Date: May 14, 2012

To: William M. Sherman
    Senior Vice President, Provost and Chief Operating Officer

From: Roberta DePompei
    Interim Dean, College of Health Professions

RE: Reappointment, Tenure and Promotion Criteria, School of Nursing

The attached RTP Guidelines were approved by the RTP Committee on April 25, 2012 and an affirmative vote of the tenure-track faculty on May 11, 2012.

On your approval, these RTP Criteria will be in effect for the School of Nursing.

Reappointment, Tenure and Promotion Committee, Chairman

Interim Dean, College of Health Professions

Senior Vice President and Chief Operating Officer
THE UNIVERSITY OF AKRON

Criteria for Reappointment, Tenure and Promotion of Tenure Track Bargaining Unit Members in the School of Nursing

Combined Criteria of the Academic and Practice Doctorate

RTP Committee: Chair, Elaine Fisher, Margarette DiMarco, Marlene Huff, Mary Agnes Kendra, Maryhelen Kreidler, Linda Shanks, Kathleen Tusaie, Stephanie Woods

5/11/2012

Approved by RTP Committee 4-25-2012
Approved by tenure track faculty 5-11-2012
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Preface

This document represents the integration of the practice doctorate (DNP) with the current academic doctorate criteria for reappointment, tenure and promotion. The essential distinctions between the research focused and practice focused academic preparation are reflected in the area of scholarship and research.

Please note that at hire, policy, not RTP Committee choice, dictates the track for the prospective faculty member to follow for tenure. Policy also delineates whether a faculty member can switch tracks, how often, and the effects on the tenure clock. These decisions should be clarified with the prospective faculty member at hire. We assume that policy decisions are made with the appropriate input from all interested constituents.

The balance of PhD to DNP faculty on the tenure track must be consistent with the mission and vision of the college and in line with requirements from the appropriate regulatory/accrediting bodies, e.g., requirements for credentialing, research and scholarship, teaching.
Criteria for Reappointment, Tenure and Promotion of Tenure Track Bargaining Unit Members in the School of Nursing
Revised Guidelines Drafted April 25, 2012

Introduction

The UA-Akron AAUP Collective Bargaining Agreement (CBA) contains processes, timelines and procedures for the Retention, Tenure and Promotion (RTP) of Bargaining Unit members, and should be referred to for such matters. This document serves to enumerate the minimum criteria for tenure/promotion relevant to the School of Nursing. These criteria include quantitative and/or qualitative measures, and meeting these minimum criteria does not guarantee a positive recommendation. This tenure track is for faculty prepared at the PhD, DNS, DNSc, DrPH, EdD, and DNP level. Note, the ND is not a recognized doctorate and is therefore not included in these criteria.

Two types of doctorates will be referred to in this document. The academic doctorate refers to faculty holding a research-focused doctorate. The practice doctorate refers to faculty with a practice-focused degree, namely the doctor of nursing practice (DNP). To reflect distinctions between the practice-focused and research-focused education of these two distinct doctorate degrees, criteria have been modified.

According to the AACN Position Statement on the Practice-Doctorate in Nursing (DNP) (2004), “preparation at the practice doctorate level includes advanced preparation in nursing based on nursing science, and is at the highest level of nursing practice. What distinguishes this definition of practice from others is that it includes both direct care provided to patients by individual clinicians as well as direct care policies, programs and protocols that are organized, monitored, and continuously improved upon by expert nurse clinicians.” DNP faculty must hold and maintain national certification and/or requisite licensure for their specialty as defined by certification bodies, with current practice in their designated area of clinical expertise.

