

Department of Nursing Criteria and Standards for Faculty Evaluation

Faculty performance evaluations are based on the Faculty Activity Report (FAR) and any additional data gathered by the faculty member, the UPAC, or the department head. A standards-based scale is the basis for rating full-time faculty in each performance area: teaching, scholarship/professional development, and service.

Standards Based Faculty Evaluation Scale

(Adapted from Raoul, A., 1999)

EX = Exemplary Professional Performance

This rating is given to those individuals who, during the rating period, consistently and substantively exceeded the department's standards of performance. Individuals receiving this rating stand as exemplars of the highest levels of professional academic performance within the department.

SP = Standard Professional Performance

This rating is given to those individuals who, during the rating period, consistently met the department's standards of professional performance. The individuals receiving this rating constitute those good and valued professionals on whom the continued successful operation of the department rests.

IR = Improvement Required (Inconsistent Performance)

This rating is given to those individuals who, during the rating period, did not consistently meet the department's standards for performance. This rating is given with specific feedback as to which standards were not met, as well as suggestions for improvement and a faculty development plan for the performance area. Improvement in performance is required within the next rating period.

UN = Unsatisfactory

This rating is given to those individuals who, during the rating period, did not meet the department's standards for performance in one of the following ways: 1) received an IR rating the previous rating period but did not make the improvements required, or 2) consistently violated one or more of the standards of performance. This rating represents performance that is not acceptable and/or is inconsistent with the conditions for employment with the department.

Rating Process

Performance evaluations are based on all evidence in the Faculty Activity Report and performance portfolio. For this reason, it is important for the faculty member to provide clear and adequate evidence of achievement in each area. Some evidence, such as student ratings of teaching, can be quantified. However, it is recognized that interpretation of evidence in other areas is qualitative and subjective. Such areas include evidence of initiative and self-direction, degree of consistency in performance, supporting the group as a team player, going the "extra mile", creativity and innovation, etc. To assist in evaluating performance in these areas, the persons conducting the review (Department Head, Coordinator, or UPAC) may seek additional data from the faculty member or from peers. Performance evaluation ratings are based on the UPAC's and/or the department head's best judgment of all existing evidence.

Merit Pay

Merit pay is designed to acknowledge the contributions faculty make to the mission and goals of the department and the institution. The Department Head and college Dean determine merit from the available pool of merit dollars, based on the annual performance ratings in the areas of teaching, scholarship/ professional development, and service. Faculty members who receive a rating of Unsatisfactory (UN) in any performance category are not eligible to receive a merit-based increase.

During the past several years all units in CISAT have agreed to award a pay percentage increase (equal to 75% of the merit pool allocation) to all faculty who are rated as Satisfactory (Standard Professional Performance) or better during their prior year's evaluation. The remaining 25% merit pool has been available to award to meritorious faculty. The University insists that merit allocations must discriminate among faculty and be

awarded to faculty whose performance is truly exceptional in one or more of the three domains.

To allocate merit, each Exemplary rating is a point and the remaining 25% of the pool is shared as an identical fixed dollar increase awarded for each point. The Department Head reserve 6-8 points to award at her discretion for truly exceptional performance that is highly beneficial to the department. The goal is a process that recognizes truly exceptional performance while also celebrating faculty who meet standard performance expectations.

Department of Nursing

Performance Criteria and Standards for Annual Review

The faculty member, the department head, and the PAC evaluate faculty performance in each of the following evaluation areas. Based on university expectations, these criteria and standards recognize unique variables that apply to a practice profession.

A. Teaching:

Teaching is a primary function of the university and occurs through a wide variety of teaching-learning activities through which the learner acquires new knowledge, skills and/or attitudes. Exemplary teaching is the outcome of professional development, practice expertise, and scholarly activities.

