Promotion Guidelines for Doctoral Term Faculty
School of Nursing
College of Health and Human Services

The mission of the College of Health and Human Services is to prepare "graduates to function as professionals in multidisciplinary environments and on interdisciplinary teams. Graduates of our programs provide leadership, care, and services to individuals, families, and communities. Faculty and students in the college engage in scholarly activities and research in order to improve the health, quality of life, and well being of all people." (http://www.gmu.edu/depts/chhs/about/mission.html). In congruence with this mission, we, the faculty of the School of Nursing, embrace a definition of Scholarship that is consistent with our mission to provide for the educational needs of diverse learners.

Literature on scholarship offers directions for this formulation. Boyer, in a report for the Carnegie Foundation, suggests that we move away from the academic tradition of thinking about teaching as being separate from scholarship or research (Boyer, 1991). While scholarship historically meant engaging in original research, Boyer expands the meaning of scholarship to include "stepping back from one's investigations, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students." Scholarship, as he defines it, has four functions: teaching, discovery, integration, and application. Shulman proposes a different, but complementary, approach, calling for a focus on expanding the knowledge base for teaching (Hatch, 2006). Shulman notes that we have an impoverished understanding of the knowledge and skills needed to teach and that a new focus on the scholarship of teaching is needed to address this problem (Hatch, p. xxi). Both Boyer and Shulman encourage us to think about scholarship broadly. We propose this view of scholarship as the basis for Appointment and Promotion Criteria for doctoral term faculty. We believe that a broad view of scholarship is necessary to meet the goals of the School of Nursing in both providing needed educational services and preparing professionals for leadership positions in advancing nursing practice to improve health for diverse members of our community.

These guidelines embody Shulman's definition of scholarship: "An act of intelligence or artistic creation becomes scholarship when it possesses at least three attributes:
- **It becomes public**
- **It becomes an object of critical review and evaluation by members of one's community**
- **Members of one's community begin to use, build upon, and develop those acts of mind and creation." (Hatch, xi).**

Evidence brought forward for consideration for promotion must relate to all three of these attributes.

These guidelines for term faculty have been developed in congruence with the Provost's direction that "candidates for promotion must demonstrate at least high competence in the focus area (teaching or research) by the standards developed locally and approved by the Provost." (http://www.gmu.edu/departments/provost/documents/termfacguide.doc). A focus on teaching in the School of Nursing is defined according to criteria presented here for the Scholarship of

Teaching and Scholarship of Application. A focus on research in the School of Nursing is defined according to criteria presented here for the Scholarship of Integration and Scholarship of Discovery.

Assumptions Underlying Proposed Guidelines:

The following reflect our assumptions about the scholarship of teaching and learning in the School of Nursing:

1. The results of research on effective teaching, while valuable, are not the sole source of evidence on which to base a definition of the knowledge base of teaching (Shulman, 1986, p. 9).
2. It is the professional responsibility of educators to engage continuously in their own efforts to study the quality of their work, its fidelity to their missions, and its impact on students intellectually, practically, and morally (Hatch, p. x).
3. A "culture of evidence" should be built around the scholarship of practitioners (teachers and clinicians) themselves, in addition to the work of external scholars and scientists (Hatch, p. ix).
4. Learning to teach should be inseparable from learning to inquire (Dewey, 1904).
5. Teaching is a complex intellectual endeavor that demands disciplinary expertise, a deep understanding of students, and sophisticated pedagogical skills (Hatch, p. 11).
6. Teachers have a professional responsibility to mentor peers and contribute to the development of their organizations.
7. Teachers influence the learning of their peers and the development of their organizations through the creation of explicit representations of knowledge that can be shared across contexts (Hatch, p. 68).
8. By collecting data, recording their impressions, and reflecting on their experiences, teachers develop representations that help them to articulate what they are learning and to influence the learning of peers (Hatch, p. 74).

