Procedure Number: S-663

Effective Date: September 5, 2012

Department of Origin: Faculty Rank and Promotion Committee

Procedure Approved By: Faculty Rank and Promotion Committee

Contact: Ellen Poole, Committee Chair

Purpose:

Advancement in academic rank provides a means by which a faculty member demonstrates their professional achievements as well as breadth of interest and competence through the development of a professional portfolio. Peer review of the documentation is an essential component of the process and provides for maintenance of academic standards within Chamberlain College of Nursing.

Areas of Responsibility:

Process:

The process for advancement in academic rank involves the development of a professional portfolio. The usual steps for creating a portfolio include:

- Identify evidence that supports accomplishments in: teaching effectiveness, services, professional development, and scholarship
- Summarize accomplishments within each area, and
- Assemble evidence supporting accomplishments

The portfolio may vary in its specific contents, but it typically includes evidence regarding the candidate's accomplishments. At the time of application, the faculty member will have met the minimum educational and experiential requirements of the rank being sought. (Expectations of Rank are included at the conclusion of this document). The faculty member should anticipate that more than one year may be required to create and organize the materials that will eventually be included in the portfolio. It is highly recommended that the faculty will seek the assistance of a mentor when developing the portfolio. Prior to submission, the faculty member must have the portfolio reviewed and approved by president or designee, if campus based, or by program director/dean or designee, if online based. Materials in a portfolio may include, but not be limited to, the following (**mandatory materials are starred***):

1) **Teaching Effectiveness**
    a) <u>Accomplishments</u>
        i) Developed a personal teaching philosophy, strategies, and objectives
        ii) Has taken steps to evaluate and improve teaching
        iii) Teaching responsibilities since last change of rank reflect increased responsibilities and professional development
        iv) Curricular revisions — including new course projects, materials, class assignments, or other activities related to course development — reflect current pedagogical strategies and candidate's personal philosophy of teaching

     v) Involved in supervision of honors students and extracurricular activities
     vi) Involved in teaching related professional activities outside of the institution
  b) Evidence
     i) **Scholarly reflective statement by the candidate describing personal teaching philosophy, strategies, and objectives** *
     ii) Description of steps taken to evaluate and improve teaching
     iii) List of teaching responsibilities since last change of rank
     iv) **Representative course syllabi that detail course content and objectives, teaching methods, and assignments* (please submit only one current course syllabi).**
     v) Invitations to teach from outside agencies, to present a paper at a conference on teaching one's discipline or on teaching in general, or to participate in a media interview on a successful teaching method.
     vi) **Student course and teaching evaluation data, which suggest improvement or produce an overall rating of effectiveness or satisfaction**. *
     vii) **Statements from colleagues who have systematically reviewed the candidate's classroom and clinical performance**.* **(Peer evaluations)**
     viii) **A statement by a chairperson, dean, or director assessing the candidate's teaching contribution to the nursing program or track**.*
     ix) Honors or other recognition from students or colleagues such as a distinguished teaching award or election to an education committee
     x) Research demonstrating scholarship of teaching
     xi) **Letters of recommendation*** : writers speak specifically to qualifications of candidate in teaching, service, or professional development (**these should be different from those used in peer evaluations)**
     xii) Description of curricular revisions including new course projects, materials, class assignments, or other activities related to course development
     xiii) Information about direction/supervision of honors students, extracurricular activities
     xiv) Description of teaching-related professional activities outside of the institution

2) **Service to the College and the Community**
  a) Accomplishments:
     i) Demonstrated breadth and depth of service activities for College and community
     ii) Contributed (service) to the College such as leadership activities, presentations to faculty and staff, alumni activities, author of article(s) in college newspaper, student nurse association sponsor, and involvement in recruitment activities
     iii) Service to the College mission and purposes
     iv) Participated in College or DeVry Education Group task forces, ad hoc committees, and initiatives
     v) Participated in College or DeVry Education Group initiatives and outreach to the community
  b) Evidence:
     i) **Letters of recommendation*** : writers speak specifically to qualifications of candidate service
     ii) **List of all committees on which the candidate has served including dates and particular contributions made to the committee's work*** (one example of product produced and/or committee minutes which illustrates more than attending meetings)
     iii) Evidence of service to the healthcare community as a leader

3) Scholarship: See below for Examples on Levels of Scholarship per Rank.

