UNIVERSITY OF SOUTHERN MAINE
SCHOOL OF NURSING EVALUATION CRITERIA FOR
PROMOTION, TENURE, AND/OR RETENTION FOR
FULL-TIME FACULTY

INTRODUCTION

Working within the framework of the agreement between the University of Maine System (UMS) and the Associated Faculties of the University of Maine (AFUM) surrounding tenure, reappointment, and promotion, evaluation of faculty members within the School of Nursing (SON) will be based on performance in teaching, scholarship, and service for tenure-track and tenured faculty, and teaching and service for rank of instructor or lecturer.

The areas of teaching, scholarship, and service must be viewed as part of a whole rather than as distinct entities and should be balanced accordingly. Thus, no single category may be pursued to the exclusion of another. Although faculty are required to participate in all three areas, the requirement for balance among the areas does not imply that a faculty member contribute equally in each area. It is expected that influencing factors, such as personal interest, strengths, academic program needs, advising loads, administrative responsibilities, and current rank, will affect the faculty member’s participation within each area.

Although this document defines and provides examples, it is not intended to be inclusive of all the teaching, scholarship, and service activities in which a faculty member may be involved. Additionally, examples of scholarship and service are not listed in rank order of importance, but are provided to inform faculty of opportunities and exemplars of scholarship and service.

EVALUATION OF TEACHING

Introduction

Teaching is a complex process, thus the evaluation of teaching effectiveness requires the use of multiple sources and types of evidence including evaluations by students and peers, teaching awards, and examples of course materials. Teaching evaluation, as conducted in SON, will focus on the six areas: course goals and content; instructional methods and materials; evaluation of students’ work; contributions to curriculum program development and evaluation; teaching improvement; and other academic roles related to teaching. Only faculty applying for tenure, just cause, or promotion should include teaching exemplars in a portfolio.

Teaching: Rank Specific Information

Lecturer and Instructor:
1. Demonstrates competence and knowledge in the designated content areas of teaching
2. Utilizes effective teaching strategies.
3. Incorporates research findings in teaching.
4. Evaluates own teaching.
5. Seeks mentoring experiences when needed.
In addition for Assistant Professor:
1. Articulates a philosophy of teaching and learning.
2. Continues to develop knowledge of content and/or clinical expertise.
3. Demonstrates creative skills in instructional design, delivery, evaluation, and revision.
4. Incorporates the use of research findings in teaching on a regular basis.
5. Utilizes faculty and student input to improve teaching effectiveness.
6. Contributes to curricular and/or program development and evaluation.

In addition for Associate Professor:
1. Demonstrates excellence in teaching.
2. Demonstrates expertise in course and curriculum development, implementation, and evaluation.
3. Assists other faculty members in matters of teaching and learning.

In addition for Professor:
1. Maintains a high level of knowledge about current developments in the area of teaching and in the professional discipline.
2. Mentors others in the development of teaching skills.
3. Leads the program/school in the development and evaluation of curriculum.
4. Demonstrates and creates opportunities for students to link theory, practice, and research.
5. Provides leadership in the development of faculty.

Examples of Documentation for Teaching

Evidence for teaching effectiveness is provided through student, peer evaluations, and self-reflections. Exemplars are included in a teaching portfolio when applying for tenure, just cause, or promotion.

Required Student Evaluations
Rating on University and School of Nursing student evaluations

Required Peer Evaluations
Peer evaluation of teaching including classroom observation, course preparation materials and/or website evaluation. Evaluation should address criteria for teaching based on the Carnegie Foundation Study of the Profession of Nursing (predominant use of active learning and less use of passive teaching methods).

Evidence of Teaching Effectiveness
Provide a narrative describing how learning outcomes are linked to learning activities and teaching and evaluation plans. Give evidence of the integration of technology within and as an extension of class time. Demonstrate an integration of the Maine Nursing Core Competencies and the School of Nursing focused shifts as described in the School of Nursing philosophy: https://usm.maine.edu/nursing/mission-and-philosophy-school-nursing.
EVALUATION OF SCHOLARSHIP

