other.

REVIEW PROCESS

The candidate’s departmental colleagues have primary authority and responsibility for evaluating discipline specific faculty achievement.

Materials will be submitted to the Department Chair by the date indicated yearly by the Office of Academic Affairs. For Tenure/Tenure Track Faculty, reviews, acknowledgement of reviews, rebuttals, and appeals will occur as outlined in the College of Health and Human Services Guidelines for Retention, Promotion, and Tenure. For Senior Instructors, Instructors, and Lecturers, reviews, acknowledgement of reviews, rebuttals, and appeals will occur as outlined in the College of Health and Human Services Guidelines for Instructor Retention and Promotion / Guidelines for Lecturer Retention.
Teaching, Research/Scholarship/Creative Activity, Service: Definitions

The standards required to achieve retention, promotion, and tenure emphasize accomplishment in the three dominant areas of (1) teaching, (2) research, scholarship, or creative activity, and (3) service. While understood to be overlapping in character, the three areas are clarified by the definitions to follow.

Teaching is defined as the facilitation of the learning process through the stimulation of intellectual curiosity and critical thinking in preparation for the interpersonal competency, technological skill, and clinical judgment necessary for sound practice in the evolving discipline of nursing. It is a collaborative, cooperative enterprise of inquiry, scholarly achievement, and service pursued within a climate of mutual respect among faculty and students.

Research, scholarship, or creative activity is conceptualized using the Boyer model (1990) that defines scholarship broadly to include scholarship of discovery, integration, application, and teaching. Incumbent in this definition is the obligation to share one’s work in professional forums at the regional, national, and international levels. The scholarship of discovery is the generation of knowledge through scientific inquiry. The scholarship of integration results from a synthesis and interpretation of existing knowledge that creates new insights and sets direction for future inquiry. The scholarship of application involves applying theory to practice within the clinical arena and research with community partners. The scholarship of teaching refers to the scholarly examination into the practice of teaching and the expansion of the body of knowledge about teaching in professional programs.

Service is defined to encompass both academic contributions and ongoing committed practical service for the health care community at-large. University service is defined as active participation on Department, College, and University standing and ad hoc committees. Professional service is defined as active participation and contribution to professional societies, organizations, and/or nursing/health care agencies related to issues of higher education, pedagogy, and/or a specific discipline or the faculty member’s area of expertise. Community service can run the gamut of activities from those related to nursing expertise or university affiliation. Service contributions associated with some special talent or skill related to a faculty member’s professional competence or university assignment may be considered for promotion. As educators of a service-related discipline, faculty share the intended mission of nursing to prevent and treat illness and promote health in society. As educators within a University structure of shared governance, faculty have a responsibility to contribute to the ongoing functioning of the academic community as well. “Active” participation is encouraged and is characterized by activities such as serving as an officer, committee member, discussion leader, peer reviewer, session chairperson, editor, or advanced practice nurse in an ongoing specialty practice.
TEACHING, RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY, SERVICE:
EXAMPLES, DOCUMENTATION, AND STANDARDS BY RANK

TEACHING: EXAMPLES AND DOCUMENTATION

Below are examples of teaching achievements, clarifications of documentation required, and indications of whether or not the item is required or recommended for retention, tenure, and promotion considerations.

1. Summary of teaching achievement. (Required)
2. Philosophy of teaching. (Required)
3. Peer evaluation- Candidates should provide yearly written evaluations of teaching by colleagues and the department chairperson. The choice of a teaching evaluation guide is at the discretion of the candidate and evaluator. (Required)
4. Student evaluation – Summary of each semester’s student evaluations. (Required)
5. Self-evaluation - The candidate should complete a self-assessment of progress for the year (for retention) or time period since the most recent promotion (for promotion). (Required)
6. Chronologically arranged list of all classes taught at ISU, including course name, number, credit hours, and contact hours. (Required)
7. Course syllabi that consist of information generally expected by the University, College, and Department, including, but not limited to, course outcomes, topical outline, learning activities, course materials (if applicable), and evaluation methods. (Required)
8. Brief description of professional pedagogical-development activities and any other faculty development activities. (Required)
9. Participation in continuing education/professional development relevant to teaching responsibilities. (Required)
10. Example of a course examination and, if applicable, statistical analysis. (Recommended)
11. Documentation of any newly employed pedagogies or significant teaching materials developed at ISU. (Recommended)
12. Letters from graduated students or unsolicited letters from current or former (not yet graduated) students that address the quality of teaching. (Recommended)
13. Learning-focused student-faculty interactions. Examples may be cited in self-narrative accounts or in peer or student evaluations and may include any of an extensive array of activities such as individual student test performance analyses, referrals of students to tutoring/academic counseling services, individual or group learning strategies, etc. (Recommended)
14. Summary of undergraduate/graduate student research involvement and student assessment of such involvement. (If applicable)
15. Brief summary of undergraduate/graduate student professional development involvement and student assessment of such involvement. (If applicable)
16. List of teaching awards. (If applicable)
17. Evidence of participation as guest teacher in others’ classes. (If applicable)
18. Other information the candidate believes to be pertinent. (If applicable)
19. Participation in curricular work.
20. Evaluation of academic advising.
21. Examples of experiential learning activities.
TEACHING: STANDARDS BY RANK