Faculty holding an academic doctorate and practice doctorate will adhere to the same teaching and service criteria (professional, community, and university). Differences in criteria for faculty holding the academic doctorate and practice doctorate will be noted in academic preparation and credentials, and scholarship. To assist the faculty in identifying the appropriate rank criteria, separate guidelines for the academic doctorate and practice doctorate are included. It is the faculty responsibility to justify meeting the appropriate criteria for rank by degree status.
Procedure for Revision of RTP Guidelines

RTP guidelines shall be reviewed by the School of Nursing RTP committee and, if necessary, revised during the spring semester each academic year by the School of Nursing RTP Committee. These guidelines must be formally approved by 2/3 of the tenure-track faculty in the School of Nursing. They will then be forwarded to the Dean for approval. If the Dean approves the criteria, they will be forwarded to the Provost and Senior Vice President.

Materials for the RTP File

In addition to the materials specified in these School of Nursing RTP guidelines and the CBA, faculty are required to submit a self-evaluative narrative that outlines a program/programs of scholarly activity, bringing together published and/or creative works, works-in-progress, expected or future projects related to scholarship activities, and 1- and 5-year goals (Refer to Guidelines for Preparation of the Candidate File for Reappointment, Tenure and Promotion in this document). These self-evaluative criteria should highlight how the candidate meets criteria established by the College and the University.

Along with the teaching, research/scholarly activity, and service requirements, all faculty members applying for reappointment, tenure, and promotion are expected to follow the professional conduct standards as outlined in the CBA. Further, it is expected that all faculty will follow the Code of Ethics set forth by the American Nurses Association (2001) and any additional ethical standards identified by credentialing agencies for their individual specialty areas.
ACADEMIC DOCTORATE RTP CRITERIA

Reappointment at Assistant Professor Rank.

Reappointment to higher rank assumes these criteria as well as the criteria for the higher rank.

A. Teaching:
   1. Assumes responsibility for working with faculty and students in the planning, guidance, implementation, and evaluation of learning experience
   2. Demonstrates competence in teaching as evidenced by a score of 3 or higher on a 1 – 4 scale with 1 meaning strongly disagree and 4 meaning strongly agree.
      a. Positive peer evaluations
      b. Positive student evaluations
      c. Functions as a role model for peers
      d. Provides leadership within a clinical or functional area
      e. Serves as a student advisor

B. Service:
   1. Participates actively in the course groups, faculty organization meetings, and School of Nursing committees and university committees
   2. Demonstrates accountability for the completion of committee work and assigned projects
   3. Contributes professional expertise to the community
   4. Serves in a leadership role in the school
   5. Participates in activities and/or committees of professional organizations

C. Research/Scholarly Activity:
   1. Develops a focus and begins to implement scholarly activities in areas of discovery, application, integration, and/or teaching
   2. Develops a beginning record of scholarship i.e., refereed (peer-reviewed) publications
   3. Disseminates findings through refereed publications/presentations, and creative works
      a. Provides evidence of developing, submitting, and/or publishing refereed manuscripts
      b. Describes their contributions to multiple authored publication/presentations
   4. Participates in regional/national nursing conferences
   5. Seeks funding, particularly external funding for scholarly activities
   6. Holds Graduate Faculty Status Category I or II

Promotion/Reappointment to Associate Professor Rank

Promotion to the rank of Associate Professor includes the criteria for reappointment and, in addition:

A. Teaching:
   1. Has experience at the rank of assistant professor at this university or one of equal standing
   2. Develops and teaches courses; and participates in major curriculum revisions as necessary
   3. Develops and evaluates innovative methods of teaching
   4. Works with students outside the classroom to further their professional growth
   5. Mentors other faculty in their teaching role
   6. Guides student research and scholarship
   7. Serves as a student advisor

B. Service:
   1. Demonstrates leadership on school committees and/or membership on university committees

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Approved by tenure track faculty 5-11-2012
2. Demonstrates accountability for completion of committee work and assigned projects
3. Participates as a community speaker related to specialty area
4. Participates in local/state/regional/national level professional association meetings
5. Serves in a leadership role in a professional organization related to nursing or health care at the local/state/regional/national level

