

NURSING PROGRAM STANDARDS

REVISED AND APPROVED BY THE FACULTY OF THE NURSING PROGRAM

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Standards for Reappointment, Tenure, and Promotion for Faculty of the Graduate and Undergraduate Nursing Programs

INTRODUCTION

4.0 This document provides all members of the Nursing Program Faculty, including tenure-track faculty, non-tenure track faculty, and part time faculty clear guidelines for reappointment, tenure, and promotion. These guidelines recognize the unique efforts of faculty in the Nursing Program, which may distinguish them from faculty in other programs. Such distinctions include clinical practice requirements for national certification and licensure. Nursing faculty acknowledge the role of faculty assessment in the areas of teaching, scholarly activities and service to the Program, the School of Health Sciences, the University, the Community and the discipline.

5.0 EVALUATION OF FACULTY

5.1 The successful candidate for tenure and/or promotion shall hold the earned doctoral degree in nursing (PhD), nursing practice (DNP) education (EdD), or a closely related doctoral degree. This degree is considered the terminal degree. Candidates enrolled in a doctoral program when employed will be expected to have the earned degree when applying for tenure.

5.2 Faculty acknowledge that a meaningful balance between teaching, scholarship and service is critical to the successful faculty role. It is the responsibility of the faculty member under review to demonstrate in an accurate and timely manner the extent and quality of performance relative to all applicable standards

5.3 Faculty are expected to teach in both the prelicensure and RN-BSN programs. Faculty with the doctoral degree or masters degrees with relevant clinical experience are eligible to teach in the graduate nursing program. Only faculty holding national certification as a nurse practitioner can teach in graduate clinical courses.

5.4 The Program, as well as the University, recognize that “it is sometimes advisable to appoint, as tenure track faculty, individuals who have excellent credentials as practitioners or clinicians in an applied field but have not previously had need to develop a scholarly program. Typically, these individuals will have terminal degrees that are not research-based degrees. Such individuals should be identified early in their time at the University. They may be considered for tenure without concurrent promotion to Associate Professor, provided that they have demonstrated a particularly high level of excellence in teaching and service, and that they are deemed likely to meet the standards for promotion in the area of scholarship/creative activity in the near future”, (RSC *Faculty Evaluation Policy*, Academic year 2012-2013, 5.01, pg. 5).

5.5 The Program, as well as the “ University expects the highest level of professionalism at all times. Faculty are expected to perform their roles in a manner that reflects positively on themselves and the University. Also, education is a shared enterprise that entails the ability to work well with colleagues and others on campus and to contribute to institutional, School, and Program goals. “(Stockton University Faculty Evaluation Policy-II-10.5 September 1, 2016)

5.6 These standards will serve as the criteria for nursing faculty evaluation.

6.0 ELABORATION OF SCHOOL OF HEALTH SCIENCES STANDARDS FOR FACULTY IN THE NURSING PROGRAM

6.1 Teaching

6.1.1 The education of professional nurses, both inside and outside the classroom, clinical setting, or laboratory is the Program’s primary purpose. Therefore, performance and effectiveness in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including nursing theoretical information, practice skills and techniques, grading and attendance policies, and timely response to students will be evaluated in order to gain a clear understanding of each faculty member’s effectiveness in the educator role. Preceptorial teaching/advising is also a component of teaching evaluation.

6.1.2 Excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the discipline of nursing as defined by the Rules and Regulations of the New Jersey State Board of Nursing, The Essentials of Baccalaureate Education for Professional Nursing Practice, The Essentials for Master’s Education for Advanced Practice Nursing (as set forth by the Commission on Collegiate Nursing Education), The National Task Forces on Quality Nurse Practitioner Education (as set forth by NONPF), the ANA Scope and Standards of Professional Nursing Practice, the ANA Code of Ethics with Interpretative Statements, and The Roy Adaptation Model.

Excellence may be evidenced by national certification in the faculty member’s area of teaching responsibility, a record of completion of required continuing education requirements relative to one’s teaching responsibilities, ongoing research that is related to teaching responsibilities and other scholarship that relates to faculty specialty expertise.

Formal student evaluations (IDEA’s), as a measurement of student achievement in student learning outcomes and faculty effectiveness, are a further measure of excellence in teaching. A pattern of successful results will form the foundation for this evaluation. Anecdotal IDEA comments will be reviewed. It is expected that any problematic patterns be addressed. Faculty should achieve scores as noted in 6.1.2.3, pg 3.