The faculty member should choose a **minimum of one** of the following four areas for the focus of professional development and scholarship. Activities that would be considered as scholarship have three characteristics. Scholarship must be a) made public, b) open to critical review and evaluation by knowledgeable peers, and c) accessible for exchange and use by others. Furthermore, scholarship activities are goal-directed and employ appropriate methods for inquiry and reflection. **Please indicate in your portfolio the focus area(s) of scholarship illustrated.***

a) **Scholarship of Teaching**
   i) Accomplishments
      (1) Developed innovative teaching strategies
      (2) Authored publications or developed professional presentations about the philosophy and practice of teaching and learning in nursing education
      (3) Conducted research on teaching and/or student learning
      (4) Evaluated education programs
      (5) Completed systematic reviews that integrate and/or apply evidence for educational decisions
   ii) Evidence
      (1) Copies of publications or presentations
      (2) Dissemination of research results
      (3) Letter of validation regarding teaching activities: writers speak specifically to qualifications of candidate in teaching
      (4) Grants for educational research or development of new educational products
      (5) Development, implementation, and evaluation of technologies, simulations, media products, or modules that improve teaching or learning

b) **Scholarship of Practice/Application; Integration (depending on Activity)**
   i) Accomplishments
      (1) Active leadership on community boards
      (2) Actively participated in the political process
      (3) Developed and/or presented written material or workshops for lay audiences
      (4) Authored publications or developed professional presentations about the philosophy and practice of service to society by the nursing profession
   ii) Evidence
      (1) Copies of publications or presentations
      (2) Letter of validation regarding service activities: writers speak specifically to qualifications of candidate in service

c) **Scholarship of Practice/Application; Integration**
   i) Accomplishments
      (1) Active participation in a professional organization, i.e., hold office, committee membership
      (2) Participated in the development and implementation of policies and procedures and/or, clinical practice guidelines related to clinical expertise
      (3) Developed and/or presented CE programs and/or workshops for professional audiences
      (4) Authored publications about the philosophy and practice of nursing
   ii) Evidence
      (1) Copies of the publication about the philosophy and practice of nursing

(2) Letters of validation: regarding professional practice: writers speak specifically to qualifications of candidate in professional practice

(3) Product of committee participation (or activity)

    d) Scholarship of Discovery
   i) Accomplishments
     (1) Participated in individual or group research
     (2) Wrote grant and/or other funding proposals for both individual and group research projects
     (3) Authored publications or developed professional presentations of own research
   ii) Evidence
     (1) Copies of grant proposals
     (2) Letter of validation for group projects: writers speak specifically to qualifications of candidate in research
     (3) Copies of publications or presentations

4) Professional Development
The faculty member is expected to seek opportunities for professional development to remain current and relevant in teaching pedagogy and the nursing discipline. Activities in this category will vary per need and education level of the individual faculty member. Professional development can be formal educational programs to attendance continuing education seminars. Professional certifications and activities to maintain certification would be included .
   i) Accomplishments
     (1) Advanced degree completion
     (2) Professional certifications
     (3) Continuing education programs
   ii) Evidence
     (1) Copies of transcripts/diploma
     (2) Copies of letters/certificates
     (3) Copies of continuing education certificates

The Faculty Rank and Promotion Committee will evaluate the portfolios as submitted. No additional materials will be requested by the Faculty Policy Rank and Promotion Committee.

Timeline for Process of Rank Advancement

This timeline is to be followed to ensure smooth transition in the process of rank advancement.

September	Faculty member reviews process with Campus President/Program/ Track Dean or Designee and requests Application Forms and readiness for Advancement Process, Submits Letter of Intent to Chair of Rank and Promotion Committee Chair
December	a. Faculty submits portfolio to Campus President/Program or Track Dean/Director or designee for review b. Campus President/Program or Track Dean/Director or designee accepts portfolio and writes letter of support or non-support

	c. Only portfolios with letters of support are forwarded to the Chair of the Rank and Promotion Committee
January	Campus President/Program or Track Dean/Director or designee forwards portfolio(s) to the Faculty Rank and Promotion Committee Chair.
February-March	Faculty Rank and Promotion Committee convenes, reviews portfolios, and makes recommendations of support or non-support of advancement
April	The Faculty Rank and Promotion Committee Chair submits recommendations to Vice President of Academic Affairs
June	The Vice President of Academic Affairs may accept or deny the committee recommendations or may request further documentation. The Vice President of Academic Affairs notifies the Campus President/Program or Track Dean/Director or designee and faculty member of the results
July	New academic rank conferred. (HR notified of change in rank for new fiscal year).