C. Research/Scholarly Activity:
   1. Publishes in refereed journals
      a. Publishes at minimum 5 articles (minimum of 3 published articles with the remaining articles in press)
      b. Describes their contribution to multiple author publications
2. Conducts funded research, evidence-based teaching projects, and/or clinical demonstration projects (scholarship of discovery, application, teaching, and/or integration)
3. Seeks and secures consistent extramural funding for scholarly activities e.g., foundations, professional organizations, state, federal agencies.
4. Disseminates research findings through refereed presentations
   a. Delivers national/international peer-reviewed presentations
   b. Describes their contribution to multiple authored presentations

Indefinite Tenure

A candidate for indefinite tenure must satisfy the criteria for rank of associate professor or higher. A candidate’s record must provide evidence of an established program of research as well as consistency of performance in scholarship, teaching, and service. Application of the criteria will be in accordance with accepted norms of scholarly and creative activity and teaching adequacy. Without exception, the candidate evidences the potential that their work will measurably improve the discipline, the school, and the university, and/or raise the standard for the next generation of researchers, clinicians, and educators.

In addition to the criteria for rank as an associate or full professor, the aspect of quality, as described above, will be applied when determining if the candidate meets the criteria for tenure. Meeting minimal criteria does not guarantee the candidate will be awarded tenure. Emphasis is placed on consistency of performance and sustained growth as a scholar, researcher, and teacher over time.

A. Teaching:
   1. Uses innovative approaches in instructional activities, including a variety of teaching methods to facilitate student learning
   2. Participates in activities that enhance the curriculum and fosters student engagement
   3. Extends “cutting edge” knowledge in nursing or related disciplines
   4. Demonstrates commitment to develop students into transformational leaders of a diverse society within a global context

B. Service:
   1. Engages in service activities that benefit the school, university, professional discipline and society
   2. Demonstrates leadership in academia and professional activities
   3. Acts as an ambassador for the school and university

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C. Research/Scholarly Activity:
   1. Is an active productive researcher and scholar engaged in an on-going program of research that contributes to the advancement of nursing and/or the health of people
   2. Consistently disseminates scholarship via peer-refereed publications and presentations
   3. Consistently disseminates discoveries/new knowledge via refereed and/or invited podium presentations for the region as well as the larger global community

Promotion to Professor
Appointment to the rank of professor presupposes fulfillment of the requirements of the previous ranks. Evidence must be provided showing the outstanding nature of the faculty member’s scholarship, which has been recognized among scholars and educators outside the local/regional area. The appointee shall have demonstrated proficiency in teaching, research, and scholarship sufficient to establish an excellent reputation among regional/national/international colleagues.

Understanding that a candidate must show continuing progress after becoming an Associate Professor, the nature and number of the publications for promotion to Professor shall be not less than those specified under Associate Professor above, and these publications must be subsequent to the candidate having attained the rank of Associate Professor.

A. Teaching:
   1. Has experience at the rank of associate professor at this university or one of equal standing
   2. Develops and teaches courses; participates in major curriculum revisions as necessary
   3. Develops and evaluates innovative methods of teaching evaluated by positive peer and student evaluations
   4. Works with students outside the classroom to further their professional growth
   5. Mentors other faculty in their teaching
   6. Guides student research and scholarship at the undergraduate/graduate level
   7. Serves as master teacher and role model
   8. Serves on and/or chairs thesis and dissertation committees
   9. Creates teaching/learning opportunities from own research
   10. Serves as a student advisor

B. Service:
   1. Serves as a resource person beyond local level
   2. Is recognized by colleagues for expertise in nursing at national and international levels
   3. Provides leadership on school and/or university committees
   4. Demonstrates accountability for completion of committee work and assigned projects
   5. Participates in local/regional/national/international level professional association meetings

C. Research/Scholarly Activity:
   1. Evidence of sustained scholarly publications/presentations and continued growth as a scholar
   2. Seeks and secures funded professionally reviewed research grants, demonstration grants, and/or training grants; especially funded extramural grants
   2. Fosters collaborative research and other types of scholarly interprofessional endeavors
   3. Assumes the mentoring role with colleagues as a scholar and researcher
   4. Is an invited speaker or consultant

