

Standard III: Culture of Excellence and Caring – Faculty

The expertise, creativity, and innovation demonstrated by the collective faculty within a culture of excellence and caring enables the nursing program to achieve expected program outcomes aligned with the program’s mission and goals. The faculty complement consists of educationally and experientially qualified individuals of diverse backgrounds who have expertise as educators, clinicians, scholars, and researchers, as relevant to the program’s mission and use their expertise to co-create a student-centered learning environment and achieve expected program outcomes. The organizational environment and program core values support inclusivity and empower faculty to achieve the professional outcomes expected of them in the faculty role, and seek the recruitment and retention of a diverse faculty. This commitment to creating a culture of excellence and caring supportive of faculty outcomes is evidenced through the achievement of the following associated quality indicators.

| Quality Indicators | Interpretive Guidelines | Supporting Evidence Exemplars |
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| <p>III-A. The program’s faculty are qualified, diverse and adequate in number to meet program goals.</p> | <ul style="list-style-type: none"> ▶ There is an adequate number of faculty to meet the program’s goals and support students in accomplishing learning outcomes. ▶ The nursing program exhibits an inclusive organizational environment and resources supportive of recruiting and retaining a diverse faculty. ▶ All nursing programs (e.g., practical/vocational, diploma, associate, bachelor’s, master’s, post-master’s, and clinical doctorate) employ full- and part-time nursing program faculty, including non-nursing faculty, who are qualified by education, professional credentials, and experience for their assigned teaching responsibilities and, at a minimum, meet qualifications set forth by state and other relevant regulatory agencies and professional nursing organizations. ▶ Advanced practice nursing programs (e.g., master’s, post-master’s and clinical doctorates) employ faculty who possess the relevant content knowledge, practice expertise, and the required national professional certification credentials for their assigned teaching responsibilities as established by | <ul style="list-style-type: none"> ▶ List of all full- and part- time faculty by name, including credentials, degrees and granting institutions dates of awards, certifications, honorary designations, and other pertinent academic/practice credentials ▶ Documentation of compliance with state board of nursing rules and regulations regarding faculty qualifications for the program in which they teach ▶ Descriptions of faculty/student ratios in classroom, laboratory, simulation, and clinical settings ▶ Number of faculty and staff FTEs committed to the program ▶ Descriptions of institution and program methods used to calculate faculty FTEs ▶ Examples of institutional and program policies related to |

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| | <p>statute and regulatory agencies and professional nursing organizations.</p> <ul style="list-style-type: none"> ➤ Nursing programs clearly develop and implement policies regarding the academic degree qualifications of faculty, including non-nursing faculty, which are adhered to and aligned with the program’s mission and goals, and type of program in which the faculty teach (e.g., practical/vocational, diploma, associate, bachelor’s, master’s, post-master’s certificate, and clinical doctorate). All program types are expected to continually strive to employ full and part-time faculty who hold a graduate degree in nursing or a field related to their teaching responsibilities. ➤ Programs that employ faculty without the graduate degree credential design and implement organizational development plans with a goal of demonstrating trending progression toward achieving a full complement of faculty who are prepared at the graduate level. ➤ The majority of faculty who do not hold a graduate degree document evidence of active and steady progression toward achieving a graduate degree in nursing or a related field within a defined timeline. ➤ Nurse faculty hold active and unencumbered licensure as registered nurses and maintain the professional practice knowledge base required for their assigned teaching responsibilities through current engagement in the nursing profession and relevant direct or non-direct practice. Non-nurse faculty who are licensed health care professionals are likewise held to similar expectations relevant to their professional expertise. ➤ The program’s established faculty/student ratios in classroom, clinical, simulation, and laboratory settings, including all distance education | <p>faculty workload and program compliance with the policies</p> <ul style="list-style-type: none"> ➤ Evidence of continuing professional development of faculty in the individual and aggregate form ➤ Examples of institutional and program actions related to the recruitment and retention of a diverse faculty |

