TRUDY BUSCH VALENTINE SCHOOL OF NURSING
GUIDELINES FOR ACADEMIC PROMOTION AND TENURE

SON Rank and Tenure Committee Approval: 3-8-2021
SON Dean Approval: 4-10-2021
SON General Faculty Assembly Approval: 5-10-2021
UCART Review: 12-6-2022
Provost Approval: 4-25-2025

Part I. General Information and Overview

Introduction and General Comments

Two tracks are available for faculty in the Trudy Busch Valentine School of Nursing. One is a tenure-track that emphasizes the contributions of individuals primarily engaged in research and scholarly productivity, as well as teaching. A second is a non-tenure track that emphasizes the contributions of faculty largely engaged in teaching and practice. Individuals on these two tracks must demonstrate service to the university and the community and that they are valued for their unique contributions. Non-tenure track research faculty are solely engaged in the conduct of research. The content is guided by the 2024 *Faculty Manual* and any updates to the *Manual* take precedence over this document. The School of Nursing Committee on Academic Rank and Tenure is available to consult with faculty seeking advancement in rank and/or tenure at any time.

Timeline for Promotion and Tenure in School of Nursing

Time	Activity
January - February	The Dean sends a letter to Faculty regarding the upcoming schedule to apply for promotion and the Faculty Request for Promotion Form.
February	Faculty can consult with members of Rank and Tenure Committee to discuss applications, who will provide an orientation meeting for faculty.
January 15	3rd year tenure-track faculty submit Midpoint Review materials and 3rd year non-tenure track faculty submit Third-year Review materials.
May 1	Those tenure-track and tenured faculty applying for promotion (Associate Professor, Professor) submit 10 potential external reviewer names (see guidelines for reviewers). Those non-tenure track faculty applying for promotion to Professor submit 5 potential external reviewer names.
June 1	Applicants submit their Faculty Request for Promotion to the Dean's office including the names of at least 2 SON or SLU faculty colleagues to write evaluative letters. Applicants submit their letter and CV at this time.

June	Dossiers and SLU Rank and Tenure Guidelines are sent to external reviewers by the Dean's office with a due date of early September.
September 1	External reviews for applicants with this requirement are due. Dean's office provides materials and solicits Faculty colleague and Associate Dean letters.
September 30	Faculty colleague and Associate Dean letters due to the Dean's office. (Associate Deans review faculty materials)
October	Packets of all candidate's materials compiled for the Rank and Tenure Committee to review. Rank and Tenure Committee reviews materials and votes on applicants. Letter describing committee conclusions and votes are written and forwarded with applicant materials to the Dean.
November	Dean completes reviews and writes letters. Per the *Faculty Manual*, the Dean writes letters to applicants with school's recommendations (including Committee, Associate Dean, and Dean's recommendations); applicants can choose to withdraw their applications.
December 1	Completed packets are sent to the University Committee on Academic Rank and Tenure.
Following Spring	University Committee on Academic Rank and Tenure meets and votes on promotions. Provost makes final decisions on promotions and sends letters to faculty around May 1.

Note: dates are approximate and may shift slightly from year to year.

General Process

Below is the general process. Examples and expectations for each rank are provided later in this document.

The Rank and Tenure process is managed by the Dean's office, including soliciting and obtaining all letters. The Dean will send out a letter to all faculty in January or February with the timeline for the current year and the Faculty Request for Advancement Form. This form is turned in by the due date specified in the letter. On this form, the faculty members list their Associate Dean (if applicable) and names of faculty colleagues who may provide evaluative letters for the applicant.