Criteria for Promotion

Term Assistant Professor	Term Associate Professor	Term Full Professor
Scholarship of Teaching		
Demonstrates _competence_ in teaching content and methods: 1. Develops, teaches, and evaluates courses that reflect best practices in teaching 2. Initiates and evaluates innovative teaching methods 3. Counsels and advises students 4. Demonstrates self assessment, peer assessment, and student assessment 5. Applies technology to create effective teaching platforms 6. Documents continued learning in content and teaching methods 7. Initiates oral and written professional presentations for peers and community	Demonstrates _high competence_ in teaching content and methods with an emerging national reputation: 1. Coaches others in the development and teaching of courses that reflect best practices in teaching 2. Initiates formal and informal counseling and advising of students 3. Demonstrates high competence in a variety of teaching pedagogies 4. Participates in development, evaluation and/or curricular revision 5. Mentors faculty 6. Demonstrates continued learning in content and innovative teaching 7. Targets specific audiences for oral and written presentations for teaching 8. Directs independent studies and participates on dissertation committees	Demonstrates _genuine excellence_ in teaching content and methods with a national or international impact: 1. Mentors others in the development and teaching of courses that reflect best practices in teaching 2. Initiates innovations to enhance counseling and advising of students 3. Initiates curricular innovations to enhance academic programs within the School 4. Coordinates development, evaluation and/or revision of curriculum 5. Coordinates mentorship of faculty 6. Provides substantive contributions to the scholarship of teaching 7. Targets oral and written presentations for national/international impact 8. Directs independent studies, theses, and/or dissertations
Scholarship of Application		
Demonstrates _competence_ linking knowledge and service/practice: 1. Provides community service related to professional activities 2. Participates actively on School, College, and University committees 3. Contributes to professional organizations	Demonstrates _high competence_ linking knowledge and service/practice methods with an emerging national reputation: : 1. Serves as consultant for peers and community on practice issues 2. Provides leadership in community activities 3. Provides leadership on School, College, and University committees 4. Serves as a peer reviewer for conference abstracts and/or manuscripts for publication	Demonstrates _genuine excellence_ linking knowledge and service/practice with a national or international impact: 1. Serves as invited consultant for peers and community on practice issues 2. Initiates leadership and collaborative roles in community activities 3. Provides leadership and mentorship on School, College, University committees 4. Serves as a peer reviewer on editorial boards of professional journals 5. Promotes partnerships with other universities and organizations

Scholarship of Integration		
Demonstrates *competence* in the understanding and synthesis of key issues within areas of knowledge: 1. Contributes to publications such as newsletters, media, educational materials , reports, journal articles, and or book reviews (peer review not required) 2. Collaborates with other disciplines in University presentations/committees	Demonstrates *high competence* in the understanding and synthesis of key issues within areas of knowledge methods with an emerging national reputation: 1. Contributes to publications such as newsletters, media, educational materials , reports, journal articles, and or book reviews.(some peer review required) 2. Uses other disciplines in development of one's specialization 3. Initiates collaborative learning in classes and projects	Demonstrates *genuine excellence* in the understanding and synthesis of key issues within areas of knowledge with a national or international impact: 1. Articulates and fosters a spirit of interdisciplinary learning in professional activities 2. Integrates interdisciplinary perspectives into scholarship 3. Initiates interdisciplinary activities in University and external community 4. Publishes scholarly findings that demonstrate synthesis of key issues in education
Scholarship of Discovery		
Engages in *competent* systematic inquiry for the purposes of advancement of knowledge: 1. Designs and implements scholarly inquiry in areas related to nursing or education 2. Demonstrates knowledge of evidence based practice 3. Presents results of scholarly inquiry to peers and external community	Demonstrates *high competence* in systematic inquiry for the purposes of advancement of knowledge methods with an emerging national reputation: 1. Develops a distinct program of scholarly inquiry 2. Contributes to knowledge of evidence based practice 3. Presents scholarly activities at regional/national meetings 4. Disseminates outcomes of scholarship in professional publications	Demonstrates *genuine excellence* in systematic inquiry for the purposes of advancement of knowledge with a national or international impact: 1. Extends development of program of scholarly inquiry 2. Mentors peers in methods for scholarly inquiry in evidence based practice 3. Presents scholarly activities at regional/national professional meetings 4. Disseminates outcomes of scholarship in peer-reviewed publications 5. Writes proposals for funding

