

## Criteria for Faculty Evaluation

### Department of Nursing - Southern Utah University

The department of Nursing will evaluate its faculty members according to four criteria (teaching effectiveness, scholarly/creative activity, service to the University/community/profession, and collegiality). Following the evaluation guidelines in Policy 6.1, the scale for rating faculty performance will be:

**Exceptional Professional Performance (EP)**

Exceeds accepted standards of professional performance

**Standard Professional Performance (SP)**

Meets accepted standards of professional performance

**Low Performance (LP)**

Does not consistently meet accepted standards of professional performance. If the faculty member is retained, a development plan is required.

**Unacceptable Performance (UP)**

Does not meet minimal standards of professional performance

(JUSTIFICATION MUST BE INCLUDED FOR EACH LEVEL OF PERFORMANCE)

### Teaching Effectiveness

#### *Preamble*

Southern Utah University's (SUU) mission, as defined in Regent's Policy, R312, states that "teaching is of primary importance" (SUU Policies and Procedures, Policy 6.1 – Faculty Evaluation, Promotion, and Tenure, Section IV., 1.). *It is important for faculty members to document teaching effectiveness in as many different ways as possible. If no other means of documentation is provided, decisions regarding teaching effectiveness will be made, by default, based primarily on student evaluations.*

#### *Standard of Performance*

The standard will be ratings of EP or SP assigned for 3<sup>rd</sup> Year Reviews and Promotion and Tenure as evidenced by:

- Creation of an organized and well-managed learning environment (syllabi, course outlines, learning objectives, study guides, etc.)
- Creative, innovative, thoughtful and thorough methods and materials (unique clinical/lab experiences, classroom activities, projects, etc.)
- Seeking and receiving feedback from students and others about teaching performance (student scores and comments, peer evaluations of classroom and/or materials)
- Thoughtful reflection about the feedback (analysis of quantitative and qualitative data, summary, overviews, etc.)
- Adjustments made (comments and narrative about what worked and didn't work and thoughts of why)

#### *Definition of Teaching Effectiveness*

In the department of Nursing, teaching effectiveness can be demonstrated in the following ways:

#### Peer Evaluations

Faculty members may seek written, formative peer teaching evaluations and provide evidence of reflection on those evaluations.

#### Student Evaluations

Student evaluations will be conducted in all classes, every semester (including laboratory and clinical-based courses). These evaluations will be conducted according to SUU practice. Numerical averages for all teaching-related questions will be tabulated for all courses taught by each individual faculty member

and collectively for all courses taught by the departments. The department will maintain these evaluations and their averages. Individual faculty members are encouraged to obtain their own informal evaluations and analyze, summarize, and interpret both the informal and the department data. Faculty members are also encouraged to show evidence that they have read and understand the student written comments.

#### **Department Chair Evaluations**

The chair will evaluate each faculty member each year. The evaluation instrument will be standardized for all evaluations, and will include: teaching effectiveness, scholarship, service, and collegiality.

#### **Faculty Self Evaluation (Teaching Journal)**

Faculty members are encouraged to thoughtfully evaluate their own teaching effectiveness. Video recording of a teaching session is one method that could be used to assist the faculty member in evaluating self in as complete and insightful as possible. Keeping a teaching journal and write entries that detail progress as a teacher (things learned, things you could do better, etc.). Developing and creating learning tasks conceived from one's clinical practice that introduce student to solve real problems. Evaluation should include analysis of, and responses to, teaching effectiveness.

#### **Other Methods**

In addition to those items mentioned above, faculty members may document a high priority on teaching by:

- Unduplicated headcount of academic advisees formally assigned to faculty member
- Students faculty member has taught individually in independent or directed studies (e.g. one-on-one student faculty interaction for credit directed as satisfying a degree requirement)
- students formally engaged in research with you
- Students that are assigned to faculty member in cooperative or service learning programs/projects
- Students that are assigned to faculty member who have co-authored a journal article or book chapter with faculty member
- Students that are assigned to faculty member who have co-presented or presented a paper at a state, regional, national, or international professional meeting.
- Receipt of teaching recognition
- Attendance at pedagogical conferences/workshops and providing evidence of adapting/adopting best practices
- Participation in pedagogical discussion groups and documentation of implementation of input received
- Demonstration of positive trends for national standardized exams (NCLEX, ERI content exams)

### **Scholarly/Creative Activity**

#### ***Preamble***

Southern Utah University (SUU) is primarily an institution where teaching is the focus. Therefore, scholarly/creative activity is defined as consistent with the Boyer Model (adopted by SUU) and as interpreted by the AACN position statement. This position statement reads, "There are four aspects of scholarship that are salient to academic nursing that are to be used to guide promotion, tenure, and merit reviews in a way that is appropriate to the profession; expand the scope of recognized scholarly activities; guide individual career planning; and demonstrate the growth of the profession over time. These four aspects are: *Discovery, Teaching, Applications in clinical practice, and Integration of ideas from nursing and other disciplines*" (<http://www.aacn.nche.edu/Publications/positions/scholar.htm>)

#### ***Standard of Performance***

The standard to earn ratings of EP or SP for *tenure track* faculty will be four (4) scholarly/creative activities with appropriate end-products, as defined elsewhere in this document, during the seven (7) year probation period preceding tenure and at a comparable rate during post-tenure as evidenced by:

- Scholarship required utilization of our academic credentials and expertise.

