College of Education and Health Professions
School of Nursing

Rubric for Annual Performance Review

Annual Performance Evaluations will be considered in promotion and tenure reviews. Criteria for tenure and promotion include (a) superior teaching, (b) scholarship and professional development, and (c) service to the institution, profession, or community. For promotion and tenure, noteworthy achievement is expected in teaching and scholarship or service.

Teaching	Excellence in teaching embodies the use of best practices to improve student learning in the university. Within the learning community in the School of Nursing, faculty employ best practices in the areas of nursing education and practice. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the integration of technology to enhance teaching and learning. Faculty model best practices for nursing students who then apply these knowledge, skills and attitudes in clinical practice. Nurse educators continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice which result in excellence in teaching and improved learning for all students. The faculty member must exceed expectations on annual evaluation ratings of teaching for at least two of the years required for promotion and/or tenure.

Evidence:	Below Expectations	Meets Expectations	Exceeds Expectations
• Preparation/Time Management • Organizational Materials • Infusion of Technology • Variety of Teaching Methods • Creativity/ Innovation • Collaborative Efforts • Examples of Student Work • Evaluation by Students • Special Recognition • Peer Review/ Observation • Supervisor Interview/ Observation	The faculty member seldom employs best practices in nursing education. • Lessons, syllabi, and other materials do not reflect best practices. • Infrequently employs tools and strategies that address the needs of diverse learners, nor does practice reflect the integration of technology to enhance teaching and learning. The faculty member seldom models best practices for nursing students; thus knowledge, skills, and attitudes are not applied to professional activities. • Consistently low ratings on student evaluations (e.g., below 3 on a 5-point scale). • Examples of student work do not reflect the use of best practices.	The faculty member employs best practices in nursing education. Best-practices include but are not limited to (1) the use of a variety of tools and strategies to address the needs of diverse learners and (2) the integration of technology to enhance teaching and learning. • Lessons, syllabi, and other materials reflect use of best practices. The faculty member models best practices for nursing students who then apply knowledge, skills, and attitudes in professional activities. • Average to above average ratings on student evaluations (e.g., 3 or above on a 5-point scale). • Examples of student work reflect the use of best practices.	The faculty member consistently employs best practices in nursing education. Best-practices include but are not limited to (1) the use of a variety of tools and strategies to address the needs of diverse learners and (2) the integration of technology to enhance teaching and learning. • Use of best practices is readily apparent in lessons, syllabi, and other materials. These materials, in fact, are exemplary and may serve as models to colleagues. Beyond modeling best practices, the faculty member provides workable procedures and assignments through which knowledge, skills, and attitudes are applied by nursing students in professional activities. The faculty member promotes best practice among colleagues. • Consistently high ratings on student evaluations (e.g., 4 or 5 on a 5-point scale). • Examples of student work are exemplary and consistently reflect the use of best practices. • Faculty member shares best practice strategies with colleagues through presentations, publications, and/or demonstration lessons.

College of Education and Health Professions
School of Nursing

Rubric for Annual Performance Review

	Below Expectations	Meets Expectations	Exceeds Expectations
	The faculty member seldom collaborates within communities of learning in applying best practices. • Participates minimally in program/area governance. • Interacts minimally with the field.	The faculty member collaborates within communities of learning in applying best practices. • Participates actively in program governance (e.g., School of Nursing committees, teaching teams, Nursing Advisory Board, etc.) • Works actively with clinical or other appropriate agencies	The faculty member consistently collaborates within communities of learning and provides leadership in applying best practices. There is evidence that this collaboration leads to increasing achievement among nursing students. • Provides leadership in program governance (e.g., School of Nursing committee chair, coordinator role, etc.) • Provides leadership in clinical or other appropriate agencies
	The faculty member infrequently seeks feedback from peers, mentors, and nursing students and provides no evidence of reflection to improve practice. • Provides no data from evaluations by nursing students. • Fails to revise and update courses as needed.	As a reflective practitioner, the faculty member seeks feedback from peers, mentors, and nursing students. These data serve as a basis for judging and improving practice. • Uses assessment data to evaluate teaching and improve practice. • Designs and refines course materials.	A reflective practitioner, the faculty member systematically and consistently seeks feedback from peers, mentors, and teacher candidates. These data serve as a basis for judging and improving practice. As a result, the faculty member improves their practice over time in a reflective manner. • Uses assessment data to evaluate program and recommend changes. • Makes significant course changes (e.g., infusion of technology, innovation, etc.).
• Availability To Students • Professional Rapport With Students	The faculty member does not regard advising/mentoring as a significant part of the teaching role. The faculty member • does not regularly post office hours or, if posted, does not keep them consistently. • is often not available to students seeking personal or professional guidance. • is slow to respond to emails or telephone inquiries from students. The information conveyed is inaccurate, dated or incomplete.	The faculty member understands that advising/mentoring —defined as constructive interactions with current or prospective nursing students —is a dimension of the teaching role. The faculty member • posts adequate office hours and keeps them on a regular basis. • is available to students seeking personal or professional guidance. • responds to emails or telephone inquiries in a timely manner. The information conveyed is accurate, complete, and timely.	The faculty member regards advising/mentoring as a valuable part of the teaching role and identifies ways to interact with students in a positive way in academic and non-academic settings. The faculty member • posts ample office hours and keeps them whenever feasible. • is consistently available to students seeking personal or professional guidance. • responds promptly to emails or telephone inquiries. The information conveyed is accurate, complete, and timely.