1. For **Standard Professional Performance (Satisfactory)** in the university rating system), the faculty member provides evidence of ALL of the following:
 - a. Responsibility and accountability in teaching
 - Teaches assigned course load
 - Coordinates classroom and practicum courses on equitable basis
 - Is present for all class and practicum periods on time or arranges for a substitute or a way to make up missed material
 - If course coordinator, has syllabus on file in department office
 - Posts and keeps office hours
 - Is available and responsive to students
 - Other
 - b. Ability to teach effectively
 - Provides formative and summative evaluations with clear rationale for students
 - Receives > or = 3.0 average rating on department of nursing student instructor evaluations each semester
 - Maintains positive relationships with practicum sites and > or = 3 rating on department of nursing practicum site evaluations of instructor (or comparable evaluations if teaching is in another department)
 - Requests formative peer evaluation focusing on areas of challenge
 - Receives > or = 3 rating on *Peer Evaluation of Classroom Teaching*
 - Requests Teaching Analysis Poll (TAP) from the Center for Faculty Innovation every three years and when teaching assignment changes significantly
 - Provides peer evaluation to colleagues (including cross-disciplinary peer evaluations) upon request
 - Other
 - c. Currency and relevance of teaching
 - Syllabi are current (updated annually) and provide clear objectives, guidelines for teaching learning activities, course content, and course expectations
 - Teaching materials are current
 - Teaching learning activities are relevant
 - d. Initiative and improvement in identified areas where improvement is needed or performance is inconsistent

2. For **Exemplary Professional Performance (Exceptional)** in the university rating system), the faculty member provides evidence that they substantively and consistently exceed the department's standards for teaching through a range of the following activities. Support for this rating may include (but is not limited to) evidence of the following:
 - Extra course coordination efforts
 - Consistent exemplary ratings (> or = to 3.5) on Department of Nursing evaluation tools

- Peer evaluations indicating exemplary teaching ability
- Substantive innovative contributions to curriculum revision and/or development
- Development and implementation of creative teaching innovations, EG incorporating innovative technology or experiential learning in new and creative ways
- Advisor for student independent study or honors project
- Development of a new course not associated with curriculum revision
- Teaching awards or recognition
- Development and implementation of interdisciplinary course or teaching/learning project
- Guest lecturing for other courses or departments
- Active participation in the presentation of workshops, conferences, etc. devoted to the enhancement of teaching
- Internal or external grant funded instructional development
- Other

B. Creative Scholarship/Professional Development:

Scholarship refers to systematic and diligent inquiry for the purpose of creating, discovering, developing, integrating, creatively applying, or refining knowledge. In nursing, scholarship occurs in many forms and contexts, for example formal research or the development of evidence based practice guidelines. Scholarship outcomes are successful when they are disseminated as new knowledge and ideas for others to read, view, critique, and use. The goal of scholarship is to inform and enhance the scholar, students, professional colleagues, and the mission of the profession. Interdisciplinary and community-engaged scholarship is valued by the Department of Nursing.

Professional development is a process of acquisition of knowledge, ideas, and skills to further faculty goals and abilities in the areas of teaching, scholarship, and service.

1. For **Standard Professional Performance (Satisfactory)** in the university rating system), the faculty member provides evidence of ALL of the following:
 - a. Steady progress toward completing the doctorate for masters prepared faculty in tenure track positions
 - b. Maintenance of professional certifications and other specialty credentials
 - c. Regular participation in university and department workshops tailored to faculty professional goals or departmental need
 - d. Attendance and participation in one or more professional conferences and/or professional practice tailored to faculty goals
 - e. One or more of the following scholarship outcomes:
 - Submission of one or more manuscripts to peer-reviewed professional journal
 - Professional poster presentation based on scholarly innovation
 - Professional podium presentation of scholarship
 - f. Initiative and improvement in identified areas where improvement is needed or performance is inconsistent.

1. For **Exemplary Professional Performance (Exceptional)** in the university rating system), the faculty member provides evidence that they substantively and consistently exceed the department's standards for scholarship. Support for this rating may include (but is not limited to) evidence of the following:
 - Grant applications submitted and awards received for research or other scholarship
 - Active research project with substantive outcomes
 - Providing teaching-learning activities for students through student involvement in research
 - Articles accepted for publication in refereed journals
 - Professional poster presentation based on scholarly innovation
 - Professional podium presentation of scholarship
 - Workshop coordination or presentation

