

School of Nursing

Promotion and Tenure Evaluation Guidelines

Approved: 2020

School of Nursing Types of Faculty Performance Evaluations

The review process provides an opportunity for the faculty to present evidence of their professional accomplishments and to receive evaluation. Reviews are based on School of Nursing criteria and standards for Teaching, Scholarly Achievement & Professional Development, and Service. The evaluation procedures and criteria are designed to implement the faculty review policy established by the University and Board of Visitors, as outlined in the JMU Faculty Handbook (<http://www.jmu.edu/facultysenate/facultyhandbook/>). Data for evaluation come from multiple data sources, including the faculty member, peers, students, and the School of Nursing Director.

Types of Review: (see the JMU Faculty Handbook for additional specific information):

Initial Evaluation: Please see the JMU Faculty Handbook Section III.E.3 at <http://www.jmu.edu/facultysenate/facultyhandbook/iii-policies-procedures/e-evaluation.shtml#IIIE3>.

By the first week of class in their second semester, new faculty are asked to upload to their SharePoint evaluation file a copy of their CV, Faculty Anticipated Activity Plan (goals) and a reflection of their teaching, service and scholarship/professional development and progress toward their annual goals. By the third week of class, the Director will meet with the faculty member to discuss their progress and will provide an initial evaluation.

Annual Faculty Performance Evaluation: An evaluation is conducted annually for all full-time faculty, whether in tenure track or renewable term appointments, and both prior to and following tenure. The annual evaluation covers the academic year from May 15 – May 15 and provides an opportunity for reflection, evaluation, and planning for the future. The performance evaluation is used to guide decisions regarding merit-based pay increases. Following are the components and time line for this process:

By May 15 of each year, faculty upload into their SharePoint Folder:

- A current resume
- Completed *Faculty Activities Report* (FAR) and the *Faculty Anticipated Activity Plan* (FAAP) for the current academic year.
- Any supporting documents organized in sections: Teaching, Scholarship/Professional Development, Service
- A completed *Faculty Anticipated Activity Plan* (FAAP) that lists faculty goals for the coming year. These goals should be as specific as possible. The FAAP should include the relative weights the faculty wishes to allocate to the three performance areas of teaching, scholarly achievement and professional qualifications, and service. Unless otherwise negotiated with the School of Nursing Director, the usual weight within the school is 60 – 70% Teaching, 15-20% Scholarship and professional development, and 15-20% Service.

The School of Nursing Director works together with the program directors to review the FAAP

and the FAR and prepare a written evaluation summary to share with the faculty member. Each performance area is rated using the *School of Nursing Standards for Faculty Evaluation*. A rating of *Satisfactory* is expected for each performance area. If a performance area is rated satisfactory but requires improvement, the School of Nursing Director will give specific feedback and suggestions for improvement. Along with the School Nursing Director, the faculty member will formulate a SON plan for the coming year. A rating of *Unsatisfactory* may result in non-renewal of the faculty appointment as explained in the JMU Faculty Handbook (<https://www.jmu.edu/JMUpolicy/policies/2106.shtml>)

Mid-Tenure Review (Required): At the midway point to their tenure and promotion application, faculty members going up from assistant to associate professor must submit a comprehensive evaluation portfolio to the Academic Unit Personnel Advisory Committee (AUPAC) and the Academic Unit Head (AUH) for formative peer review for the purpose of feedback and progress toward promotion and tenure. Electronic portfolios are required. The due date for submission will be the 1st day of March. The AUPAC and AUH will collaborate in writing the recommendations, which will be shared with the faculty member, AUPAC, and AUH by May 1st. Refer to the JMU Faculty Handbook (Section III.E.4).

Comprehensive Evaluation (Promotion or Tenure): Faculty who seek promotion and tenure prepare a portfolio for a comprehensive evaluation. See the JMU Faculty Handbook (<http://www.jmu.edu/facultysenate/facultyhandbook/>) for promotion and tenure review guidelines; also see the School of Nursing Criteria for Tenure and Promotion (located in the Son SharePoint Handbook). Faculty in both Renewable Term (as applicable) and Tenure Track appointments may be considered for promotion. Faculty will prepare a portfolio that includes a narrative summary of performance outcomes and evidence to support their application. The portfolio should follow the College of Health and Behavioral Studies Professional Dossier Outline (<http://chbs.jmu.edu/documents/Professional%20Dossier%20Aug%202012%20-%20Template%20for%20Promotion.pdf>).

Faculty Appeal of Annual Evaluations: See the JMU Faculty Handbook (<http://www.jmu.edu/facultysenate/facultyhandbook/>) for guidelines to appeal an annual evaluation.

