

PROMOTION RECOMMENDATION
The University of Michigan – Flint
School of Nursing

Mary E. Linton, assistant professor of nursing, School of Nursing, is recommended for promotion to associate professor of nursing, with tenure, School of Nursing.

Academic Degrees:

D.N.P.	2005	Case Western University, Nursing, Cleveland, Ohio
M.S.N.	1994	Wayne State University, Nursing/Parenting and Families, Detroit, Michigan
B.S.N.	1992	University of Michigan-Flint, Nursing, Flint, Michigan
A.D.N.	1988	Mott Community College, Nursing, Flint, Michigan

Professional Record:

2014-present	Lecturer I/Assistant Professor of Nursing, School of Nursing, University of Michigan-Flint, Flint, Michigan
2007-2014	Nursing Faculty, Alpena Community College, Alpena, Michigan
2010-2013	Director of Nursing, Alpena Community College, Alpena, Michigan

Summary of Evaluation:

Teaching: Professor Linton's teaching philosophy is congruent with the commitment to excellence in teaching and scholarship, student-centeredness, and service engagement with community partners at the University of Michigan-Flint. One of her key goals is to create a caring learning/teaching environment that allows for active communication from learner-to-learner and learner-to-instructor. She bases this goal on Watson's (2008) Theory of Human Caring, which is the theoretical and philosophical foundation of her teaching philosophy. Professor Linton concludes, "Creating a sense of collaboration involves being open to student ideas and gaining an understanding of their unique perspective and experiences." She states that the following quote summarizes the basis of her teaching philosophy: "Bache (2001) and Watson (2002) both stated that while the power of the teacher is critical to create consciousness of a community of scholars and co-learners, the more important power is the power of the group, the community, and the learning circle. Thus, the individual and collective involvement in one's own learning influences the strength and energetic stream that underpin the content. Professor Linton clearly provides excellence in teaching and has published seven of her nine articles in the area of Scholarship of Teaching and Learning. The outcomes of this scholarly work provide further evidence of her effectiveness as a nursing educator.

Since her initial appointment, Professor Linton has taught multiple sections of two courses that have been the focus of her teaching at UM-Flint: NUR 300 (Theoretical Concepts for Professional Nursing) and NUR 421 (Synthesis of Knowledge for Professional Nursing Practice). Professor Linton substantively updated and revised these courses to ensure they aligned with The Essentials of Baccalaureate Education for Professional Nursing Practice, the School of Nursing (SON) terminal objectives for the baccalaureate program, and all other nursing course objectives. Professor Linton's primary responsibilities have been in the RN to BSN completion program where she was integral to revising the overall curriculum by improving the relevance to

professional nursing in the 21st century. While the majority of her teaching has been in the online format, she also participated in three service-learning trips to Kenya where participants included RN to BSN, traditional BSN, MSN, and DNP students. Professor Linton has also mentored DNP students in their translational research projects and guided them through the dissemination process. She has published a translational research article with one student.

Professor Linton has consistently received high scores (4.0 and 5.0 and above) on student evaluations for both of the RN to BSN courses she has taught on items (1) Overall, this was an excellent course and (2) Overall, the instructor was an excellent teacher. Student comments included: “Professor Linton is an amazing instructor. ... She is very particular in what she expects and I am a better nurse and critical thinker because of her teaching. ... Professor Linton demonstrates commitment and passion for the advancement of the nursing profession.” Professor Linton’s evaluations for NUR 910-913 (DNP Research Seminar) for the winter 2020 semester were also high with three of five students responding to the evaluation; the mean score for both questions (1 and 2; excellent course and excellent teacher) was 4.7.

Research: Professor Linton is an accomplished scholar with her main line of well-developed and sustainable research focused on nursing education. Since 2014, she has published nine articles with one in press for a total of 13 publications over her career, seven in the RN to BSN education line of research with four as first author, two as second author, and one as third author. Her published work has addressed student expectations of and experiences with RN to BSN education, RN to BSN program curricular revisions made to reflect student-centeredness, RN to BSN students’ knowledge and attitudes toward sustainability in nursing, student expectations and experiences of international service learning opportunities, and a partnership between school nurses and RN to BSN nursing student community experiences. She has utilized these research findings to inform her own teaching as well as curricular changes and student success strategies.

Professor Linton has presented her research through poster and podium presentations at 15 local, regional, and national venues since 2014. She received M-Cubed grant funding with three collaborators in the amount of \$15,000 for a project titled “Implementing Strategies to Incorporate Content and Competencies that Adopt Environmental Sustainability in Nursing Practice.” She was also awarded a Provost’s 60th Anniversary Research Grant in the amount of \$2,000 for a project titled “A Multidisciplinary Service-Learning Experience in South Africa: An Investigation of Cross-National Research on Students’ Knowledge and Skills in Cultural Competence, Social Determinants of Health and Social Justice.”

