

Department of Nursing
The College of New Jersey
Disciplinary Standards for Reappointment, Tenure, and Promotion

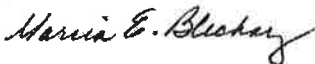
The attached disciplinary standards have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.

To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.



Department Chair

5/12/2014
Date



Dean

5/12/2014
Date



Provost

9/3/14
Date

The Nursing Department will next review its disciplinary standards in
Academic Year 2017-2018.

Accepted by Department of Nursing Faculty May 12, 2014.

Addendum A
Disciplinary Standards Cover Page

Nursing Disciplinary Standards for Scholarship
Revised September 12, 2012/Revised and Accepted May 12, 2014

I. PURPOSE

The Department of Nursing Disciplinary Standards are consistent with the Mission of the College and the School of Nursing, Health and Exercise Science. We recognize that the College is a primarily undergraduate institution with targeted graduate programs. We expect that our faculty members are accomplished and engaged teacher-scholars and students are accomplished and engaged learners. The department's Disciplinary Standards are consistent with the criteria set forth in the Promotions and Reappointment Document.

1. Describe standards for scholarly productivity that are consistent with expectations set forth by the American Association of College of Nurses (AACN) for nursing faculty and that support the teacher-scholar model recognized at TCNJ.
2. Provide guidance for pre-tenured faculty in their journey toward reappointment, tenure and promotion.
3. Provide guidance to tenured faculty in maintaining scholarly productivity within the teacher-scholar model, as they work toward promotion.
4. Provide guidance to the promotion and tenure committee in evaluating candidates for reappointment, tenure, and promotion.
5. Create and sustain an environment within the Department of Nursing that is supportive of faculty in their scholarly work and of the missions of the department, school and College. The Department of Nursing has a mentor system for new faculty that seeks to support and guide them from the time of initial hiring through the tenure process.

II. FOUNDATION FOR TEACHER-SCHOLAR ROLE

The Department of Nursing supports the teacher-scholar model as it relates to the mission of the College and as it relates to nursing scholarship and nursing practice. In addition, the Department of Nursing subscribes to the definition of scholarship for the Discipline of Nursing as advanced by the American Association of Colleges of Nursing (AACN). The definition of scholarship is explicated in the *Position Statement on Defining Scholarship for the Discipline of Nursing* (AACN, 1999) and sets a national standard for scholarly endeavors within nursing. AACN defines scholarship in nursing as follows:

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, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods (1999, p. 2).

Four types of scholarship are defined by AACN in the position statement: the scholarship of discovery, the scholarship of teaching, the scholarship of practice, and the scholarship of integration. These types of scholarship are elucidated below:

Scholarship of Discovery. This type of scholarship is most like traditional methods of research and is expected of faculty at most colleges and universities. The scholarship of discovery is defined as inquiry that leads to production of knowledge within the “unique perspective of nursing” (AACN, 1999, p. 3). Diverse methods of inquiry are included within this category. This diversity reflects the variety of scholarly traditions, worldviews and methods within the domain of scholarly nursing. The following methods of discovery include both research and theory building:

1. Primary empirical research - A variety of qualitative and quantitative designs are used, including experimental, quasi-experimental, meta-analysis, secondary analysis, descriptive, exploratory, case studies, and ethnography. Source materials include primary empirical measurements, observations and specimens, databases created for other purposes, and published reports of research.
2. Historical research
3. Theory development
4. Methodological studies
5. Philosophical Inquiry

Scholarship of Teaching. This scholarly approach encourages activities that lead to knowledge that supports and improves the transfer of nursing art and science, with a focus on methods that embrace the diversity of the learners (AACN, 1999). The Department of Nursing feels that this type of scholarship has particular relevance within the teacher-scholar model as advanced by the College, as it has the potential to support student learning both directly and indirectly. Four major types of scholarship within teaching are recognized by AACN:

1. Educational innovations that demonstrate extensive or unique knowledge in relation to teaching-learning.
2. Development of new, creative methods of teaching and student evaluation.
3. Innovative program development and methods for the evaluation of program outcomes.
4. Professional role modeling and mentoring of students and novice faculty.

Scholarship of Practice (Application). Nursing is a practice profession; clinical competency and innovation are recognized as critical issues for nursing faculty. Active practice hours in subspecialty areas are required for maintenance of advanced certifications and licensure. Faculty must have, not only basic practice competency, but should achieve and maintain high levels of current clinical knowledge in their specialty areas. Nurses working in academia should also be involved in origination and dissemination of clinical practice innovations. AACN (1999) differentiates scholarly practice from basic nursing practice. Scholarly practice encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (AACN, 1999, p. 4).