- Scholarship was of a formal and professional nature, i.e. formally stated (written goals) or hypotheses, methodology, assemblage of data, interpretation of data, and appropriate reference to pertinent literature.
- Presentation of findings to pertinent professional audiences.
- Publication of findings.

The standard to earn ratings of EP or SP for *non-tenure track who desire promotion in rank* faculty will be four (4) scholarly/creative activities with appropriate end-products, as defined elsewhere in this document, during the seven (7) year probation period preceding tenure and at a comparable rate during post-tenure as evidenced by:

- Scholarship required utilization of our academic credentials and expertise.
- Scholarship that is creative
- Scholarship that can be documented
- Scholarship that can be replicated or elaborated
- Scholarship that can be peer-reviewed through various methods.

*If faculty do not desire promotion in rank and are non-tenure track, they do not have to meet this criterion.*

### ***Definition of Scholarly/Creative Activity***

For the department of nursing, scholarship is defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that (1) is significant to the profession, (2) is creative, (3) can be documented, (4) can be replicated or elaborated, and (5) can be peer-reviewed through various methods.

### **Scholarship of Discovery**

The scholarship of discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p.1)."

*Components of the scholarship of Discovery include:*

- *Primary empirical research*
- *Historical research*
- *Theory development*
- *Methodological studies*
- *Philosophical inquiry*

### **Examples of Documentation of the Quality of the Scholarship of Discovery**

- peer-reviewed publications of research, theory, or philosophical essays;
- presentations of research, theory, or philosophical essays;
- grant awards in support of research or scholarship;
- state, regional, national, or international recognition as a scholar in an identified area;

### **Scholarship of Teaching**

The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge, and adds to deeper understanding of both the discipline and pedagogy.

*Components of the scholarship of Teaching include:*

- *Knowledge of the discipline or specialty applied in teaching-learning*
  - innovations that demonstrate the knowledge of the faculty member in relation to teaching (such as authorship of textbooks or other learning aids),
  - technology application, and

- theory building in the teaching-learning assessment context.
- *Development of innovative teaching and evaluation methods*
  - research in teaching strategies, course development and outcome evaluation,
  - curricular and faculty evaluation innovations,
  - research related to the knowledge and pedagogy of nursing, and
  - creation of innovative learning environments that support diverse groups of students.
- *Program development and learning outcome evaluation*
  - the development of outcomes assessment programs, accreditation reports, grant proposals for educational programs, disciplinary and interdisciplinary programs, and educational evaluation models.
- *Professional role modeling*
  - the mentoring of students and novice faculty,
  - leadership roles in curriculum and instruction,
  - development of programs for lifelong learning, and
  - leadership in shaping educational policy.

#### **Examples of Documentation of the Quality of Scholarship of Teaching**

- peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories;
- accreditation or other comprehensive program reports;
- successful applications of technology to teaching and learning;
- positive peer assessments of innovations in teaching;
- state, regional, national, or international recognition as a master teacher;
- published textbooks or other learning aids;
- grant awards in support of teaching and learning;
- design of outcome studies or evaluation/assessment programs; and
- presentations related to teaching and learning.

#### **Scholarship of Practice (Application)**

The scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993).

Models through which the scholarship of practice may be accomplished are varied (Norbeck & Taylor, 1998). These models may include:

- structural typologies for practice, such as nursing centers, joint appointments with external agencies, and faculty development;
- faculty role approaches, such as teacher, practitioner, administrator, and consultant;
- specialty practice arrangements, encompassing all types of clinical expertise in nursing, including community health, primary care, anesthesia services, midwifery services, clinical specialties, and others; and administrative approaches, such as volunteer, collaborative, revenue-generating, and contractual service models.

In all models, the focus is on the scholarship generated through practice. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.

*Components of the scholarship of Practice include:*

- *development of clinical knowledge*
  - systematic development and application of theoretical formulations,
  - conduct of clinically applicable research, and
  - evaluation studies in clinical areas of expertise;

- *professional development*
  - self-development to improve competency beyond the basic practice of professional nursing and
  - research in specialty practice arrangements and faculty role concepts (Brown et al., 1995);
- *application of technical or research skills*
  - testing of clinical knowledge and new practice strategies,
  - evaluation of systems of care,
  - development of quality indicators, and
  - the development of innovative health care delivery models,
- *service*
  - the mentoring of professional staff and students,
  - leadership roles in developing practice and the public health,
  - the development of practice standards, and
  - the initiation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990).

