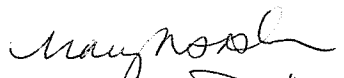# PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline:

Nursing

5-10-19

5-10-19

_____
RTP Committee Chair   **Date**

5-29-19

_____
Provost   **Date**
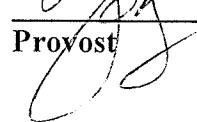
Introduction – Relationship of Discipline Standards to CSU Channel Islands Program Standards

To understand the discipline of nursing in the academic arena one must recognize what nursing encompasses, the functions according to which it educates the students, and the state and national regulations which govern the practice. Nursing is defined by the American Nurses Association in its Social Policy Statement (2003) as the "diagnosis and treatment of human responses to health and illness." The nursing program at Channel Islands defines nursing as a unique profession concerned with all variables (emotional, physical and psychosocial) affecting patients and their environment. The nursing program at Channel Islands states that nursing is a health-related profession which utilizes evidence-based practice to guide clinical decisions and interventions. As an applied science, nursing utilizes theories from its own discipline, as well as other sciences, to explain phenomena encountered in client care and to provide rationale for and to explicate appropriate nursing interventions in particular situations. Theory and research are essential components in the advancement of nursing as a professional discipline. As members of the campus community, nursing faculty are committed to embodying the university and program mission into their academic work.

Program Personnel Committee (PPC)

1) Composition: The Nursing Program Personnel Committee (NPPC) shall be composed of three - five tenured members. Until the time the Nursing Program has enough faculty members, it will be necessary to invite eligible faculty from outside the Nursing Program.

   a) Members of NPPC shall be tenured faculty holding the rank of Associate Professor or Professor

   b) Members of the faculty's NPPC shall be elected annually by simple majority of the full-time tenure track members of the Nursing Faculty at the initial meeting in the fall semester

   c) If the Nursing Program has fewer than three tenured members, a list of tenured faculty

from across the university shall be generated by the full-time tenure- track members, who will then vote by simple majority for as many members as necessary to constitute each three-person NPPC

d) When considering cases of promotion, the committee members' academic ranks must be higher than the faculty member under review

e) The Program Chair may serve as a member of the NPPC. In the event that the Chair does not serve as a member he/she has the responsibility to review all portfolios on schedule, to provide written comments on each of the three areas of professional activity, and write a general summary of overall performance of a faculty member and to make a recommendation on retention, tenure and/or promotion.

2) Responsibilities: The NPPC has the responsibility to refer to the current policy on retention, tenure and promotion.

The Faculty Member

The faculty member requesting retention, tenure, or promotion shall prepare all necessary documents (portfolio) in accordance with the published schedule, according to the format requirements and standards specified in the university RTP Policy. The faculty member has the right to submit a written response to the NPPC's and/or chair's review during the review process. Activities documented below may be counted within one area of the standard (Teaching, Scholarship and Service) and may not be double counted.

Teaching

Given the nature of nursing education, "teaching" is understood to include not only classroom instruction, but also other instructional processes such as clinical supervision of students in a hospital or clinic setting and other relevant clinical work (public health clinics, psychiatric-mental health settings, and skilled nursing facilities). Mentoring students' professional development is integrated into "educating" in the broadest sense of the word. Activities such as remaining current in hospital accreditation regulations, competency in the content area and integration of the new hospital technologies are within the areas of teaching

responsibilities.

Teaching Excellence

Teaching is a core value to CSU Channel Islands and is vital to the success of the nursing program. The program is committed to promoting teaching excellence in the faculty. The scholarship of teaching according to AACN (1999) is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation and professional role modeling. In alignment with the general personnel standards teaching is a process which includes: 1) the planning , creation and implementation of appropriate and effective course methods, materials and teaching practices, 2) the assessment and evaluation of student's learning outcomes and teaching practices, and 3) efforts to improve teaching and learning, personal reflection and, if appropriate, responsive change.

