

Department of Nursing  
The College of New Jersey  
Disciplinary Standards for Reappointment, Tenure, and Promotion

The attached disciplinary standards have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.

To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.

Sharon Byrne/jr  
Department Chair

April 26, 2019  
Date

Carole Kenner  
Dean

April 26, 2019  
Date

William W. Kepp  
Provost

4/26/19  
Date

The Department of Nursing will next review its disciplinary standards in Academic Year 2023-2024.

## **I. PURPOSE**

The Disciplinary Standards for the Department of Nursing are consistent with the Mission of the College and the School of Nursing, Health, and Exercise Science. We recognize that the College is a primarily undergraduate institution with targeted graduate programs. We expect that our faculty members are accomplished and engaged teacher-scholars and students are accomplished and engaged learners. The department's Disciplinary Standards are consistent with the criteria set forth in the TCNJ Promotions and Reappointment Documents (TCNJ, 2014, 2015, 2017), as well as in the Memorandum of Agreement # 62 Curriculum Transformation ([www.tcnj.edu/~aft/moa/moa62final.doc](http://www.tcnj.edu/~aft/moa/moa62final.doc)). The purpose of our Disciplinary Standards is to elucidate the following points:

- Describe standards for scholarly productivity that are consistent with expectations set forth by the American Association of College of Nurses (AACN) for nursing faculty and that support the teacher-scholar model recognized at TCNJ.
- Provide guidance for pre-tenured faculty in their journey toward reappointment, tenure and promotion.
- Provide guidance to tenured faculty in maintaining scholarly productivity within the teacher-scholar model, as they work toward promotion.
- Provide guidance to the promotion and tenure committee in evaluating candidates for reappointment, tenure and promotion.
- Create and sustain an environment within the Department of Nursing that is supportive of faculty in their scholarly work and of the missions of the department, school, and College. The Department of Nursing has a mentor system for new faculty that seeks to support and guide them from the time of initial hiring through the tenure process.

## **II. FOUNDATION FOR TEACHER-SCHOLAR ROLE**

The Department of Nursing supports the teacher-scholar model as it relates to the mission of the College and to nursing scholarship and practice. In addition, the Department of Nursing subscribes to the definition of scholarship for academic nursing as advanced by the American Association of Colleges of Nursing (AACN, 2018). The definition of scholarship is explicated in the position statement on *Defining Scholarship for Academic Nursing* (AACN, 2018) and sets a national standard for scholarly endeavors within nursing. The AACN defines scholarship in nursing as follows:

Nursing scholarship is the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care. Scholarship is the communication of knowledge generated through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery. . . . The hallmark attribute of scholarship is the cumulative impact of the scholar's work on the field of nursing and health care (2018, p. 2).

Four types of scholarship are described by the AACN in the position statement: the scholarship of discovery, the scholarship of teaching, the scholarship of practice, and the scholarship of integration. These types of scholarship are clarified:

***Scholarship of Discovery.*** This type of scholarship is most like traditional methods of research and is expected of faculty at most colleges and universities. The scholarship of discovery is defined as inquiry that leads to the production of new knowledge, enhances or “expands existing knowledge, and is translatable into practice” (AACN, 2018, p. 2). Diverse investigative methods and designs are included within this category. The scholarship of discovery is realized through (a) primary empirical research, (b) theory development and testing, (c) analysis of large data sets, (d) health services research, (e) methodological studies including implementation science and translational science, and (f) philosophical inquiry and analysis (AACN, 2018). This diversity reflects the variety of scholarly traditions, worldviews and methods within the domain of scholarly nursing.

***Scholarship of Teaching.*** This scholarly approach encourages activities driven by exploration and/or content mastery that lead to knowledge that supports and improves the transfer of nursing art and science. The scholarship of teaching emphasizes understanding, illustrating, elucidating teaching-learning strategies, evaluating their impact on program and learner outcomes, and sharing results (AACN, 2018). The Department of Nursing believes that this type of scholarship has particular relevance within the teacher-scholar model as advanced by the College, as it has the potential to support student learning both formally and informally. The three major types of scholarship within teaching the AACN recognizes are: (a) evaluation research; (b) application of theoretical concepts that guide nursing education instructional practices, curriculum development, and enhance student abilities to provide safe, quality patient care; and, (c) innovation in the development of programs, strategies for the evaluation of program outcomes, and dissemination of teaching methods to improve nursing education for “students, the healthcare community, and discipline” (AACN, 2018, p. 7).