School of Nursing 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 AUPAC, or the School of Nursing Director. A standards-based scale is the basis for rating full-time faculty in each performance area: teaching, scholarship/professional development, and service.

Evaluation Standards (Adapted from Raoul, A., 1999)

Excellent

This rating is given to faculty who consistently and substantively exceed the school's standards of performance. Individuals receiving this rating stand as exemplars of the highest levels of professional academic performance within the school.

Satisfactory

This rating is given to faculty who consistently meet the school's standards of professional performance. Individuals receiving this rating constitute those good and valued professionals on whom the continued successful operation of the school rests.

Unsatisfactory

This rating is given to faculty who 1) did not meet the school's standards for performance, 2) did not show professional growth and improvement as needed, or 3) consistently violated one or more of the standards of performance. This rating represents performance that is not acceptable.

Rating Process

Performance evaluations are based on all evidence in the Faculty Activity Report (FAR) and/or academic performance portfolio. For this reason, it is important for the faculty member to provide clear and adequate evidence of achievement in each area. Many items on the FAR are 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 (SON Director, or AUPAC) may seek additional data from the faculty member or from peers. Performance evaluation ratings are based on the AUPAC's and/or the SON Director's best judgment of all existing evidence.

Merit Pay (Approved by faculty 12/2016; Dean 1/2017)

Merit pay is designed to acknowledge the contributions faculty make to the mission and goals of the school and the institution. It recognizes truly exceptional performance while also acknowledging faculty who meet expectations for satisfactory performance. When a pool of funding for merit pay is made available, the school director 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 in any performance category are not eligible to receive a merit-based increase.

The university may designate the percentage of salary allocated for merit based on Satisfactory and/or Excellent performance. If the university does not specify the percentage allocation for satisfactory and/or excellent performance, the School of Nursing will follow this policy. Of the amount to be allocated, 2/3 of the total will be designated for satisfactory performance and 1/3 of the total will be awarded for excellent performance.

The portion that is designated for excellent performance will be allocated using the following calculation:

Faculty with one excellent rating in teaching, service or scholarship will receive 33.33% of the merit percentage for their salary. Faculty with two excellent ratings will receive 66.66% of this amount and faculty with three excellent ratings will receive 100% of this amount.

If any funds remain, the school director will allocate those to faculty with especially meritorious service to the school of nursing.

School of Nursing Criteria for Faculty Evaluation

The faculty member, the School of Nursing Director, and the AUPAC evaluate faculty performance in each of the following evaluation areas. Based on university expectations, these criteria 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 in which the learner acquires new knowledge, skills and/or attitudes. Teaching is the outcome of professional development, practice expertise, and scholarly activities.

1. For **Satisfactory Performance**, the faculty member provides consistent evidence of:

- a. Responsibility and accountability in teaching
 - Teaches assigned course load
 - Is present for all class and practicum periods on time or arranges for a substitute or a way to make up missed material
 - Posts and keeps office hours
 - Is available and responsive to students
 - Advises assigned student advisees
- b. Ability to teach effectively
 - Provides valid formative and summative evaluations of students (for example, exams and assignments)
 - Maintains positive and constructive relationships with practicum sites
 - Requests formative peer evaluation from faculty peers focusing on areas of challenge
 - Requests Teaching Analysis Poll (TAP) from the Center for Faculty Innovation every three years and when teaching assignment changes significantly
 - Receives satisfactory student end-of-course evaluations of course and instructor
 - Receives average rating of 3.75 or > of 5 points across all course evaluations of item #4: *Overall, was an effective teacher*
 - Addresses themes regarding student concerns on end of semester student evaluations
 - Provides peer evaluation to colleagues upon request
- c. Currency and relevance of teaching
 - Updates syllabi annually and provides clear objectives, guidelines for teaching learning activities, course content, and course expectations
 - Updates and provides current teaching materials
 - Provides relevant teaching learning activities
- d. Initiative and improvement in identified areas where improvement is needed or performance is inconsistent

2. For **Excellent Performance**, the faculty member provides evidence that they consistently exceed the criteria for satisfactory performance through a range of the following activities. Support for this rating may include (but is not limited to) evidence of the following:

- Receives consistently excellent student evaluations of course and instructor
- Makes significant contributions to curriculum revision and/or development
- Develops and implements creative teaching innovations or adaptations, e.g. incorporating innovative technology, experiential learning, or interprofessional learning in new and creative ways
- Serves as advisor for student independent study or honors project
- Develops and teaches a new course
- Receives teaching awards or recognitions
- Guest lectures for other courses or academic units
- Actively participates in the presentation of workshops, conferences, etc. devoted to the enhancement of teaching (e.g. CFI, CIT presentations)
- Receives internal or external grant funding for instructional development

B. 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 School 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. Faculty practice is a form of professional development.