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PRACTICE DOCTORATE RTP CRITERIA

Faculty holding a practice doctorate (DNP) will adhere to the same teaching and service criteria (refer to academic doctorate RTP criteria). Differences in criteria for faculty holding the practice doctorate will be noted in academic preparation and credentials, and scholarship and research. DNP faculty must hold and maintain national certification and/or requisite licensure for their specialty as defined by certification bodies, with current practice in their designated area of clinical expertise. Progressive growth in the depth and currency in specialty practice is expected in addition to assuming leadership roles in professional and community organizations at the regional/state/national/international level.

Reappointment at Assistant Professor Rank

Refer to the Teaching (A) and Service (B) criteria for the academic doctorate.

C. Research/Scholarly Activity:
   1. Develops a focus for and begins to implement scholarly activities in the areas of application and teaching
   2. Develops a beginning record of clinical scholarship
   3. Disseminates findings through referred publications/presentations, and creative works, e.g., simulations, DVD’s etc.
      a. Demonstrates evidence of developing a consistent track record of work, by submitting, publishing, and presenting work in the focus area of practice
      b. The candidate shall describe their contributions to a publication, presentation, or creative work with multiple authors
   4. Participates in local/regional/national nursing/interprofessional conference(s) yearly
   5. Seeks support for scholarly activities, e.g., in kind contributions, internal & external funding sources
   6. Receives external recognition for activities that advance the practice of nursing
   7. Holds Graduate Faculty Status Category I or II

Promotion to Associate Professor

Refer to the Teaching (A) and Service (B) criteria for the academic doctorate.

C. Research/Scholarly Activity:
   1. Publishes in refereed journals
   2. Conducts supported research, evidence-based teaching projects, and/or clinical demonstration projects
   3. Seeks and secures consistent extramural support for scholarly activities, e.g., foundations, professional organizations, state/federal agencies
   4. Disseminates research findings upon completion of these projects through refereed presentations, publications, and/or creative works
      a. Delivers national/international peer-reviewed presentations
      b. The candidate shall describe their contribution to presentations, publications or creative works with multiple authors.

Indefinite Tenure

A candidate for indefinite tenure must satisfy the criteria for rank of associate professor or higher. A candidate’s record must provide evidence of an established program of research as well as consistency of performance in scholarship, teaching, and service. Application of the criteria will be

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in accordance with accepted norms of scholarly and creative activity and teaching adequacy. Without exception, the candidate evidences the potential that their work will measurably improve the discipline, the school, and the university, and/or raise the standard for the next generation of researchers, clinicians, and educators.

In addition to the criteria for rank as an associate or full professor, the aspect of quality, as described above, will be applied when determining if the candidate meets the criteria for tenure. Meeting minimal criteria does not guarantee the candidate will be awarded tenure. Emphasis is placed on consistency of performance and sustained growth as a scholar, expert nurse clinician, and teacher. Refer to the Teaching (A) and Service (B) criteria for the Academic Doctorate.

C. Research/Scholarly Activity:
   1. Is an active, productive researcher and scholar engaged in an on-going program of supported research that contributes to the advancement of nursing and/or the health of people
   2. Consistently disseminates scholarship via peer-reviewed publications, presentations, and/or creative works
   3. Consistently disseminates empirical evidence via refereed and/or invited podium presentations for the region as well as the larger global community
   4. Recognized as a teacher and expert nurse clinician

Promotion to Professor
Evidence must be provided showing the outstanding nature of the faculty member's scholarship and practice, which has been recognized among scholars and educators outside the local area.

Understanding that a candidate must show continuing progress after becoming an Associate Professor, the nature and number of the publications/presentations/creative works for promotion to Professor shall be not less than those specified under Associate Professor above, and these publications must be subsequent to the candidate having attained the rank of Associate Professor.