***Scholarship of Practice (Application).*** Nursing is a practice profession; clinical competency and innovation are recognized as critical issues for nursing faculty. Active practice hours in specialty and subspecialty areas are required for maintenance of advanced certifications and licensure. Faculty must have, not only basic practice competency, but should achieve and maintain high levels of current clinical knowledge in their specialty and subspecialty areas. Nurses working in academia should also be involved in origination and dissemination of clinical practice innovations. Scholarly practice directly relates to problem-solving particular issues within practice in regard to individual patients, organizations, and social problems, thus minimizing the gap between theory and practice (AACN, 2018; Boyer, 1990). The goal of the scholarship of practice is to enhance and transform nursing/healthcare delivery and patient outcomes (AACN, 2018). The four components of the scholarship of practice the AACN defines are: (a) the application of competencies, (b) the establishment of academic-practice partnerships, (c) measuring patient, organizational, and administrative outcomes, and (d) evaluating interprofessional team outcomes (AACN, 2018).

***Scholarship of Integration.*** This is defined as scholarship that emphasizes the engagement of institutions and faculty with the communities served and synergy between ideas from nursing

and other disciplines that discovers new insights of existing concepts and knowledge (AACN, 2018). Examples of integrated scholarship include critical analysis, interpretive analysis, and conducting analysis with large data sets generated from clinical practice. Healthcare policy is threaded through the other three domains of scholarship. “The scholarship of healthcare policy includes: problem identification, problem analysis, stakeholder engagement, policy development, policy enactment (designing programs, influencing rules and regulations), policy implementation, policy/program evaluation, and the dissemination of evidence-based best practices (AACN, p. 3).” Thus, interdisciplinary scholarship that is research, practice or teaching focused may qualify as scholarship of integration. By definition, integrative scholarship requires that two or more disciplines and institutions work together to advance knowledge.

The Department of Nursing affirms the model of scholarship advanced by the AACN (2018) for the following reasons. First, this model is consistent with the teacher-scholar model delineated by the Final Report of the Task Force on the Teacher-Scholar Model at TCNJ (2006). Secondly, this model best reflects the types and levels of scholarship important in a practice profession such as nursing. Thirdly, this model is the accepted national model of scholarship to advance the art and science that comprises the discipline of nursing. Finally, all scholarship areas are integral to the sustained growth of the nursing profession and, as such, of equal merit in reappointment, tenure and promotion considerations.

### **III. EVALUATING SCHOLARSHIP QUALITY IN THE TEACHER-SCHOLAR ROLE**

The Department of Nursing recognizes that for work to be considered scholarship it must be disseminated and documented. So that faculty peers may appropriately and fairly judge scholarly work of faculty, there must be standards for that evaluation. In evaluating the scholarship of colleagues, the faculty recognizes both the Department's need for faculty expertise across various nursing specialty and subspecialty areas and the variation in opportunities for funding and dissemination of scholarship across different areas in the discipline. The following types of evidence are proposed for each type of scholarship.

#### **A. EXAMPLES OF VARIOUS TYPES OF SCHOLARSHIP**


***Scholarship of Discovery.*** The scholarship of discovery is the most basic and easily understood form of scholarship. Important to any scholarship is dissemination of ideas and/or findings. Dissemination is documented through publication of peer-reviewed or invited manuscripts related to research, theory, or philosophical inquiry and peer-reviewed or invited presentations of research, methods, theory, or philosophical inquiry; however, according to the AACN, there are also other forms of evidence of quality related to the scholarship of discovery that include but are not limited to the following examples (2018, pp. 4-5):

- Generates new knowledge based on systematic evaluation using all methods of scientific inquiry to inform nursing practice, education, and/or policy through translation of research findings.
- Secures competitive extramural funding to investigate phenomena that expand the core of nursing knowledge.