1. For **Satisfactory Performance** the faculty member provides consistent evidence of:

- a. Steady progress toward completing the doctorate for masters prepared faculty
- b. Maintenance of professional certifications and other specialty credentials
- c. Regular participation in university and school workshops tailored to faculty professional goals or school 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.

- g. Scholarly outcomes reflective of faculty rank and experience
2. For **Excellent Performance**, the faculty member provides evidence that they consistently exceed the criteria for satisfactory performance through a range of the following activities. 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 outcomes
 - Provision of 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 scholarship
 - 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 school, the college, the university, the community, 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 **Satisfactory Performance**, the faculty member provides consistent evidence of:

- a. Current membership and active participation in a professional organization at national, state, or local level
 - b. Membership and evidence of active contributions in assigned committees or task forces at the school, college and/or university level
 - c. Participation in school, college and/or university public relations and student recruiting events
 - d. Service to a professional organization OR professional community service
2. For **Excellent Performance**, the faculty member provides evidence that they consistently exceed the criteria for both faculty service (to the school, 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 school
 - Participation in off-campus university recruitment activities
 - Organization or leadership of interprofessional 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
 - c. 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 groups

**James Madison University
School of Nursing
Annual Faculty Activity Report (FAR)**

Faculty Member Name:

Academic Year:

Please submit your CV to the Department head by **May 15** with the information noted below highlighted in yellow for the reporting academic year. Use the Annual Faculty Evaluation to drive what needs to be added to your **CV**. The activities below are a minimum to include on your CV; you may need to add more from the Annual Faculty Evaluation.

TEACHING ACTIVITIES: Include this on your **CV** under the teaching section.

- Courses Taught by semester.
- Undergraduate Honors Theses, Independent Study projects, DNP Capstone projects
- (Include Student Name, Project Name, Semesters of involvement, and status of project)
- Student advising: How many students & at what level?
- Other teaching-related activities

SERVICE ACTIVITIES: Include in the Service section on your **CV**.

- SON Service: Faculty Council; Committees (include if you chaired committee); simulations (outside of course requirements i.e. Poverty Simulation etc.); Taskforces; Other
- College Service: Committees, Other
- University Service: Committees, Other
- Professional Service
- Service to Professional Organizations (Specify as local, state, or national)
- Paper/proposal review or journal editing activities (include organization, journal, or conference)
- Professional consulting activities (external or internal to JMU)
- Professional Community Service activities
- Other service activities

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT ACTIVITIES: Include in Scholarship (in *APA format*) and Professional Development Sections on your **CV**).

Scholarship -

- Participation in proposals submitted: (include role, funding level, and result of proposal)
- Current grant or contract funded activities: (indicate funding level and role – e.g., principal investigator, co-PI, researcher, administrator, etc.; indicate status of activities)
- Student involvement in your ongoing research activities
- Books and book chapters (including textbooks) or other non-journal publications
- Invited presentations at professional conferences, seminars, symposia, or workshops:
- Authored or co-authored papers/journal articles, including published instructional or educational materials: (indicate if refereed)

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- Other scholarship activities

Professional Development –

- Attendance at workshops, webinars, conferences, etc.
- Practice
- Other Professional Development Activities

**Annual Faculty Activity Report
School of Nursing**

TEACHING

Note: Regardless of points earned on the FAR, faculty must meet all criteria listed in *Criteria for Faculty Evaluation* at the satisfactory level.

The assigned teaching load is defined as 60-70% effort unless a course reduction or overload is negotiated with the School of Nursing Director. Faculty receive 24 points each academic semester they teach their assigned standard load.

<i>ITEM</i>	<i>VARIABLE POINTS</i>	<i>6 POINTS</i>	<i>4 POINTS</i>	<i>2 POINTS</i>	<i>TOTAL & Justification</i> Along with total points, provide bulleted list of outcomes supporting points
Standard Academic Year Teaching, including DNP Capstone chair, and Student Advising	+/- 6 points for formally negotiated course reduction or overload				e.g.: 24/semester X 2 semesters = 48 points Assigned standard teaching for two semesters
Average rating across all course evaluations of item <i>Overall, was an effective teacher</i>		4.5 and above (of 5 points)	4 – 4.49 (of 5 points)	3.75 -3.99 (of 5 points)	
New course developed and taught		New course at JMU	New course for faculty member		
Peer evaluation or TAP	1 per semester max				
Faculty chair undergraduate honor's thesis, or independent study	2 per student per semester of active contribution				

