

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



Key:

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University Standards

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Nursing Program
Standards

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 necessarily involves purposeful collaboration in order to achieve the University's mission.

1.2 The status of faculty members changes as they earn reappointment, tenure and promotions, advancement, or move from part-time, temporary, teaching/clinical specialist or visiting employment to a tenure-track position. As one's status changes, so do expectations and, in some cases, the method of evaluation.

1.3 Although formal evaluation processes take place on varied cycles, 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 on the University. 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.

1.4 University expectations of faculty performance fall into two broad areas: those areas of faculty responsibility traditionally used by institutions of higher education to judge performance and the continued development of their faculty, and those expectations that reflect obligations of faculty as University employees.

1.5 Throughout this policy, the term "faculty" shall mean teaching faculty and the term "library faculty" shall be used to refer to librarians covered under Article XVII of the Master Agreement. For the purposes of communicating expectations for evaluation, reappointment, and advancement only, the use of the term "faculty" applies to adjuncts, part-time, and non-tenure-track professionals as well.

1.6 This policy specifies school-wide 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 college schools. Such distinctions should be incorporated into the faculty evaluation procedure.

The University-wide Faculty Evaluation (Policy # Policy # II-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 clinical 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, 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 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 the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance.

6.1.1.1 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 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.

6.2.1. In broad terms, excellence in teaching is characterized by:

6.2.1.1. A thorough and current command of the subject matter, teaching

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 37, 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) Essentials: 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—as 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. Course design should provide evidence of the linkage between student learning outcomes and evaluation techniques.

6.2.1.3 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.

6.2.1.3.1 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 (on a 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 their ability to organize course material and to communicate it effectively.

6.1.2.4 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications.

6.1.2.4.1 Nursing faculty will demonstrate this respect by holding office hours per University policy. Faculty will provide feedback to students about examination grades in a timely manner. 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. Faculty are not required to return emails on weekends, nights or holidays.

6.2.2 Where appropriate, additional measures of teaching excellence are:

6.2.2.1 Ability to use technology in teaching.

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

6.2.2.2 The capacity to relate the subject matter to other fields of knowledge.

6.2.2.2.1 The development of interdisciplinary activities might include interaction with physical therapy, occupational therapy, social work, psychology, communications programs, and others 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.

6.2.2.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter

6.2.2.3.1 In nursing, opportunities outside the classroom might include clinical and professional organizational activities. Nursing faculty can demonstrate such opportunities by participation in the Nursing Club; the off-campus Influenza Immunization Program; Sigma Theta Tau, Theta Sigma, the Stockton Chapter of the International Honor Society for Nursing; or the 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.

6.2.2.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in community engagement, service-learning, faculty-sponsored/mentored research, and global education.

6.2.2.5 Ability to create an inclusive and respectful environment.

6.2.2.6 **In the School of Health Sciences and in the Nursing Program, NTPP faculty**

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; samples of course syllabi; samples of course assignments, tests, class activities, or assignments; evaluation tools used to evaluate teaching effectiveness and/or areas of strength and weakness in course design; recorded sample segments of instructional practice; correspondence from students or faculty related to instruction.
- 6.2.2.7.4 Written reports generated through peer observation; the number of peer observations of teaching should follow current MOA guidelines appropriate to the specific faculty member's position/rank.
- 6.2.2.7.5 Evidence of professional development activities related to excellence in teaching and learning.
- 6.2.2.7.6 Additional assessment instruments or other methods to ascertain students' feedback regarding professor's teaching pedagogy and practices.
- 6.2.2.7.7 As stated, the above is not an exclusive list and the program will be open to additional reasonable suggestions from the candidate regarding methods of evaluation.

6.3 Scholarly and Creative Activity

6.3.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in scholarship or creative activity of one's disciplinary and/or interdisciplinary work consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom.

6.3.1.1 The Nursing faculty of Stockton University value the role of scholarship in contributing to the body of knowledge to advance the art and science of nursing. 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 tenure track 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.

- 6.3.2 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 post-tenure 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 service-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 sub-disciplines. 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 one's 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 advancing 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, co-participants, or co-authors.