- Leads successful research initiatives to include research teams or centers at the local, regional, national, or international arenas that focus on scientific inquiry to augment nursing knowledge related to health promotion and/or testing of interventions to improve health and disease outcomes.
- Develops innovative scientific approaches that inform practice and advance healthcare delivery methods.
- Disseminates in peer-reviewed journals with published impact factors or through media outlets.
- Presents research findings at regional, national, and international conferences and healthcare meetings.
- Communicates to lay groups to promote translation and implementation of research findings.
- Develops and investigates unique programs of scientific inquiry at the basic, clinical, or population level to include testing interventions for efficacy, effectiveness, or implementation processes.
- Contributes to the development of scientific standards, health-related guidelines, or policies on a regional, national, or international level.
- Consults as an academic research partner in clinical settings.
- Publishes best practices or evaluation outcomes of doctoral-level nursing programs.
- Is nationally recognized by peers for expertise, excellence, and innovation within an area of research specialty.
- Provides expert reviews for scientific projects and journals, periodicals, or textbooks.
- Receives regional, national, or international awards or recognition of contributions by a peer professional group.
- Guides interprofessional and leadership teams based on area of expertise to improve health and transform health care.
- Serves as a regional, national, or international research expert in leadership positions, on review committees, and on healthcare boards.
- Creates new theoretical frameworks/theory to guide, test, and disseminate the work of new phenomena.

***Scholarship of Teaching.*** Teaching is the essence of the faculty role at TCNJ and its peer institutions; however, documentation of quality related to the scholarship of teaching must be demonstrated. According to the AACN (2018, p. 8) such evidence includes but is not limited to the following examples:

- Redesigns or develops educational systems to effectively prepare students as practitioners, researchers, and educators of the future.
- Develops and implements evidence-based educational strategies that promote critical thinking and clinical decision-making.
- Evaluates impact, cost effectiveness, and efficiency of teaching strategies in attainment of student learning outcomes.
- Disseminates research findings from programmatic and systematic evaluations to foster curricular changes in all levels of nursing education.
- Develops new teaching methods and strategies to prepare graduates for a transformed healthcare system.

- Incorporates and evaluates the use of instructional technology in nursing education.
- Leads the design of interprofessional education that enhances collaborative practice and/or policy development to improve health outcomes. 

***Scholarship of Practice (Application).*** The scholarship of practice generates evidence that involves systematic development, application, and/or innovation through avenues such as, clinical research, the development of new theories or practice strategies, the evaluation of care systems, the development of clinical quality indicators, the systematic evaluation of clinical care systems, the development of new care delivery models, mentoring or leadership roles, the development of practice standards, or the initiation of grant proposals for the creation of new delivery systems that improve access to care. According to the AACN (2018, pp. 4-5), evidence of the quality of the scholarship of practice includes but is not limited to the following examples:

- Develops best practices for translating evidence to practice based on results of translational and implementation science.
- Publishes to influence practice via peer-reviewed venues.
- Disseminates policy papers through peer-reviewed media.
- Provides expert review for quality improvement projects, journals, periodical, or textbooks.
- Disseminates practice-based findings at regional, national, or international meetings.
- Analyzes system-wide data to evaluate practice patterns and/or uncover new issues related to practice from such data.
- Secures competitive funding to support innovations in practice.
- Serves as a clinical practice specialist in partnerships that advance research, clinical improvements, policy development and/or implementation.
- Analyzes big data or conducts policy analysis at the community, state, national, or international level.
- Engages with stakeholders including patients, coalitions, corporations, and industries to educate the workforce, develop clinical innovations, and/or conduct research and practice transformation.
- Influences policy through leadership activities at the local, national, and international levels and participates in policy think tanks.
- Translates research and utilizes evidence to improve health and generate practice-based knowledge.
- Develops unique clinical nursing programs or interventions with documented effectiveness.
- Disseminates clinical programs or quality improvement initiatives in regional, national, or international arenas.
- Establishes and evaluates quality improvement initiatives.
- Leads in the development, review, and evaluation of clinical practice models to transform healthcare delivery.
- Translates research and utilizes evidence to improve health, impact practice, and effect change in health systems.
- Develops clinical guidelines, innovations, and new program initiatives.
- Assists with or conducts systematic reviews that synthesize summarize research findings to recommend solutions to current clinical problems.

- Evaluates and reports population health, satisfaction, and cost outcomes.
- Communicates best practices to lay groups to promote translation and implementation of research findings.
- Consults, reviews, or evaluates clinical nursing programs in other academic institutions.
- Consults with healthcare organizations to build capacity for improving care and implementing evidence-based practice.
- Receives national recognition by peers for expertise, excellence, and innovation within an area of practice specialty.
- Receives regional, national, or international awards or recognition of contributions by a peer professional group.
- Leads interprofessional teams to improve health and transform health care based on expertise.
- Serves as an expert in leadership positions, committee membership, healthcare boards, and other involvement related to practice expertise in regional, national, or international arenas.
- Uses secondary data from the electronic health record (EHR) to evaluate healthcare processes and patient outcomes, disseminating results to the external community to improve quality of care.