AACN (1999) lists four components of scholarly practice:

1. Development of clinical knowledge
2. Professional development
3. Application of technical or research skills
4. Service

Scholarship of Integration. This is defined as scholarship that emphasizes the interconnections between ideas from nursing and other disciplines or which discovers new insights on existing concepts and knowledge (AACN, 1999). Examples of integrated scholarship include critical and interpretive analysis. Interdisciplinary scholarship that is research, practice or teaching focused may qualify as scholarship of integration. By definition, integrative scholarship requires that two or more disciplines work together to advance knowledge (AACN, 1999). The scholarship of integration includes:

1. Interdisciplinary research
2. Health policy analysis
3. Development of interdisciplinary projects in education, practice or service
4. Health systems research
5. Integrative literature reviews
6. Development of integrative models or paradigms

The Department of Nursing affirms the model of scholarship advanced by the AACN (1999) for the following reasons. First, this model is consistent with the teacher-scholar model delineated by the Final Report of the Task Force on the Teacher-Scholar Model at TCNJ (2006). Second, this model best reflects the types and levels of scholarship important in a practice profession such as nursing. Third, this model is the accepted national model of scholarship to advance the art and science that comprises the discipline of nursing. Finally, all scholarship areas are integral to the sustained growth of the nursing profession and, as such, of equal merit in tenure, reappointment, and promotion considerations.

III. EVALUATING SCHOLARSHIP QUALITY IN THE TEACHER-SCHOLAR ROLE

1. Institutional Policies

The Department of Nursing recognizes that for work to be considered scholarship it must be disseminated and documented. So that faculty peers may appropriately and fairly judge scholarly work of faculty, there must be standards for that evaluation. In evaluating the scholarship of colleagues, the faculty recognizes both the Department's need for faculty expertise across various nursing subspecialty areas and the variation in opportunities for funding and dissemination of scholarship across different subspecialty areas in the discipline. The following benchmarks are proposed for each type of scholarship.

Scholarship of Discovery. The scholarship of discovery is the most basic and easily understood form of scholarship. Important to any scholarship is dissemination of ideas and/or findings. Dissemination is documented through publication of peer-reviewed or invited manuscripts

related to research, theory, or philosophical inquiry and peer-reviewed or invited presentations of research, methods, theory, or philosophical inquiry; however, there are also other forms of evidence of quality related to the scholarship of discovery that include but are not limited to the following examples:

1. Grants in support of research or other forms of scholarship;
2. Recognition as a scholarly expert in an identified area on the local, regional, national, or international levels;
3. Positive peer evaluations of a scholar's work;
4. Evidence of mentorship of junior colleagues in scholarly endeavors.

Scholarship of Teaching. Teaching is the essence of the faculty role at TCNJ and its peer institutions; however, documentation of quality related to the scholarship of teaching must be demonstrated. Such documentation includes but is not limited to the following examples:

1. Publications of peer-reviewed research or theory related to teaching methodology, learning outcomes, theory development related to teaching-learning, case studies related to teaching-learning, and development and/or testing of educational theories or models;
2. Publication of textbooks, book chapters, electronic media or other significant learning materials;
3. Evidence of development of comprehensive educational evaluation reports such as accreditation reports or other comprehensive reports;
4. Evidence of design and implementation of innovative outcome studies or evaluation/assessment programs;
5. Innovative applications of technology to teaching and learning
6. Grants and awards in support of new methods of teaching or in support of student learning;
6. Positive peer evaluations of innovative teaching strategies;
7. Evidence of local, regional, national, or international recognition as an exemplary educator.

Scholarship of Practice (Application). The scholarship of practice generates evidence that involves systematic development, application, and/or innovation through avenues such as, clinical research, the development of new theories or practice strategies, the evaluation of care systems, the development of clinical quality indicators, the systematic evaluation of clinical care systems, the development of new care delivery models, mentoring or leadership roles, the development of practice standards, or the initiation of grant proposals for the creation of new delivery systems that improve access to care. Evidence of the quality of practice scholarship includes but is not limited to the following examples:

1. Published peer-reviewed manuscripts of clinical research, case studies or other practice-related topics;
2. Local, regional, national, or international presentations related to practice;
3. Policy papers related to practice;
4. Professional certifications, degrees and other specialty credentials;

5. State, regional, national, or international recognition as a master practitioner;
6. Reports of consultations, patient or health service outcomes, clinical demonstration projects and other similar reports;
7. Reports of meta-analyses related to practice problems;
8. Grant awards in support of practice.