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<i>ITEM</i>	<i>VARIABLE POINTS</i>	<i>6 POINTS</i>	<i>4 POINTS</i>	<i>2 POINTS</i>	<i>TOTAL & Justification</i> Along with total points, provide bulleted list of outcomes supporting points
Reader (committee member) DNP capstone project or BSN honor's thesis	1 per student per semester of active contribution				
Other teaching (non-assigned classes)	Max 1 per semester, 2 per year				
Innovation/major revision/addition of new technology in existing courses	1 per course max				
Directs and implements study abroad program (if not included under summer teaching)	2 per program for directing 1 per program for assisting				
Initial incorporation of departmental/university priorities into teaching (e.g. ethics, diversity, interprofessional education activities)	1 per contribution				
Distinguished teaching award		Professional Assoc. or University	College	Department	
receives grant	1 per grant				

<i>ITEM</i>	<i>VARIABLE POINTS</i>	<i>6 POINTS</i>	<i>4 POINTS</i>	<i>2 POINTS</i>	<i>TOTAL & Justification</i> Along with total points, provide bulleted list of outcomes supporting points
funding for new teaching initiative					
Other significant activity not covered above (e.g covering for peer illness)	1point per contribution (max 5/year).				
					Total Points: _____

Teaching Points: _____

Self-Summary Statement/Self-Rating (200-word limit): (Include discussion of course evaluations, strategies for growth)

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

<i>ITEM</i>	<i>VARIABLE POINTS</i>	<i>6 POINTS</i>	<i>4 POINTS</i>	<i>2 POINTS</i>	<i>TOTAL & Justification</i> Along with total points, provide bulleted list of outcomes supporting points
Scholarship					
Recipient of grant funding for scholarship:					
External		PI/PD	Major role	Contributor	
Internal		N/A	PI/PD	Major role	
Research project in progress		N/A	IRB approval and methodology underway (describe)	IRB approval only	

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ITEM	VARIABLE POINTS	6 POINTS	4 POINTS	2 POINTS	TOTAL & Justification Along with total points, provide bulleted list of outcomes supporting points
			accomplishments)		
Published textbook		Single author or co-author	Editor or co-editor		
Chapter in textbook		N/A	Single author or co-authored		
Grant proposals (not funded): External				Not scored	
Internal			Scored	Not funded	
Manuscript, published in peer reviewed journal (points per article)	Points in this category or the next, not both	Major contributor 50% or more	Substantive contributor		
Manuscript submitted to peer reviewed journal, reviewed (points per article)	Points in this category or the previous, not both		Major contributor 50% or more	Substantive contributor	
Manuscript peer reviewer for professional journal	1 per review				
Other professional publications	1				
Professional presentation: Podium		Peer-reviewed Inter/Nat'l/Stat		Peer-reviewed	

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<i>ITEM</i>	<i>VARIABLE POINTS</i>	<i>6 POINTS</i>	<i>4 POINTS</i>	<i>2 POINTS</i>	<i>TOTAL & Justification</i> Along with total points, provide bulleted list of outcomes supporting points
Poster		e N/A	Inter/Nat'l/State	local Local	
Invited speaker		Inter/Nat'l/State	Regional	Local conference	
Distinguished research or professional award		Professional Assoc./University	College	Department	
Other scholarship activity not covered above	1 per contribution (max 3 per year)				
Professional Development					
Faculty practice		At least 8 hours per week	At least 16 hours per month	8- 16 hours per month	
Professional CEUs, seminars, or workshops (e.g. CFI/CIT)	2 max per year				
Precepting a student within a faculty practice (e.g. as a nurse practitioner)	1 per semester				
Secures new specialty	6				

<i>ITEM</i>	<i>VARIABLE POINTS</i>	<i>6 POINTS</i>	<i>4 POINTS</i>	<i>2 POINTS</i>	<i>TOTAL & Justification</i> Along with total points, provide bulleted list of outcomes supporting points
certification (e.g. CNL)					
Maintains ongoing specialty certification	2 per year				
Pursuit of a doctorate		Full time (3 per enrolled semester, max 6)	Part time (2 per enrolled semester, max 4)		
___ Scholarship Points + ___ Professional Development Points = Total Points: _____					

Scholarship Points: _____

Self-Summary Statement/Self-Rating (200-word limit): (Reflect on progress toward goals and strategies for growth)

SERVICE

<i>ITEM</i>	<i>VARIABLE POINTS</i>	<i>6 POINTS</i>	<i>4 POINTS</i>	<i>2 POINTS</i>	<i>TOTAL & Justification</i> Along with total points, provide bulleted list of outcomes supporting points
Professionally related Board of Directors in Community		National	State	Local	
Professional Organization			International,	Local or	