6.1.2.2. Sound course design and delivery in all teaching assignments, whether introductory, advanced or graduate offerings, clinical or classroom is evidenced by clear and measurable student learning outcomes, content reflecting current and best available scholarship and teaching techniques aimed at successful student learning. An important component of

course design should be in preparation for NCLEX-RN (prelicensure) and NP specialty licensure examinations as well as safe clinical practice and should provide evidence of the linkage between student learning outcomes and evaluation techniques.

6.1.2.3 The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading and attendance policies, and the timely provision of copies to students is required. Materials submitted by faculty should provide evidence of the above and should include all syllabi for courses taught. The Program Conceptual Model (The Roy Adaptation Model) should be evident in every program syllabus. Faculty are expected to consult with senior program members regarding syllabi changes so that content remains congruent with the curriculum plan. Faculty are expected to earn a majority of scores that are at least 3.5 (5-point Likert) on the IDEA under the categories of “Teaching Methods and Style, Excellent Teacher, Excellent Course”. Faculty are invited to submit all documents that reflect ability to organize course material and to communicate it effectively.

6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions and the timely evaluation of and feedback to students. Nursing faculty will demonstrate this respect by holding office hours at least twice a week the majority of the semesters. Faculty will provide feedback to students about examination grades in a timely manner. Faculty and students will agree what constitutes a timely manner and expectations should be clearly communicated. Faculty will respond to student electronic communications within 48 hours – unless there are extenuating circumstances. Faculty will conduct preceptorial advising meetings to assist students in course planning.

6.1.3 Where appropriate, additional measures of nursing faculty teaching excellence include but are not limited to:

6.1.3.1 Utilize technology in teaching. Nursing faculty members are expected to demonstrate computer-assisted teaching in the classroom and when appropriate, in clinical areas. The delivery of on-line course materials is expected. Faculty will orient students to the specific areas of technology to be utilized in a course when necessary.

6.1.3.2 The capacity to relate the subject matter to other disciplines. The development of interdisciplinary activities might include interaction with the physical therapy, occupational therapy and communications programs to enhance the nursing science approach. These activities need not be limited to health science disciplines, but also to the liberal arts. For example, the integration of the freshmen reading is encouraged in the prelicensure program.

6.1.3.3. Seek opportunities outside the classroom to enhance student learning - which might include clinical and professional organization activities. Nursing faculty can demonstrate such opportunities by participation in the Nursing Club, the off-campus Influenza Immunization Program, and Sigma Theta Tau, Theta Sigma, the Stockton Chapter of the International Honor Society for Nursing, Graduate Student Nursing Academy. Exposure by faculty to the New Jersey State Student Nurses’ Association annual meeting would also enhance

the professional development of students. The development of clinical activities within the faculty member's clinical specialty and the communication of real world clinical experiences by faculty enhance student learning.

6.2 Scholarly and Creative Activity

6.2.1 Nursing Program faculty recognize that the teacher-scholar model is a serious and continuing commitment to scholarship, enriches teaching, and is the foundation of sustained excellence within the classroom. It is expected that faculty will initiate a research agenda during the first year of employment and establish and carry out that agenda in future years. The progression of that agenda is critical to personnel decisions and should be clearly documented in the faculty member's yearly faculty plan progress report.

6.2.2. Excellence in scholarship is characterized by:

6.2.2.1 Sharing the results of scholarly work further contributes to scholarly and creative activity. Nursing faculty are expected to publish a minimum of one first author peer reviewed publication by tenure review. Expectations for tenure and promotion to associate professor include at least two scholarly accomplishments, one of which is a first author, peer reviewed publication by the time of tenure review.

Examples of additional scholarly accomplishments recognized by the Nursing Program include a wide variety of scholarly vehicles including disciplinary or interdisciplinary research, pedagogical research, applied clinical research, integrative scholarship, grant acquisition and participation, and achievements of specific criteria necessary for professional nursing licensure/certification in so far as those activities involve scholarship that promotes the science of nursing.

Examples of additional scholarly accomplishments include peer-reviewed presentations and or posters at state, regional, national, or international conferences. Published abstracts also represent the sharing of scholarly work in the field of nursing. Additional examples are serving as a manuscript reviewer for a peer reviewed publication or serving as a book reviewer.