Portfolio Format

Until electronic portfolio software is available, the faculty member will submit one jump drive with all documents for the portfolio to be considered. Portfolios that are not submitted in the prescribed format will not be reviewed.

The portfolio will be divided into five sections (files on the jump drive).
*See Cover Sheet for Rank & Promotion

1) Biographical
    a) Portfolio Checklist
        i)   Rank applying for
        ii) CCN Hire Date
        iii) CNE status
        iv) Years of teaching experience
        v) Earned doctorate
    b) Philosophy of teaching
    c) CV
    d) Letter of support from Campus President/Program or Track Dean or designee
2) Teaching and Teaching Effectiveness
    a) Course syllabi
    b) Student course evaluations and Self-reflection and planned improvements
    c) Peer reviews
    d) Chairperson's or Dean's or Director's evaluation
    e) Letters of recommendation
3) Service to College and Community
    a) College service
    b) Community service
4) Scholarship
    a) Teaching
    b) Practice/Application; Integration (depending Activity)
    c) Practice/Application; Integration
    d) Discovery
5) Professional Development
    a) Professional Development Certificates

Resources

All documents for advancement are found in Share Point under Rank and Promotion Committee and Academic Procedures (http://chamberlain/PnP/Academics/Forms/AllItems.aspx) A webinar was developed to assist the faculty member with the process. (Link to webinar: **https://dvg.adobeconnect.com/p83fgt6114k/**   )

Related Documents

S-633 Advancement in Rank, rev. 6.22.2015
F-663 a Cover Sheet for Rank
F-663 b Rank and Promotion Checklist, rev. 6.22.2015
F-663 c Letter of Intent
F- 665-a Curriculum Vitae
S-665 How to complete the Standard Curriculum Vitae
J-663 Expectations of Rank

Rank and
Promotion Updates

References

Acorn, S., & Osborne, M. (2013). Scholarship in nursing: Current view. *Nursing Leadership, 26*(1), 24-29.

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* NY: The Carnegie
        Foundation for the Advancement of Teaching

Oermann, M. H. (2014). Defining and assessing the scholarship of teaching in nursing. Journal of Professional Nursing,
        doi: 10.1016/j.profnurs.2014.03.001

Seldin, P., Miller, J. E. , & Seldin, C.A. (2010). *The teaching portfolio: A practical guide to
        improved performance and promotion/tenure decisions.* (4th ed.) San Francisco, CA: John Wiley and Sons.

Examples of Scholarship Leveled across the Ranks

Scholarship area	Instructor	Assistant Professor	Associate Professor	Full Professor
Scholarship of Teaching Increases the effectiveness of the transfer of discipline specific knowledge and adds to deeper understanding of	Adopts innovations as proposed by senior faculty and provides feedback, Positive peer assessments of	Propose/ identify problems: Member of projects for innovative strategies Successful application of technology to teaching and learning,	How to teach: Innovative strategies: Assist with development/implementation/evaluation Co-author for peer-reviewed presentation/	How to teach: Innovative strategies Developed Lead implementation Lead evaluation Innovative research, PI/co-PI Peer-reviewed presentation beyond campus:

both the discipline and pedagogy.*	innovations in teaching	Regional recognition as a master teacher	publications Recognition as a master teacher Published textbooks or other learning aids Grant awards in support of teaching and learning Co-PI of design of outcome studies or evaluation/assessment programs and presentations related to teaching and learning.	Peer-reviewed publications: lead or sole author/presenter Peer- reviewed publications of research or case studies related to teaching methodology or learning outcomes, learning theory development and development or testing of educational models or theories; accreditation or other comprehensive program reports; National or international recognition as a master teacher PI of design of outcome studies or evaluation/assessment programs and presentations related to teaching and learning.
Scholarship of Practice/ Application; Scholarship of Integration (Depending upon activity) Activity is beyond College service and reflects impact on organizations.	Meets assigned responsibilities	Active participation in committee/community service. The faculty should provide evidence of more than an appointment but the impact of their membership/ participation	Mentors into positions of leadership on: College/community service Active community board members (not leader) Leading program level committees, copyrights, licenses, patents or products for sale Peer reviewed publications of research, policy analysis, case studies, integrative reviews of the literature Presentations and policy papers designed to influence organizations or governments.	More than required college/community service: Generate/lead service idea: SNA Student Government Membership on community boards and seeks leadership position Service Missions (international/national/local): Opens new sites/venues; with peer reviewed publications/presentations regarding activities Positive peer evaluations or contributions to integrative scholarship Reports of interdisciplinary programs or service projects Interdisciplinary grant awards