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| | <p>environments, meet the standards set forth by professional organizations and regulatory agencies. Faculty/student ratios are designed to support the implementation of a variety of teaching/learning methodologies, and the assessment and evaluation of student learning outcomes, as appropriate for program type (e.g., practical/vocational, diploma, associate, bachelor's, master's, post-master's, and clinical doctorate).</p> | |
| <p>III-B. Preceptors are qualified and prepared for their assigned role and responsibilities in facilitating student learning.</p> | <ul style="list-style-type: none"> ➤ The nursing program provides rationale for the use of preceptors and other alternative clinical supervisory models appropriate for the program type in which they are utilized. Programs which do not use preceptors or other alternative clinical supervisory models do not need to address this quality indicator. ➤ The nursing program defines the academic and experience qualifications of preceptors that are used within the program, ensuring they are in alignment with applicable regulatory agency rules and professional standards. ➤ The preceptor's role, qualifications, and responsibilities in the learning environment are clearly described and shared with all members of the learning community (i.e., students, faculty and other care providers). ➤ Preceptor role and responsibilities are differentiated from the faculty role. ➤ The nursing program has established evaluation processes, criteria and evaluation measures for the preceptor role. ➤ Preceptors are oriented to and coached in the role to facilitate their effectiveness in supporting achievement of expected student learning outcomes. | <ul style="list-style-type: none"> ➤ Examples of selection criteria, orientation materials, and evaluation criteria for preceptors and others who supervise students in practice settings ➤ Description of expected preceptor qualifications, roles, and responsibilities, aligned with assigned teaching responsibilities ➤ Examples of preceptor evaluation processes and criteria. ➤ Evidence of preceptors' awareness of how they are evaluated in the role |

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| <p>III-C. Faculty are supported in providing unique and innovative contributions to the faculty role as defined by the missions of the parent institution and nursing program.</p> | <ul style="list-style-type: none"> ➤ The unique and innovative contributions of each faculty member are valued and recognized by the parent institution and program. ➤ Clearly established expectations of faculty in the areas of teaching, practice, research/scholarship, and service with the mission and goals of the institution and program are in place, as appropriate for program type, and faculty are oriented to the expectations. ➤ The parent institution and nursing program provide support, mentoring, professional development opportunities, and resources to create a healthy workplace environment for faculty that cultivates a culture of caring, diversity, integrity and excellence, and empowers individual faculty to meet expected faculty competencies and outcomes. ➤ Resources that are available to support faculty development include but are not limited to travel funds, research/scholarship support, professional development programs, internal grant funds, faculty practice plans, degree attainment, etc. ➤ Evidence exists that faculty have the opportunity to engage in continuous quality improvement for ongoing development as educators, practitioners, and/or scholars/researchers and that they participate in those opportunities. ➤ Part-time and adjunct faculty are oriented, mentored, and guided in their teaching roles. | <ul style="list-style-type: none"> ➤ Examples of faculty development resources and opportunities with related outcomes for the faculty role as appropriate to program type ➤ Appointment to rank, promotion, tenure guidelines, as applicable for institutional mission ➤ Evidence of faculty participation in on-going professional development ➤ Definitions of expectations of faculty contributions to the teaching, practice, research/scholarship, and service missions of the parent institution and nursing program |
| <p>III-D. Faculty demonstrate individual and collective achievement of the program's expected faculty outcomes.</p> | <ul style="list-style-type: none"> ➤ Data describing actual individual and collective faculty outcomes are gathered and analyzed at designated intervals and used to measure the faculty's ability to meet expected faculty outcomes appropriate to the program type and within an organizational environment supportive of continuous | <ul style="list-style-type: none"> ➤ Documentation of individual faculty accomplishments and contributions related to expected faculty outcomes ➤ Documentation of collective faculty outcomes (from past |

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| | <p>quality improvement.</p> <ul style="list-style-type: none"> ➤ A system for evaluation of individual faculty performance is in place for full-time and part-time faculty and is used to recognize accomplishments as well as define plans for future development and contributions to the program. | <p>three years) meet expected faculty outcomes</p> <ul style="list-style-type: none"> ➤ Evidence of faculty evaluation criteria and support for meeting identified performance goals related to teaching, practice, scholarship/research, and service, as appropriate for the program type. |