



Non-Tenure Track (NTT) Rank Criteria Matrix

Based on the work of Boyer (1990) and other critical authors, the American Association of Colleges of Nursing (AACN) published a position statement, “Defining Scholarship for the Discipline of Nursing” (1999), which supported a comprehensive view of scholarship. “Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, can be replicated or elaborated, and 5) can be peer-reviewed through various methods”. (p. 373) Benner, Sutphen, Leonard, and Day (2010) extended the work of Boyer and the position statement of the AACN. These documents have been utilized to inform this Matrix. This Matrix provides examples of documentation that may be used to support promotion. This list is not all –inclusive nor is it meant to limit the applicant.

This matrix is a guide to be used in conjunction with the current Collective Bargaining Agreement (CBA), The NTT promotion policy, and the NTT guide as candidates determine their readiness to apply for promotion within the CON.

Criteria	Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
Degree-as defined by CBA	Masters degree in Nursing	Terminal Degree	Terminal Degree	Terminal Degree
Length of Faculty Contract-as defined by the current CBA. Faculty may be appointed, commiserate with experience and earned degree. Please reference the CBA for language related to promotion based on workload units.				
Certification		Maintains current national certification status	Maintains current national certification status	Maintains current national certification status

Criteria	Clinical Instructor	Assistant Clinical Professor*	Associate Clinical professor*	Clinical Professor*
<p>Scholarship of Practice/Application</p> <p>*Please refer to the NTT Portfolio Handbook Guide for Documentation and Evaluation of Teaching</p>	<ol style="list-style-type: none"> 1. Evidence of self-development to competency beyond basic practice of professional nursing. 2. Overall positive peer and student assessments of teaching/learning and/or practice 3. Positive professional role model e.g; precept, serve on DNP or MSN committee, advising 	<ol style="list-style-type: none"> 1. Maintain clinical expertise e.g; webinar, CME, consultation service, conferences 2. The candidate shall have one of One or more externally peer-reviewed scholarly product published or accepted for publication in a refereed journal. Candidates shall submit for review any articles, publications, proposals submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession. 3. Participate in evidence-based projects e.g; DNP or MSN committee member, policy development, quality improvement project, legislation 	<ol style="list-style-type: none"> 1. Maintain clinical expertise e.g; webinar, CME, consultation service, conferences 2. The candidate shall have one of One or more externally peer-reviewed scholarly product published or accepted for publication in a refereed journal. Candidates shall submit for review any articles, publications, proposals submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession. 2. Participant of evidence-based practice or evaluation projects in areas of clinical expertise e.g; independent research in area of expertise, or DNP/MSN committee member 3. Compile and analyze data related to clinical or health service outcomes or author- co-author peer-reviewed publications. 4. Participate in peer-reviewed or invited posters, papers, or presentations 	<ol style="list-style-type: none"> 1. Demonstrate a record of clinical expertise, mentoring & role modeling e.g; precept, advising, chair DNP/MSN committee. 2. The candidate shall have one of the following: 1) One or more externally peer-reviewed scholarly product published or accepted for publication in a refereed journal; or 2) One submitted grant proposals. Candidates shall submit for review a set of articles, publications, proposals submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession. 3. Participant of evidence-based practice or evaluation projects in areas of clinical expertise e.g; independent research in area of expertise, or DNP/MSN committee member 4. Conduct, design, implement, and evaluate clinically-focused projects 5. Primary author peer-reviewed posters, papers, or presentations 6. Adhere to a national level of professional nursing or clinical specialty organization e.g; hold office, participate in legislation, review abstracts, and attend specialty groups r/t expertise

Criteria	Clinical Instructor	Assistant Clinical Professor*	Associate Clinical professor*	Clinical Professor*
<p>Scholarship of Teaching</p> <p>*Please refer to the NTT Portfolio Handbook Guide for Documentation and Evaluation of Teaching</p>	<p>Perform at novice level</p> <ol style="list-style-type: none"> 1. Demonstrate effective teaching performance in classroom/laboratory settings As evidenced by a summary of student evaluation remarks and averages of the NAP scores from the last 150 workload units or as defined by the current CBA. 2. Use educational methods and materials effectively 3. Create an environment conducive to learning 4. Organize information in a logical manner 5. Challenge students to think critically 6. Stimulate active participation of students 7. Demonstrate sensitivity to student's needs 	<p>Perform at competent level</p> <ol style="list-style-type: none"> 1. Demonstrate effective teaching performance in classroom/laboratory settings As evidenced by: <ul style="list-style-type: none"> • a summary of student evaluation remarks and averages of the NAP scores from the last 3 years of instruction • Peer evaluation of teaching –see NTT promotion guide 2. Use educational methods and materials effectively and utilize technology within the classroom 3. Create an environment conducive to learning 4. Organize information in a logical manner 5. Challenge students to think critically 6. Stimulate active participation of students 7. Demonstrate sensitivity to student's needs 8. Demonstrate a variety of effective teaching methods embracing different learning styles <p>See documentation and evaluations criteria in the NTT portfolio handbook guide for further information.</p>	<p>Perform at proficient level</p> <ol style="list-style-type: none"> 1. Demonstrate effective teaching performance in classroom/laboratory settings As evidenced by: <ul style="list-style-type: none"> • a summary of student evaluation remarks and averages of the NAP scores from all years preceding the review • Student evaluation of advising for all years preceding the review • Written review from students or graduate students which address the candidates teaching ability. • Peer evaluation of teaching -see NTT promotion guide 2. Criteria 2-8 from “Assistant” column” <p>Examples of other activities for consideration</p> <ol style="list-style-type: none"> 3. peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories 4. participation in accreditation or other comprehensive program reports; 5. positive peer assessments of innovations in teaching with an emphasis on integration; 6. state, regional, national, or international recognition as a master teacher <p>See documentation and evaluations criteria in the NTT portfolio handbook guide for further information.</p>	<p>Perform at expert level</p> <ol style="list-style-type: none"> 1. Demonstrate effective teaching performance in classroom/laboratory settings As evidenced by: <ul style="list-style-type: none"> • a summary of student evaluation remarks and averages of the NAP scores from all years preceding the review • Student evaluation of advising for all years preceding the review • Written review from students or graduate students which address the candidates teaching ability. • Peer evaluation of teaching - see NTT promotion guide 2. Criteria 2-8 from “Assistant” column” and examples from 3-6 from “Associate Column” <p>Examples of other activities for consideration</p> <ol style="list-style-type: none"> 3. published chapters in textbooks or other learning aids; 4. invited reviews of textbook content 5. grants, awards, other methods of recognition, in support of teaching and learning; 6. design of outcome studies or evaluation/assessment programs; 7. presentations related to teaching and learning. <p>See documentation and evaluations criteria in the NTT portfolio handbook guide for further information.</p>