In addition to their application for Advancement form, faculty members also submit a letter and current curriculum vitae. The faculty member is responsible to make the case in the letter of application (using no more than *four pages*) as to how their activities and achievements have met the criteria for promotion in rank and/or tenure. The evidence should only include activities during the time the applicant has been in their current rank. Time served in a non-tenure track faculty position is not counted against the probationary period but can be included if approved by the Provost when the move to the tenure track occurred. The letter should focus mostly on the *highest levels of evidence* expected for the rank the applicant is applying for. Details for specific accomplishments and publications will usually be listed on the applicant's curriculum vitae, along with dates, which is submitted along with the 4-page letter. Examples of evidence that

2

could be discussed in the letters are provided later. Applicants are not expected to have all of the possible accomplishments noted for each area but should provide evidence of several accomplishments at the highest level expected for the rank being applied for. Per the Faculty Manual, recommended items that follow are "not simply lists of qualifications to be "checked off"; rather, tenure and promotion decisions involve professional judgments about the overall merit of an individual's achievements." The Dean's office and University committee will not accept additional materials such as copies of articles, letters, or other appendices to the letter. The SON committee may ask for documents that are not publicly available to review (i.e., article in press, publications not available through the library).

Applicants provide the names of SON or SLU faculty members who may provide evaluative letters for the applicant. The Dean's office will follow up to obtain faculty colleague letters from these or other faculty identified by the Dean. These f*aculty colleagues* should be familiar with the applicant's work and be willing to provide evaluative letters (see specific requirements for each rank below). Faculty colleagues should be at the rank the applicant is applying for or higher. It this is not possible; faculty should be tenured. Applicant materials are provided to faculty by the Dean's office, as well as a cover page (required by the Provost's office for unit or SLU colleagues) that should be filled out and attached to the faculty letters. Faculty colleagues should address the teaching abilities of the applicant, as well as service, scholarship, and contributions of the applicant to the SON and university and/or community. Specific observations and examples are especially helpful.

The SON also requires three evaluative letters from *external reviewers* for those applying for Associate Professor and Professor on the tenure track, and Professor on the non-tenure track. The applicant provides names of potential reviewers (name, rank, e-mail and any relationship with the reviewer); 10 for tenure track and 5 for non-tenure track. Reviewers are selected from the list provided by the applicant or identified by the Dean or Rank and Tenure Committee based on availability and reviewer's credentials. The reviewers should be *at the level of rank or higher than the applicant is applying for* and be from different Universities at similar ranking to SLU or stronger. Ideally, they have similar experiences or expertise in scholarship or teaching, etc. to the applicant. Reviewers should not have a close personal relationship with the applicant or have done major projects or published with the applicant. The Rank and Tenure Committee will work with the Dean's office to solicit the three reviewers and obtain their letters. External reviewers are sent the applicant's letter and CV for their consideration and the Cover Page for their letter from the Provost's office and asked to evaluate the applicant's work.

The candidate's Associate Dean will review the applicant's letter and CV and submit letters of recommendation with a cover page from the Provost's office. When all the letters and materials have been received, the Rank and Tenure Committee reviews the materials, votes on application, and writes a detailed report and results of their vote in a letter to the Dean. The Committee Members are elected by the General Faculty Assembly, per their bylaws. There are three members who each have one vote for each applicant and ordinarily do not write other letters for applicants. The Dean reviews all the materials and writes their recommendation letter, using a cover page from the Provost's office.

Applicants will be notified of the SON decisions regarding the application by the Dean, including recommendations of the Associate Dean, Rank and Tenure Committee, and Dean. The

3

applicant may choose to rescind their application at this point. The final packet will then go to the University Committee on Academic Rank and Tenure Committee for their consideration and recommendation. The Provost makes the decision on promotion.

Part II. Expectations for Promotion by Rank

The following describes the expectations for promotion for the tenure and non-tenure tracks. Requirements are based on the categories in Part II of the guidelines (basic performance, advanced and excellence). Ordinarily, faculty will have been in rank for five years before applying for promotion. However, faculty meeting the criteria for promotion can apply for promotion early. Faculty considering this can discuss their accomplishments with a Rank and Tenure Committee member, but it is the faculty member's decision whether to apply early or not.