***Scholarship of Integration.*** The scholarship of integration reflects the amalgamation of nursing with a variety of disciplines. According to the AACN (pp. 8-10) evidence that demonstrates the quality of integrative scholarship (i.e., the advancement of scholarship, the structural arrangements that support scholarship, and the innovative methods needed in doctoral scholarship across institutional missions) is outlined but not limited to the following examples:

- Using data and implementation science to inform population health strategies and the strategic direction of accountable care organizations (ACOs).
- Conducting demonstration projects and evaluating health system innovations and population health capabilities, including new care model designs.
- Implementing quality and safety interventions across care settings and into the community.
- Supporting/leading transdisciplinary research teams with a focus on improving science and population health interventions.
- Promoting formation of research programs in partnership with academic medicine, health systems, and other professional schools.
- Fostering research and practice – doctorally prepared faculty and staff or student teams to participate in clinical studies, project development, and implementation of evidence to practice or evaluation.
- Collaborating with multidisciplinary doctorally prepared peers related to inform research and practice through the translation of research findings, evaluation of practice innovation, and identification of improved outcomes.
- Using consultative roles for faculty nurse scholars for research studies and clinical projects in practice institutions.

- Developing consultative roles for nurse scholars from clinical practice to participate in curriculum development and evaluation of academic nursing programs and to precept nursing students.
- Developing partnerships between academic and practice experts to disseminate research findings through evidence-based practice projects and quality improvement initiatives.
- Developing teams of nurse scholars from practice and academic settings to collaborate with clinicians and administrators to develop, implement, and evaluate projects and studies.
- Testing methods for rapid translation to practice.
- Engaging patients to inform the design and methods of research studies, such as community members in participatory action research.
- Conducting analysis to answer questions about a clinical problem using large data sets generated from clinical practice.
- Partnering on evidence-based practice projects or specific phases of the process.
- Conducting clinical pilots and efficacy trials of new interventions and test the effectiveness of interventions in multiple settings with diverse populations.
- Sponsoring or co-sponsoring policy efforts that support transformational change in healthcare organizations and systems. [sic]

## **B. INDICATORS OF QUALITY OF DISCIPLINARY SCHOLARSHIP**

Publications on which the candidate is the lead author are highly valued. Lead author is defined as the author who contributed the largest share of intellectual impetus, scholarly expertise, and writing to the work. The Department of Nursing recognizes that for multiple authored works, authorship order is often determined on grounds other than the amount of contribution (e.g., journal editorial style, alphabetical author listing, specialty listing, first or last authorship) to the work. For these reasons, the Department of Nursing prefers to judge multiple-authored works based on the faculty member's description of his/her specified amount and/or nature of author contributions. Publications may be excluded from consideration toward tenure or promotion in the event that concerns are raised about the ethical conduct of the candidate (e.g., if the publication is retracted, or the publisher issues a statement of concern about the publication).

Furthermore, the Department of Nursing values and looks favorably on student engagement in a candidate's scholarly work (e.g., in the publication of articles, in conference presentations), but does not regard it as essential for tenure or promotion. Candidates for tenure and promotion should demonstrate a breadth of scholarship commensurate in their area of expertise and research interests as determined at the time of hire. We recognize that the focus of scholarship may vary with time, however the candidates should demonstrate that they are engaged in coherent programs of scholarship that are of importance to the primary discipline of nursing and the specialties/subspecialties in which they teach.

The following tangible indicators of disciplinary scholarship quality serve as a basis for evaluating a faculty member's completed scholarship. The standards do not represent absolute



performance expectations, but general guidelines. The tangible indicator categories are listed in approximate order of importance based on the academic background of the individual faculty member. These guidelines are to be used by faculty as a general map to facilitate progression towards tenure and promotion. They can also be used to guide faculty members' choices of scholarship dissemination venues.

**1. For journal articles\*:**

- a. Peer review
- b. Acceptance/rejection rates for the journal
- c. Professional sponsorship or other affiliation status of the journal
- d. Status of the journal editors within the specialty/subspecialty
- e. Inclusion of journal abstracts in CINAHL, MEDLINE, PsycINFO, and/or PubMed
- f. Total circulation of the journal; **and/or**, average citation record for the journal as assessed by Journal Citation Report (JCR) impact factors within the subspecialty.

