The Decker School of Nursing prepares outstanding undergraduate, masters, post-masters and doctoral students to practice the profession of nursing with distinction. Professional practice begins with education at the baccalaureate level, with specialization occurring at the graduate level.

The philosophy and goals of the School are in concert with the mission of the University, as the School strives for excellence in its programs and seeks flexibility to meet the needs of diverse and non-traditional students. Students at the baccalaureate level are prepared as nurse generalists. Specialization in a clinical area and functional role occurs at the masters level. Students at the doctoral level are prepared to advance the knowledge base of nursing through the process of scholarly inquiry. The educational programs prepare practitioners to deliver care which meets the health care needs of society. Faculty and students conduct research to develop and refine nursing knowledge toward the improvement of health care, health policy, and quality of life.

Purposes of the Decker School of Nursing

The Decker School of Nursing is a leading force toward excellence in nursing education both at the state and national levels. The faculty of the school seek to achieve this goal by:

A. offering programs of excellence which lead to the Bachelor of Science degree; the Master of Science degree; the Post-Masters Certificate; and the Ph.D. degree;

B. fostering commitment to lifelong learning and the moral and ethical values of nursing;

C. providing an environment that stimulates professional inquiry, research, and scholarship;

D. providing an environment that exemplifies accountability, caring, compassion and trust; and

E. promoting social responsibility through community service.

Criteria for Evaluation of Faculty
The selection, evaluation, and promotion of faculty of the Decker School of Nursing are critical to the continuing development of the school as a center for excellence in scholarship.

Nursing is a practice discipline, with strong links between research and clinical practice. Universities recognize the primacy of the practice dimension in a variety of professions including nursing.

The faculty must exemplify ethical and moral principals in their teaching, research, and practice.

The implementation of the following criteria is predicated on the recognition that faculty members’ professional development may be pursued and achieved in various ways. Evaluation of performance should include flexibility, with regard to individual capacities, preferences, and trajectories of professional development.

All activities should be documented, with an appropriate amount of the work to be in published form. The focus for scholarly activities is based on the interest and expertise of the faculty’s research and is in accord with the purposes and goals of the Decker School of Nursing. Scholarly activities, including teaching, research, and/or professional practice, must meet standards of rigorous evaluation by colleagues at the local, state, and national level.

The criteria are in accord with those specified in the Policies of the Board of Trustees Article XII, Title A, Section 1.

The Decker School of Nursing bases appointment, renewal, promotion, and continuing appointment actions on demonstrated achievement in four categories: scholarship and research, teaching, practice, and service.

The rank of professor is ordinarily awarded only to a faculty member who has sustained record of excellence in scholarship, research, teaching, practice, and service and who has achieved recognition for this record of excellence within the University and nationally.

Scholarship and Research
It is expected that faculty of the Decker School of Nursing will be recognized for their scholarship and research.

Mastery of subject matter and scholarship should be demonstrated by the holding of advanced degrees, honors and awards, and through advanced study. Scholarship may be demonstrated in a variety of ways. Each faculty member is expected to develop a program of scholarship can be demonstrated through specific activities. These activities include research, publications, presentations at professional meetings, demonstration
projects, consultation, and grant proposals. Faculty are expected to submit evidence of scholarly activities. These activities should include both research and publication. Whatever the focus, research and scholarship must adhere to the highest standards of rigorous evaluation by colleagues and peers at the local, state, and national levels.

A sustained record of scholarship which makes a significant contribution to the practice of nursing must be evident for the rank of the professor.

Decker School of Nursing Voting Faculty voted unanimously to incorporate the American Association of Colleges of Nursing’s “Defining Scholarship for the Discipline of Nursing” document into our Criteria for Promotion/Tenure and Contract Renewal.

Teaching
Teaching effectiveness assumes special significance because faculty serve as role models of professional practice when engaged in classroom and clinical teaching. Teaching involves demonstrating expertise in clinical practice as well as in the selection of learning experiences to assist students in the attainment of program objectives/outcomes. Evidence of the quality of teaching may be obtained from students, faculty peers, and professional colleagues.

Excellence in teaching includes:

• Utilization of a current knowledge base;

• Versatility and creativity in selection and use of teaching strategies which foster attainment of program outcomes;

• Preparation of students for current and future roles;

• Utilization of student and peer feedback to revise and refine courses;

• Coordination and collaboration among faculty to implement the nursing curricula in an integrated and sequential manner.

Faculty must demonstrate sustained evidence by peers and students of outstanding teaching at the rank of professor.

Practice
In the profession of nursing, practice is built on a base of theoretical knowledge, research, and the application of analytical skills and clinical judgment. Recognition of excellence in practice must be established and faculty must be acknowledged by their professional colleagues as master clinicians and/or leaders in their area of specialization.
Professional practice is seen as an arena for the generation of research, the demonstration of expertise leading to collaboration and consultation, and the maintenance of advanced practice skills. Involvement in the development of public policy, decisions affecting nursing practice, health care delivery, client advocacy, and the dissemination of information about nursing practice to the broader nursing community are seen as expectations of the faculty role.

Faculty at the level of professor are recognized for their leadership and contributions which impact practice in their area of specialization.

**Service**

As members of the University community, faculty engage in service to the Decker School of Nursing, the University, the professional community, and the community at large.

Service to the school includes such activities as participation on committees, assumption of part-time administrative assignments, and/or fulfilling faculty and program development responsibilities.

It is understood that university service is required of all faculty; however, this responsibility generally increases as a function of rank and length of service. Service to the university may include active participation on university committees, involvement in student life and student activities, and/or recruitment programs.

As participating members of the nursing profession, faculty demonstrate commitment through appropriate membership and service to professional, governmental and community organizations. As members and participants in these organizations, faculty assume roles as consultants, organizers, and leaders. Continuing education efforts which serve the profession and the community may be implemented through presentations, consultations and program development.

Faculty at the rank of professor, through their leadership and commitment must demonstrate their investment to the mission and growth of the Decker School of Nursing, Binghamton University, and to the larger community.