

NURSING PROGRAM STANDARDS

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

Approved by Nursing Faculty, May 13, 2024

Approved by Associate Dean of Nursing, May 13, 2024

Approved by Dean of Health Sciences 5/15/2024

1.0 PREAMBLE

1.1 As a nationally ranked public liberal arts university, Stockton University is committed to high standards of faculty performance that will sustain and extend the excellence we have achieved. This commitment embodies the teacher-scholar model central to the liberal arts tradition. In turn, the dynamic relationship between teaching and scholarship is part of maintaining the currency of the University's approach to interdisciplinary learning. While much of this policy focuses on evaluation of individual faculty members, this policy also affirms that interdisciplinary, liberal arts education is not the work of an individual, but

1.6 This policy specifies schoolwide considerations for faculty evaluation in the School of Health Sciences (HLTH). This policy has been developed to elaborate upon the unique efforts of faculty in the School of Health Sciences which may distinguish them from faculty in other collegeschools. Such distinctions should be incorporated into the faculty evaluation procedure.

The Universitywide Faculty Evaluation (Policy # Policy #10.5) shall serve as the standard for faculty evaluation.

The School of Health Sciences (HLTH) encourages the faculty to demonstrate teaching effectiveness by a variety of methods. There are multiple methods of attaining excellence in teaching. Each program as well as each individual faculty member is guided by a unique pedagogical philosophy. In addition to traditional classroom instruction, HLTH faculty are often engaged in independent studies, support of student research and supervision of students. To demonstrate teaching effectiveness, the HLTH school encourages faculty to rely on several indicators of successful and effective teaching.

1.7 This document provides all members of the Nursing Program Faculty, including tenure track faculty, nontenure 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 and should be incorporated into the faculty evaluation procedure. Nursing faculty acknowledge the role of faculty assessment in teaching, scholarly activities, and service to the Program, the School of Health Sciences, the University, the Community, and the discipline.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the Program's primary purpose. Therefore, performance in teaching carries great weight.

techniques, and methodologies of the disciplines one teaches.

6.2.1.1.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the discipline of nursing as defined by the New Jersey Administrative Code Title 13, Chapter 137, New Jersey State Board of Nursing (2024); The Essentials of Baccalaureate Education for Professional Nursing Practice (2008); The Essentials of Master's Education in Nursing (2011); The Essentials of Doctoral Education for Advanced Nursing Practice (2006); the American Association of Colleges of Nursing's (AACN) Essential Core Competencies for Professional Nursing Education (2023); Standards for Quality Nurse Practitioner Education (6th edition) (2022) a report of the National Task Force on Quality Nurse Practitioner Education (the ANA Nursing Scope and Standards of Practice (4th edition) (2021); the ANA Code of Ethics for Nurses with Interpretative Statements (2015) and The Roy Adaptation Model.

6.2.1.1.2 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.

6.2.1.2 Sound course design and delivery in all teaching assignments, whether program or General Studies, introductory or advanced offerings, is evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.

6.2.1.2.1 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-2 (a)4 j [(i) (s)-14.9 (af)-1.c

assigned alternate assignments related to instructional delivery (e.g., organization of patient simulations, maintenance of education laboratories, internship coordination, etc.) will have those activities recognized as contributing to excellence in teaching.

6.2.2.7 Measurement tools used to evaluate teaching effectiveness must include (but are not limited to):

6.2.2.7.1 Results and reflection about student evaluation tool results, this may include the IDEA or small class evaluation instrument. Evaluation requirements should follow the current MOA requirements for student evaluation of teaching and be based on the position/rank of the individual faculty member.

6.2.2.7.2 Results and reflection on the currently used Preceptor Evaluation Form.

6.2.2.7.3 A teaching portfolio may include statement of educational philosophy;

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.

6.3.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate's probationary period. Activity in support of a posttenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.3.3 The School and the Nursing Program recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement and learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.3.3.1 The School and the Nursing Program recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and subdisciplines. Such variance is addressed in approved School and Program standards.

6.3.1.1 Sharing the results of scholarly work further contributes to scholarly and creative activity. 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

6.3.2 The burden is always on the candidate to document the excellence of work. 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.