The elements below demonstrate the work of the faculty member to achieve teaching excellence and they include:

1) The planning , creation and implementation of appropriate and effective course methods including high-impact learning practices as defined by the American Association of Colleges and Universities (AACU), materials and teaching practices. Faculty members are expected to demonstrate use of best practices in the following areas:
   a) Teaching methods appropriate to the respective course content, objectives and level of instruction
   b) Materials appropriate for the topic and current scholarship in the field
   c) Use of technologies that support the diversity of student groups as evidenced by current or emerging instructional technologies
   d) Use of innovative teaching strategies that support diverse groups through student-centered learning
   e) Syllabi that conform to the university policy and department guidelines for syllabi

construction

    f) Specialty certifications or specialization as required by the California Board of Registered Nursing (BRN) and the clinical facilities to teach the course

    g) Materials that demonstrate theory building and/or evidence-based practice related to teaching content

    h) Attendance at professional development activities

    i) Other materials the candidate deems appropriate.

2) The assessment and evaluation of courses' learning outcomes; the assessment and evaluation of the faculty's teaching practices; the improvement of teaching methodologies, including by reflecting on peer and student feedback. The candidate should demonstrate his/her active self- evaluation of teaching practices and student learning by:

    a) Receiving a minimum of one report of a peer observation of teaching per year by a tenured member of the faculty of CSU Channel Islands. The peer observation report shall ideally assess the pedagogical effectiveness of the teaching methods, course materials and classroom presentation in both the didactic and clinical course. Reviewers should use the form developed by the Nursing Program to structure comments.

    b) Conducting student evaluations in all courses each semester using the evaluation instrument approved by the faculty senate. Student evaluations shall be considered positive when they recognize the candidate's effectiveness in communicating material, organizing and structuring the course, and engaging students. Any significant deviations in any term should be explained in the teaching narrative. The candidate should address how s/he intends to improve teaching performance or address a set of poor quantitative or qualitative student evaluations.

    c) Any other material the candidate deems appropriate to address student learning outcomes, and if appropriate evidence of responsive change.

3) Nursing faculty must also maintain clinical competency in order to practice and teach in their area of expertise. With nursing knowledge advancing rapidly it is essential that

faculty maintain and advance their clinical skills. The components of the scholarship of practice according to AACN (1999) include development of clinical knowledge, professional development, application of technical or research skills and service to the clinical specialty and include leadership roles in the clinical setting. Examples of materials which demonstrate clinical competency in nursing include:

a) Professional current certifications, degrees and other specialty credentials

b) Fifteen hours of Continuing Education Units per year in the areas of expertise in support of teaching content

c) Professional clinical practice in areas of expertise and teaching through outside employment or volunteer work.

4) Professional role modeling, including mentoring of students and faculty, leadership roles in curriculum and instructional activities, development of programs for lifelong learning, and leadership in shaping educational policy. Examples of materials which demonstrate professional role modeling but not limited to:

a) Involvement in promoting students' future success by role modeling professional interactions, supervision in extracurricular educational activities, writing support letters for scholarships and for new graduate positions.

b) Mentoring of faculty and leadership position in teaching faculty technology. Leadership in areas such as the role of course lead faculty , mentoring master's students and leadership position in teaching faculty technology.

Scholarship

The ability to educate nurses in theory and practice is a priority for the CSU Channel Islands nursing program because we are preparing the nursing workforce of the future. The professional organization, Association of American Colleges of Nursing (AACN) to which the program belongs, has set certain standards for scholarship in nursing as defined in the AACN *Position Statement on Defining Scholarship for Academic Nursing* (2017). The components of academic work, according to this document, are discovery , practice, and teaching. The scholarship of discovery includes primary empirical research, analysis of big data, theory

development, methodological studies, including implementation and translational science, health services research, and philosophical inquiry. Scholarship of practice is defined as engagement and optimization including implementation, evaluation, and dissemination designed to revise and refine nursing interventions. Scholarship of teaching focuses on development, evaluation, and improvement of teaching-learning methodologies. Further, the AACN model threads the policy scholarship through the three domains – discovery, practice and teaching.

Scholarship in nursing, then, can be defined as those activities that systematically advance the teaching, research and practice of nursing through rigorous inquiry that is 1) significant to the profession, 2) creative, 3) able to be documented, 4) able to be replicated or elaborated, and/or 5) able to be peer-reviewed through various methods. Scholarship and creative activities may include conceptual, empirical and applied works, using a variety of methodological approaches. In terms of the dissemination of research, knowledge and publications, quality and impact are more important than quantity. In nursing, scholarship significantly informs teaching and professional service activities as well as placing value in supporting student research.