Lecturer:
Teaching activities must demonstrate fulfillment of the usual University expectations for teaching. Documentation of activities related to teaching should include:

1. Course materials which demonstrate logic in organization and content, clearly stated learning outcomes and agreement among outcomes, learning activities, and evaluation methods.
2. Learning-focused student-faculty interactions.
3. Course administration activities, if applicable.
4. Maintenance of office hours.
5. Peer, student, and self-evaluation of course(s) and instruction.
6. Participation in curriculum development commensurate with the needs of the Department.
7. Faculty development activities in area of expertise.
8. Engage in or facilitate student experiential learning.

Instructor:
Teaching activities must demonstrate fulfillment of the usual University expectations for teaching and show a sustained pattern of effort and activity directed at pedagogical improvement. Activities that must be documented are listed as follows:

1. Course materials which demonstrate logic in organization and content, clearly stated learning outcomes and agreement among outcomes, learning activities, and evaluation methods.
2. Learning-focused student-faculty interactions.
3. Course administration activities, if applicable.
4. Maintenance of office hours.
5. Peer, student, and self-evaluation of course(s) and instruction.
6. Participation in curriculum development commensurate with the needs of the Department.
7. Faculty development activity of at least 1 continuing education program per year related to one’s teaching role.
8. Participation in academic advising and recruitment for the department (as appropriate).
9. Engage in or facilitate student experiential learning.

Senior Instructor
Teaching activities must demonstrate fulfillment of the usual University expectations for teaching and show a sustained pattern of effort and activity directed at pedagogical improvement. Activities that must be documented are listed as follows:

1. Course materials which demonstrate logic in organization and content, clearly stated learning outcomes and agreement among outcomes, learning activities, and evaluation methods.
2. Learning-focused student-faculty interactions.
3. Course administration activities, if applicable.
4. Maintenance of office hours.
5. Peer, student, and self-evaluation of course(s) and instruction.
6. Participation in curriculum development commensurate with the needs of the Department.
7. Faculty development activity of at least 1 continuing education program per year related to one’s teaching role.
8. Participation in academic advising and recruitment for the department (as appropriate).
9. Engage in or facilitate student experiential learning.

**Assistant Professor:**
Teaching activities must demonstrate fulfillment of the usual University expectations for teaching and show a sustained pattern of effort and activity directed at pedagogical improvement. Activities that must be documented are listed as follows:
1. Course materials which demonstrate logic in organization and content, clearly stated learning outcomes and agreement among outcomes, learning activities, and evaluation methods.
2. Learning-focused student-faculty interactions.
3. Course administration activities.
4. Maintenance of office hours.
5. Peer, student, and self-evaluation of course(s) and instruction.
6. Participation in curriculum development commensurate with the needs of the Department.
7. Faculty development activity of at least 1 continuing education program per year related to one’s teaching role.
8. Participation in academic advising.
9. Engage in or facilitate student experiential learning.

**Associate Professor:**
Teaching activities must meet standards for Assistant Professor and, in addition, demonstrate a clear pattern of responsiveness to teaching evaluation and, where deficiencies have been identified, show evidence of improvement. In addition, evidence of the integration of current research and trends in nursing into courses(s) taught and active participation in any necessary programmatic curriculum development/revision is required. Activities that must be documented are listed as follows:
1. All indicated for rank of Assistant Professor.
2. Activities and/or changes made – as relevant – in response to evaluations.
3. Examples of course development and/or revision(s) that integrate current research and trends in nursing.
4. Active participation – as necessary – in programmatic curriculum development/revision (for example, in preparation for accreditation).

**Full Professor:**
Teaching activities must demonstrate continuing effective teaching (as defined for Associate Professor) across the time period since the last promotion or date of appointment. In addition, teaching activities must demonstrate clear improvement – if teaching evaluations have revealed a consistent pattern of deficiency.

**RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY:**
EXAMPLES AND DOCUMENTATION

Below are examples of research/scholarship/creative activity achievement and required or suggested documentation. All activities should be documented. Selection of documentation should follow guidelines listed below or as specified, if requested, by the review committee. Candidates may submit additional forms of documentation.
1. A self-reflective statement regarding the current body of scholarship and creative works.
2. Peer reviewed lectures, papers, and other presentations at regional, national, and international professional meetings, conferences, workshops, or conventions. Candidates may submit a program, copy of proceedings, or presentation acceptance letter.
3. Articles that appear in peer reviewed journals (in print or online). A copy of the published article or acceptance letter for article in press should be submitted.
6. Book review in a peer reviewed journal. A copy of the review should be submitted.
7. Book review in a non-peer reviewed forum such as an electronic media book review service. A copy of the review or web link should be submitted.
8. Receipt of funded grants from extramural sources. A grant award letter should be submitted.
9. Receipt of funds from intramural sources. A grant award letter should be submitted.
10. Grant proposals that have been submitted, but not yet funded. A copy of the proposal(s) with the receiving agencies listed and date of submission should be submitted.
11. Software or audio-visual materials and other electronic media that have been nationally published or distributed. (A copy of the CD, software, or other AV material)
12. Service as a peer reviewer for nationally funded grants or presentations. A listing of grants and conferences for which the reviewer service was rendered should be submitted along with letters or emails confirming the reviews.
13. Service as a member of an editorial board for a nationally published print or online journal. A letter of appointment and cover sheet of journal should be submitted.
14. Review(s) of nationally published textbook(s). A letter from the publisher acknowledging contribution should be submitted.
15. Professional development activities such as conventions, workshops, and other conferences or for-credit courses to maintain or enhance competence in scholarly endeavors. A certificate of completion (or cover of program if no certificate given) should be submitted.
16. Community research projects.
17. Evidence of electronic activities (if applicable).
18. Other activities the candidate believes to be pertinent.

Other Evidence That May Be Submitted
   1. Evidence of unfunded extramural or intramural grants
   2. Copies of articles submitted but not published
   3. Articles published in non-refereed journals
   4. Software, audiovisual, or other electronic media distributed locally
RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY: STANDARDS BY RANK

Lecturer:
Scholarly activities, while encouraged, are not required.

Instructor:
Scholarly activities, while encouraged, are not required.

Senior Instructor:
Scholarly activities, while encouraged, are not required but may be assigned and negotiated.

Assistant Professor:
Research/scholarship/creative activities must show potential for achieving a sustained record of scholarly achievement and demonstrate a sustained pattern of effort and activity related to nursing and/or nursing education. At the time of appointment the faculty member should have a doctoral degree and, if the doctoral degree was granted one year or more prior to the appointment, evidence of additional scholarly activities is required. Documentation of additional activities may include any of the examples cited above. The number and/or quality of the activities should be commensurate with the number of years since the doctorate was granted and the professional responsibilities held since that time.

Associate Professor:
Scholarly activity required for appointment or promotion must demonstrate a record that has earned recognition at the regional OR national level. Activities that must be documented are listed as follows:

1. At least three activities from the categories listed above, two of which must be publications. (A strong record of non-published scholarly activity may offset a more modest publication record.)
2. Scholarly work that is published by, presented to, or rewarded by an organization or body of people that represents a geographical area that is EITHER regional (larger than a single state, but smaller than the nation of states) OR national (United States).

Full Professor:
Scholarly achievements must demonstrate a sustained commitment across the time-span since the last promotion or date of appointment that has led to recognition at the national level. Activities that must be documented are listed as follows:

1. At least six activities, two of which must be publications and one of which should be a funded grant. (A strong record of scholarly achievement in the other categories may offset a more modest publication record and lack of grant funding.)
2. At least one achievement that is published by, presented to, or rewarded by an organization or body of people that represents the geographical area of the United States.
SERVICE: EXAMPLES AND DOCUMENTATION

The following includes examples of service activities and suggestions regarding documentation. All activities should be documented and may include copies of minutes, programs, agendas, letters of acknowledgement, newsletters, memos, award certificates, or other material deemed appropriate by the candidate or as specified if required by the review committee. All service contributions must be categorized by area (University, professional, or community) and dates of service, description of service, and expected or known results (if applicable) should be included. Documentation of the quality of the service may also be included.

University service:
1. Membership on a Department, College, or University committee.
2. Service as an officer on a Department, College, or University committee.
3. Membership on a Department, College, or University subcommittee or ad hoc committee.
4. Service as a chairperson of a Department, College, or University subcommittee or ad hoc committee.
5. Fulfillment of administrative responsibilities (in addition to regular workload) related to either the academic or support services of the University community (such as interviewing prospective students, functioning as course facilitator, participating in New Student Orientation, etc.).
6. Conduction of studies or preparation of proposals for the Department, College, or University.
7. Sponsorship and/or advisement for a student club, society, or professional organization.
8. Academic advisement to majors and/or concentrations.
9. Student or faculty recruitment and retention activity.
10. Other activities the candidate believes to be pertinent.