Introduction

Scholarship is an integral part of the faculty role because it enables the creation, restructuring and dissemination of knowledge that is used by society to evolve. Scholarship activities must also be disciplined, goal oriented and reflective of high standards of integrity. In his book, *Scholarship Reconsidered*, Boyer (1990) redefined the scholarship role of faculty to encompass a more inclusive conception of scholarly activities. Boyer recognizes four separate yet overlapping, dimensions i.e., discovery, integration, application, and teaching. The scholarship of integration focuses on the interpretation and synthesis of existing knowledge to bring about new insights and ideas. This type of scholarship is often interdisciplinary in nature. The scholarship of discovery involves investigative, research efforts to produce new knowledge. The scholarship of application is concerned with applying the knowledge of one’s academic discipline to “real world” settings to solve problems or to provide needed service to individuals, groups, or institutions. Lastly, the scholarship of teaching is focused on the production of knowledge that can be used to enhance the transmission of ideas and concepts in educational settings.

The SON uses the four dimensions of scholarship described by Boyer to represent various kinds of scholarly work for which faculty should be recognized when undergoing peer and administrative review. Although faculty scholarship must reflect at least one of Boyer’s dimensions, faculty are not required to participate in each element. Over one’s career, however, a faculty member could participate in more than one dimension. Regardless of a faculty member’s scholarship focus, it is expected that faculty engage in a sustained program/pattern of scholarship which shows evidence of peer reviewed implementation, evaluation and dissemination.

Scholarship: Rank Specific Information

Lecturer and Instructor:
1. Demonstrates competence in applying theory and research to teaching and/or practice.

In addition for Assistant Professor:
1. Defines a scholarship focus.
2. Develops and initiates a scholarship agenda.
3. Exhibits consistent scholarly productivity.

In addition for Associate Professor:
1. Demonstrates progress in scholarly area(s).
2. Develops an in-depth scholarly agenda over time.
3. Contributes to the body of knowledge in the field.

In addition for Professor:
1. Influences the national agenda in a scholarly area
2. Provides leadership in promoting and developing scholarship activities.
3. Mentors students and faculty in scholarship
4. Influences theory, policy, practice, and/or pedagogy through scholarship.

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1 Not required for rank of instructor or lecturer
**Scholarship of Discovery**

According to the AACN “scholarship of discovery is the inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits” (AACN, 1999). It is diverse and can include primary empirical research, methodological studies, theory development and testing, historical studies and philosophical inquiry and analysis (AACN, 1999).

**Examples of Documentation for Scholarship of Discovery**

**PUBLICATIONS**
- Peer-reviewed publications of research, theory, or philosophical essays
- Published books and/or book chapters

**PRESENTATIONS**
- Peer reviewed or invited presentations (local, state, regional, national, international)

**GRANTS**
- Funded grant awards
- Unfunded grant proposals that have received peer review and/or approvals

**OTHER PRODUCTS OF SCHOLARSHIP**
- Documented involvement in the development or implementation of grants or grant proposals
- Documented mentorship of colleagues in research or scholarship
- Formal recognition at the state, regional, national, or international level as a scholar in an identified area
- Local, university, or professional awards recognizing scholarship (may include nominations for awards)
- Positive Peer Evaluations of a Body of Work

**Scholarship of Application**

Scholarship of application is considered practice scholarship and encompasses all aspects of the delivery of clinical service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. “…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.” (AACN, 1999).

**Examples of Documentation for Scholarship of Application**

**PUBLICATIONS**
- Peer review publications in clinical or research journals
- Published books or book chapters

AND

**PRACTICE BASED PEER REVIEWED EVIDENCE**
- Documentation from practice sites that address:
  - Outcomes of evidence-based, quality improvement, and/or translation projects.
  - Evidence of outcomes, implementation, and sustainability
PRESENTATIONS
Peer reviewed or invited presentations related to practice (local, state, regional, national, international).

GRANTS
Funded grant proposals and/or awards in support of practice.
Unfunded grant proposals that have received peer review and/or approval.