Scholarly Activity

Nursing scholarship is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits. Within nursing, according to AACN, scholarship reflects the unique perspective of nursing that takes an "expanded view of health by emphasizing health promotion, restoration, and rehabilitation as well as a commitment to care and comfort" (AACN, 1999). The scholarship of nursing takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It is increasingly interdisciplinary and collaborative in nature, across professional groups and within nursing itself. In addition, in a teaching institution, scholarship involves publication related to teaching pedagogy within the nursing discipline.

Evaluation of the Nursing faculty members for retention, tenure and promotion shall be based on the demonstration of a body of scholarship and intellectual growth that contributes to the individual, program, University and the nursing profession. The scope of acceptable scholarly research includes qualitative, quantitative and/or applied research that promotes the knowledge base of the profession or is of interest to nursing educators and the health care community. Moreover, the candidate shall demonstrate that s/he is an active member of his/her profession by disseminating research through publication and professional presentations. Scholarly and creative activities that are peer reviewed and/or widely disseminated are appreciated highly as they advance nursing practice.

The following criteria aim to clarify what constitutes scholarly research activity for purposes of promotion and tenure. Such criteria and sources are not all-inclusive. Ideally, a faculty member should produce at least five scholarly achievements with at least three in the first tier within each level of review (Assistant to Associate or Associate to Full Professor). For purposes of tenure and promotion, the materials presented by the candidate as evidence of scholarly activity will be evaluated according to the tiered evaluation scheme listed below.   Balance across the listed categories is preferred. Evidence of scholarly and creative activities that are peer reviewed and/or widely disseminated include:

First Tier
1) Publication of peer-reviewed research, theory or philosophical essays with the faculty member as first or second author
2) Publication of peer-reviewed research with student(s) co-authors
3) Author, co-author or editor of an academic book *(counts as two Tier 1 activities)*
4) Author of a chapter in an academic book
5) Conference papers in published proceedings with the faculty member as first or second author

6) Publications in-press – books, contributions to edited books or journals

7) Principle investigator on a research, evidenced-based practice or pedagogical grant awards >$10,000

8) Lead successful research initiative that may include research teams or centers that are local, regional, state, national, or international and which are focused on augmenting nursing knowledge about health promotion activities or testing nursing interventions

9) Develop health-related guidelines or policies that are adopted on a local, regional, state, national or international level

10) Peer reviewed podium presentation, webinar, or workshop facilitation at international, national, regional or state conferences

11) Peer reviewed podium presentation, webinar, or workshop facilitation at international, national, regional or state conferences with student(s) co-presenters

12) Peer reviewed best practice protocols aimed at translating evidence to practice

13) Publication of original, integrative or applicative materials in non-print format that is reviewed and widely disseminated through digital formats that undergo a rigorous peer-review

14) Peer-reviewed simulation scenarios.

Second Tier

1) Editor of a chapter in an academic book

2) Present peer-reviewed poster

3) Present peer reviewed poster with student(s) co-presenters

4) Present as an invited speaker at international, national, regional state or local conference

5) Principle investigator of an unfunded research, evidence-based practice or pedagogical grant applications >$10,000

6) Principle investigator on a funded research, evidence-based practice or pedagogical grant <$10,000

7) Consults in the clinical setting as an academic research partner

8) Leads quality improvement teams to improve health outcomes and transform health care

9) Serves as a research, practice or teaching expert, in a leadership position, on review committees and/or health boards locally, regionally, nationally or internationally

10) Serves as a reviewer of grant proposals, journals, periodicals, or textbooks

11) Serves on an editorial review board for a scholarly publication such as a professional journal

Service

The Nursing program at Channel Islands, in addition to focusing on the national standards for nursing scholarship, focuses on the pillars of the university mission: interdisciplinary, multicultural and international perspectives, and community engagement. Nursing is a highly interdisciplinary profession and as such the nursing faculty work collaboratively with colleagues in and outside their discipline, and with students. The nursing profession interacts with the biological and social sciences as well as the liberal arts. This collaboration contributes to the need for interdisciplinary interactions. In addition, the nursing program is embedded in the community and therefore community engagement and service to the community form an integral portion of faculty activities.

The Program Personnel Standards for Nursing seek to set forth clear and attainable standards for nursing faculty on how they can participate in maintaining the high quality CSU Channel Islands nursing program and to help guide faculty through the Retention, Tenure and Promotion Process. Individual faculty members are advised to review the University Retention, Tenure and Promotion Policy and Procedures document and the CFA/CSU Collective Bargaining Agreement before beginning the review of the Nursing Program Personnel Standards document.

Professional, University and Community Service

All faculty members at CSU Channel Islands are expected to take an active role in service performed for the Nursing Program, Division of Academic Affairs, the Academic Senate, Division of Student Affairs, other campus divisions, student organizations, the university, the CSU system, professional organizations at the local/regional/national/international levels and

the community. Nursing is in a unique position to perform this service because it is part of the professional role to serve the community.

The role of the faculty is to participate actively and demonstrate leadership in the various areas. The nursing program has an organizational structure which includes two standing committees (Curriculum Committee and Student and External Affairs Committee) in addition, all members of the faculty are included in the nursing program professional advisory board, which provides guidance for program development and opportunities for leadership and participation within the program.

The faculty member's service should demonstrate leadership or participation roles, and the documentation should include the degree of consistency to a commitment to a task or tasks, different levels and a variety of ranges of services, positive feedback from colleagues and others, and products or concrete accomplishments from involvement in the tasks.

At a minimum, each candidate is required to participate in at least 4 of the 12 first tier activities through the probationary period and beyond. Service to the campus shall be assessed in proportion to rank and time in rank; thus a tenured associate professor is expected to be more widely active than an untenured assistant professor. Such service activities are weighted into first tier (higher weight) and second and third tier and it is consistency in service to the organization that is valued.

First Tier
1) Membership in Senate Committees, Task Forces, or other University Committees
2) Leadership in program-related committees such as Nursing Faculty, Student and External Affairs and Curriculum committees
3) Participation in the recruitment of new faculty and staff, in nursing or other disciplines
4) Engagement in University or CSU system-wide activities, work projects, task forces,

governance or offices, committees or subcommittee activities

5) Participation or advisory roles in student organizations

6) Participation in accreditation visits from external agencies

7) Service in professional organizations at local/regional/national/international levels including elective or appointed positions, or service on boards such as but not limited to healthcare and professional organizations

8) Participation on panels, boards, advisory committees and/or work groups that assist local, regional or state programs or agencies that deal with health care issues in the community

9) Regular, ongoing service contributions to community agencies focused on improving health outcomes of vulnerable populations such as Special Olympics, Frances Huggins Clinic, American Red Cross, and Care Harbor

10) Role as an officer of a professional organization or society

11) Active or high profile member in an professional organization

12) Make significant contributions to BRN ongoing approval and accreditation self-studies.

Second Tier

1) Activities related to recruitment and advisement of students such as:
   a) presenting program information at Admitted Dolphin Days
   b) conducting information sessions for interested applicants to the program
   c) assisting in planning and conducting new student orientations

2) Academic advisement for nursing and/or pre-nursing majors

3) Supervision of students involved in health-related activities in the community such as health fairs, flu shot clinics, and health screening or education (on an as-needed basis)

4) Coordinator/Liaison of community events related to student or campus.

Severability

Nursing Program Personnel Standards are guided by RTP and other university policies. Where any discrepancy occurs between this and other university policies, university policies will take precedence. If such a discrepancy occurs, all other policies contained herein will remain in force.

Amendment

The Nursing Program Personnel Standards shall be reviewed and updated at intervals not greater than five years in response to any related changes of the division/university RTP procedures. Such changes will take place in a scheduled meeting of the Nursing Faculty. Changes in this document will occur by a simple majority vote of program tenure track faculty. The Chair shall then submit the updated NPPS to the University RTP committee and/or other committees for approval. The revised NPPS will take effect after the approvals by the university RTP committee and by the Provost.