

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 in years 1-5. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.



Department Chair

11/11/2020

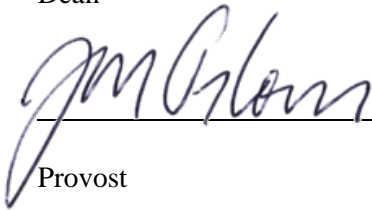
Date



Dean

11/15/2020

Date



Provost

2/12/2021

Date

The Department of Nursing will next review its disciplinary standards in Academic Year 2025-2026.

I. PURPOSE

The Department of Nursing takes pride in offering rigorous, high quality nursing programs. Consistent with the mission of the College and the School of Nursing, Health, and Exercise Science the mission of our programs is to educate successful, ethical, and visionary leaders for an increasingly global and multicultural world. We recognize that the College is a primarily undergraduate institution with targeted graduate programs. This document describes the standards and guiding principles for the evaluation of candidates for reappointment, tenure, and promotion within the Department of Nursing. It supplements and is consistent with the College Reappointment and Promotion documents and policy.

In accordance with the College's mission, faculty will not only excel in teaching and scholarship but will also integrate these two aspects of their professional lives. The teacher-scholar actively engages with the emerging and established knowledge base on teaching and learning and uses it to inform their practice. Whatever the means of inquiry, a faculty member connects knowledge with others both inside and outside of their discipline. In this way, we are participating actively in the life of the campus community and seeking to find ways to improve other communities in which we live and work. Through this work, we affirm the ideals of liberal education and the importance of applying next generation education for next generation health.

II. STANDARDS FOR SCHOLARSHIP IN NURSING

The Department of Nursing supports the teacher-scholar model as it relates to the mission of the College and to nursing scholarship and nursing practice. In addition, the Department of Nursing subscribes to the definition of scholarship for academic nursing as advanced by the American Association of Colleges of Nursing (AACN, 2018). The definition of scholarship is explicated in the position statement on *Defining Scholarship for Academic Nursing* (AACN, 2018) and sets a national standard for scholarly endeavors within nursing. The AACN defines scholarship in nursing as follows:

Nursing scholarship is the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care. Scholarship is the communication of knowledge generated through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery. . . . The hallmark attribute of scholarship is the cumulative impact of the scholar's work on the field of nursing and health care (2018, p. 2).

Four types of scholarship are described by the AACN in the position statement: the scholarship of discovery, the scholarship of teaching/pedagogy, the scholarship of practice, and the scholarship of integration. These types of scholarship are clarified:

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 the production of new knowledge, enhances or "expands existing knowledge, and is translatable into practice" (AACN, 2018, p. 2). Diverse investigative methods and designs are included within this category. The scholarship of discovery is realized through (a) primary empirical research, (b) theory development and testing, (c) analysis of large data sets, (d) health services research, (e) methodological studies including implementation science and translational science, and (f) philosophical inquiry and analysis (AACN, 2018). This diversity reflects the variety of scholarly traditions, worldviews and methods within the domain of scholarly nursing.

Scholarship of Teaching/Pedagogy. This scholarly approach encourages activities driven by exploration and/or content mastery that lead to knowledge that supports and improves the transfer of

nursing art and science. The scholarship of teaching emphasizes understanding, illustrating, elucidating teaching-learning strategies, evaluating their impact on program and learner outcomes, and sharing results (AACN, 2018). The Department of Nursing believes 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 formally and informally. The three major types of scholarship within teaching the AACN recognizes are: (a) evaluation research; (b) application of theoretical concepts that guide nursing education instructional practices, curriculum development, and enhance student abilities to provide safe, quality patient care; and, (c) innovation in the development of programs, strategies for the evaluation of program outcomes, and dissemination of teaching methods to improve nursing education for “students, the healthcare community, and discipline” (AACN, 2018, p. 7).

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 specialty and 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 and subspecialty areas. Nurses working in academia should also be involved in origination and dissemination of clinical practice innovations. Scholarly practice directly relates to problem-solving particular issues within practice in regard to individual patients, organizations, and social problems, thus minimizing the gap between theory and practice (AACN, 2018; Boyer, 1990). The goal of the scholarship of practice is to enhance and transform nursing/healthcare delivery and patient outcomes (AACN, 2018). The four components of the scholarship of practice the AACN defines are: (a) the application of competencies, (b) the establishment of academic-practice partnerships, (c) measuring patient, organizational, and administrative outcomes, and (d) evaluating interprofessional team outcomes (AACN, 2018).