Scholarship of Integration. The scholarship of integration reflects the amalgamation of nursing with a variety of disciplines. Evidence of the quality of integrative scholarship is outlined but not limited to the following examples:

1. Published peer-reviewed manuscripts reporting research, policy analysis, cases, integrative reviews of the literature and meta-analytic studies;
2. Presentations at local, regional, national, and international conferences or meetings;
3. Published textbooks, book chapters, monographs and other books;
4. Published or recognized policy papers aimed at influencing local, regional, national or international policy;
5. Grants awarded for interdisciplinary projects
6. Favorable peer evaluations of integrative scholarship;
7. Reports of interdisciplinary projects, service or programs;
8. Copyrights, licenses, patents, or scholarly products for sale related to nursing.

Authorship as Evidence of Quality of Scholarship. Regarding authorship, for multiple-authored works, the Department of Nursing recognizes that authorship order is often determined on grounds other than the amount of contribution (e.g., journal editorial style, alphabetical author listing, specialty listing, first or last authorship) to the work. For these reasons, the Department of Nursing prefers to judge multiple-authored works based on the faculty member's description of his/her specified amount and/or nature of author contributions.

The Department of Nursing values and looks favorably on student engagement in a candidate's scholarly work (e.g. in the publication of articles, in conference presentations), but does not regard it as essential for tenure or promotion. Since we are a small program, candidates for tenure and promotion should demonstrate a breadth of scholarly interests commensurate with the needs of the program. At the same time, candidates should demonstrate that they are engaged in coherent programs of scholarship that are of importance to the primary discipline in which they teach.

Additional Evidence of Quality of Scholarship includes:

1. ****For journal articles:*** Peer review; acceptance/rejection rates for the journal; professional sponsorship or other affiliation status of the journal; status of the journal editors within the subspecialty; inclusion of journal abstracts in CINAHL, MEDLINE, PsycINFO, and/or PubMed; total circulation of the journal; and/or, average citation record for the journal as assessed by Journal Citation Report (JCR) impact factors within the subspecialty (*There are over 500 nursing journals and as of 2009 only 74 nursing journals have JCR impact factors; Polit & Northam, 2011*).

2. ****For books (authored or edited):*** Academic standing of the publisher, (e.g. university press, international or national recognition as an academic publisher); published reviews of the work; evidence of readership, (e.g. size of the press run, sales, course adoptions); and citation frequency.
3. ****For conference presentations (e.g., symposia, papers, posters):*** A peer review process used for the conference; the acceptance/rejection rates for comparable submissions; and, the scope of the professional organization sponsoring the conference, (e.g., local, regional, national or international).
4. ****For invited publications and presentations (these would include invited contributions to special issues of a journal, invited chapters in books, and invited addresses to meetings of professional organizations):*** The stature of the editor of the special issue or book; the stature of other contributors to the publication or meetings of professional organizations; the academic standing of the publisher; the readership of the journal or book (circulation, number printed or accessed); and, the scope of the professional organization extending the invitation, (e.g., local, regional, national or international).
5. ***For applied scholarly activities:*** Number and scope of technical or consultative reports; number and scope of program evaluation reports; number and scope of case study reports; and the frequency and range of use of a product (such as an instrument or tool).
6. ***For editorial roles:*** activities in the capacity of editor-in-chief, associate editor, or assistant editor; guest editor for a special issue of a journal; membership on an editorial board; invitations to serve as an ad hoc reviewer on journal submissions, book chapters, grant applications, or conference presentations; and/or membership on a grant review panel.
7. ***For professional honors, awards, and other forms of recognition:*** Election as an officer of a professional organization, including consideration of the scope of the organization, (e.g., local, regional, national or international), recognition through fellowship status in a professional organization, including consideration of the scope of the organization, and, awards, prizes, and other forms of recognition, including consideration of the scope of the organization presenting the award.

****Note*** - The Department of Nursing also recognizes alternate venues and genres for the publication of journal articles, books, and conference proceedings due to the role of emerging communication and information technologies. Items published via electronic media should conform to the same rigorous standards as print publications.