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Officer /Committee Chair or Committee Member			Nat'l or State Inter/Nat'l/State	regional Local or regional	
Professional Organization membership only (Not officer, board member, or committee chair)	1 per organization				
University Level committee		Chair	Member		
SON committee		Chair	Member		
Year-long task force member		N/A	Chair	Member	
Advisor for student organization	3 per year max				
Special event participation: e.g. Simulation, Open house, Choices, Poverty Sim, Multicultural workshop	1 per event (4 per year max)				
Providing professional development activities (CPR, workshops, etc.)	1 per session				

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Consultation (e.g. accreditation, magnet status, external faculty-promotion and tenure)	1per contribution				
Mentoring in assigned or formally identified relationship involving shared goals and investment of time & energy as described	1per mentee				
Professional volunteer, external (e.g. RAM, free clinic) activities not covered under faculty practice	1 per semester max				
Distinguished service or professional award		Professional assoc. or university	College	Department	
Other service activity not covered elsewhere in service or teaching (e.g. Dingleline Scholarships, Grant reviews,)	1 point per activity				
					Total Points:

Service Points: _____

Self-Summary Statement (200-word limit)/Self-Rating:

ADMINISTRATION (for those in administrative roles)

<i>ITEM</i>	<i>VARIABLE POINTS</i>	<i>6 POINTS</i>	<i>4 POINTS</i>	<i>2 POINTS</i>	<i>TOTAL & Justification</i> Along with total points, provide bulleted list of outcomes supporting points
University or administrative role	Variable*				
					Total Points: _____

School of Nursing Guidelines for Faculty Annual Activity Planning (FAAP)

Annual faculty activity planning is foundational to progress in the faculty role. Ideally it is a process that takes into consideration the faculty member’s professional development needs and goals, the needs of the academic program, and the vision and values of the university. It should result in a plan of action that leads to performance success in teaching, scholarship, professional development, and service. The FAAP defines the faculty member’s role for the coming year and is the basis for feedback during the annual performance evaluation meeting. It should be consistent with the *School of Nursing Performance Criteria and Standards for Annual Review*.

Although the FAAP includes standard expectations (such as assigned teaching and committee involvement), it also includes the faculty member’s priority goals for the coming year and focuses on goals that make a difference and improve performance. It is not just a list of routine or ongoing events. Goals should always be SMART – as specific, measurable, achievable, realistic, and time-related as possible. Although some goals are more specific than others, aim to establish goals that quantify the actions needed to achieve them. See examples below:

SMART Goals	Not so Smart
Pilot 3 classes using Adobe Presenter for NSG XXX during Fall semester	Further web-enhance NSG XXX
Submit 2 finished articles to refereed journals by the end of year	Publish my research findings
Complete 3 JMU faculty development teaching workshops and 2 technology workshops (Microsoft PowerPoint and Word) during the Fall semester	Participate in faculty development workshops
Submit proposal for summer grant to support study on smoking cessation by December 1, 2007	Pursue ideas for research study of smoking cessation
Attend monthly meetings of XXX professional organization and join one active committee.	Join XXX professional organization to become more active professionally
Request peer review from colleagues for 2 classes each semester, with focus on: <ol style="list-style-type: none"> 1) Do I teach at knowledge level or at application level? 2) Is my delivery style effective? 	Work on learning how to teach better
Serve on at least one CISAT or JMU level committee. Interest areas include serving	Get involved on a college or university committee

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on dean's advisory Council and CISAT International	
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**School of Nursing
Faculty Anticipated Activity Plan (FAAP)**

Faculty Member Name:

Academic Year:

(Important: This document will be the basis for the next year's annual evaluation)

Teaching Activities – Estimated percentage of workload: _____ (60-70% is standard for traditional RTA and Tenure Track faculty; 80% for Clinical RTA, unless negotiated reduction or overload)

List courses you expect to teach:

Other teaching goals:

Professional Service Activities (Including activities to support Diversity Initiative) –
Estimated percentage of workload: _____

List anticipated departmental, college, IHHHS, and university service activities/goals:

List anticipated service to the profession:

List anticipated University and SON Diversity Plan activities:

Scholarship and Professional Development Activities (Including practice) – Estimated
percentage of workload: _____

List anticipated scholarly activities and outcomes:

List anticipated professional development activities:

Other activities – Estimated percentage of workload: _____

List other anticipated activities:

(administration, special assignments, international activities, etc.)

**School of Nursing
Criteria for Nursing Faculty Tenure Track Promotion**

Teaching, Scholarship and Professional Qualifications, and Professional Service are the basis for evaluating candidates for promotion. The promotion of a faculty member is determined by merit as evidenced by meeting and consistently sustaining the following criteria over time. 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.