Scholarship of Integration. This is defined as scholarship that emphasizes the engagement of institutions and faculty with the communities served and synergy between ideas from nursing and other disciplines that discovers new insights of existing concepts and knowledge (AACN, 2018). Examples of integrated scholarship include critical analysis, interpretive analysis, and conducting analysis with large data sets generated from clinical practice. Healthcare policy is threaded through the other three domains of scholarship. “The scholarship of healthcare policy includes problem identification, problem analysis, stakeholder engagement, policy development, policy enactment (designing programs, influencing rules and regulations), policy implementation, policy/program evaluation, and the dissemination of evidencebased best practices (AACN, p. 3).” Thus, 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 and institutions work together to advance knowledge.

The Department of Nursing affirms the model of scholarship advanced by the AACN (2018) for the following reasons. First, this model is consistent with the teacher-scholar definition delineated by the Academic Affairs policy at TCNJ (Section II.3.12, Fall 2012). Secondly, this model best reflects the types and levels of scholarship important in a practice profession such as nursing. Thirdly, 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 reappointment, promotion, and tenure considerations. For a comprehensive list of nursing scholarship and scholarly examples, see <http://www.aacnnursing.org/NewsInformation/Position-Statements-White-Papers/Defining-Scholarship-Nursing>.

Scholarship in the Department of Nursing consists of discovery, pedagogy, practice, and integration and is recognized in various ways. Nursing scholarship includes: full-length journal articles (published in refereed journals), full-length journal articles completed and “in press” for publication in refereed journals, full-length articles published in refereed conference proceedings, chapters published or “in press” in edited volumes, papers, lectures, posters, abstracts, and/or presentations at professional local, regional, national, and/or international conferences, external and internal peer-reviewed scholarly grants, book reviews, books and monographs authored and co-authored, books edited or compiled, reports from grant or contract work, editorships of scholarly journals or volumes, equipment design, media productions (e.g., authored virtual simulations, CD-ROMs or DVDs) and invited reviews of scholarly journals, volumes, or proposals. Non peer-reviewed articles may be used to establish a research agenda or specialization but will not be considered as scholarly products for the tenure or promotion process. Published letters-to-the-editor will not be considered for reappointment and promotion. Faculty members are expected to be active in pursuing their scholarship and be able to contribute to the advancement of the scientific body of knowledge within their field of expertise. Professional honors or awards relating to scholarship, or any other forms of recognition, should be included in the application and will be considered by the Department Promotions and Reappointment Committee (PRC).

Ila. Individual, Collaborative, & Interdisciplinary Scholarship

Single-authored and co-authored peer-reviewed publications are viewed as equally important by the Nursing PRC. Single-authored publications for original investigations are rare in nursing, as a team of researchers are usually involved in conducting original research projects. Single-authored publications usually exist in the forms of books, chapters, review articles, and non-refereed articles. Peer-reviewed original research articles carry more weight than other publications; however, faculty members are highly encouraged to publish all types. The order of authorship is another matter of interest. Publications on which the candidate is the lead author are highly valued. Lead author is defined as the author who contributed the largest share of intellectual impetus, scholarly expertise, and writing to the work. The Department of Nursing recognizes that for multiple authored works, 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. Faculty collaborations yield authorship ranging between first and last positions. Although lead author publications are given more weight, all co-authored peer-reviewed publications are considered in the promotion and reappointment process. These authorship guidelines also apply to local, regional, national, and international conference presentations and speaking engagements. Publications may be excluded from consideration toward tenure or promotion in the event that concerns are raised about the ethical conduct of the candidate (e.g., if the publication is retracted, or the publisher issues a statement of concern about the publication).

Nursing faculty members are encouraged to collaborate with internal and external investigators and practitioners and conduct interdisciplinary research when opportunities arise. Collaboration enables the faculty member to conduct high-quality research with other experts in the field with the potential to generate a peer-reviewed publication well-accepted by colleagues in the faculty member’s respective field. Collaborations are common in nursing practice and research. Interdisciplinary collaborations enable the faculty member to conduct research with colleagues in different fields of study. The outcomes have the potential to benefit multiple fields of study. Collaborations will be evaluated in a similar manner to non-collaborative work. The quality of the work will be determined by the breadth and relevance to the discipline, significance of the findings and potential outcomes, author position (in a multiple-authored peer-reviewed publication), and journal selection.

Furthermore, 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. Student involvement may occur in a number of ways and is up to the discretion of faculty members how to best use student assistance in research. Some examples include students engaging in recruitment activities to serve as participants, laboratory research assistants, and data entry analysts. Students who assume a substantial role in the research process and make a meaningful contribution to the final manuscript may earn co-authorship on presentations and subsequent research publications.