Refer to the Teaching (A) and Service (B) criteria for the Academic Doctorate.

C. Research/Scholarly Activity:
   1. Demonstrates excellence in teaching and clinical practice sufficient to establish an excellent reputation among regional, national, and/or international colleagues
   2. Demonstrates sustained scholarly publications/presentations/creative works and continued growth as a scholar
      a. Seeks and secures funds to support evidenced based research grants, demonstration grants, and/or training grants, especially funded extramural grants.
      b. Shows evidence of refereed publications/presentations/creative works. The candidate shall describe their contribution to a publications, presentations, or creative works with multiple authors
   4. Fosters collaborative research and other types of scholarly interprofessional endeavors
   5. Assumes the mentoring role with colleagues as a scholar, researcher, expert nurse clinician
   7. Is an invited speaker or consultant
Supplemental Guidelines

Nursing Scholarship: Relevant to the School of Nursing

In this section, scholarship in the discipline of nursing is defined, and examples are provided that demonstrate each of the four types of scholarship.

Nursing Scholarship

The School of Nursing criteria for RTP discussed in this document are based upon the Boyer Model of Scholarship (Boyer, 1990), and the American Association of Colleges of Nursing Position Statement on Defining Scholarship for the Discipline of Nursing (AACN, 1999).

According to the AACN, “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” (AACN, 1999, p. 2). Boyer (1990) describes four types of scholarship: discovery, teaching, application, and integration, and emphasizes knowledge dissemination as central to defining the adequacy of a scholarly activity.

A. 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 as cited in AACN, 1999, p. 2) and includes “primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis” (AACN, 1999, p.2).


Examples of 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
- Positive peer evaluations of the body of work (AACN, 1999, p. 3)
B. **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 as cited in AACN, 1999, p. 3) and includes “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, p.4).

**Examples 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 education 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
- Presentations related to teaching and learning (AACN, 1999, p. 4)

C. **Scholarship of Practice (Application)**: “The scholarship of practice 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” (AACN, 1999, p. 4) and includes “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, p. 5).

**Examples of 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
- 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
- Policy papers related to practice (AACN, 1999, p. 5-6)
5. **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... 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 as cited in AACN, 1999, p. 6).

**Examples of Scholarship of Integration:**
- Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of 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
- Peer-reviewed presentations
- Policy papers designed to influence organizations or governments (AACN, 1999, p. 6)

**Materials for External Review**

The applicant’s file (notebook) along with the RTP criteria will be mailed to the reviewer. Reviewers will be asked to make comments about how the applicant meets the criteria on the basis of the notebook contents. Additional information about external reviews is contained in the Collective Bargaining Agreement Article 13, Section 8J (effective 12/15/2009-12/15/2013).

**Guidelines for Preparation of the Candidate File for Reappointment, Tenure, and Promotion**

The purpose of the required notebook is to provide evidence of scholarly work, teaching, and service to be used to make retention, tenure, and promotion decisions. Based on your rank-criteria, the candidate should address and provide evidence of how they are meeting each of the identified rank-criteria.

RTP Notebooks are due on Friday of week two of the fall semester for tenure-track faculty and week two of spring semester for nontenure track faculty. Once the RTP Notebook is submitted, **any additional materials added are to be placed in the front of the notebook with the date clearly noted at the top of each document**. The candidate will be evaluated based on the completeness of their notebook submitted on the due date. It is the faculty member’s responsibility to seek clarification from the RTP Committee regarding RTP criteria or the
process for seeking reappointment, tenure and/or promotion. Faculty members may request to meet with the RTP committee to clarify and expand upon materials in the notebook and/or answer questions. If the candidate would like to meet with the committee, the candidate should contact the RTP Committee chairperson by Friday of the second week of the fall semester for tenure-track faculty and the second week of the spring semester for nontenure-track faculty to make the necessary arrangements.
Notebook Organization

1. One 3-ring notebook is required for tenure- and nontenure-track candidates applying for reappointment/retention. For candidates applying for tenure and/or promotion, five (5) notebooks are required – 2 for internal review & 3 for external review for tenure-track faculty. For nontenure-track faculty requesting promotion, one notebook is required that contains 3-years of documentation.