#### **Examples of Documentation of the Quality of Practice Scholarship**

- peer-reviewed publications of research, case studies, technical applications, or other practice issues;
- presentations related to practice;
- consultation reports;
- reports compiling and analyzing patient or health services outcomes;
- products, patents, license copyrights;
- peer reviews of practice;
- grant awards in support of practice;
- state, regional, national, or international recognition as a master practitioner;
- professional certifications, degrees, and other specialty credentials;
- reports of meta-analyses related to practice problems;
- reports of clinical demonstration projects; and
- policy papers related to practice.

#### **Scholarship of Integration**

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas, and brings new insight to bear on original concepts and research.

*Component of the scholarship of Integration include:*

- *Integrative scholarship*
  - Works that would be recognized in the scholarship of integration in nursing include interfaces between nursing and a variety of disciplines.
  - Integrative reviews of the literature,
  - analysis of health policy,
  - development of interdisciplinary educational programs and service projects,
  - studies of systems in health care,
  - original interdisciplinary research, and
  - integrative models or paradigms across disciplines.

#### **Examples of Documentation of the Quality of Integrative Scholarship**

- peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others;
- copyrights, licenses, patents, or products for sale;
- published books;
- positive peer evaluations of contributions to integrative scholarship;
- reports of interdisciplinary programs or service projects;
- interdisciplinary grant awards;

- presentations; and
- policy papers designed to influence organizations or governments.

## **Service**

### **Standard of Performance**

The standard will be ratings of EP or SP assigned for 3<sup>rd</sup> Year Reviews and Promotion and Tenure as evidenced by:

- profession-related activities that were of service or usefulness to others, both on and off campus.

### **Definition**

Policy 61.1 IV 3, Service: Academic departments define acceptable professional service. This generally means service to the University and profession. Professional service to the community may also be considered. In the department of Nursing, service can be separated into three categories: Service to the University, Service to the Profession, and Professional Service to the Community. These categories can be demonstrated in the following ways:

#### **Service to the University**

Faculty members are encouraged to engage in service efforts that fulfill and support SUU's mission/vision/core values statements. These efforts may include, but not limited to, committees and activities that support the University, the College of Science, or the department of Nursing.

#### **Service to the Profession**

Faculty members are encouraged to engage in service efforts that fulfill and support SUU's mission/vision/core values statements. Encouraged are service efforts that enhance and support either their chosen curricular profession or their profession as educators and scholars. May include, but not limited to, participating in or holding office in professional organizations that are focused on nursing or their teaching or the profession of education.

#### **Professional Service to the Community**

Faculty members are encouraged to engage in service efforts that fulfill and support SUU's mission/vision/core values statements. Encouraged are service efforts that enhance the economic, technological and cultural development of the communities served. Faculty members are role models for SUU students, helping prepare them as informed and responsible citizens and for effective roles in families and societal organizations. May include, but not limited to, public service in the area of curricular expertise, educational expertise, or personal expertise.

#### **Examples of Documentation of Service**

- Activities related to service in the institution (e.g., faculty governance, faculty committees, recruiting efforts, student activity advisor, other student activity involvement)
- Extension and outreach activities related to your field of expertise (e.g., civic service, K-12 service, community workshops, invited talks to community groups, seminars, lectures, demonstrations)
- Activities related to recognized or visible service to your profession (e.g., service on a regional or national committee, service on a self-study visitation team for another institution, serving as a volunteer juror for an exhibition, show, or performance)
- Grant proposals or journal articles reviewed related to nursing
- Holding a leadership position in professional associations (e.g., elected officer, committee chairperson, conference chair)

## **Collegiality**

### **Standard of Performance**

The standard will be ratings of EP or SP assigned for 3<sup>rd</sup> Year Reviews and Promotion and Tenure as evidenced by:

- Activities and interactions with colleagues that contributed to the enhancement of our institutional form and function and to the overall learning environment.

### **Definition of Collegiality**

SUU Policy 6.28 defines collegiality. Although this policy inadequately defines what constitutes collegial behavior, how well a faculty member works with his/her colleagues and with the institution must be a factor considered in faculty evaluation. Collegiality can be determined by the noting the frequency (Always, Usually, Sometimes, Occasionally, Never) of faculty members meeting the following: [Diamond, R. M. (2002). *Promotion, tenure, and faculty review committees: A faculty guide* (2<sup>nd</sup> ed.). Bolton, MA: Anker Publishing.]

#### **I. Relationships with others**

- a. Interacts with colleagues
- b. Interacts in a positive manner
- c. Engages in give and take of ideas and perspectives
- d. Treats others as professional equals by respecting their ideas, perspectives, and experiences

#### **II. Institutional Citizenship**

- a. Takes his/her turn in doing some of the needed institutional citizenship responsibilities
- b. Helps others understand the issues and possible solutions to improve the institution
- c. Uses his/her expertise to respond to institutional needs or problems
- d. Helps develop an environment of open exchange and willingness to help resolve institutional problems/issues
- e. Represents the institution in a professional manner—honest, factual, advocates its functions, and projects a positive image