

## Standards and Criteria for Tenure and Promotion

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### 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 Nursing Professionals (BCCNP) 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 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 and a primarily undergraduate teaching centered university. This document provides examples of criteria for the evaluation of excellence within each of teaching, scholarship, and service, thus, allowing faculty options in the design of their career path. **The criteria are not exhaustive, nor are they to be used as a checklist that must be completed. The criteria provide examples of objective evidence that can be used to judge excellence.**

University guidelines as detailed in the Senate-approved Principles and Essential Features of Standards and Collective Agreement provisions shall guide all such standards and expectations. In particular, applicants should document clear evidence of the following:

- That they have achieved “incremental and accumulative growth” as teachers/professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service
- That they have met “increasing expectations for teaching/professional role, research, and service,” recognizing that as faculty move through the ranks, there should be documented evidence of increasing levels of performance in all areas.

- That they have achieved “recognition and assessment by peers at local, national, or international levels,” making sure to employ “recognition and assessment” as means of documenting an increasing sphere of influence.
- That their work can be assessed in terms of its **quantity, quality, and impact**.

### **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 and service for bipartite applicants, and the balance among teaching, research/scholarship, and service for tripartite applicants may differ based on 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.

The relative weighting of evidence for purposes of promotion should consider the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility of teaching and on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching 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: 40%  
Scholarship: 40%  
Service: 20%

#### Bipartite

Teaching: 80%  
Service: 20%

Note: that the research/scholarship weighting for tripartite faculty cannot fall below 40%.

## Criteria for Tenure and Promotion in the School of Nursing

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### Academic Qualifications and Appointment Criteria for HCA, PN\*, BScN, MN Faculty

- Current and relevant experience
- Holds a practicing registration with BCCNP
- Terminal Degree preferred for Bipartite and Tripartite positions

\* Additional qualifications for the PN program as mandated by the Ministry of Advanced Education per the articulated curriculum is the Provincial Instructor Diploma or equivalency.

#### Assistant Professor

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of teaching ability in a manner recognized and assessed by peers.
- The candidate must demonstrate potential for successful engagement in Scholarly Activity that would be recognized and assessed by peers locally and regionally.
- The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that would be recognized and assessed by peers locally and regionally.

#### Associate Professor

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national level.
- The candidate must show consistent accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the national level.

The candidate must provide evidence of consistent service contribution to the 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 Professor level. This performance should be recognized by peers at the national level.

#### Full Professor

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must show incremental and accumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national and international levels.
- The candidate must show consistent and exemplary accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the international level.
- The candidate must provide evidence of consistent and exemplary service contribution to the 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 Associate Professor level. This performance should be recognized by peers at the international level.

#### Lecturer

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must demonstrate potential for successful engagement in teaching that would be recognized and assessed by peers as significant at least at the local and regional level.
- The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that is recognized and assessed by peers.

#### Senior Lecturer

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.

- The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national level.
- The candidate must provide evidence of consistent service contribution to the 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 Lecturer level. This performance should be recognized by peers at the national level.

#### Principal Lecturer

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the international level.
- The candidate must provide evidence of consistent and exemplary service contribution to the 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 Senior Lecturer level. This performance should be recognized by peers at the international level.

## 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. 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.

## Teaching Criteria

Assistant Professor / Lecturer	Associate Professor / Senior Lecturer	Professor / Principal Lecturer
<b>Productive Engagement in Teaching</b>	<b>Consistent and Increasing Sphere of Influence in Teaching</b>	<b>Outstanding and Sustained Evidence of Leadership in Teaching</b>
<ul style="list-style-type: none"> <li>Is a subject matter expert and/or resource person to build capacity at the local, regional and/or provincial level.</li> </ul>	<ul style="list-style-type: none"> <li>Is a subject matter expert and/or resource person to build capacity at the national level.</li> </ul>	<ul style="list-style-type: none"> <li>Is a subject matter expert and/or resource person to build capacity at the international level.</li> </ul>
<ul style="list-style-type: none"> <li>Uses appropriate theories and principles of teaching and learning to facilitate student learning at the local, regional and/or provincial level.</li> </ul>	<ul style="list-style-type: none"> <li>Recognized and assessed for teaching expertise at the national level.</li> </ul>	<ul style="list-style-type: none"> <li>Recognized and assessed for teaching excellence at the international level.</li> </ul>
<ul style="list-style-type: none"> <li>Uses appropriate educational strategies to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and/or implements novel educational strategies to facilitate student engagement in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Develops, implements and evaluates novel educational strategies to facilitate student engagement in learning.</li> </ul>
<ul style="list-style-type: none"> <li>Uses established evaluation strategies to assess student learning consistent with course learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Uses diverse evaluation methods to assess student learning consistent with course learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Develops, implements and evaluates novel evaluation methods to assess student learning consistent with course learning outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>Creates a quality learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively addresses student learning challenges using evidence-informed action to facilitate learning.</li> </ul>	<ul style="list-style-type: none"> <li>Recognized by colleagues as a mentor to address student learning challenges.</li> </ul>
<ul style="list-style-type: none"> <li>Reflects on own teaching and uses a variety of methods to improve performance and/or practice.</li> </ul>	<ul style="list-style-type: none"> <li>Critically reflects on the development, delivery and refinement of courses across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Recognized by colleagues as a mentor on the development, delivery and refinement of courses and curricula.</li> </ul>
<ul style="list-style-type: none"> <li>Delivers courses consistent with an understanding of the curriculum design.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to curriculum design and revision.</li> </ul>	<ul style="list-style-type: none"> <li>Leads curriculum design and revision.</li> </ul>

- 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



## 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.

\*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).