Recent and Significant Publications:

- Linton, M., Wilson, K., Dabney, B., Newberry, E., & Johns, E. (2020). Integrating environmental sustainability content into an RN-to-BSN program: A pilot study. *Journal of Nursing Education*, 59 (11), 637-641. doi:10.3928/01484834-20201020-07
- Linton, M., & Koonmen, J. (2020). Self-care as an ethical obligation for nurses. *Nursing Ethics*. <https://doi.org/10.1177/0969733020940371>
- Linton, M., Dabney, B. W., Knecht, L., & Koonmen, J. (2019). Student expectations of an RN to-BSN program: A qualitative analysis of student and faculty perspectives. *SAGE Open Nursing*. <https://doi.org/10.1177/2377960819897250>

Knecht, L. D., Wilson, K., Linton, M. E., Koonmen, J. M., & Johns, E. F. (2019). Assessing student expectations and perceptions of a short-term international service-learning experience. *Public Health Nursing, 00*:1-9. <https://doi.org/10.1111/phn.12669>

Service: Professor Linton displays a very high level of service to the university, the SON, the Flint and global communities, and the nursing profession. She has provided leadership and service to the SON through her work on several committees, in policy development, and through service-learning opportunities for students and alumni. She freely shares her expertise in curriculum development and led the SON RN to BSN program through a recent major curricular revision. Professor Linton has also provided service in a leadership role as the chair of the Undergraduate Curriculum Committee and as a member of the SON Faculty Committee, Undergraduate Faculty Committee, RN to BSN Faculty Committee, Program Evaluation Committee, Undergraduate Academic Standards Committee, Campus Connect RN to BSN Committee, and the Subcommittee reviewing CCNE Standards I, II, and IV.

Professor Linton's service activities within both the SHPS Student Appeals and SON Undergraduate Academic Standards Committees are directly connected to her line of research focused on student experiences as well as her student mentoring activities. Her service to the university is well aligned with her work towards academic standards, women's issues, and global studies. She served on the University Academic Assessment Committee (2018-2019), the Women's Commission and the Women's Commission Data and Policy Subcommittee (2016-2019), and the International and Global Studies Core Faculty (2017-present). She also led student and alumni service-learning trips to Kenya where she assisted in developing and nurturing lasting relationships between the Kenyan clinical sites and the SON. She has been described by colleagues as being actively engaged and providing continuous, high-level contributions.

Professor Linton's service to the profession has included services to nursing organizations and as a nursing journal reviewer. She is a member of the Sigma Pi Delta Chapter and serves on their Leadership Succession Committee. She is also a member of the National League for Nursing and serves as a reviewer for *SAGE Open Nursing*. Professor Linton is a longstanding active member (2010-present) of the Zonta Club of Alpena, a global organization of professional women working to empower women through service and advocacy where she serves on the Board of Directors. Additionally, she serves on the Board of Directors of Hope Shores Alliance, a community-supported human service organization. This organization is dedicated to assisting victims/survivors and their families in ending domestic violence, sexual violence, and discrimination through education, systems change, building community partnerships, and ensuring the availability and accessibility of support services.

External Reviewers:

Reviewer (A): "Dr. Linton has assimilated into her academic role and has developed her teaching abilities, while expanding her research/scholarly production as well as service activities. She has a solid record of research dissemination with a promising trajectory for expansion."

Reviewer (B): "She has provided evidence of ongoing scholarship in the areas of RN-BSN education and international service learning on her curriculum vitae with listings of manuscripts currently submitted for publication and recent podium and poster presentations."

Reviewer (C): “Since becoming an assistant professor in 2014, she has made great strides in publications and in steadying her direction of scholarship. Dr. Linton’s advancement to associate professor on the tenure track is fitting.”

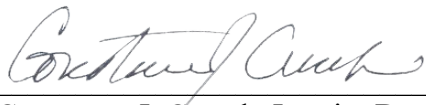
Reviewer (D): “Using the Boyer model, Dr. Linton’s teaching, scholarship, and service are integrated, interconnected, and embedded in one another.”

Reviewer (E): “Dr. Linton has demonstrated the ability to nicely align her teaching and her scholarship. Based on her contributions to date, Dr. Linton shows future promise for continuing to engage in scholarship and disseminate her scholarly activities.”

Summary of Recommendations:

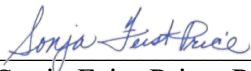
Professor Linton is a talented teacher and researcher with a sustained high level of service who has generously shared her research expertise in education and curriculum. Without reservation, I recommend Mary E. Linton for promotion to associate professor of nursing, with tenure, School of Nursing.

Recommended by:



Constance J. Creech, Interim Dean and Professor
School of Nursing

Recommendation endorsed by:



Sonja Feist-Price, Provost and
Vice Chancellor for Academic Affairs



Debasish Dutta, Chancellor
University of Michigan-Flint

May 2021