Assessment of academic excellence has objective and subjective elements. The areas expected of the faculty member at the Trudy Busch Valentine School of Nursing include teaching and advisement, scholarly productivity, and service. This document provides standards that clarify and describe a full range of scholarship and activities that can be considered within the discipline of academic nursing. AACN (2018) defines nursing scholarship as "the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care." Scholarship includes four aspects that are salient to academic nursing: scholarship of teaching (application), scholarship of discovery (generation), scholarship of practice (application) and integration of ideas from nursing and other disciplines, and scholarly works in all areas are considered toward promotion.

Midpoint Review (Tenure Track) and Third-Year Review (Non-Tenure Track)

Faculty on the tenure track are required to seek a Midpoint formative review during their third year. Non-tenure track faculty are required to have a formative Third-Year review. The purpose is two-fold: to assist faculty in evaluating their progress towards promotion and to identify requirements in need of attention.

The process for the midpoint and third-year review is similar to the process of applying for promotion or tenure. Applicants write a letter which describes how they are meeting and working towards the SON criteria for advancement (using no more than 4 pages) and submit this along with their current curriculum vitae to the Rank and Tenure Committee. Materials that document progress should include a summary of student evaluations of teaching, teaching evaluations by peers, or other. Evidence of practice or service activities, scholarly works, publications or awards should be noted in the CV. (See later sections for examples per rank). Applicants do not submit names of colleagues or external reviewers.

The portfolio will be reviewed in the spring semester of the appropriate year by the School of Nursing Committee on Academic Rank and Tenure. The committee will write a review that will be shared with the candidate, their Associate Dean, and the Dean. All candidates are strongly encouraged to meet with their Associate Dean and the Dean to review this feedback and discuss progress towards advancement. This report will be included in the dossier for promotion and/or tenure.

4

Tenure-Track Faculty

The tenure-track is intended for individuals who engage in research and scholarly productivity along with teaching. Faculty ordinarily will have been in rank for 5 years before applying for promotion but may apply early if they meet the applicable criteria. This section outlines the expectations for those applying for promotion, with some examples of evidence. The following table shows key points – further examples are provided in Part III.

Assistant Professor	Terminal degree Effective teaching Engagement in service Program of research/scholarship

Associate Professor	Advanced level teaching
	 Basic service (some beyond SON, University)
	 Advanced scholarship – 4 1st author papers (1 data-based),
	    plus 3 other publications (see options below)
	    Receive internal funding

Professor	Evidence of excellence in teaching
	 Advanced service (includes significant SON, University,
	    and national or international activity)
	 Excellence in scholarship – 6 1st author (3 databased).
	    plus 3 other publication (see options)
	     Submit for external funding

Assistant Professor

Individuals applying for appointment or promotion to the rank of Assistant Professor (Tenure Track) must possess an earned doctorate in nursing or a related health science field. Per the Faculty Manual, all individuals must demonstrate "basic teaching performance," or an ability to teach effectively on the University level, advise students, engage in productive research or scholarship activities, and participate in service. Faculty appointments to the tenure track are made by the Dean with the approval of the Provost. Per the Faculty Manual (2024), non-tenure track faculty members may apply for an available tenure-track position (unless that person held a previous appointment as a tenure-track faculty member at Saint Louis University), and the Rank and Tenure Committee will make recommendations regarding appointments.

Associate Professor

Individuals applying for promotion to Associate Professor and tenure (Tenure Track) should demonstrate "advanced teaching performance" (see examples in Part III). They should show "evidence of continued and increasing teaching effectiveness and advisement as well as participation in educational development activities" (2024 Faculty Manual). Evidence should indicate that the quality of teaching is average to above average or has improved over time to warrant promotion (e.g. faculty colleague letters, having completed a Reinert Center review to support development).

5

The candidate should show "basic performance" in service, documenting "evidence of ability to serve the University and community" (2024 Faculty Manual), showing at least basic performance in service. Activities should include active engagement within the SON as well as beyond the school (University, community, and/ or professional). See Part III for examples.