- Juried exhibition
- Publication of book or manual
- Development of instructional software
- Membership on professional editorial board
- Formal review for professional journal or publisher
- Formal review of grant proposals
- Professional honors or awards
- Participation as discussant/chair of a scholarly session at professional meetings
- Development and implementation of clinical practice innovation
- Contributions to evidence-based practice committees
- Design and implementation of quality continuing education offering for the region and for broader audiences
- Publication of articles/newsletters for lay audiences
- Professional presentations related to teaching/learning, practice, research, theory or philosophical papers
- Authorship of accreditation or other comprehensive program reports
- Evidence of grant awards in support of teaching and learning or practice
- Reports of clinical demonstration projects
- Reports of meta-analyses related to practice problems
- Reports compiling and analyzing patient or health care outcomes
- Consultation reports

C. Service:

Service consists of professional activities that contribute to the mission of the department, the college, the university, and the nursing profession. Service involves not only membership, but active contributions and outcomes in campus committees, groups, and off-campus professional organizations.

1. For **Standard Professional Performance (Satisfactory)** in the university rating system), the faculty member provides evidence of ALL of the following:
 - a. Responsibility and accountability in advising assigned student advisees
 - b. Current membership and active participation in a national professional organization at national, state, or local level
 - c. Membership and evidence of active contributions in assigned committees or task forces at the departmental, college, and university level
 - d. Participation in department, college, and university public relations and student recruiting events on an equitable basis
 - e. Chairing departmental committees on an equitable basis
 - f. Professional service to a professional organization OR professional community service
2. For **Exemplary Professional Performance (Exceptional)** in the university rating system), the faculty member provides evidence that they substantively and consistently exceed the department's standards for both faculty service (to the department, the college, and/or the university) and professional service. Support for this rating may include (but is not limited to) evidence of the following:
 - a. University Service
 - Chair of college or university committee, commission, or governing body
 - Advisor to a professional student organization
 - Student advising activities beyond the department
 - Participation in university recruitment activities
 - Organization or leadership of interdepartmental workshops
 - Development and coordination of continuing education offerings
 - Other
 - b. Professional Service
 - Service to the profession and professional organizations

- Officer or contributing board member in professional organization
- Coordinator/organizer of professional conferences or meetings
- Reviewer of abstracts for professional organization conference
- Active contributor to professional committees or task forces
- Other

Professional community service

- Professional advisor/consultant to community organization
- Professional services to community agencies
- Active membership on board of community organization
- Contributing member of speakers bureau
- Media interviews regarding the profession
- Consultant to community group

Department of Nursing Criteria for Nursing Faculty Promotion

The promotion of a faculty member is determined by merit. Teaching, creative scholarship and professional qualifications, and professional service are the bases for evaluating candidates for promotion. Normally, a faculty member should have completed five years in rank at James Madison University before being reviewed for promotion. Though length of service may be given consideration, it is not a sufficient basis for recommendations. The doctorate is the terminal degree in nursing and best prepares the faculty member for the faculty role and for promotion in that role.

Promotion to Assistant Professor: Faculty must achieve Standard Professional Performance in all three of the following areas. Expectations for promotion include:

Teaching:

- Teaching shows evidence of current and in-depth knowledge in area of nursing specialization
- Demonstrates knowledge of current professional practice in area of nursing specialization
- Demonstrates current knowledge and active participation in curriculum development, teaching/learning strategies, and educational evaluation.
- Demonstrates knowledge and skill in evidence-based teaching
- Establishes effective student/faculty relationships
- Participates effectively in indirect teaching activities
- Demonstrates evidence of effective collegial relationship with clinical practicum sites.

Service:

- Participates in university wide meetings, seminars, and forums
- Participates in service activities that enhance functioning effectiveness of faculty or reputation of the school (Examples: educational and service programs in the community to improve health outcomes).
- Actively participates in the recruitment and mentoring of new faculty
- Actively serves in a leadership position in the department, college, and university task forces and/or committees.
- As an active member of professional organizations, makes professional contributions and advocates for the profession.
- Contributes substantively to activities that support the mission and goals of the department

Creative Scholarship (as defined by the AACN Position Statement, March 1999):