Professional service:
1. Committee membership in a professional organization related to the nursing discipline/area of faculty member’s expertise.
2. Service as a conference planner/organizer/chair or discussion leader, peer reviewer, or session chairperson for local, regional, national, or international events of a professional organization.
3. Service as a committee chairperson or officer, board member, or other leadership role in a professional organization related to the nursing discipline or faculty member’s expertise.
4. Consultation, editing, or peer reviewing as requested by health facilities, educational institutions, professional organizations or publications, businesses/industries, or governmental organizations.
5. Clinical practice.

Community service:
1. Participation at off-campus programs for the community, such as health fairs or non-credit continuing education or community health courses related to the nursing discipline or the faculty member’s area of expertise.
2. Presentations to community groups in areas related to University affiliation, the faculty member’s discipline, or area of expertise.
3. Contributions in the community that are related to University affiliation, the faculty member's discipline, or area of expertise, including clinical practice.
4. Contributions to the international community or discipline-related exchange of knowledge related to the greater world community and its health care needs and practices.
5. Community projects and/or service to the community at large.

**SERVICE: STANDARDS BY RANK**

**Lecturer:**
Participation in faculty governance at the departmental level is optional.

**Instructor:**
Service activities must be appropriate to the mission of the School and demonstrate continuous professional growth. Activities that must be documented are listed as follows.
1. Activities that support the department, community, and profession.
2. Participation in faculty governance at the departmental level as appropriate.

**Senior Instructor:**
Service activities must be appropriate to the mission of the School and demonstrate continuous professional growth. Activities that must be documented are listed as follows.
1. Activities that support the department, community, and profession.
2. Participation in faculty governance at the departmental level as appropriate.
3. Participation as assigned and negotiated.

**Assistant Professor:**
Service activities must be appropriate to the mission of the School and demonstrate continuous professional growth. Expectations are for modest activities within the University during the first two to three years as a faculty member. Activities that must be documented are listed as follows.
1. At least three of the activities listed in the preceding section. (Service: Examples and documentation)
2. Activities that reflect contributions in at least two of the three service categories (University/College/Department, Profession, Community).

**Associate Professor:**
Service activities are expected to show effective contribution, and demonstrate continuity and progression toward the rank of Associate Professor. Activities that must be documented are listed as follows.
1. At least four activities listed in the examples since the initial appointment or promotion to the rank of Assistant Professor.
2. At least three of the activities identified below:
   a. Assumption of administrative responsibilities (in addition to regular workload) related to either the academic or support services of the University community.
   b. Conduction of studies or preparation of proposals for the Department, College, or University.
c. Committee membership for a professional organization related to the faculty member’s discipline/area of expertise.

d. Service as conference planner/organizer/chair or discussion leader, peer reviewer, or session chairperson for local, regional, national, or international events of a professional organization.

e. Service as a chairperson or officer or other leadership role in a professional organization related to the nursing discipline or faculty member’s expertise.

f. Consultation, editing, or peer reviewing as requested by health facilities, educational institutions, professional organizations or publications, businesses/industries, or governmental organizations.

g. Contributions to the community that are related to University affiliation or area of the faculty member’s expertise.

3. A summary of university, professional, and community service that includes a self-evaluation and identified service goals. (When appropriate, additional documentation of evidence that the provided service met its intended purpose may be included with the promotion materials.)

**Full Professor:**

Service activities must be active, substantive, and demonstrate continuity and progression toward the rank of Full Professor. Activities that must be documented are listed as follows.

1. At least six of the activities cited as examples in the list above.

2. At least four of the activities should come from the following:

   a. Service as chair of a Department, College or University committee, subcommittee, or ad hoc committee, or as a member of the University Executive Committee of the Faculty Senate.

   b. Assumption of administrative responsibilities (in addition to regular workload) related to either the academic or support services of the University community.

   c. Service as a conference planner/organizer/chair or discussion leader, peer reviewer, or session chairperson for local, regional, national, or international events of a professional organization.

   d. Service as committee chairperson or officer or other leadership role of a professional organization related to the faculty member’s expertise.

   e. Consultation, editing, or peer reviewing as requested by health facilities, educational institutions, professional organizations or publications, businesses/industries, or governmental organizations.
References


Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
Approved Department of Advanced Practice Nursing: 3/2/2010 Vote: 5-0-0, 4/08/2014 Vote: 7-0-0, 8/25/2015 Vote: 8-0-0, 9/19/2016 Vote: 7-0-0, 11/1/2016 Vote 8-0-0, 3/21/2017 Vote: 7-0-0

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