2. The spine of each notebook should be labeled with the faculty member’s full name and credentials, i.e., Mary E. Jones RN, PhD, CNS.

3. **Section dividers are required.** Sections titles are as follows
   a. Table of Contents
   b. Administrative Evaluations
      i. Dean’s Evaluation
      ii. Provost’s Evaluation
   c. RTP Evaluation
   d. Curriculum Vitae
   e. Self Evaluation
   f. Teaching Evaluations
   g. Peer Reviews
   h. Service
   i. Refereed Publications
   j. Non-refereed Publications
   k. Books/Chapters Published
   l. Refereed Presentations/Posters
   m. Non-refereed Presentations/Posters
   n. Other Publications
   o. Grants
   p. Professional Memberships
   q. Continuing Education
   r. Certifications
   s. Other

4. **Organization of the RTP Notebook**
   a. RTP Worksheet Check list – initialed, signed, and dated
   b. Cover letter
      i. place on college letter head
      ii. request retention, tenure, and/or promotion
   c. Table of Contents
      i. Follow APA formatting to develop the table of contents
      ii. Include all major sections with page numbers. Pages can be hand numbered.
   d. Administrative Evaluations – beginning with the most recent evaluation, include all administrative evaluations from date of hire. Separate evaluations from Dean and Provost.
i. Dean’s Evaluation

ii. Provost’s Evaluation
*Non-tenure track faculty will only have a provost evaluation when promotion to rank is requested

e. RTP Letters – beginning with the most recent evaluation, include all RTP letters in this section.

f. Curriculum Vitae – format according to the template in the college’s shared folder on the School of Nursing drive (H drive). Assistance from the Office of Research and Scholarly Activity is available with preplanning.

g. Self Evaluation – this is a critical document in your notebook and consists of 2 parts: 1) self evaluation component based on criteria for rank; and 2) 1- and 5-year goals. It should contain clearly delineated 1- and 5-year goals that are appropriate to rank. Nontenure-track faculty should base their goals on the prior administrative review letter that specifies their assigned role in the college. It is expected there will be approximately 3-5 goals per category. Goals should be specific and measurable (i.e., include metrics). Each goal from the previous year is to be evaluated. A table of goals should indicate goal met or unmet (see example below). For met goals, in the subsequent paragraphs, evidence must be provided within the RTP notebook, e.g., reference of published article and article in the appropriate section, letters of acceptance to DNP program, letter indicating article accepted for publication. Also, unmet or partially met goals are to be discussed in writing. Modifications of unmet goals should be submitted for the subsequent year. Include the last 5-years of self evaluations in the notebook, beginning with the most recent year.

<table>
<thead>
<tr>
<th>1 Year Goals 2010</th>
<th>Met</th>
<th>Unmet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Publish 1 data-based article in a refereed journal.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Submit 1 research grant for pilot funding to the CON Research committee on perceived capabilities of faculty to follow notebook guidelines.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Take the GRE and apply for admission to the DNP.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Enhance teaching by adding Web supported activities, e.g., Comcast, Springboard.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Year Goals 2010</th>
<th>Met</th>
<th>Unmet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete DNP.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Disseminate research findings at major conferences and publish results.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