Criteria	Clinical Instructor	Assistant Clinical Professor*	Associate Clinical Professor*	Clinical Professor*
<p>Scholarship of Integration (Outreach and Service)</p> <p>*Please refer to the NTT portfolio handbook guide for additional information related to documentation and evaluation of Effectiveness in Outreach and Service</p> <p><i>When preparing data for demonstration of effectiveness in outreach and service, all review letters from students, faculty, peers, and professional colleagues must be requested by the Chair of the College of NTT Committee and must not be solicited by the reviewee.</i></p>	<ol style="list-style-type: none"> 1. Participate in College of Nursing governance- e.g; attend and participate in general and campus monthly meetings, serve on CON committee or CON ad hoc committee 2. Positive professional role model e.g; precept, serve on DNP or MSN committee, advising 3. Collaboration with faculty and other health care professionals 	<ol style="list-style-type: none"> 1. Participate in College governance and/or University governance e.g; attend and participate in general and campus monthly meetings, serve on CON/University committee or CON/University ad hoc committee 2. Participate in evidence- based projects e.g; DNP or MSN committee member, policy development, quality improvement project, legislation 3. Contribute to clinical specialty organizations beyond holding membership e.g; hold office 4. Consult and collaborate with faculty and other health care professionals 5. Serve on committee or with organization of specialty area 6. Participation/leadership of evidence-based projects with the students/faculty and other health care professionals. 	<ol style="list-style-type: none"> 1. Participate in College governance and/or University governance e.g; attend and participate in general and campus monthly meetings, serve on CON/University committee or CON/University ad hoc committee; chair college committees 2. Compile and analyze data related to clinical or health service outcomes or author- co-author peer-reviewed publications. 3. Participate in peer-reviewed or invited posters, papers, or presentations 4. Adhere to a national level of professional nursing or clinical specialty organization e.g; hold office, participate in legislation, review abstracts, adhering to policy, and attend specialty groups r/t expertise 5. Consult and collaborate with faculty and other health care professionals 6. Leader in the profession 7. Serve on committee or with organization of specialty area 	<ol style="list-style-type: none"> 1. Participate in College governance and/or University governance e.g; attend and participate in general and campus monthly meetings, serve on CON/University committee or CON/University ad hoc committee ; chair college committees 2. Conduct, design, implement, and evaluate clinically-focused projects 3. Primary author peer-reviewed posters, papers, or presentations 4. Serve on committee or with organization of specialty area 5. Specifically serve on CON committee with specific duties toward policy and scholarship r/t graduate studies 6. Mentor other faculty 7. Chair DNP/MSN committee 8. Primary investigator for independent clinical projects or evidence based studies. 9. Leader in the profession

		<p>7. Development and implementation of continuing education offerings.</p> <p>8. Manuscript / abstract/book/chapter reviewer.</p>	<p>8. Specifically serve on CON committee with specific duties toward policy and scholarship r/t undergraduate and graduate studies</p> <p>9. Participation/leadership of evidence-based projects with the students/faculty and other health care professionals.</p> <p>10. Development of clinical guidelines/policies & procedures, consensus statements, and white papers related to teaching and practice. Participant on grant proposals.</p> <p>11. Development and implementation of continuing education offerings.</p> <p>12. Manuscript / abstract/book/chapter reviewer.</p>	<p>10. Leader of evidence-based projects with the students/faculty and other health care professionals.</p> <p>11. Consult and collaborate with faculty and other health care professionals</p> <p>12. Development of grant proposals, clinical guidelines/policies & procedures, consensus statements, and white papers related to teaching and practice</p> <p>13. Development and implementation of continuing education offerings.</p> <p>14. Manuscript / abstract/book/chapter reviewer</p>
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References:
 American Association of Colleges of Nursing Task Force on Defining Standards for Scholarship in Nursing (1999). Position statement on defining scholarship for the discipline of nursing. Available at <http://www.aacn.nche.edu/publications/position/defining-scholarship>

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating nurses: A call for radical transformation. San Francisco, CA: Jossey-Bass.

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

Revised: 3-2015