**2. For books (authored or edited)\*:**

- a. Academic standing of the publisher, (e.g., university press, international or national recognition as an academic publisher)
- b. Published reviews of the work
- c. Evidence of readership, (may include size of the press run, sales, course adoptions, citations)

**3. For grants:**

- a. Academic standing of the agency (e.g., federal funding from National Institutes of Health (NIH), Health Resources and Services Administration (HRSA), national foundations (e.g., Robert Wood Foundation)
- b. Peer review by experts
- c. Acceptance/Rejection rates (if available)
- d. Scores received (e.g., applications without funding may still be highly rank in the federal system [i.e., NIH, HRSA])
- e. Length and complexity of the grant application
- f. Receipt and amount of funding (grants not funded may be considered scholarly due to the length and complexity of some applications).

**4. For conference presentations (e.g., symposia, abstracts, papers, posters)\*:**

- a. A peer review process used for the conference
- b. Acceptance/rejection rates for comparable submissions
- c. Scope of the professional organization sponsoring the conference, (e.g., local, regional, national or international)
- d. Invited presentations and keynotes

**5. For applied scholarly activities\*:**

- a. Number and scope of technical or consultative reports
  - b. Number and scope of program evaluation reports
  - c. Number and scope of case study reports
  - d. Frequency and range of use of a product (e.g., instrument or tool)
- 6. *For invited publications and presentations (these would include invited contributions to special issues of a journal, invited chapters in books, and invited addresses to meetings of professional organizations) \*:***
- a. Stature of the editor of the special issue or book
  - b. Stature of other contributors to the publication or meetings of professional organizations
  - c. Academic standing of the publisher
  - d. Readership of the journal or book (e.g., circulation, number printed, citations)
  - e. Scope of the professional organization extending the invitation, (e.g., local, regional, national or international).
- 7. *For editorial roles:***
- a. Activities in the capacity of editor-in-chief, associate editor, or assistant editor
  - b. Guest editor for a special issue of a journal
  - c. Membership on an editorial board
  - d. Invitations to serve as an ad hoc reviewer on journal submissions, book chapters, grant applications, and/or conference presentations
  - e. Membership on a grant review panel
- 8. *For professional honors, awards, and other forms of recognition:***
- a. Election as an officer of a professional organization, including consideration of the scope of the organization, (e.g., local, regional, national or international)
  - b. Recognition through fellowship status in a professional organization, including consideration of the scope of the organization
  - c. Awards, prizes, and other forms of recognition, including consideration of the scope of the organization presenting the award

\*Note - The Department of Nursing also recognizes alternate venues and genres for the publication of journal articles, books, and conference proceedings due to the role of emerging communication and information technologies. Items published via electronic media should conform to the same rigorous standards as print publications.

### **C. DETERMINING QUALITY AND PRODUCTIVITY OF SCHOLARSHIP**

For both tenure and promotion (at all levels) the Department of Nursing expects that candidates exhibit excellence in producing a sustained and respectable body of scholarship. Evidence of scholarship should reveal educational/pedagogical knowledge, extensive knowledge in an

academic/practice/theoretical area, should suggest that scholarship supports teaching, discovery, practice, and/or integration and should demonstrate progress towards developing a respected reputation within the field of nursing. Scholarly excellence will tend to be demonstrated primarily by publication of the candidates' work in peer-reviewed scholarly journals and peer-reviewed presentations at local, national, and international academic conferences, but other indicators of scholarly excellence will also be considered. For example, the candidate might be invited to be a keynote speaker at an academic or non-academic conference because of his/her knowledge expertise. *Therefore, it is incumbent upon the candidate to accurately describe the quality and impact of his/her scholarly work.* As candidates increase in seniority, we expect that their scholarly work will secure them professional recognition.

Candidates for tenure and promotion may demonstrate scholarly excellence in a number of different ways. We do not specify the exact number of publications, peer-reviewed journal articles, and conference presentations, because the process in which candidates demonstrate their scholarly excellence may differ whether their primary research is based on the scholarship of discovery, practice, teaching, or integration. As scholarly work progresses, we expect conference presentations to evolve from poster presentations to podium presentations. The reputation or importance of the publication, and/or presentation method and venue can be considered when reviewing the scholarly work (e.g., acceptance rate or impact factor); however, we recognize that newer or smaller venues may be just as important depending on the specificity of the scholarly work. As the discipline of nursing and its specialties/subspecialties are continuously evolving, venues for the dissemination of scholarly work may also change, thus, the criteria of evaluation should recognize that fact. In addition, a publication such as a single-authored scholarly book published by an academic or reputable professional press may be the equivalent of several journal articles.