h. Teaching Evaluations – A running table summarizing the means for each semester is to be included. Include the correct course number and name and percent responsibility (effort) for teaching. For % course responsibility, if you are team teaching in a course and divide the lectures/tests in half, you are 50% effort; team teaching with 3 faculty and even distribution, you are 33% effort.
Student comments are to be typed according to course. Copies of student evaluations for current and past 5 years are to be included for tenure-track faculty and 3 years for nontenure-track faculty. For guest lectures, include in a separate paragraph topic, contact hours, dates, and evaluations. It is the candidates’ responsibility to obtain *ALL evaluations* from all semesters prior to review.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Classroom</th>
<th>Clinical</th>
<th>Course: Title &amp; Number</th>
<th>% Course Responsibility</th>
<th>Number of Std.</th>
<th>Mean Evaluation Score</th>
<th>College Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Fall</td>
<td>X</td>
<td></td>
<td>8200:608: Sections 681 and 801 Pathophysiology Concepts</td>
<td>100%</td>
<td>47</td>
<td>1.876</td>
<td>2.345</td>
</tr>
<tr>
<td>2010</td>
<td>Spring</td>
<td>X</td>
<td></td>
<td>8200:608: Sections 681 and 801 Pathophysiology Concepts</td>
<td>100%</td>
<td>35</td>
<td>2.334</td>
<td>2.356</td>
</tr>
</tbody>
</table>

i. Peer Reviews – recommended 1 peer review/year.

j. Service – Report in table format. A paragraph may be added beneath the table to further explain a role on a committee/subcommittee. Retain charts for the past 5 years for tenure-track faculty; 3 years for nontenure track faculty.

<table>
<thead>
<tr>
<th>2009-2010 - Year</th>
<th>Committee</th>
<th>Role</th>
<th>Leadership Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>• RTP</td>
<td>Member</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Graduate Admissions and Progression</td>
<td>Member</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>• Faculty Senate</td>
<td>Member</td>
<td>Subcommittee Chairman</td>
</tr>
<tr>
<td>Community</td>
<td>• Stark County Medical Service Core</td>
<td>Member</td>
<td>Participated in 3 flu clinics administering injections.</td>
</tr>
<tr>
<td>Professional</td>
<td>• Organization</td>
<td>Manuscript Reviewer</td>
<td>Peer Reviewed 3 articles</td>
</tr>
<tr>
<td>Professional</td>
<td>• Organization</td>
<td>Board Member</td>
<td>Budget Committee</td>
</tr>
</tbody>
</table>

k. Refereed Publications - Include all copies of published work in the appropriate section. If an article has been accepted but not yet published or has been submitted and currently under review, include the letter of acknowledgement and a copy of the article draft.

l. Non-refereed Publications - Include all copies of published work. If an article has been accepted for publication, include the letter of acceptance and copy of the draft.

m. Books/Chapters Published - Include all copies of published Chapters. For books include the title page and copyright page, role of the author/editor.

Approved by RTP Committee 4-25-2012
Approved by tenure track faculty 5-11-2012
n. Refereed Presentations/Posters – Include a copy of the brochure with your presentation highlighted or the letter of acceptance from the conference sponsor. If more than one name appears on the presentation/poster, identify your role (e.g., presenter, wrote presentation, edited presentation and contribution effort).

o. Non-refereed Presentations/Posters - Include a copy of the brochure with your presentation highlighted or the letter of acceptance from the conference sponsor. If more than one name appears on the presentation/poster, identify your role, e.g., presenter, wrote presentation, edited presentation and contribution effort.

p. Other Publications – letter to the editor, newspaper articles. Include a copy in notebook.

q. Grants – Include the face sheet and abstract of the submitted grant (funded or non-funded), your % contribution to the grant application and the candidate’s role and responsibilities on the project, the organization to which the grant was submitted, and letters/reports to indicate funding status.

r. Professional Memberships – listed on the vitae. Include a copy of proof of membership, e.g., paid membership receipt or membership card.

s. Continuing Education – Use table format in the vitae. Include certificates for CEU/Contact Hours.

t. Certifications – Include copies as evidence.

u. Other – Personal Awards (e.g., letters/emails of appreciation, recognition, or commendation). Evidence of practice is to be included and supported by letters from supervisors/collaborating physicians/peers and/or notification of continued hospital or organization clinical privileges.