The candidate should also demonstrate "advanced scholarly productivity" with "evidence of continuing and increasing achievement in scholarship/research, particularly scholarly publication or other academically recognized creative achievements" (2024 Faculty Manual). It is anticipated that the faculty member will work on a program of research and have scholarly products at least at the local and/or regional level, although national level is preferred. Faculty must be first author of 4 full-length peer-reviewed articles since appointment to assistant professor; 1 must be data-based. The faculty member should *also* have an additional 3 publications, which can be as a co-author. Of co-authored papers, 2 can be substituted with other products each: book chapter, journal column, editorial, case study, or other standard publications. Faculty members must have received at least internal funding (SON funds, other University or small grants), and/or received external funding (organizations, government or other) appropriate to the terminal degree (practice doctorate or research doctorate).

Professor
Promotion to Professor (Tenure Track) requires *distinguished* performance and awarded only to "those individuals who clearly merit this highest academic rank and the individual should demonstrate outstanding abilities in teaching, advisement, service, and have recognition throughout the University" (Faculty Manual, 2024). The faculty member should demonstrate excellence in teaching, mentoring, and advising, and have service and scholarly achievements.

The faculty member should demonstrate evidence of "excellence in teaching" and should be advising and mentoring students along with additional activities (see example in Part III)

Faculty members should document evidence of "advanced service" at the SON and/or beyond the SON and including University service, as well as community and/or professional service (some at the national/international level, see examples in Part III).

The faculty member should demonstrate "excellence in scholarly productivity" (see examples Part III). They should have outstanding scholarly achievements so as to garner meritorious attention among recognized scholars (Faculty Manual, 2024). Faculty must be first author of 6 full-length peer-reviewed articles since appointment to associate professor; 3 must be data-based. The faculty member should also have an additional 3 publications which can be as a co-author. Two of the following products could be used as equivalent for 1of the co-authored papers; book chapter, journal column, editorial, case study, or other standard publications. Substantive books as primary author /co-author or editor/co-editor can be substituted for 3 full-length papers (2 principle authored, and 1 co-authored). Faculty members must have submitted for and/or received external funding (organizations, government, other). Scholarly activities must be at the national or international level.

Non-Tenure Track Faculty

The non-tenure track is intended for individuals engaged mainly in teaching and who may be engaged in practice. An alternative is a non-tenure track research position, for individuals primarily engaged solely in research. An individual on the non-tenure track is eligible for all four ranks (ranging from Instructor to Professor). Individuals on either non-tenure track must also be involved in service and scholarship if they desire promotion to a higher rank. A non-tenure track faculty member may apply to the appropriate search committee for an available tenure-track position, per the Faculty Manual. Faculty ordinarily will have been in rank for 5 years before applying for promotion but may apply early if they meet the applicable criteria. This section outlines the expectations for those applying for promotion, with some examples of evidence. The following table shows key points – further examples are provided in Part III. Note the information for research non-tenure track faculty follows the information below.

Non-Tenure Track (regular)

Instructor	Teaching ability Certification preferred
Assistant Professor	Effective teaching Certification required Engagement in service within SON Engagement in scholarship - 1 product and/or activity (i.e. classes/CE)

Associate Professor	Advanced teaching
	Terminal degree
	Service/practice activities (some beyond SON)
	Scholarship – 2 products/activities (see *Note below)
	AND
	   Some advanced activities in either Service *OR*
	   Research/scholarship (4 products including 1 article), local
	      or regional activity

Professor	Excellence in teaching
	Terminal degree
	Advanced service (some beyond University).
	Scholarship – 3 products/activities
	AND
	   Excellence level activities in either Service *OR*
	   Scholarship – to include 6 products (2 articles);
	national/international activity

Note:*Scholarly products for regular non-tenure track faculty could include but are not limited to: publications as a 1st or co-author, presentations (local or other), reviewing for a journal or book, policy brief, case study, editorial, book chapter or book, media presentation, helping with or doing a research or EBP or evaluation project, developing software or invention, or other not mentioned.

Instructor

The degree required for an individual to be appointed to the non-tenure track at the instructor rank is at least a master's degree in nursing. Certification in the appropriate area of practice is preferred. The faculty member should have the appropriate level of experience needed to teach students. New faculty with a master's degree are typically hired into this position, with decisions made by the Dean and approval of the Provost.