Publications in support of reappointment and tenure are those achieved during the applicant's probationary period. . Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent personnel action.

Expectations for promotion to the rank of full professor include a pattern of growth in depth and quality of scholarly and creative achievements and include a record of first author, peer reviewed publications and other valued and substantial achievements of knowledge development in nursing. Section 6.2 of the University and School Standards outlines these forms of scholarship.

6.2.3 It is always the case that the burden is on the candidate to document the excellence of one's work; therefore, nursing candidates must provide appropriate documentation. In cases of shared or multiple authorship, clarification of the degree of one's participation is

expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

Judgments of the worth and significance of the work by those qualified to make such judgments are necessary. These may include disciplinary peers, professional organization, ad hoc groups to include evaluation, judging or refereeing panels.

6.2.4 Nursing Program faculty acknowledge excellence can be exhibited in a variety of scholarly, creative or nursing practice activities that embody the following:

Books and book chapters should be published by reputable academic or trade presses and reviewed in appropriate journals.

Articles and essays should be published in appropriate scholarly journals, whether print or electronic. Some assessment should be made as to the quality of the journal in which the paper appears; in particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed.

Scholarly activity that involves students or colleagues as co-presenters, co-participants, or co-authors is encouraged. Collaborative research with nursing and other related majors is particularly valued. Examples might include mentoring recipients of the Distinguished Research Fellowships for Graduate Students.

A scholarly presentation should be evaluated on the quality of the content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. Conferences sponsored by international, national, regional and state organizations should rank higher than locally sponsored meetings. Competitive selections as well as presentations receiving acknowledgement for excellence by scholars in the field should be noted. In nursing, a record of scholarship includes refereed publications, scholarly presentations and relevant practice activities.

Other forms of scholarly activities that may appear in emerging scholarly media may be included as well, provided that comparable standards of peer review can be applied to them.

Reviews, if submitted as documentation from appropriate journals should be included. Where reviews are included in a file as evidence of the worth of scholarly work, attention should be given to the professional credentials of the reviewer and the reputation of the journal.

Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. An example is the development of a new community program or a new evidence-based nursing intervention that provides improved patient outcomes. Such qualities distinguish between scholarship and professional service. Those

making the judgments regarding standards for applied research involve more than clients and include academic peers familiar with the area of practice under consideration.

Nursing is a discipline with strong expectation of practice to maintain current competency, as exemplified by professional licensure, certifications, continuing education and practice hour requirements as noted in 6.2.3. Other examples of professional nursing accomplishments as prescribed by the Board of Nursing and the certifying body for the specific nursing specialty may also be required.

Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

Nursing faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social and health problems or issues, by facilitating organizational development, by developing new community programs, by improving existing practices or programs, and by enriching the life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.3 Program, School, University and Community Service

6.3.1 The nursing faculty role includes service to the Nursing Program, the School of Health Sciences, the College and to the community. This service expectation “ will include positive collaboration with one’s colleagues in the achievement of individual, Program, School, and University purposes “ (Stockton University Faculty Evaluation Policy-II-10.5 September 1, 2016) and should contribute to the achievement of the mission and goals of these entities. Faculty will participate in governance and service activities including leadership roles within the program, school, college and community. Those contributions will require the capacity to work collaboratively.

6.3.2. Excellence in service is defined as:

6.3.2.1 Participation in a leadership role in Nursing Program governance through chairmanship of a committee and active participation in program matters.

6.3.2.2 Participation in a leadership role within the School of Health Sciences through active participation in School activities.

6.3.2.3 Participation in a leadership role within the University community.

6.3.2.4 Nursing faculty may also contribute in broader arenas such as state, regional, national and international nursing organizations. In addition, nursing faculty may

contribute to the University's public mission through service to community, region, state or nation.

6.3.3. Normally the program expects probationary faculty to serve the University and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and professional organizations. This may include program development, curriculum design and program assessment.

6.3.4. Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.

6.3.5. Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work are considered valuable. For example, holding office or providing service to a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

6.3.6. General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member are to be considered.

References

Richard Stockton University of NJ *Faculty Evaluation Procedure*, (2012-2013).
Stockton University Faculty Evaluation Policy-II-10.5 September 1, 2016

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