ADDITIONAL PRODUCTS OF SCHOLARSHIP
Establishing academic/clinical practice partnerships
Copyrights, licenses, patents, or products developed
Consultation reports
Formal recognition at state, regional, national, or international levels as a master practitioner or clinician
Professional certifications, degrees, and other specialty credentials
Reports and other non-peer reviewed materials related to practice
Policy papers related to practice
Professional consultation in scholarly or clinical projects, including reports
Ongoing scholarly projects related to clinical practice
Development of clinical evaluation instruments

Scholarship of Teaching
“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.” (AACN, 1999)

Examples of Documentation for Scholarship of Teaching

PUBLICATIONS
Peer-reviewed publications related to pedagogy, teaching methodology, evaluation of learning outcomes, or other teaching/learning innovations
Reports and other nonreferred publications or web-based products related to teaching
Published books and/or book chapters

PRESENTATIONS
Peer reviewed or invited presentations related to teaching/learning (local, state, regional, national, international)

GRANTS
Funded grant awards in support of teaching and learning
Unfunded grant proposals that have received peer review and/or approval

OTHER PRODUCTS OF SCHOLARSHIP
Development and/or testing of educational models or theories
Accreditation or other comprehensive program reports
Development of new technology for teaching and learning Design
of outcome studies or evaluation/assessment of programs
Investigation of pedagogical approaches

Scholarship of Integration
In the scholarship of integration knowledge is placed in a larger context, integrating original work from nursing and other disciplines to create new patterns or illuminate the data in more meaningful ways. New insight is brought to bear with the emphasis on interconnection of ideas across disciplines. (AACN, 1999; Boyer, 1990).

Examples of Documentation for Integrative Scholarship

PUBLICATIONS
- Peer-reviewed publications of research, policy analysis and complex case study analysis
- Published integrative reviews of the literature
- Published books and/or book chapters
- Reports describing interdisciplinary programs or service projects
- Policy papers designed to influence organizations or governments

PRESENTATIONS
- Peer reviewed or invited (local, regional, national, international) presentations
- Invited panel discussions

GRANTS
- Funded grant awards
- Unfunded grant proposals that have received peer review and/or approval

OTHER PRODUCTS OF SCHOLARSHIP
- Documented involvement in the development or implementation of grants or grant proposals
- Documented mentorship of colleagues in research or scholarship
- Formal recognition at the state, regional, national, or international level as a scholar in an identified area
- Local, university, or professional awards recognizing scholarship (may include nominations for awards)

References
EVALUATION OF SERVICE

Introduction

All faculty are required to provide service to the university, external communities, and to one’s profession. Service within these three areas supports the advancement of learning, the enrichment of campus culture, and development of the discipline. Service also provides opportunities to develop interdisciplinary collaboration, identify links in knowledge across disciplines, and facilitate the implementation of community partnerships and interdisciplinary education. Service is considered an important part of a faculty member’s role.

Distinction is drawn between service to the community provided as a faculty member and that provided as a private citizen. Service to the community should be directly related to, or flow from, the faculty member’s academic/professional expertise.

Service: Rank Specific Information

Lecturer and Instructor:
1. Serves as an active member of departmental/program committees.
2. Participates in community and/or professional organization’s activities.

In addition for Assistant Professor:
1. Promotes school/university goals through membership in committees/work groups.
2. Participates in professional and/or community organizations at the local and state level.

In addition for Associate Professor:
1. Contributes significantly to the school/university through active leadership and participation in departmental, college and/or institutional committees/activities.
2. Demonstrates active involvement in professional service activities at the local, state, or regional level.
3. Provides leadership to community service organizations and/or activities.

In addition for Professor:
1. Maintains ongoing leadership roles in school and university activities.
2. Actively influences policy discussion at the community and professional levels.
3. Advances community and/or professional organizations.
4. Demonstrates involvement in professional service at the national or international level.

Examples of Documentation for Service

University
- Participation in department/college/university committees and activities
- Leadership in department/college/university/committees and activities
- Fostering the departmental relationship with clinical, practicum, and internship site agencies
- Participation in student recruitment and retention activities
- Advisor for student organizations
- Assumes leadership responsibility as department chairperson/director or Associate Dean
- Assumes responsibility for special academic projects such as accreditation coordination or clinical/internship site coordination
Develops published materials (e.g., newsletters, websites, brochures) related to program and/or school

External Community
- Participates on advisory boards related to professional role
- Participates in organizations and activities related to areas of professional expertise
- Organizes community workshops/conferences/activities
- Receives public awards and/or recognition
- Conducts a professional practice in the community

Professional Community
- Participates in discipline-based organizations at local, state, regional, national, or international levels
- Serves as editor and/or reviewer for professional publications and media products
- Develops published materials related to profession (e.g., newsletters, brochures)
- Provides consultation materials
- Works as peer-reviewer for professional conferences
- Organizes professional workshops/conferences/activities
- Promotes profession through public awareness activities
- Serves as expert witness

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