Assistant Professor

Individuals eligible for promotion or hiring to the Assistant Professor (Non-Tenure Track) rank must possess at least a master's degree in nursing. Certification in the appropriate area of practice is required.

The individual must demonstrate "basic teaching performance,", or an ability to teach effectively on the University level and advise students (e.g. faculty colleague letters, having completed Reinert Center review to support development). See Part III.

Evidence of active engagement in "basic service performance" activities in the SON (committees and other regular activities) should be provided.

Engagement in "basic research/scholarship performance as evidenced by 1 scholarly product (see Note above) and/or development activity such as classes or continuing education. The individual should also demonstrate recognition by colleagues in the same discipline within or outside the School of Nursing (colleague letters).

Associate Professor

A terminal degree is required. Evidence should indicate that the quality of teaching is above average or has improved over time to warrant promotion.

The individual should demonstrate advanced teaching performance (see Part III). They should show "evidence of continued and increasing teaching effectiveness and advisement as well as participation in educational development activities" (2024 Faculty Manual). Evidence should indicate that the quality of teaching is average to above average or has improved over time to warrant promotion (e.g. faculty colleague letters, having completed a Reinert Center review to support development).

Faculty members applying for promotion to Associate are expected to be actively engaged in basic service performance, or administration, and including some beyond the School of Nursing (e.g., participation in University committees or activities, community service, practice activities, organizations).

The faculty member should have evidence of engagement in basic research/scholarship performance with at least 2 scholarly products (see Note above) since appointment to Assistant Professor. Some should be at the regional or national level.

The faculty member should show advanced activities in *either* service *or* research/scholarship, with more significant activity in one or the other. Those *choosing* service, should demonstrate increasing service involvement beyond the SON. Those *choosing* advanced scholarship will have at least 4 scholarly products, including 1 first-authored, peer-reviewed article.

Professor

Faculty applying for professor rank, (non-tenure track) must have evidence of excellence in teaching, showing increasing skills and leadership in teaching and advisement activities, and that the quality of teaching is outstanding to warrant promotion.

The faculty *member* must also demonstrate engagement in "advanced service" activities or administrative roles, including increasing leadership roles, and some beyond the University. Some should be at the national/international level.

The faculty member should demonstrate engagement in research/scholarship with at least 3 scholarly products during the time since promotion to Associate Professor.

The faculty member should show evidence of engagement in *either* service or research/scholarship, with more significant activity in one or the other. Those *choosing* service, should demonstrate increasing service involvement beyond the University. Those *choosing* advanced scholarship will have at least 6 scholarly products, which includes 2 peer-reviewed full-length papers.

Non-Tenure Track – Research

This alternative non-tenure track is available to those engaged in research, with minimal participation in other activities. The faculty member is expected to bring in grants to provide salary support, which will be described in the contract. Therefore, faculty must be hired at the Assistant level or higher.

Assistant Research Professor	Terminal degree in nursing or a related health science field Post-doctoral work at a research-intensive university 5 peer-reviewed research-based publications Received external funding
Associate Research Professor	8 peer-reviewed research-based publications (at least 4 as first author) Achievement of at least 3 nationally competitive research grants Presentations, reviews, and research related service
Professor	8 peer-reviewed research-based publications (at least 4 as first author) Achievement of at least $300,000 in external research grant funding Presentations, reviews, and research related service

9

PART III. Categories and Examples of Evidence for Promotion

Assessment of academic excellence has objective and subjective elements. The areas expected of the faculty member at the Trudy Busch Valentine School of Nursing include teaching and advisement, scholarly productivity, and service. This document provides standards that clarify and describe a full range of scholarship and activities that can be considered within the discipline of academic nursing. AACN (2018) defines nursing scholarship as "the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care." Scholarship includes four aspects that are salient to academic nursing: scholarship of teaching (application), scholarship of discovery (generation), scholarship of practice (application) and integration of ideas from nursing and other disciplines. Scholarship from any of these areas can be considered. Examples and expectations for each rank are provided.