<p><u>Promotion to Assistant Professor:</u> Evidence must demonstrate satisfactory performance in all three of the following areas. Expectations for promotion include:</p>	<p><u>Promotion to Associate Professor:</u> Evidence must demonstrate consistent excellence in at least one of three areas of teaching, scholarship, and service and evidence of satisfactory performance in the other two areas. Expectations for promotion include:</p>	<p><u>Promotion to Professor:</u> Evidence must demonstrate consistent excellence in two of three areas of teaching, scholarship, and service, and satisfactory performance in the third category. Expectations for promotion include:</p>
<p>Teaching:</p> <ul style="list-style-type: none"> • Demonstrates current and in-depth evidence-based knowledge • Teaching relates evidence- based knowledge to its application in current professional practice • Demonstrates progressive abilities to develop and deliver teaching learning activities • Effectively evaluates students • Guides and communicates clearly with students • Communicates effectively with peers in teaching • Participates effectively in indirect 	<p>Teaching:</p> <ul style="list-style-type: none"> • Demonstrates current and in-depth evidence-based knowledge • Relates evidence- based knowledge to current professional practice • Demonstrates skill in designing and delivering teaching learning activities • Serves as a consultant and/or guest lecturer in areas of expertise as needed • Assists students in the design and implementation of independent study, honors projects or DNP capstone projects as requested • Designs and revises tools and 	<p>Teaching:</p> <ul style="list-style-type: none"> • Demonstrates current and in-depth evidence-based knowledge • Relates evidence-based knowledge to current professional practice • Demonstrates advanced abilities to design and deliver teaching learning activities involving new courses, strategies, or technologies • Serves as a consultant and/or guest lecturer in areas of expertise • Assists students in the design and implementation of independent study, honors projects, or DNP capstones as requested

<p>teaching activities (e.g. grading papers, preparing classes and exams, etc.)</p> <ul style="list-style-type: none"> • Demonstrates evidence of collegial relationships with clinical practicum sites • Improves teaching in response to constructive feedback from students and peers • Actively participates in developing curriculum 	<p>strategies to evaluate student learning</p> <ul style="list-style-type: none"> • Guides and communicates clearly with students • Communicates effectively with peers in teaching • Participates effectively in indirect teaching activities (e.g. grading papers, preparing classes and exams, etc.) • Demonstrates evidence of collegial relationships with clinical practicum sites as required • Continuously refines teaching activities in response to constructive feedback from students and peers • Mentors/supports less experienced faculty in the teaching role • Assumes leadership role in curriculum development, implementation, and evaluation 	<ul style="list-style-type: none"> • Designs and revises tools and strategies to evaluate student learning • Serves as a role model in guiding and communicating with students • Serves as a role model for effective peer communication • Participates effectively in indirect teaching activities (e.g. grading papers, preparing classes and exams, etc.) • Continuously refines teaching learning activities in response to constructive feedback from students and peers • Establishes and maintains effective collegial relationships with clinical practicum sites as required • Mentors/supports less experienced faculty in the teaching role • Assumes leadership role in curriculum development, implementation, and evaluation
<p>Creative Scholarship:</p> <ul style="list-style-type: none"> • Shows evidence of independent or collaborative scholarly outcomes (See Faculty Evaluation Criteria) • Demonstrates progressive development of scholarship • Disseminates outcomes of scholarship to a professional audience 	<p>Creative Scholarship:</p> <ul style="list-style-type: none"> • Takes a leadership role in planning, implementing, critiquing, and completing creative scholarship projects (For examples of scholarship activities, see Evaluation Criteria). • Seeks funding for creative scholarship (e.g. research, demonstration grant, or special project) • Demonstrates ability to secure funding for creative scholarship studies individually or with a team 	<p>Creative Scholarship:</p> <ul style="list-style-type: none"> • Maintains an ongoing and productive record of planning, implementing, critiquing and completing independent creative scholarship (For examples of scholarship activities, see Evaluation Criteria) • Generates concepts and conducts multiple independent and original studies and/or projects as principle investigator • Receives and documents