6.2.4.6.3.1 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.

- 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 non-scholarly 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 critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).

- 6.3.2.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.

- 6.3.2.6.7 Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication as specified in School and/or Program standards.

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 significance of this work will be developed at the Program level and approved through the standard procedure.

6.3.4.6.9.1 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. 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.

6.3.2.6.10 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.

6.3.2.6.11 Faculty and teaching specialists engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving

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-wide 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 " (Stockton University Faculty Evaluation Policy July 2023) 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 of Health Sciences, University, and community. Those contributions will require the capacity to work collaboratively.

6.4.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to the University's public mission, including its commitment to diversity, equity, inclusion, and belonging, through service to our community, region, state, or country. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal

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 their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.

6.4.3.1. Normally the Nursing 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.

6.4.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. 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 or community service. Sustained service is expected to meet the minimum requirement of this responsibility. Compensated service is generally not sufficient to meet the minimum requirements. However, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.

6.4.4.1. 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. 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 non-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 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.

6.4.5.3.1. Maintenance of licensure, certification, and continuing education is considered demonstration of excellence in nursing. Documentation of achievement of clinical practice hours and continuing education required to maintain licensure and/or certification for Advance Practice Nurses, Nurse Midwives, and Registered Nurses may be considered in lieu of general civic or community activities for all nursing faculty and Teaching Specialists.

6.4.6 In the School of Health Sciences, 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.

10.0 EXPECTATIONS FOR RANK OR LEVEL

The general criteria for faculty expectations have been outlined above. In addition, the University has specific expectations for each rank or level. The expectations for each specific rank or level are used to evaluate performance within that rank or level and when judging readiness for promotion or advancement to the next higher rank or level. Generally, only performance since the last promotion will be considered in the new evaluation.

10.1 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III):

10.1.1 Have a minimum of a master's degree or its equivalent in a field appropriate for the appointment, and

- 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 demonstrate a capacity for leadership, as identified in their individual contracts.
- 10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):
 - 10.3.1 Must have earned a terminal degree in their field,
 - 10.3.2 In addition to 10.2.2, must also document distinction in teaching (in both Program and General Studies courses, as assigned) and pedagogical leadership; and/or distinction in non-teaching responsibilities and leadership as assigned
 - 10.3.3 Document significant and sustained service roles and demonstrate leadership, as identified in their individual contracts.
- 10.4 Tenure-eligible Instructors:
 - 10.4.1 Must have earned a minimum of a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. There are two types of situations where individuals hold the rank of Instructor:
 - 10.4.1.1 Those hired in tenure-track Instructor lines because of their teaching excellence and from whom we do not expect scholarship or creative activity. These individuals are expected to provide evidence for excellence in teaching (in both Program and General Studies courses), and/or excellence in non-teaching responsibilities as assigned and service as specified in their contracts.
 - 10.4.1.2 Those hired as Instructors because they do not yet hold the terminal degree in their field. These individuals are expected to:
 - 10.4.1.2.1 Actively pursue an accredited terminal degree,

and

10.4.1.2.2 Provide evidence in meeting the University and Program's standards for excellence in teaching, scholarship or creative activity, and service commensurate with rank of Assistant Professor.

10.4.1.2.3 Only those hired with expectations specified in their contract of earning a terminal degree will automatically receive rank adjustment to Assistant Professor upon documented completion of the terminal degree provided that evaluations to that point are satisfactory.

10.5 Assistant Professors:

10.5.1. Must have a terminal degree or its equivalent from an accredited institution in a field appropriate for the appointment, and

10.5.2 Demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence,

10.5.3 Demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank, and

10.5.4 Demonstrate the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community.

10.6 Associate Professors:

10.6.1 Must achieve and maintain consistent excellence in teaching (in both Program and General Studies courses) and demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program;

10.6.2 Demonstrate a record of scholarly/creative activity that is recognized by others within their discipline or area of specialization; and

10.6.3 Document progressively important service roles and demonstrate a capacity for leadership.

10.7 Professors:

10.7.1 Must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;

10.7.2 Must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; 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.