I. Teaching

The *foremost responsibility of faculty members* (other than research faculty) in the School of Nursing is to pursue excellence in teaching. Every faculty member is expected to teach effectively and to demonstrate evidence of increasing accomplishment for promotion. Teaching refers to classroom teaching, clinical supervision, laboratory supervision and simulation, or working with students in non-classroom situations. This also includes providing continuing education, advising, supervising students, and participating on student theses, dissertations, and comprehensive examination committees.

The scholarship of teaching focuses on the transmission, transformation, and extension of knowledge (Boyer, 1999); teaching scholars develop, evaluate, and improve nursing curricula, student learning, and teaching methodologies. The scholarship of education focuses on the understanding describing, and teaching of learning endeavors as well as controlling, predicting, and disseminating outcomes of teaching-learning processes (AACN, 2018). Evidence of accomplishment should be documented. Examples of products or evidence that might be discussed in the letter are provided below; faculty are *not* expected to have all the accomplishments in a category but should have several accomplishments as evidence in the highest level achieved.

Category 1: Basic Teaching Performance
Evidence of basic teaching performance *might include* documentation of:
A.   Teaching assigned courses or working with students in laboratory or providing clinical experiences.
B.   Demonstrates effective teaching, e.g. cura personalis, inclusiveness, engaging, learning-focused, positive communication with students.
C.   Providing positive evaluations by students and colleagues (table of student evaluations, colleague letters, peer review of teaching (see SON portal for form), or having completed a review from the Reinert Center for Teaching to support teaching development). Note that teaching evaluations should not be the sole source of teaching performance evidence.
D.   Updating or revising courses
E.   Utilizing research and/or evidenced-based practice in teaching

F.   Developing new simulations or case studies, continuing education materials, computer materials, etc. to support learning.
G.   Participating in basic curriculum and program development through program committees.
H.   Participating in activities to develop teaching skills (e.g. Reinert Center programs, online training)

Category 2: Advanced Teaching

Evidence of advanced teaching *might include* documentation of:

A.   Providing evidence of increasing level and quality of teaching, (for example serving as course coordinator, developing new courses or initiatives for students, supervising, training)
B.   Mentoring and impacting former students, colleagues, or junior faculty
C.   Development or use of innovations in teaching methods, course contents, learning experiences, curriculum development or revision, computer materials, etc.
D.   Providing guest lectures or educational presentations inside or outside the SON
E.   Contributing to major school or University educational initiatives or committees (e. g. University Core, curriculum revision committee, beyond general participation in program committees)
F.   Contributing products or content to teaching or nursing education that are being adopted, disseminated, or affecting teaching programs elsewhere.
G.   Nominations for teaching awards
H.   Applying for and/or receiving internal or external faculty development or program grants to support teaching innovations

Category 3: Excellence in Teaching

Evidence of excellence in teaching *might include* documentation of:

A.   Awards, honors, or other recognitions of outstanding teaching
B.   Contributions to nursing education practice, such as educational theory or methods
C.   Invitations to serve as a trainer, facilitator, or visiting professor outside the University
D.   Invitations to serve as a consultant on educational programs or products
E.   Appointment or election to high level leadership roles in educational organizations or consultations in teaching-related activities at the University or outside professional organizations
F.   Receiving external funding for teaching innovation or program development

II. Research and Scholarly Productivity

Faculty on the tenure track or pursuing promotion are expected to be actively engaged in research and scholarly productivity related to the scholarship of discovery or implementation. Examples of scholarly products or evidence that might be discussed in the letter are provided below; faculty are *not* expected to have all the accomplishments in a category. Documentation of details should be noted in the applicant's curriculum vitae (references, presentations, grants,

etc.). Details about the quality or impact of scholarly products can be described in the applicant's letter.