The Department of Nursing expects that candidates will pursue an active program of scholarship whose productivity while at TCNJ is commensurate with the expectations for tenure and promotion outlined below. Candidates will meet annually with the Department of Nursing Promotions and Reappointment Committee for progress reviews prior to the tenure decision. The disciplinary standards are to be interpreted as applying from the date of initial appointment at TCNJ, although publications/presentations prior to appointment may be considered in assessing the candidates' ability to produce a sustained and coherent body of scholarship. The disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.

Recommendation for reappointment will typically require the following:

***Reappointment:*** The candidate will show evidence that currency in the field is maintained through completed scholarly endeavors such as podium/poster/workshop presentations or publications that are subject to peer-review. The minimum expectations for reappointment are as follows;

- The candidate will complete one item from the tangible indicator categories #1-3 or #4-8 by the end of year 2.

- At the end of year 3, the candidate will complete at least one item from categories #1-3 and #4-8.
- The candidate will complete two items from categories, #1-3 and #4-8, by the end of year 4.
- At the end of year 5, three items from categories #1-3, and three items from categories #4-8 will be completed as evidence of an active program of scholarship. For category #4, at least two presentations must be at the national or international level.

The candidate should demonstrate awareness of developments in the field through continuing education and attendance/participation at scholarly conferences that provide considerable opportunity for active involvement. It is incumbent upon the candidate to accurately describe the quality and impact of his/her scholarly work.

Recommendation for tenure and promotion will typically require the following:

- **Tenure and Promotion to Associate Professor:** The candidate will show evidence of a pattern of previous and continuing quality contributions in terms of tangible outcomes since initial appointment at the College. The number will vary depending on the complexity of the endeavor and the quality of the venue in which it is presented but a **minimum** of six tangible outcomes are required.
  - Three items from the tangible indicator categories #1-3, and three items from the tangible indicator categories #4-8 provide an example of evidence of an active program of scholarship (see pp. 7-9 for items and examples within each category).

Three Items from categories #1-3	Three items from categories #4-8
Category #1 peer reviewed journal articles*	Category #4 conference presentations*
Category #2 author or edited book/book chapter	Category #5 applied scholarly activities
Category #3 grants	Category #6 invited publications and presentations
	Category #7 editorial roles
	Category #8 professional honors, awards, or other forms of recognition
*NOTE: if two or more items are submitted from Category #1, candidate must be listed as lead author on at least one or more.	*NOTE: For Category #4, at least two presentations must be at the national or international level.

The Department of Nursing notes that there is an expectation of a publication record for tenure and/or promotion. The candidate should demonstrate awareness of developments in the field through continuing education and attendance/participation at scholarly conferences that provide considerable opportunity for active involvement. It is incumbent upon the candidate to accurately describe the quality and impact of his/her scholarly work.

- **Full Professor:** Promotion to the rank of Professor requires consistent focused scholarly work on an area that is demonstrated at the national, and/or international levels. A total body of scholarship with a minimum of ten tangible outcomes conducted at TCNJ are required as evidence of teacher-scholar excellence. A total of five items from categories #1-3, and five items from categories #4-8 would be evidence of an active program of scholarship.
  - Thus, two additional items from the tangible indicator categories #1-3, and two additional items from the tangible indicator categories #4-8 provide an example of evidence of an active program of scholarship (see pp. 7-9 for items and examples within each category).

<b>Two Items from categories #1-3</b>	<b>Two items from categories #4-8</b>
Category #1 peer reviewed journal articles*	Category #4 conference presentations*
Category #2 author or edited book/book chapter	Category #5 applied scholarly activities
Category #3 grants	Category #6 invited publications and presentations
	Category #7 editorial roles
	Category #8 professional honors, awards, or other forms of recognition
*NOTE: if two or more items are submitted from Category #1, candidate must be listed as lead author on at least one or more.	*NOTE: For Category #4, at least two presentations must be at the national or international level.

The candidate is expected to produce several scholarly products during the time since his/her last promotion. The excellence of scholarly work should reflect sustained quality and greater representation than for Associate Professor. It is incumbent upon the candidate to accurately describe the quality and impact of his/her scholarly work.

***\*Note - For those candidates hired after 7/16/14, if the candidate is an Assistant Professor, promotion to Associate Professor is granted with tenure.***

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