Iib. Standard and Evidence for Productivity

Primary Evidence of Productivity

Category 1: Peer-Reviewed Publications

Nursing faculty members are expected to publish their research in a variety of scholarly printed and online journals. Because Nursing has several specialties/subspecialties, it is common for nurses to publish research in an array of health-science and pedagogy journals, including but not limited to health and wellness, maternal-child, medical, psychiatric/psychological, pediatric, public health, policy, administration, in addition to nursing-specific journals. The Nursing PRC recognizes publication in all peer-reviewed journals as a major accomplishment and all peer-reviewed publications are given equal weight regarding journal selection under most circumstances.

Publications submitted to **pre-print servers** **will not be considered** by the Nursing Department. A preprint is a version of a scholarly or scientific paper, not peer-reviewed. By using this service, authors establish precedent; can solicit feedback, and can work on revisions of their manuscript. **Pay-for print articles will be considered if a rigorous peer-review process is in place.** There are many journals in our field that do require payment, however, all still require a rigorous review process.

Category 2: Presentations

Nursing faculty members are expected to be dedicated to the profession and should demonstrate a commitment to excellence. Active membership and participation in the faculty member's professional organization is encouraged. This includes regular attendance and presentations at local, regional, national, and international conferences. Nursing faculty members are encouraged to hold membership in at least one major organization such as the American Nurses Association, National League for Nursing, Sigma Theta Tau International Honor Society of Nursing, and other similar organizations. It is expected that Nursing faculty actively participate in conferences via research posters or slide presentations, lectures (invited or refereed), workshops, and/or seminars.

Category 3: Grants

Nursing faculty are encouraged to seek and obtain internal and external research or pedagogy grants. Grants support the faculty member's career development and can benefit the department as a whole via funding for equipment, travel requests, publication costs, programs, and research assistants.

III. Nursing Expectations For Reappointment, Tenure, and Promotion to Associate Professor

According to the College's Promotion and Reappointment Document, "the College values scholarship that crosses departmental boundaries and that integrates a variety of approaches, theories, methodologies,

and practices and that is uniquely suited to our institution, such as projects that involve TCNJ students in a scholarly manner or are connected to our role in the larger community” (2019, p. 10). In addition, the College recommends that “finished works will be submitted to an appropriate jury of peers for rigorous evaluation and the finished works will be published, presented, or performed in a respected venue consistent with accepted scholarly standards” (2019, p. 7). TCNJ requires “this level of accomplishment and is the most important evidence for reappointment and tenure within the scholarly/creative/professional activity area” (2019, p. 7). The faculty member should demonstrate “strong evidence of accomplishment” (2019, p. 7). In addition, faculty members are required to “continue scholarly/creative/professional achievement since initial appointment” and should demonstrate “strong evidence of accomplishment” (2019, p. 10) In the Nursing department, this includes:

- Developing and continuing a clear research agenda. This should be outlined in the faculty member’s letter to the PRC and evident from projects in which the faculty member is currently engaged. The faculty member is encouraged to involve students in research when and if appropriate.
- Faculty member having **at least four** full-length publications in peer-reviewed research journals or books/book chapters. Nursing faculty publications may include: research with an original data set, a mix of pedagogy based articles, review articles or content specific to their nursing specialty/subspecialty. The faculty member should be the **lead author on at least two** of the peer-reviewed publications. Articles “in press” will be counted toward the required number. Articles “in review” **will not** be considered.
- Faculty member having at least **four** presentations at either a local, regional, national, or international professional conference. Only two poster presentations may count in this category. The faculty member should be the **lead presenter on at least two of the presentations**. Faculty are encouraged to collaborate with other colleagues that may result in co-authored presentations. At least **one** of the presentations should be at a national or international conference.
- Nursing faculty are encouraged to seek and obtain grants. This can include internal or external funding sources, and focus on pedagogy, research, equipment, or programming. Other nontraditional grants can be considered. Grants can assist in establishing a research agenda or specialization. Obtaining a funded external grant may count as a maximum of one publication for tenure/promotion to Associate Professor. The failure to attain grants **will not** negatively influence a faculty member’s application.
- Other types of scholarship considered when applicable. For a comprehensive list of nursing scholarship and scholarly examples, see <http://www.aacnnursing.org/News-Information/PositionStatements-White-Papers/Defining-Scholarship-Nursing>. The Nursing PRC will consider other scholarship including, but not limited to, program review reports or program certification reports, grant reports, and monographs, media productions, consulting, equipment design, and research currently in progress when thoroughly evaluating the candidate. Additional types of scholarship might supplement a deficiency in one of the requirements described above; however, it is the responsibility of the candidate to make the case that the alternative scholarly output is equivalent in impact and/or effort to the deficient product.