Scholarship of Practice/ Application; Scholarship of Integration Sustained contribution Maintenance of clinical competency of faculty and the advancement of clinical knowledge in the discipline; practice roles for faculty may include direct caregiver, educator, consultant, and administrator*	Membership in Professional Nursing Organizations Prepping for certification in specialty area… Peer reviews of practice	Active member of an organizational committee or task force (abstract reviewer for upcoming conference Professional certifications, degrees and other specialty credential Presentations related to practice at local level which can include college	Multiple org. committees; leadership of committee or task force Peer reviewed publications of research, case studies, technical applications or other practice issues Presentations related to practice at regional, and/or national Consultation reports Reports compiling and analyzing patient or health services outcomes;	Leadership within professional organizations: President of the organization; membership on a professional organization board Examples of practice: reports of meta analyses related to practice problems; reports of clinical demonstration projects and policy papers related to practice. Presentations related to practice at national and/or international products, patents, license copyrights
Scholarship of Discovery Produces knowledge that is interdisciplinary, collaborative across disciplines and within nursing.*	Support research initiatives at campus/program/college	State/local recognition as a scholar in an identified area	Peer reviewed publications, presentations grant awards mentorship of junior colleagues in research Regional recognition as a scholar in an identified area	National or international recognition as a scholar in an identified area Positive peer evaluations of the body of work.

Definitions and examples are from AACN document, "Defining Scholarship for the Discipline of Nursing" retrieved August 5, 2013 from http://www.aacn.nche.edu/publications/position/defining-scholarship

The Boyer Model

DISCOVERY Produces knowledge that is interdisciplinary, collaborative across disciplines and within nursing.
Examples:
Peer reviewed publications, presentations; grant awards; mentorship of junior colleagues in research; state, regional, national or international recognition as a scholar in an identified area; positive peer evaluations of the body of work.

INTEGRATION Use of concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context or illuminating data in a more meaningful way.
Examples: Peer reviewed publications of research, policy analysis, case studies, integrative reviews of the literature; copyrights, licenses, patents or products for sale; published books; positive peer evaluations or contributions to integrative scholarship; reports of interdisciplinary programs or service projects; interdisciplinary grant awards; presentations and policy papers designed to influence organizations or governments.

PRACTICE Maintenance of clinical competency of faculty and the advancement of clinical knowledge in the discipline; practice roles for faculty may include direct caregiver, educator, consultant and administrator.

Examples: Peer reviewed publications of research, case studies, technical applications or other practice issues; presentations related to practice; consultation reports; reports compiling and analyzing patient or health services outcomes; products, patents, license copyrights; peer reviews of practice; state, regional, national or international recognition as a master practitioner; professional certifications, degrees and other specialty credentials; reports of meta analyses related to practice problems; reports of clinical demonstration projects and policy papers related to practice.

TEACHING Increases the effectiveness of the transfer of discipline specific knowledge and adds to deeper understanding of both the discipline and pedagogy.

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

Definitions and examples are from AACN document, "Defining Scholarship for the Discipline of Nursing" retrieved August 5, 2013 from http://www.aacn.nche.edu/publications/position/defining-scholarship

Expectations of Rank

Faculty expectations for teaching, service, and scholarship vary further by assigned rank. Variability due to rank is based on experience, professional development, and ability to contribute to the College and the profession. Differences among ranks are demonstrated with progressively wider spheres of influence. The instructor's sphere of influence is generally limited to self and immediate peers; the assistant professor's sphere grows to the campus, course, or program level. The associate professor's sphere of influence spreads to regional and national levels; the professor's sphere encompasses the national and international levels. Expectations of faculty build on one another as one progresses in rank. It is assumed that faculty beyond the rank of instructor have the ability to meet all expectations of the preceding rank(s).

