

USC Aiken School of Nursing Promotion & Tenure Guidelines

INTERPRETATIVE STATEMENTS FOR PROMOTION AND TENURE FOR FACULTY IN THE USC AIKEN SCHOOL OF NURSING:

TEACHING

- While both scholarship and service are valued, teaching is considered the highest priority for nursing faculty.
- SON faculty members are expected to show evidence of remaining current in their specialty areas such as certification, attendance at conferences or workshops, and so on.
- Faculty should engage in ongoing professional development related to teaching pedagogy including (but not limited to) conferences, webinars, or workshops through the Callen Center for Engaged Teaching and Learning.
- Student Evaluations of Teaching (SETs) and end-of-course evaluations are valued but only within the context of the faculty member's overall performance.
- The scholarship of teaching is valued, including implementation of high-impact teaching practices, technologies, and teaching innovations.
- Faculty are expected to develop and implement assigned courses in alignment with the curriculum, reflecting the mission, philosophy, and core values of the SON.
- Regular internal and external peer evaluations are expected in accordance with requirements in the USC Aiken Faculty Manual.

SCHOLARSHIP

- The nursing faculty adheres to the definition of scholarship endorsed by Sigma Theta Tau International Nursing Honor Society which includes:
 - Scholarship of Discovery: funded and unfunded original research, peer-reviewed publications, book chapters, securing grants
 - Scholarship of Integration: using research to inform curricular design and changes, publication of review articles, presentation at professional meetings/conferences
 - Scholarship of Application: certifications, joint appointments, faculty practice, manuscript reviews, professional service, consulting work
 - Scholarship of Teaching: develop educational materials, educational research/projects including publications/presentations, evidence of teaching excellence/innovation, develop/review/revise curriculum, advisement
- Collaborative research within and outside of the School of Nursing is encouraged and expected. The order of authorship can mean many things; the candidate is expected to define his or her contribution when seeking promotion and/or tenure.

- Faculty should avoid the concept of ‘double-dipping.’ Each publication or project should be presented only once. One exception would be to analyze data from a previous study or project to answer a different research question or combine data from multiple projects.
- Poster presentations at professional conferences are peer-reviewed and valued as a means of disseminating nursing knowledge.
- Mentoring junior faculty is encouraged and valued.
- The scholarship of clinical practice is valuable to faculty who teach in the clinical arena.
- Pursuing advanced degrees is encouraged.

SERVICE

- The School of Nursing values and expects service contributions to the University, the School of Nursing, professional organizations, and/or the community.
- Service that directly impacts the health and wellness of the community is particularly encouraged and valued.
- Service should show progression of engagement and leadership relative to rank. For example: Assistant Professors would be expected to demonstrate active membership in professional organizations while a Professor would be expected to hold office or otherwise engage at the national level (journal editor, chair a board/panel, grant reviewer, manuscript reviewer for multiple journals).

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