College of Education and Health Professions
School of Nursing

Rubric for Annual Performance Review

Scholarship and Professional Development	Scholarship combines theoretical knowledge with application to practice. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying evidence-based knowledge to achieve excellence in nursing education and clinical practice. For promotion and tenure, the faculty member must have a minimum of one peer-reviewed publication and exceed expectations on annual evaluations of scholarship for at least two years.		
Evidence: • Professional Memberships • Professional Offices • Professional Committees/Boards • Presentations • Editorial Boards/Reviews • Grants • Applied Research (Teaching/Learning) • Research (Other) • Publications • In-Service training • Graduate or Post-Graduate Work • Participation in Professional Conferences / Meetings • Technology Training • Use of University/Community Resources	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**
	Faculty member operates, relative to rank and position, within limited communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge. Faculty member seldom seeks out and explores multiple viewpoints to enrich their intellectual life. Faculty member does not actively engage in a life-long learning process, sporadically acquiring, integrating, refining, and applying evidence-based knowledge to achieve excellence in nursing education and clinical practice. Criteria described above are demonstrated in the following ways: • Participates in one or no conferences, workshops, seminars, or other professional events for consecutive years • No presentations • No peer-reviewed publications for consecutive years	Faculty member operates, relative to rank and position, within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge. Faculty member seeks out and explores multiple viewpoints, embracing diversity as it enriches their intellectual life. Faculty member engages in a life-long learning process, occasionally acquiring, integrating, refining, and applying evidence-based knowledge to achieve excellence in nursing education and clinical practice. Criteria described above are demonstrated in the following ways: • Attends several local, state, and/or national conferences, workshops, seminars, or other professional events • Holds individual membership in relevant professional associations • Presents at local and state conferences, workshops, seminars, or other Undertakes at least one major professional writing endeavor such as: • Submits a peer-reviewed article, book chapter, or editorial • Writes reports for accreditation, annual reporting, etc. • Submits grant proposal	Faculty member operates, relative to rank and position, at high levels of commitment within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge. Faculty member continually seeks out and explores multiple viewpoints, embracing diversity as it enriches their intellectual life. Faculty member actively engages in a life-long learning process, continually acquiring, integrating, refining, and applying evidence-based knowledge to achieve excellence in nursing education and clinical practice. Faculty member meets the criteria under "Meets Expectations" **and** contributes to the profession in one or more of the following ways: • Serves on a review board for papers and/or proposals for professional conferences • Chairs a committee of a state or national association, or holds an office in a professional organization • Presents at a national or international conference • Publishes one or more refereed articles/chapters • Publish a book • Receives special recognition in research • Reviews grant proposals • Receives external grant funding • Serves as editor of a journal, appointment to the editorial board, or a manuscript/book/film reviewer for a journal or reputable publisher

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School of Nursing

Rubric for Annual Performance Review

Professionalism / Service	Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional demonstrates in-depth knowledge of the field and strives to meet its highest standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and standards for practice. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.		
	For promotion and tenure, the faculty member must exceed expectations on annual evaluation ratings of service for at least two years.		
Evidence:	**Below Expectations**	**Meets Expectations (by achieving three of six points)**	**Exceeds Expectations**
Campus Citizenship • School Committees • College Committees • University Committees **Professional Outreach** • School, college, university representation at state level • Consultative Service **Community Service** • Administrative Roles • Accreditation Responsibilities • Special Projects • Special Recognition in service	Faculty member rarely models professionalism as defined above and as relative to rank and position. • Participates minimally in program/area governance • Serves on no college or university committees • Interacts minimally with the field	Faculty member models professionalism as defined above and as relative to rank and position. • Participates actively in shared governance • Serves on school committees and college or university committees • Serves university students (e.g., advisor, mentor, student organization sponsor, student recruitment) • Works actively with clinical agencies or community partners • Participates actively in relevant professional associations • Participates in civic or community organizations	Faculty member consistently models professionalism as defined above and as relative to rank and position. Faculty member **satisfies the criteria under "Meets Expectations" and serves in one or more of the following roles:** • Provides leadership in school, college or university governance (e.g., program coordinator, Search Committee Chair, Standing Committee Chair, Faculty Senate member, SON Curriculum Chair, SON Program Evaluation Chair, SON Policy & Bylaws Chair) • Actively serves on a board or chairs a committee of a regional, state or national association • Coordinates a significant partnership service project such as a web site for a professional organization or a fund raising event • Coordinates international study opportunities • Receives special recognition in nursing, education or community service

College of Education and Health Professions
School of Nursing

Rubric for Annual Performance Review

	Below Expectations	Meets Expectations	Exceeds Expectations
I. Teaching			
II. Scholarship and Professional Development			
III. Service/Professionalism			

Overall Rating:

_____   _____

Faculty Member's Signature/Date   Evaluator's Signature/Date