- Facilitates evidence-based practice and utilization of research findings into teaching activities
- Shows evidence of outcomes of independent or collaborative scholarship projects (For examples of scholarship activities, see Performance Criteria and Standards for Annual Review\ Scholarship)

Promotion to Associate Professor: Faculty demonstrate consistent exemplary achievement in at least one of three areas of teaching, scholarship, and service; evidence of substantial accomplishment in each of the other two categories. Expectations for promotion include:

Teaching:

- Teaching shows evidence of current and in-depth knowledge in area of nursing specialization
- Demonstrates knowledge of current professional practice in area of nursing specialization
- Assumes leadership role in curriculum development, implementation, and evaluation

- Serves as a consultant and/or guest lecturer in areas of clinical expertise
- Demonstrates knowledge and skill in evidence-based teaching
- Creates an environment supportive of effective faculty/student relationships
- Participates effectively in indirect teaching activities
- Demonstrates evidence of effective collegial relationship with clinical practicum sites
- Assists students in the design and implementation of independent study, honors thesis and/or creative scholarship related to clinical practice (ex. Directed Studies)
- Mentors/supports less experienced faculty in the teaching role

Service:

- Participates in service activities that enhance the functioning, effectiveness, or reputation of the university
- Demonstrates leadership in service activities that enhance the functioning or reputation of the Department of Nursing
- Participates in the orientation and development of junior faculty in service and practice
- Contributes to the profession through leadership and advocacy in professional, clinical, or health-related activities
- Provides consultation, group work, or continuing education in professional organizations or community groups at the state or regional level
- Contributes substantively to activities that support the mission and goals of the department

Creative Scholarship (as defined by the AACN Position Statement, March 1999):

- Takes a leadership role in the planning, implementation, critique and completion of creative scholarship projects (For examples of scholarship activities, see Performance Criteria and Standards for Annual Review\ Scholarship).
- Seeks funding for creative scholarship (research demonstration grant, or special project)
- Demonstrates ability to secure funding for creative scholarship studies (ex. CISAT summer research grants).
- Disseminates scholarly work for a variety of local, state, regional, or national audiences.
- Contributes to the nursing literature through the development of book chapters and/or articles for peer-reviewed journals.
- Publishes creative scholarship articles in peer reviewed literature (minimum of 3 publications within past 5 years)

Promotion to Professor: Promotion to professor is contingent upon outstanding professional accomplishment and significant achievement among one's peers on a regional, state, or national level. Faculty members demonstrate consistent exemplary achievement in at least two of three areas of teaching, scholarship, and service; and evidence of substantial accomplishment in each of the other two categories. Expectations for promotion include:

Teaching:

- Shows evidence of an established and consistent record of excellence in teaching
- Teaching demonstrates current and in-depth knowledge in area of nursing specialization
- Demonstrates knowledge and skill in evidence-based teaching
- Serves as a consultant and/or guest lecturer in areas of clinical expertise
- Participates effectively in indirect teaching activities
- Provides leadership in creating an environment supportive of effective faculty/student relationships
- Assumes leadership role in curriculum development, implementation, and evaluation
- Creates an environment supportive of effective faculty/student relationships
- Demonstrates evidence of effective collegial relationship with clinical practicum sites.
- Assists students in the design and implementation of independent study, honors thesis and/or creative

scholarship related to clinical practice (ex. Directed Studies)

Service:

- Demonstrates leadership in service activities that enhance the functioning, effectiveness, or reputation of the university
- Develops innovative service strategies to enhance the function or reputation of the Department of Nursing
- Serves as a mentor to faculty in teaching, service, and practice roles
- Contributes to the profession through leadership and advocacy in professional, clinical, or health-related activities
- Provides consultation, group work, or continuing education in professional organizations or community groups at the regional or national level

Creative Scholarship:

- Maintains an ongoing and productive program of creative scholarship (For examples of scholarship activities, see Performance Criteria and Standards for Annual Review\ Scholarship)
- Generates concepts and conducts multiple independent and original creative scholarship studies and projects
- Receives and documents external support on multiple creative scholarship studies and/or demonstration grants
- Generates special projects (or their equivalent) through successful competition from a peer-reviewed process
- Publishes at least 3 publications in past 5 years in peer-reviewed journals