IV. For Promotion to Professor

According to the College's Promotion and Reappointment Document, faculty members are required to "sustain a pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly/creative/professional record" (2019, p. 59). Faculty members are also required to "provide external reviews by an expert in the candidates field as a mandatory component of evidence for promotion to Professor" (2019, p. 59). The faculty member should demonstrate a high level of achievement in each of the following areas: by an expert in the candidate's field.

- Faculty members are encouraged to continue the research agenda established during their first few years at TCNJ. Faculty members should clearly demonstrate progression from the time they received the rank of associate professor.
- Faculty members having **at least four** full-length publications in peer-reviewed research journals, books/book chapters or chapter-length manuscripts **since the last promotion**. Nursing faculty publications may include: research with an original data set, a mix of pedagogy based articles, review articles or content specific to their nursing specialty/subspecialty. The faculty member should be the **lead author on at least two of the peer-reviewed publications**. Leadauthor publications are preferred but consideration will be given to co-authored publications depending on the scope and quality of the scholarly project. Articles "in press" will be counted toward the required number. Articles "in review" **will not** be considered. There should be a consistent pattern of publications without large gaps in productivity. If large gaps in publications exist, the faculty member must provide a reasonable explanation (i.e., increased teaching or service load, department chairperson responsibilities, assigned time for committee work, medical leave, etc.). In accordance with the College's Promotion and Reappointment Document, "periods of relatively less activity in one area should be complemented by greater activity in the others, producing a consistently high level of accomplishment and balance overall" (2019, p. 32).
- Faculty members should have **at least four** presentations at either a local, regional, national, or international professional conference **since last promoted**. Only two poster presentations may count in this category. Lead-author presentations are preferred but consideration will be given to co-authored presentations depending on the scope and quality of the project. At least **three of the four** presentations should be at a national or international conference.
- Nursing faculty are required to obtain **at least one grant since time of appointment at the College**. The grant may be internal (e.g., NHES Seed Grant, SOSA, MUSE) or external, and focus on pedagogy, research, equipment, or programming. Other non-traditional grants can be considered. After obtaining the required grant, any additional external funding may be counted as a publication (e.g., one additional externally funded grant may count as one publication). Since the last promotion, faculty are required to apply for **one external grant as the Principal Investigator or Co-Principal Investigator** OR have continued funding from a previously acquired funding source.
- Faculty members are encouraged to have assumed leadership roles in consulting activities or in professional organizations.
- Other types of scholarship considered when applicable. For a comprehensive list of nursing scholarship and scholarly examples, see <http://www.aacnnursing.org/News-Information/PositionStatements-White-Papers/Defining-Scholarship-Nursing>. The Nursing PRC will consider other scholarship including, but not limited to, program review reports or program certification reports, grant reports, and monographs, media productions, consulting, equipment

design, and research currently in progress when thoroughly evaluating the candidate. Additional types of scholarship might supplement a deficiency in one of the requirements described above; however, it is the responsibility of the candidate to make the case that the alternative scholarly output is equivalent in impact and/or effort to the deficient product.

III. DOCUMENT REVIEW

The Nursing Disciplinary Standards for Scholarship document shall be reviewed at a minimum of every five years by the chair of the department in conjunction with all tenured faculty members that have achieved Professor status. In the event that no faculty exist with such distinction or there are less than three faculty members that have been promoted to the rank of Professor then the Nursing PRC will include faculty that have achieved the rank of Associate Professor with tenure.

References

Academic Affairs at TCNJ. (Section II.3.12, 2012). Teacher-scholar, definition of. Retrieved from

<https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/02/Teacher-Scholar-definitionof-.pdf>

AACN. (2018). *Defining scholarship for academic nursing*. Retrieved from

<http://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing>

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

TCNJ. (2015). TCNJ Promotion and Reappointment Document. Retrieved from

<https://academicaffairs.tcnj.edu/files/2016/03/Promotion-and-Reappointment-Documents-2015-FINAL1.pdf>

TCNJ. (2019). TCNJ Reappointment and Promotions Document. Retrieved from

<https://academicaffairs.tcnj.edu/wp-content/uploads/sites/171/2020/02/TCNJ-Reappointmentand-Promotions-Documents-2019.pdf>