Category 1: Basic Research/Scholarship Performance

Evidence of performance *might include* documentation of the following scholarly products:

A. Publications as an author and co-author (newsletter, clinical articles or columns, peer-reviewed articles, data-based articles, book chapters or books, policy brief, media presentations, translation of research for lay audiences, or other scholarly contributions).
B. Serving as a reviewer for professional journals or book chapters
C. Presenting research or scholarship at local or regional meetings
D. Serving as a consultant or collaborator on, or developing research, evaluation, or quality improvement projects
E. Participating in activities to develop research and scholarship skills (courses, conferences, training programs)
F. Submitting for internal funding (SON, small University grants, Delta Lambda)

Category 2: Advanced Scholarly Productivity

Evidence of advanced scholarship *might include* documentation of:

A. Advanced contributions to nursing related to an area of expertise
B. Designing and conducting (or significant roles on) scholarly projects (research, evaluation, quality improvement)
C. Presenting research or scholarship at regional, national, or international meetings; or invited presentations on topics of expertise
D. Submitting proposals for external funding for research, practice, or educational projects (organizations, government, large University grants, other)
E. Receiving funding for scholarly projects
F. Reviewing grants for professional organizations, foundations, or government agencies
G. Developing creative efforts, including but not limited to products or inventions (software program or computer application, etc.)

Category 3: Excellence in Scholarly Productivity

Evidence of excellence in scholarship might include:

A. Evidence of prominence in a specified area of scholarship (national/international collaborations, editing special issue, keynote or major presentation at national/international meeting, or other recognition beyond University)
B. Evidence of major scholarly contributions in terms of publications, presentations, or other that suggests recognition as a scholar, etc.
C. Receiving external funding for research/scholarly activities
D. Editor or editorial board member or other designation indicating recognition as a scholar.
E. Guiding and mentoring of students in research/scholarship activities
F. Serving as a member of national research review body
G. Receiving research/scholarly awards and recognitions

III. Service

It is expected that faculty members (other than research faculty) will participate in service to the School and University. Faculty may also engage in service to the community, profession, or clinical practice, or administrative roles. Examples of products or evidence that might be discussed in the letter are provided below; faculty are *not* expected to have all the accomplishments in a category. Service participation should be documented in the applicant's curriculum vitae.

Category 1: Basic Service Performance
Evidence of performance *might include* documentation of:
A.   Participating in routine service activities at the School of Nursing, including GFA, Program Committees and other SON opportunities
B.   Representing the SON at graduation, as well as other routine school events
C.   Clinical practice, consultation, or participation in community or outreach activities as a representative of Saint Louis University School of Nursing
D.   Certification by state and/or professional certification bodies
E.   Evidence of credentialing by clinical practice sites

Category 2: Advanced Service
Evidence of advanced service activities *might include* documentation of:
A.   Participating in service activities at the University level beyond the SON
B.   Serving in leadership, administration, consulting, policy, or practice site roles, activities with service or professional organizations, or at the school or University, or other outside the University (related to role as a nurse)
C.   Development of products or policies derived from service diffused to other organizations or communities
D.   Contributions to leadership or policy related to nursing issues
E.   Local recognition or awards for service activities.

Category 3: Excellence in Service
Evidence of recognition *might include* documentation of:
A.   Service that provides broad contributions to the school, university, or health or social welfare
B.   Outcomes of service or administrative activities.
C.   General awards (FAANP, FAAN, fellowship in other organizations, recognitions from service organizations)
D.   Providing evidence of prominence in clinical practice (e.g., receiving major or national awards in field)
E.   Invitations extended by institutions or organizations outside the University to help plan, organize, or review similar activities
F.   Appointment to an organization's Board of Directors or other leadership positions with the University, practice, community, or service or professional organizations

References

The Faculty Manual of Saint Louis University (Saint Louis Campus). (2024). St. Louis, MO. Saint Louis University.

Promotion and Tenure Resources, Provost's Office: https://www.slu.edu/provost/faculty-affairs/promotion-tenure-resources/index.php - Cover pages for letters are available on this site.

American Association of Colleges of Nursing (AACN). (2018). Defining Scholarship for Academic Nursing: Task Force Consensus Position Statement. https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New York: John Wiley & Sons.