Scholarship Expectations for Reappointment, Tenure, and Promotion

- ***For Reappointment and Tenure:*** New-hire associate professors and professors with prior experience in rank at other institutions will need to meet the requirements for associate professors and professors as outlined in these disciplinary standards. Furthermore, for tenure, new-hire associate professors and professors must demonstrate scholarly contributions and/or creative contributions

in the individual's field appropriate for the rank and the standards of the specific school/department.

The following bullets are used to establish the benchmarks for minimum expectations in scholarship for the performance of pre-tenured faculty in progressing toward tenure. The standards do not represent absolute performance expectations, but general guidelines. These guidelines are to be used by pre-tenured faculty as a general map to facilitate progression towards tenure. All of the yearly outcomes do not need to be documented when submitting an annual review of progress but provide a benchmark for tenure track expectations.

In the first year the faculty member must show evidence of development of a program of scholarship as demonstrated by scholarly activity including but not limited to :

- Submission of at least one manuscript to a disciplinary or inter-disciplinary peer-reviewed journal or an equivalent written scholarly submission and
- Submission of at least one abstract to a local, national, or international conference

In the second year the faculty member must show continued evidence of scholarship contributing to a program of scholarship including but not limited to:

- At least one manuscript accepted for publication in a respected peer-reviewed journal or the equivalent written scholarly work or evidence of a continuing scholarly work , for example demonstration of research in progress or a second submitted manuscript.
- At least one presentation at a local, national or international conference.

In the third year the faculty member must show continued evidence of scholarship contributing to a program of scholarship including but not limited to:

- At least one published manuscript (as noted above), a second accepted manuscript and evidence of continuing scholarly work such as research in process or a third submitted manuscript as defined under the first year
- At least one additional abstract submitted for presentation at a national or international conference

In the fourth year the faculty member must show continued evidence of scholarship contributing to a program of scholarship including but not limited to:

- Publication of a second manuscript as defined under the first year and submission of a third manuscript as defined above
- Presentation at a national or international conference plus at least an additional abstract submitted for presentation

By the end of the fifth year the candidate must demonstrate continued evidence of scholarship contributing including but not limited to:

- At least 3 published scholarly manuscripts as defined above.
- At least 3 scholarly peer reviewed presentations, with two at national or international level

For Promotion to Associate Professor

As indicated in the *TCNJ Promotions and Reappointment Document*, “Promotion to Associate Professor requires a pattern of continuing achievement since initial appointment” (2011, p. 6).

Scholarship:

The development of a line of scholarly inquiry is expected. Promotion to the rank of Associate Professor requires consistent focused scholarly work on an area that is demonstrated at the regional and/or national levels. The following descriptor provides evidence of research and scholarship.

- Demonstrates evidence of research and scholarly activities by (a) peer-reviewed publication as an author in recognized journals, textbooks, or instructional media, (b) refereed and/or invited presentations at regional, national, or international professional meetings, (c) publication as an invited author in recognized journals, textbooks, or instructional media, and (d) a record of research conducted either independently or as a collaborative investigator.

For Promotion to Professor

The *TCNJ Promotions and Reappointment Document* states “Promotion to Professor requires a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly/creative/professional record” (2011, p. 6). The professor especially is expected to be one who may represent the College with distinction. Teaching, scholarship and service are overlapping areas. Activities in one area, e.g. teaching, often blend with an individual’s research focus. Each individual must determine the best fit and balance of his/her endeavors in order to meet all criteria.

Scholarship/Research:

Sustained progressive activity toward quality scholarly work is recognized by and presented to the professional community. Contributes to the field of nursing regionally and nationally by influencing policy, theory and/or practice.

- Publications in refereed journals or textbooks and/or recognition of development of innovative projects.

- Recognized nationally and/or internationally for sustained scholarly activities as shown by publications, citations of works and invitations to present papers at refereed conferences.
- Provides editing support and/or consultant for colleagues' research proposals/manuscripts.
- Contributes to the improvement of health care in the community through applications of their research findings and/or clinical innovations.
- Presents papers at national/international conferences (invited/refereed).
- Receives recognition and/or honors for excellence in research/scholarly activity.
- Has an ongoing program of research/scholarly activity supported by external funding.
- Recognized at the national/international level for significant contributions in a practice area.
- Recognized as an expert in supporting scholarly efforts for the improvement of practice.

These standards may be somewhat relaxed under circumstances when, as stated in the *TCNJ Promotions and Reappointment Document*, "there may be periods when the level of scholarly activity is somewhat reduced (but not eliminated) due to a concomitant increase in service, such as serving as an area or divisional coordinator" (2011, p. 10).

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