Instructor Expectations with Examples (non-exhaustive)
Teaching Expectations (75% of Faculty Responsibilities)
Examples of how teaching expectations could be met include:
- Implements standardized course materials, content, course processes
- Provides feedback on effectiveness of standardized course products
- Implements teaching strategies that are learner-centered and indicative of Chamberlain Care
- Contributes to the development and implementation of quality improvement activities that improve one's teaching
- Articulates a personal philosophy for teaching
- Implements evidence based strategies to evaluate learner outcomes
- Varies teaching strategies to support the needs of diverse learners
- Participates in faculty development and continuing education offerings
- Develops IDP in collaboration with mentors and supervisors

Service (5-20% of Faculty Responsibilities)
Examples of how service expectations could be met include:
- Serves on college committees and/ or task forces at the campus or program level

- Participates in professional and/or community groups that promote professional self-development, continuing education, professional practice, and/or social justice

Scholarship (5-20% of Faculty Responsibilities)

Examples of how scholarship expectations could be met include:
- Implements principles of evidence based teaching and quality improvement within courses
- Identifies topics/ questions for personal scholarship activities
- Participates in activities of scholarship teams or assists other faculty with scholarship projects
- Identifies scholarship mentor(s) for planning personal program of scholarship and IDP

Expected Productivity: Demonstrates progress in meeting goals within IDP annually

Assistant Professor Expectations with Examples (non-exhaustive)
Teaching Expectations (75% of Faculty Responsibilities)

Examples of how teaching expectations could be met include:
- Contributes to the development of standardized course materials, content, course processes
- Assists in the analysis of feedback and data on effectiveness of standardized course products in meeting course outcomes
- Implements teaching strategies that are learner-centered and indicative of Chamberlain Care
- Develops and implements quality improvement initiatives that improve teaching and learning within a course
- Teaching behaviors are congruent a personal philosophy for teaching
- Implements evidence based strategies to evaluate learner outcomes
- Demonstrates ability to individualize teaching strategies to meet multiple learners' needs
- Participates in faculty development and continuing education offerings congruent with IDP goals
- Serves as a peer mentor and classroom observer for novice teachers

Service (5-20% of Faculty Responsibilities)

Examples of how service expectations could be met include:
- Chairs or takes leadership positions on college committees and/ or task forces at the campus or program level
- Takes leadership positions in professional and/or community groups that promote professional self-development, continuing education, professional practice, and/or social justice
- Serves as a mentor to new faculty
- Assumes leadership in course management and course development

Scholarship (5-20% of Faculty Responsibilities)

Examples of how scholarship expectations could be met include:
- Develops and implements evidence based teaching, quality improvement initiatives, and/ or research within a course or campus
- Demonstrates current and continued progress in growing a personal program of scholarship
- Demonstrates leadership in at least one collaborative scholarship activity at the campus or program level, or assists other faculty with scholarship projects
- Disseminates scholarship to local or regional audiences
- Serves as a local mentor for novice scholars

Expected Productivity: At least two (2) activities from the following list underlined biennially:
- Poster or podium presentation at a local or regional conference

- Lead author of a scholarly contribution, policy or position paper for non-Chamberlain academic, public service, or healthcare agency
- Contributing author for book chapter in nursing-related textbook
- Contributing author to a manuscript published in peer-reviewed nursing or related professional journal
- Lead author of an editorial or op-ed submission to peer-reviewed professional journal
- Contributing author of a scholarship grant proposal
- Lead author of two (2) or more published submissions to newsletters of academic or health-related professional organizations
- Principal investigator for a scholarship activity that is supported by intramural funding

Assistant professor able to meet Instructor expectations listed above

Associate Professor Expectations with Examples (non-exhaustive)
Teaching Expectations (75% of Faculty Responsibilities)
Examples of how teaching expectations could be met include:
- Contributes to data-driven processes to update curricula to meet learner, faculty, College, and regulatory needs
- Demonstrates excellence in learner-centered teaching that is indicative of Chamberlain Care
- Takes leadership in the development and implementation of quality improvement initiatives that improve teaching and learning across courses or programs
- Teaching behaviors embody a personal philosophy for teaching
- Implements evidence based strategies to evaluate learner outcomes at the program level
- Demonstrates expertise in individualizing teaching strategies to meet multiple learners' needs
- Contributes to the development and implementation of faculty development and continuing education offerings for others
- Serves as a role model/ mentor and classroom observer for experienced teachers

Service (5-20% of Faculty Responsibilities)
Examples of how service expectations could be met include:
- Chairs or takes leadership positions on college committees and/ or task forces at the national level
- Takes leadership positions in professional and/or community groups that promote professional self-development, continuing education, professional practice, and/or social justice
- Serves as a mentor to existing faculty
- Assumes leadership in curriculum management and program development

Scholarship (5-20% of Faculty Responsibilities)
Examples of how scholarship expectations could be met include:
- Manages or leads evidence based teaching, quality improvement initiatives, and/ or research across a program or across multiple courses
- Current productivity of personal program of scholarship yields knowledge generalizable or transferable to other settings, or builds the knowledge base in a manner that directly relates to education or healthcare outcomes
- Contributes significantly to scholarship teams at the programmatic or multi-campus level
- Serves as a regional mentor for other scholars
- Appraises the scholarship of others through literature syntheses, manuscript reviews, study protocol or grant reviews, or performance evaluations
- Disseminates scholarship to national audiences

Expected Productivity: At least two (2) activities from the following list biennially:
- Podium abstract submission resulting in poster or podium presentation at a national conference

- Lead author of a scholarly contribution, program evaluation, or policy review that advances strategic goals or mission within an healthcare agency or academic institution, or co-author of at least two of such contributions
- Lead author for a book chapter in nursing-related textbook, or co-author for at least two book chapters
- Lead author of a manuscript published in peer-reviewed nursing or related professional journal, or co-author of at least two such published manuscripts
- Lead author of two (2) or more editorial or op-ed published submissions to peer-reviewed professional journal
- Principal or co-investigator for research or demonstration project that is supported by extra-mural funding

Associate professor able to meet Assistant professor expectations listed above

Professor Expectations with Examples (non-exhaustive)
Teaching Expectations (75% of Faculty Responsibilities)
Examples of how teaching expectations could be met include:
- Contributes substantially to the evaluation of curricula and programs of study
- Demonstrates excellence in learner-centered teaching that is indicative of Chamberlain Care
- Takes leadership in the evaluation of quality improvement initiatives that improve teaching and learning across courses or programs
- Provides faculty development and continuing education offerings for others
- Is recognized as an expert in learner-centered teaching and evaluation of learner outcomes

Service (5-20% of Faculty Responsibilities)
Examples of how service expectations could be met include:
- Demonstrates national influence and contribution in professional organizations, policy making bodies, or task forces that advance health, social justice, and/or nursing education outcomes
- Serves as a mentor to nurses and faculty beyond Chamberlain
- Provides significant national contribution to implementing the strategic plan of the College

Scholarship (5-20% of Faculty Responsibilities)
Examples of how scholarship expectations could be met include:
- Participates in national or international teams that direct healthcare and/or nursing education scholarship initiatives, agendas, or projects
- Current productivity of personal program of scholarship yields knowledge generalizable or transferable to other settings, across disciplines, and/ or advances theory or methodology in a specific area of content
- Leads scholarship teams at the programmatic or multi-campus level
- Serves as a national or international mentors for other scholars
- Appraises the scholarship of others through literature syntheses, manuscript reviews, study protocol or grant reviews, or performance evaluations
- Disseminates scholarship internationally

Expected Productivity: At least two (2) activities from the following list biennially:
- Symposium or podium abstract submission resulting in poster or symposium/ podium presentation at an international conference
- Lead author of a scholarly contribution that advances the knowledge base in a healthcare or education content area
- Major author and/or editor of a healthcare or nursing education textbook or editor of a peer-reviewed journal
- Lead author for two manuscripts, one of which must be published, and one of which must be a full/ major or lead article, to peer-reviewed international nursing or related professional journals, or co-author for three full/ major or lead articles
- Principal or co-investigator for a team research project that is supported by a grant from a national foundation, professional organization, or from a government agency

Professor able to meet Associate professor expectations listed above

Revision History Table

Date	Description	Author
	Previous Revised: 3/3/2010; 9/27/11; 5/22/12;10/23/13; 8/26/14; 6/22/2015	R & P Committee
Sept 11, 2012	Numbered and posted	J. Matkovich for E. Poole