	<p>(e.g. College summer research grants)</p> <ul style="list-style-type: none"> • 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) 	<p>internal/external funding for multiple creative scholarship studies and/or demonstration grants</p> <ul style="list-style-type: none"> • Generates special projects (or their equivalent) through successful competition from a peer-reviewed process • Mentors or coaches others in scholarly activities • 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)
<p>Service:</p> <ul style="list-style-type: none"> • Participates in school, college, and university meetings and events (for e.g., symposia, speaker series, ceremonies, etc.) • Actively serves on school, college and/or university task forces, committees, and initiatives • As an active member of professional organizations, makes contributions and advocates for the profession • Participates in professional service activities in the community that address needs and meet the goals of the 	<p>Service:</p> <ul style="list-style-type: none"> • Participates in school, college, and university meetings and events (for e.g., symposia, speaker series, ceremonies, etc.) • Actively serves in leadership role on school, college and/or university task forces, committees, and initiatives • As an active member of professional organizations, contributes to the profession through consultation, leadership, and advocacy activities • Participates as a leader in professional service activities that address 	<p>Service:</p> <ul style="list-style-type: none"> • Represents the school through attendance/active participation at college and university meetings and events • Actively serves in leadership roles on school, college and/or university task forces, committees, and initiatives with measurable outcomes. • As an active member of professional organizations, contributes to the profession through consultation, leadership, and advocacy • Develops innovative professional

<p>school and university (e.g. educational and service programs in the community to improve health outcomes).</p> <ul style="list-style-type: none"> • Participates in the advising and mentoring of students and junior faculty • Contributes to other activities that support the mission and goals of the school (e.g. recruitment of students and faculty, etc.) 	<p>community needs and meets the mission and goals of the school and university (e.g. educational and service programs in the community to improve health outcomes).</p> <ul style="list-style-type: none"> • Participates in advising and mentoring students • Participates in the orientation and development of junior faculty in service and practice • Contributes to other activities that support the mission and goals of the school (e.g. recruitment of students and faculty, etc.) 	<p>service activities that address community needs and meets the mission and goals of the school and university (e.g. educational and service programs in the community to improve health outcomes)</p> <ul style="list-style-type: none"> • Participates in advising and mentoring students • Serves as a mentor to faculty in teaching, service, and practice roles • Contributes to other activities that support the mission and goals of the school (e.g. recruitment of students and faculty, etc.)
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**School of Nursing
Criteria for Nursing Faculty RTA Promotion**

Faculty members in Renewable Term Appointments (RTAs) who are eligible for promotion may advance in rank as set forth in the Nursing Faculty Handbook. Teaching, Scholarship and Professional Qualifications, and Professional Service are the basis for evaluating candidates for promotion. The promotion of a faculty member is determined by merit as evidenced by meeting and consistently sustaining the following criteria over time. 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.

<p>Promotion to Assistant Professor: Evidence must demonstrate satisfactory performance in all three of the following areas. Expectations for promotion include:</p>	<p>Promotion to Associate Professor: Evidence must demonstrate consistent excellence in at least one of the three areas of teaching, scholarship/professional qualifications, and service and evidence of satisfactory performance in the other two areas. Expectations for promotion include:</p>	<p>Promotion to Professor: Evidence must demonstrate consistent excellence in two of the three areas of teaching, scholarship/professional qualifications, and service, and satisfactory performance in the third category. Expectations for promotion include:</p>
<p>Teaching includes clinical and/or didactic work:</p> <ul style="list-style-type: none"> • Demonstrates current and in-depth evidence-based knowledge • Teaching relates evidence-based knowledge to its application in current professional practice • Demonstrates progressive abilities to deliver teaching learning activities • Effectively evaluates students • Guides and communicates clearly with students • Communicates effectively with peers in teaching • Participates effectively in indirect teaching activities (e.g. grading; Practicum Evaluation Tool (PETs), papers/Electronic Health Record (EHR) preparing for clinical/classes and exams, etc.) • Demonstrates evidence of collegial relationships with clinical practicum 	<p>Teaching:</p> <ul style="list-style-type: none"> • Demonstrates current and in-depth evidence-based knowledge • Relates evidence-based knowledge to current professional practice • Demonstrates skill in designing and/or developing while delivering teaching learning activities • Serves as a guest lecturer in areas of expertise as needed • Assists students in the design and implementation of independent study, honors projects or DNP projects as requested • Designs and revises or implements tools and strategies to evaluate student learning • Guides and communicates clearly with students • Communicates effectively with peers in teaching • Participates effectively in indirect 	<p>Teaching:</p> <ul style="list-style-type: none"> • Demonstrates current and in-depth evidence-based knowledge • Relates evidence-based knowledge to current professional practice • Demonstrates advanced abilities to design and deliver teaching learning activities involving new courses, strategies, or technologies • Serves as a consultant and/or guest lecturer in areas of expertise • Assists students in the design and implementation of independent study, honors projects, or DNP projects as requested • Designs and revises tools and strategies to evaluate student learning • Serves as a role model in guiding and communicating with students • Serves as a role model for effective peer communication • Participates effectively in indirect