Evidence for Casebook: Focus on Teaching
Guidelines from Provost Website

Term Assistant Professor	Term Associate Professor	Term Full Professor
- Letter of recommendation from Dean or Director - Letters of recommendation from earlier committees evaluating the case, and from department chairs (where relevant). - Candidate's employment chronology, particularly at GMU to include: date of hire, date of initial appointment to a term faculty position, and ensuing renewals - Candidate's vita, including clear evidence about scholarship of teaching - Candidate's statement about teaching, including future plans and potential contributions to the university's national reputation, if applicable (not to exceed 8 pages) - Student, peer, supervisory evaluations attesting to competence in teaching	- Letter of recommendation from Dean or Director - Letters of recommendation from earlier committees evaluating the case, and from department chairs (where relevant). - Candidate's employment chronology, particularly at GMU to include: date of hire, date of initial appointment to a term faculty position, and ensuing renewals - Candidate's vita, including clear evidence about consistent and substantial scholarship of teaching - Candidate's statement about teaching, including future plans and contributions to the university's national reputation (not to exceed 8 pages) - Student, peer, supervisory evaluations attesting to high competence in teaching	- Letter of recommendation from Dean or Director - Letters of recommendation from earlier committees evaluating the case, and from department chairs (where relevant). - Candidate's employment chronology, particularly at GMU to include: date of hire, date of initial appointment to a term faculty position, and ensuing renewals - Candidate's vita, including clear evidence about exemplary scholarship of teaching - Candidate's statement about teaching, including future plans and substantial contributions to the university's national reputation (not to exceed 8 pages) - Student, peer, supervisory evaluations attesting to teaching excellence
The evaluation of performance in teaching must include evidence of competent teaching in a variety of classes, while maintaining a consistent and appropriate teaching load. In the case of instructional faculty who have significant administrative responsibilities, evaluations of administrative service should supplement the evaluation of teaching.	The evaluation of performance in teaching must include evidence of highly competent teaching in a variety of classes, while maintaining a consistent and appropriate teaching load. In the case of instructional faculty who have significant administrative responsibilities, evaluations of administrative service should supplement the evaluation of teaching.	The evaluation of performance in teaching must include evidence of teaching excellence in a variety of classes, while maintaining a consistent and appropriate teaching load. In the case of instructional faculty who have significant administrative responsibilities, evaluations of administrative service should supplement the evaluation of teaching.

Additional suggested evidence, not to exceed 8 pages	**Additional suggested evidence, not to exceed 8 pages**	**Additional suggested evidence, not to exceed 8 pages**
• Student/alumni letters attesting to competence in teaching • Syllabi or other course materials created by candidate • Public presentations related to teaching • Publications related to teaching • Creative scholarly activities disseminated to public • Awards recognizing teaching competence	• Student/alumni letters attesting to high competence in teaching • Peer-reviewed presentations related to teaching • Peer-reviewed publications related to teaching • Creative scholarly activities disseminated to public at regional/national levels • Theses and dissertations supervised • Regional and/or national awards recognizing high competence in teaching • Grant and contract awards • Outside letters concerning high competence in the scholarship of teaching and application	• Student/alumni letters attesting to teaching excellence • Original contributions to pedagogy that have received public recognition • Substantial and consistent peer-reviewed presentations related to teaching • Consistent record of peer-reviewed publications related to teaching • Creative scholarly activities disseminated at national/international levels • Theses and dissertations supervised • National and/or international awards recognizing teaching excellence • Grant and contract awards • Outside letters attesting to genuine excellence in the scholarship of teaching and application
It is suggested that evidence be presented in a Teaching Portfolio	*It is suggested that evidence be presented in a Teaching Portfolio*	*It is suggested that evidence be presented in a Teaching Portfolio*