Assistant Professor	Associate Professor	Professor
<p><b>Productive Engagement in Scholarship</b></p> <ul style="list-style-type: none"> <li>Establishes a program of scholarship.</li> <li>Supervises undergraduate students' scholarly activities and/or serves on graduate student supervisory committee</li> <li>Assists students in scholarship development</li> <li>Secures internal and/or external funding to support scholarship</li> <li>Acts as a peer reviewer</li> <li>Has 3 publications within 5 years normally in peer-reviewed journal and/or peer-reviewed conference proceedings</li> </ul>	<p><b>Increasing Sphere of Influence in Scholarship</b></p> <ul style="list-style-type: none"> <li>Maintains a program of scholarship that is recognized and assessed at the national level.</li> <li>Supervises/co-supervises on student thesis and/or dissertation committees.</li> <li>Assists colleagues in scholarship development</li> <li>Secures external peer-reviewed funding to support scholarship</li> <li>Demonstrates an increasing record as a peer reviewer</li> <li>Has 1 publication per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings</li> </ul>	<p><b>Outstanding &amp; Sustained Leadership in Scholarship</b></p> <ul style="list-style-type: none"> <li>Maintains a robust program of scholarship that is recognized and assessed at the international level.</li> <li>Supervises/co-supervises on internal/external student thesis and/or dissertation committees</li> <li>Contributes to the scholarly development of colleagues beyond the university</li> <li>Maintains a record of external peer-reviewed funding to support scholarship.</li> <li>Demonstrates a sustained record as a peer reviewer.</li> <li>Has 2 publications per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings</li> </ul>
<ul style="list-style-type: none"> <li>Local, regional and/or provincial conference and/or workshop presentations</li> <li>Shares expertise at public events or through various media forums</li> </ul>	<ul style="list-style-type: none"> <li>Peer-reviewed provincial and/or national conference and/or workshop presentations.</li> <li>Shares expertise at public events or through various media forums</li> </ul>	<ul style="list-style-type: none"> <li>Invited keynote speaker at peer-reviewed national and/or international conference and/or workshop presentations</li> <li>Influences the public through a variety of media forums</li> </ul>

## Service

There is an expectation that nursing faculty be involved in departmental and School of Nursing service with additional service in a variety of other areas to be recognized. Weight will be given to the significance of participation and scope of involvement.

### Service Criteria

	<b>Assistant Professor Lecturer</b>	<b>Associate Professor Senior Lecturer</b>	<b>Professor Principal Lecturer</b>
	Commitment to Service	Consistent contribution to service	Outstanding contribution to service
<b>School of Nursing</b>	<ul style="list-style-type: none"> <li>Actively participates in School of Nursing Faculty Council and program committees.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing record of assuming leadership role(s) within the School of Nursing (e.g., Chair of committees, Semester lead, Coordinator, Chairperson etc.).</li> <li>If tenured, participates in School of Nursing (e.g., Sabbatical; Appointments; Performance Review; Promotion and Tenure committees)</li> <li>Mentors faculty in developing their service contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained record of leadership within the School of Nursing.</li> </ul>
<b>University Community</b>	<ul style="list-style-type: none"> <li>Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Student Orientation, Faculty Association, convocation)</li> </ul>	<ul style="list-style-type: none"> <li>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.).</li> </ul>	<ul style="list-style-type: none"> <li>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.).</li> </ul>

## Service Criteria

	<b>Assistant Professor Lecturer</b>	<b>Associate Professor Senior Lecturer</b>	<b>Professor Principal Lecturer</b>
	Commitment to Service	Consistent contribution to service	Outstanding contribution to service
<b>Professional Community</b>	<ul style="list-style-type: none"> <li>Actively participates in activities that contributes to professional organizations (e.g., committee work).</li> <li>Beginning record as a consultant with professional organizations at the local, regional and/or provincial level.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>Increasing record as a consultant with professional organizations at the local, regional and/or provincial level.</li> <li>Serves as reviewer for health related publication.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained record of involvement and/or leadership in professional organizations at the national and/or international level (see senior lecturer / associate professor column).</li> <li>Sustained record as a consultant with professional organizations at the national and / or international level.</li> <li>Serves as editor of health related publication.</li> </ul>
<b>Community at Large</b>	<ul style="list-style-type: none"> <li>Actively participates in service organizations (e.g., Rotary, Church, YMCA etc.).</li> <li>Volunteers for non-profit events (e.g., Terry Fox, Run for the Cure, Ski Patrol etc.).</li> </ul>	<ul style="list-style-type: none"> <li>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.).</li> <li>Provides professional service to public (e.g., public lectures etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Sustained record of active engagement in national and/or international organizations (e.g., United Way, Canadian Cancer Society etc.).</li> </ul>

## References

- Acorn, S. & Osborne, M. (2013). Scholarship in nursing: Current view. *Nursing Leadership*, 26(1), 24-29.
- Boyer, E. L. (1990). *Scholarship revisited: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Canadian Association of Schools of Nursing (CASN). (2013). *CASN Position Statement on Scholarship among Nursing Faculty*. Toronto, ON: CASN.
- Potter, M. & Kustra, E. (2011). The relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications. *International Journal for the Scholarship of Teaching and Learning*, 5(1), 1-18.

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