<p>sites when applicable</p> <ul style="list-style-type: none"> • Improves teaching in response to constructive feedback from students and peers • Actively participates in developing curriculum for clinical or didactic courses. 	<p>teaching activities e.g. grading; PETS, papers/EHR, preparing for clinical/classes and exams, etc.)</p> <ul style="list-style-type: none"> • Demonstrates evidence of collegial relationships with clinical practicum sites when applicable. • Continuously refines teaching and/or clinical activities in response to constructive feedback from students and peers • Mentors/supports less experienced faculty in the teaching/clinical role • Assumes leadership role in curriculum development, implementation, and evaluation 	<p>teaching activities (e.g. grading papers, preparing classes and exams, etc.)</p> <ul style="list-style-type: none"> • Continuously refines teaching learning activities in response to constructive feedback from students and peers • Establishes and maintains effective collegial relationships with clinical practicum sites as required • Mentors/supports less experienced faculty in the teaching role • Assumes leadership role in curriculum development, implementation, and evaluation
<p>Creative Scholarship:</p> <ul style="list-style-type: none"> • Demonstrates record of seeking out collaborative scholarship with practice partners to improve patient and/or organization outcomes (e.g. evidence-based and quality improvement projects, policy analysis, program evaluation, research projects etc.) • Demonstrates clinically relevant scholarship in at least one area <ul style="list-style-type: none"> • Presentations- local or state • Peer reviewed journal article 	<p>Creative Scholarship:</p> <ul style="list-style-type: none"> • Takes a leadership role in planning, implementing, critiquing, and completing creative scholarship projects (For examples of scholarship activities, see Evaluation Criteria). • Demonstrates a record of participating in collaborative scholarship with practice partners to improve patient and/or organization outcomes (e.g. evidence-based and quality improvement projects, policy analysis, program evaluation, research projects etc.) • Disseminates scholarly work for a 	<p>Creative Scholarship:</p> <ul style="list-style-type: none"> • Maintains an ongoing and productive record of planning, implementing, critiquing and completing independent creative scholarship (For examples of scholarship activities, see Evaluation Criteria) • Generates concepts and conducts multiple independent and original studies and/or projects as principle investigator • Receives and documents internal/external funding for multiple creative scholarship studies and/or demonstration grants

<ul style="list-style-type: none"> • Clinical practice guidelines 	<p>variety of local, state, regional, or national audiences</p> <ul style="list-style-type: none"> • Contributes to the nursing literature through the development of book chapters. • Publishes creative scholarship articles in peer reviewed literature (minimum of 3 publications within past 5 years) 	<ul style="list-style-type: none"> • Demonstrates a record of leading collaborative scholarship with practice partners to improve patient and/or organization outcomes (e.g. evidence-based and quality improvement projects, policy analysis, program evaluation, research projects etc.) • Generates special projects (or their equivalent) through successful competition from a peer-reviewed process • Mentors or coaches others in scholarly activities • 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)
<p>Service:</p> <ul style="list-style-type: none"> • Participates in school, college, and meetings and events (for e.g., symposia, speaker series, ceremonies, etc.) • Actively serves on school and/or college committees, and initiatives • As an active member of professional 	<p>Service:</p> <ul style="list-style-type: none"> • Represents in school, college, and university meetings and events (for e.g., symposia, speaker series, ceremonies, etc.) • Actively serves in leadership role on school, college and/or university task forces, committees, and initiatives 	<p>Service:</p> <ul style="list-style-type: none"> • Demonstrates leadership through attendance/active participation at college and university meetings and events • Actively serves in leadership roles on school, college, university, and national/international task forces,

<p>organizations, makes contributions and advocates for the profession</p> <ul style="list-style-type: none"> • Participates in professional service activities in the community (e.g. educational and service programs in the community to improve health outcome such as RAM clinic, BP and cholesterol screening, immunization clinics). • Participates in the advising and mentoring of students • Participates in other activities that support the mission and goals of the school (e.g. recruitment of students and faculty, etc.) 	<ul style="list-style-type: none"> • As an active member of professional organizations, contributes to the profession through leadership, and advocacy activities • Participates as a leader in professional service activities that address community needs and meets the mission and goals of the school and university (e.g. educational and service programs in the community to improve health outcomes). Advises and mentors students and/or junior faculty in teaching, scholarship, and practice. • Contributes to other activities that support the mission and goals of the school (e.g. recruitment of students and faculty, etc.) 	<p>committees, and initiatives with measurable outcomes.</p> <ul style="list-style-type: none"> • As an active member of professional organizations, contributes to the profession through consultation, leadership, and advocacy • Develops innovative professional service activities that address community needs and meets the mission and goals of the school and university (e.g. educational and service programs in the community to improve health outcomes) • Advises and mentors students and/or faculty in teaching, scholarship, service, and practice. • Leads other activities that support the mission and goals of the school (e.g. recruitment of students and faculty, etc.)
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