Evidence for Casebook: Focus on Research
Guidelines from Provost Website

Term Assistant Professor	Term Associate Professor	Term Full Professor
• Letter of recommendation from Dean or Director • Letters of recommendation from earlier committees evaluating the case, and from department chairs (where relevant). • Candidate's employment chronology, particularly at GMU to include: date of hire, date of initial appointment to a term faculty position, and ensuing renewals • Candidate's vita, including clear evidence about competence in research • Candidate's statement about research, including future plans and potential contributions to the university's national reputation, if applicable (not to exceed 8 pages) • Student, peer, supervisory evaluations attesting to competence in research	• Letter of recommendation from Dean or Director • Letters of recommendation from earlier committees evaluating the case, and from department chairs (where relevant). • Candidate's employment chronology, particularly at GMU to include: date of hire, date of initial appointment to a term faculty position, and ensuing renewals • Candidate's vita, including clear evidence about consistent development of a program of research • Candidate's statement about research, including future plans and contributions to the university's national reputation (not to exceed 8 pages) • Student, peer, supervisory evaluations attesting to high competence in research	• Letter of recommendation from Dean or Director • Letters of recommendation from earlier committees evaluating the case, and from department chairs (where relevant). • Candidate's employment chronology, particularly at GMU to include: date of hire, date of initial appointment to a term faculty position, and ensuing renewals • Candidate's vita, including clear evidence about consistent program of research • Candidate's statement about research, including future plans and substantial contributions to the university's national reputation (not to exceed 8 pages) • Student, peer, supervisory evaluations attesting to research excellence
The evaluation of performance in research must include evidence of competent scholarship of discovery and integration. In the case of instructional faculty who have significant administrative responsibilities, evaluations of administrative service should supplement the evaluation of research.	The evaluation of performance in research must include evidence of high competence in the scholarship of discovery and integration. In the case of instructional faculty who have significant administrative responsibilities, evaluations of administrative service should supplement the evaluation of research.	The evaluation of performance in research must include evidence of genuine excellence in the scholarship of discovery and integration. In the case of instructional faculty who have significant administrative responsibilities, evaluations of administrative service should supplement the evaluation of research.

Additional suggested evidence, not to exceed 8 pages	**Additional suggested evidence, not to exceed 8 pages**	**Additional suggested evidence, not to exceed 8 pages**
- Student/alumni letters attesting to competence in research - Syllabi or other course materials created by candidate that focus on the pedagogy of research - Original contributions to curricular activities related to research - Public presentations related to research - Publications related to research - Creative scholarly activities disseminated to public - Awards recognizing research competence	- Student/alumni letters attesting to high competence in research - Outside letters concerning high competence in research - Curricular innovations related to research - Peer-reviewed research presentations - Peer-reviewed publications related to research - Creative scholarly activities disseminated at regional/national levels - Theses and dissertations supervised - Regional and/or national awards recognizing high competence in research - Grant and contract awards - Outside letters concerning high competence in the scholarship of discovery and integration - Awards recognizing competence in research	- Student/alumni letters attesting to research excellence - Outside letters concerning genuine excellence in research - Pedagogical innovations related to research with regional/ national recognition - Peer-reviewed research presentations at national/international conferences - Substantial and consistent peer-reviewed publications related to research - Creative scholarly activities disseminated at national/international levels - Theses and dissertations supervised - Regional and/or national awards recognizing genuine excellence in research - Grant and contract awards - Outside letters concerning excellence in the scholarship of discovery and integration - Awards recognizing competence in research

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