Typically, central to judgments regarding scholarly and creative activity are:

6.3.2.1 The capacity to bring scholarly or creative projects to completion.

6.3.2.2 A mix of scholarly activities appropriate to one's appointment e.g., in some cases scholarly activity will be primary, in others creative activity.

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

6.3.2.4 Documentation of the impact of one's work

- with students
- within the scholarly area

- within higher education generally
- on documented standards of best practices in pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions
- in the artistic/cultural realm
- or in an educational setting

6.3.2.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancement in the discipline are also expectations of alternate forms of scholarship.

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

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

6.3.4.6.1.1 Books and book chapters should be published by reputable academic or trade presses. Reviews of books and book chapters should be published in appropriate journals.

6.3.2.6.2 Articles, essays, reviews, and creative writing should be published in appropriate scholarly/creative journals or venues, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly/creative reputation and whether or not the journal or proceedings are peer reviewed.

6.3.4.6.2.1. Articles, essays, reviews, and other forms of writing should be published in appropriate scholarly/creative journals or venues, whether print or electronic. Assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly/creative

reputation and whether or not the journal or proceedings are peer reviewed.

6.3.2.6.3 Scholarly and creative activity that involves students as co-presenters, participants or co-authors.

6.2.4.6.3.1 Scholarly activity that involves students or colleagues as presenters, co-participants, or co-authors is encouraged. Collaborative research with nursing and other related majors is particularly valued.

6.3.2.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than nonscholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.

6.3.2.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional associations. Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional associations. (1002 Twp (Ch) (15 d) (e) (1))

6.3.2.6.5

6.3.4.6.7.1. Reviews, if submitted, should include documentation from the journal to confirm review.

6.3.2.6.8 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. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

6.3.4.6.8.1 An example is the development of a new community program or a new evidence-based nursing intervention that provides improved patient outcomes.

6.3.2.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the

existing practices or programs, and by enriching the cultural 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.

6.3.2.7 Although NTTPs are not typically responsible for scholarly and creative works, it may be required by individual program accreditation standards in the School of Health Sciences. In those cases, the School recognizes scholarly activity as contributing to the faculty member's overall performance.

6.3.4.7.1. The Nursing program does not require NTTP faculty to engage in scholarship as part of their evaluation process.

6.4 University and Community Service

6.4.1 The faculty role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation.

6.4.1.1. The nursing faculty role includes service to the Nursing Program, the School of Health Sciences, the University, 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" (I ()3 inirsw -1.24[

issues; contributes to the public good enriches scholarship. Community engagement and service learning is particularly valued at Stockton.

6.4.2.1 Participation in a leadership role within the university community and active participation in university activities.

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

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

6.4.2.4 Nursing faculty may also contribute to service ~~with~~ 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.

6.4.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with ~~task~~. Faculty who are tenured ~~have~~ multi-year contracts and/or are of senior rank would be expected to have more substantial records ~~in~~ this

of documenting achievement in campus and community service. In the nursing program, NTTP faculty assigned alternate assignments related to program administration or other service to the program will have those activities recognized as contributing to excellence in service.

6.4.5 Evidence of effectiveness in University or community service may include such items as:

6.4.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a University group or individual.

6.4.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on 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.

6.4.5.3 General civic or community acti-10 (er)-1 (s)R 0 Tw 1.u (er)-1 Ui(er)-iviraty acrw42-2 (rw

- 10.1.2 Demonstrate a record of teaching toward excellence (in both Program and General Studies courses, as assigned) and/or excellence in non-teaching responsibilities as assigned; consistent with the program standards.
- 10.1.3 Document the capacity to contribute effectively through the use of professional skills in service to the program, school, University, discipline, and community, as applicable.
- 10.2 Teaching/Clinical/Other Specialists (Non-Tenure Track Position II and I):
 - 10.2.1 In addition to 10.1.1, must also have attained a prominent role in their profession (e.g. CPA, Hospital Administrator, elected official, broadcast journalist, uniformed services leader) as specified in School and/or Program standards.
 - 10.2.2 Document consistent excellence in teaching (in both Program and General Studies courses as assigned) and/or consistent excellence in non-teaching responsibilities as assigned, and
 - 10.2.3 Document progressively important service roles and a record of

and

10.7.3 Must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope.