

**SIGNATURE SHEET FOR EVALUATIVE CRITERIA**  
**APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES**

Department/Office: Nursing

Department Chair/Head: Mary Ellen Santucci  
 Print

*Mary Ellen Santucci*  
 Signature

Academic Year (circle): 15-16      16-17      17-18      18-19      19-20

Date Sent to Dean/Supervisor: 9/23/15

Signature  
*Kim M...*  
 Dean/Supervisor:

Date  
9/23/15

Approved  
 Y / P / N

Add'l Admin:  
*JMU*  
 Provost/designee:

9/30/15

Y / P / N  
 Y / P / N

President/designee:

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Y / P / N

Y = Approved	P = Approved pending modifications	N = Not approved
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For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

**DIRECTIONS:** Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

**SUGGESTED TIMETABLE:**

Departmental approval, sent to Dean/Supervisor:

**DATE**

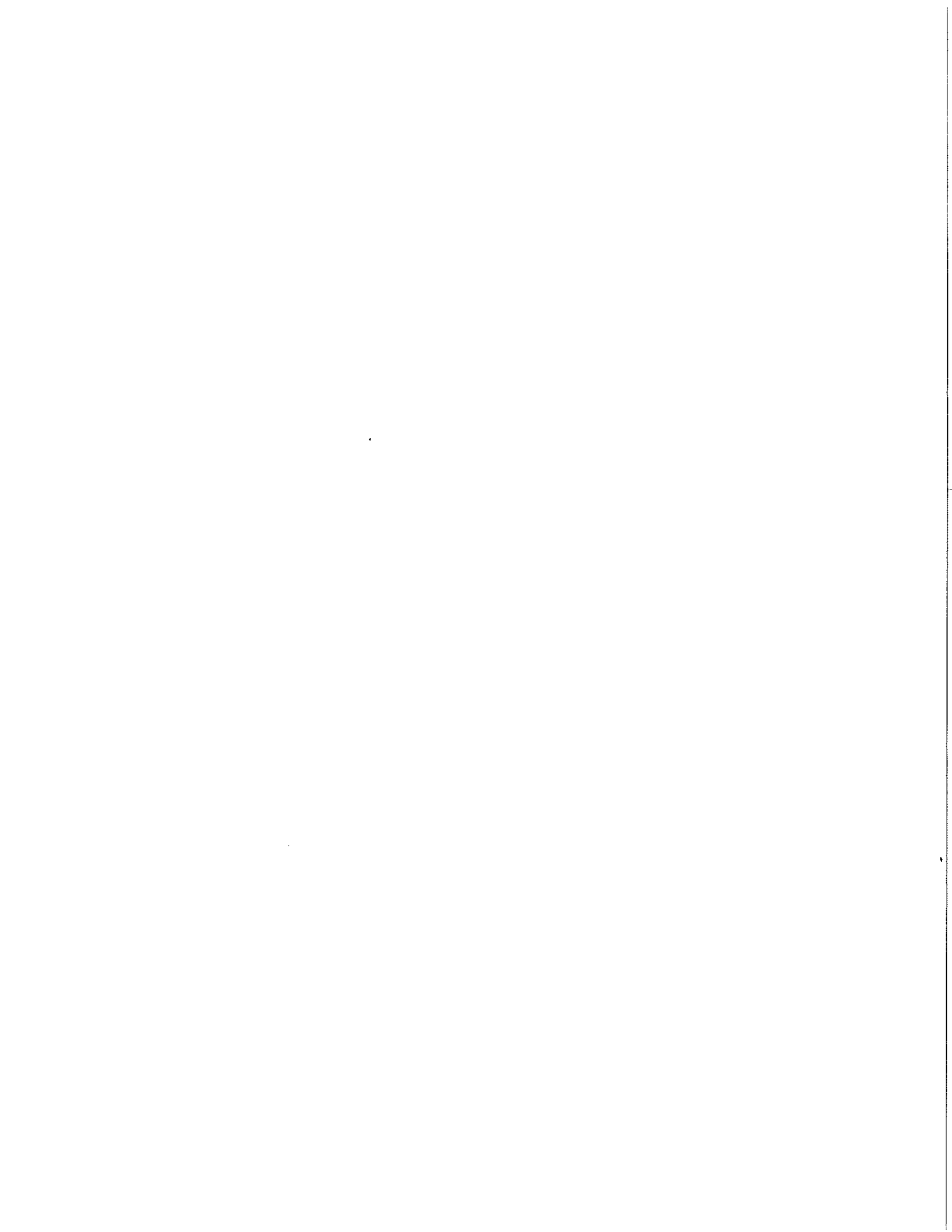
September 25 (earlier if possible)

Dean provides feedback regarding criteria

October 9

Final administrative approval and forwarding to Senate, Department, and Dean

November 1



**Department of Nursing**  
**Tenure & Recontracting Criteria**  
**2015-2016**

Candidates for Tenure and Recontracting will be evaluated according to the criteria of professional involvement in four areas, as defined in the AFT contract: a) Teaching, b) Scholarly and Creative Activity, c) Service to the University, and d) Service to the Wider Professional Community.

This document interprets these criteria in terms of the mission of the Department of Nursing. It outlines the kinds and range of activities that are expected of pre-tenure faculty and identifies the appropriate evidence for documenting these activities and their consequences. Descriptions of the types of evidence identified by the department as well as the department's assessment of appropriate expectation for tenure are provided in this document and characteristics of excellence and detailed evidence of artifacts can be found in the appendices.

### **Mission Statement**

The Department of Nursing at Rowan University promotes excellence in healthcare through quality and innovative education of nurses. We are dedicated to the pursuit of excellence in nursing education by combining core advanced knowledge with professional preparation towards the master's degree. The Institute of Medicine (IOM) committee calls for nurses to achieve higher levels of education and suggests they be educated in new and innovative ways to better prepare them to meet the needs of the population. Emerging new competencies in decision making, quality improvement, systems thinking, and team leadership must become part of every nurse's professional practice (IOM, 2011). Rowan provides a collaborative, learning-centered environment, in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social and cultural contributions, the university enriches the lives of those in the campus community and surrounding region. The Department of Nursing programs seek to meet the needs of our diverse population and improve the health and quality of life of the citizens of New Jersey and society, at large.

Weighting of the standards are reflected below:

For **assistant, associate, and full professor**, weighting will be:

- Teaching Effectiveness = 55%
- Scholarship of Practice/Application = 20%
- Service to Department, College, and University = 15%
- Service to the Wider Professional Community = 10%

Teaching excellence at the graduate and undergraduate levels will be rated as equally important. Documentation of contributions in each of the criterion areas will be required as detailed in the university Tenure & Recontracting Memorandum of Agreement (MOA). The Tenure & Recontracting MOA can be found online at: <http://www.rowan.edu/provost/afit/>.

## **Schedule for Evaluation**

The candidate must submit materials to the Department recontracting, tenure, or committee according to the schedule in the university Tenure & Recontracting MOA. Candidates will have faculty teaching observations completed within one year of the deadline for submitting materials to the Department Committee. Scheduling of the Department evaluation will involve the candidate and the Department Committee in accordance with university timelines.

## **Department of Nursing Criteria for Evaluation of Teaching Effectiveness**

In accordance with the Rowan University Faculty Tenure & Recontracting MOA documents, the Department of Nursing identifies “teaching” as the primary function of faculty. Included in “teaching” are the following components:

### **Academic Instruction**

### **Student Mentoring**

### **Developing Learning Activities**

### **Developing as a Teacher**

**Academic Instruction:** The classroom instructional experience, is seen as the vital function of each professional within the department. Distinguished faculty teaching behaviors as well as high-quality instructional procedures are expected at all times.

**Assessment of Academic Instruction:** Candidates for tenure and recontracting will be assessed by members of the Department Tenure And Recontracting Committee in the fall of the year of application in accordance with the relevant MOA (with the exception of the first year of employment, when review will take place in the spring, or second semester, of the school year). Assessment will be based on peer observation, student evaluation, self-assessment of teaching effectiveness, and other evidence provided in the candidate’s portfolio. Peer observation and student evaluation will be weighted highest of these forms of evidence.

**Classroom observations** will be conducted by a tenured faculty within the Department of Nursing or CSM/SBSHP mutually agreed upon by the candidate and the department recontracting, tenure, committee. A pre and post observation conference will be conducted. During the pre-observation conference, the candidate will provide written course overview, explain how the class is being conducted, including how students are to be formally and informally evaluated. The candidate will also demonstrate planning for the immediate lesson has taken place by providing the observer with an overview of the lesson. Specific criteria are to be identified by both the observer and the candidate. These will include:

- A clear goal of the specific instruction
- The use of appropriate instructional strategies
- Demonstration of effective organizational management
- Knowledge of specific lesson content
- A professional attitude, sensitive to student needs and receptive to comments
- Demonstrated opportunity for student involvement
- Evidence of evaluation criteria communicated to the student

Following the lesson, a post-observation conference will be held. The candidate will be given a chance to reflect upon the lesson and to discuss any issues brought up during the class.

Classroom observations may be conducted anytime during the semester. A minimum of two lessons should be observed within the year preceding the application for tenure/recontracting.

**Student evaluations** will be conducted through the use of learning management system surveys or other forms approved by the department and administered during the last five weeks of classes following university procedures as outlined in the university Tenure & Recontracting MOAs.

**Student Mentoring**, monitoring, and supporting students outside of the classroom takes many forms and is seen as a strong component of the complete educational experience. Examples of student mentoring include serving as an advisor to a student or group, participating in the interview process for our majors as they enter their academic programs, and/or providing help to graduating students preparing for certification examinations.

**Assessment of Student Mentoring:** The department recognizes developmental advising as an important component of teaching. The candidate's portfolio should include a variety of evidence to assess developmental advising. This may include self-assessment, student assessment, a log of advisement interactions, samples of student work or activities, letters of support, or other appropriate supplemental materials.

**Developing Learning Activities**, the design, implementation and evaluation of teaching materials and student assessments is considered an ongoing and important component of the professional educator.

**Assessment of Developing Learning Activities:** The department believes that effective teachers are those who review and update their curriculum and teaching strategies on a continual basis. This may be accomplished through creating, reviewing, and redesigning curriculum. The candidate's portfolio should include a variety of evidence to assess development and progress in this area. This may include samples of courses and curriculum projects, letters of support, peer assessment, self-assessment, or other appropriate supplemental materials.

**Developing as a Teacher:** The faculty member is viewed as a life-long learner and will cultivate personal and professional involvement and growth through participation in the professional activities and programs that embellish the teaching component.

**Assessment of Developing as a Teacher:** The department encourages teachers to be active participants in the life-long learning process. This may be accomplished through a variety of professional development activities and interactions. These could include participating in professional organizations, conducting classroom research, collaborating with colleagues in the teaching/learning process, and maintaining currency in the discipline. The candidate's portfolio should include a variety of evidence to assess development and progress in this area.

Candidates must demonstrate favorable evidence of academic instruction based on student evaluations and peer observations, as well as evidence of student mentoring, active participation in learning activities, and participation in professional development activities related to professional knowledge, skills and/or dispositions. Student evaluation scores should be close to comparative mean scores (e.g., college, university and comparative means of four year institutions). For tenure, the candidate should demonstrate positive outcomes for each of the categories directly related to instruction, including mean student evaluations scores close to (with some higher than) comparative means. If any categories are still deficient, the candidate should

provide evidence of significant progress in addressing the deficiencies since they were identified in prior submissions, and that there is a reasonable expectation that these deficiencies will be satisfactorily overcome within a short time after tenure.

## **Department of Nursing Criteria for Scholarly and Creative Activity**

### **Established definitions set by professional associations or an outside expert**

As stated by the American Association of Colleges of Nursing, "*Scholarship in nursing can be 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.*

To provide a framework for evaluating scholarly and creative activity within Nursing, Boyer's Scholarship Reconsidered and Scholarship Assessed have been utilized to recognize scholarly endeavors and identify criteria for the evaluation process. Scholarship of Discovery, Integration, Practice, and Teaching will be recognized. Scholarship will be evaluated according to the candidate's success in:

- Establishing Clear Goals
- Adequate Preparation
- Use of Appropriate Methods
- Identification of Significant Results
- Effective Presentation
- Reflective Critique of the work

### **Order of importance and/or priority for each type of Scholarly and Creative Activity**

While the types of activities performed by candidates may vary widely, it is important to have a basis for comparing and prioritizing the importance of each. The following factors will be considered in evaluating a candidate's work in each area.

1. Professional expertise and preparation required to conduct the activity
2. Amount of time and resources dedicated to the activity
3. Recognition by external peers, i.e., through peer reviewed publications or presentations that are recognized as maintaining an appropriate level of rigor in the review process
4. Impact of publications, presentations, or activity
5. Evidence of continuous production throughout one's academic career

The following description of scholarly and creative activity is taken from the AACN task force on Defining Standards for the Scholarship of Nursing: Discovery, Integration, Application, Teaching. (<http://www.aacn.nche.edu/publications/position/defining-scholarship>)

**Discovery:** 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)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself.

Criteria for Evaluating 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;
- mentorship of junior colleagues in research or scholarship;
- state, regional, national, or international recognition as a scholar in an identified area; and
- positive peer evaluations of the body of work.

**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. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights.

#### Criteria for Evaluating Scholarship of Integration:

- 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.

**Practice:** 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 scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. 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).

#### Criteria for Evaluating Scholarship of Practice:



- 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.

**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. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

**Criteria for Evaluating 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.

Evidence of excellence in scholarly and research activities will include self-assessment and documentation of a variety of activities.

It is expected that applicants for tenure will provide evidence of research productivity and promise for continued scholarship. The types of evidence should generally fall into the categories described above and should be appropriate in terms of quantity and quality for disciplinary norms given the length of the tenure clock and the constraints of necessary institutional support.

Candidates for tenure and recontracting at the rank of instructor do not have the expectation to develop a research program. Rather, their scholarly and creative activities are designed to focus on maintaining currency in their field to be able to instruct students in the current state of the art in their area of expertise and to use modern pedagogical and technological tools and methods to do so. Candidate narratives should focus on how they have maintained currency (consistent with departmental guidelines) in their self-assessment and their detailed plans for maintaining currency in the section on plans for future growth. The administration recognizes that engaging in fundamental or applied research activities is one way to stay current, but the research itself is not the goal, but rather one possible mechanism towards achieving the goal of maintaining currency

### **Role of the External Evaluator**

The Memorandum of Agreement now requires that assistant professor rank and higher candidates for tenure provide an evaluation of their research by an external reviewer at another institution with expertise appropriate for assessing the candidate's research. The department will consider more than one reviewer if the candidate wishes to provide more. The department will ask the external reviewer to comment on 1) the quantity and quality of the candidate's research, and 2) the merit of the candidate's accomplishments in scholarship taking into account Rowan's infrastructure, institutional support for research, and other institutional factors that affect research productivity.

## **Department of Nursing Criteria for Evaluation of Contributions to the Department and University**

The department recognizes service to the department and university as a significant aspect of faculty development. The expectations of the department reflect the need for a probationary faculty member to learn about the institution, participate in the non-academic operations that are necessary for the functioning of the academic enterprise, and contribute to those operations in appropriate ways. At the same time, the expectations reflect the need for probationary faculty to balance commitments to service with their responsibilities for teaching and scholarly activity. The criteria defined here reflect this balance.

The following categories of service to the department and institution are as follows:

**Basic departmental service:** This category includes those functions in which all or most of the department faculty would normally participate, including participating in department meetings and serving on departmental committees that do not have membership restrictions. This is the most appropriate type of departmental service for probationary faculty.

**Advanced departmental service:** This category includes service to the department that is generally more involved than basic service and often is restricted to faculty with tenure, such as serving on departmental committees for tenure and recontracting or promotion. It also includes serving as a departmental representative for any committee with a significant workload, such as the departmental Curriculum Committee.

**Departmental leadership:** This category includes leadership roles within the department, such as:

- Chairing committees in the advanced service category
- Serving as departmental chair or assistant chair
- Serving as departmental representative to the University Senate.

Probationary faculty members are not required to but may engage in departmental service at this level.

**Basic university service:** This category includes participation in college or university committees that are generally open to all faculty members. Typical examples of this level of service include serving on (but not chairing) college or university committees that are not restricted in their membership (e.g., Senate T&R Committee would not be in this category) and are not heavy in workload (e.g., college or university curriculum committees).

**Advanced university service:** This category includes participation in university committees that have responsibilities or workloads that exceed what should be expected of junior faculty. Committees in this category often require faculty members to have tenure or promotion above the Assistant Professor level, or evaluate numerous submissions from various departments or individuals across the college or university. Examples of such committees include: