



October 5, 2010

Lin Huff-Corzine PhD
Associate Vice Provost
University of Central Florida

Dear Dr. Huff Corzine:

The College of Nursing, Department of Undergraduate Affairs has revised its Standards and Guidelines for Annual Evaluation which was approved unanimously by Faculty Association on 2/26/2010. These revisions incorporate expectations for faculty members on the Clinical Track as well as the Research/Tenure Track as both now exist in the College of Nursing.

Faculty members are assigned to one of two departments in the College; Graduate Affairs and Undergraduate Affairs, however we do function as a faculty of the whole. The Department of Undergraduate Affairs is comprised of those faculty members whose teaching efforts are predominantly with undergraduate students. Faculty members teach across departments in order to share expertise and our college has one set of Faculty By-Laws that apply to all faculty members since we are all members of the same discipline. Within the College of Nursing, resources are shared, decisions are made that are best for the College and all faculty members in nursing participate in our shared governance system, regardless of Department designation.

The College of Nursing at UCF functions just like other Nursing programs nationwide. Other Colleges of Nursing have departments; however, they have one set of Standards and Guidelines for Annual Evaluation because all faculty members represent the same discipline. The closest geographic example is the University of Florida, College of Nursing where they have always had one set of Standards for Promotion and Tenure. Their Standards have been revised numerous times and they have always had one set of Standards that apply across all their Departments.

The Department of Undergraduate Affairs is pleased to present these Standards and Guidelines for Annual Evaluation. Thank you for your thoughtful review of our new Standards and we look forward to your approval in order to begin utilizing this document in 2011-2012.

Best regards,

A handwritten signature in black ink that reads 'Jean D'Meza Leuner'.

Jean D'Meza Leuner Ph.D.,RN, CNE
Dean and Professor
College of Nursing

College of Nursing

P.O. Box 162210 • Orlando, FL 32816-2210 • 407-823-2744 • FAX 407-823-5675

**University of Central Florida
College of Nursing**

ANNUAL EVALUATION STANDARDS AND PROCEDURES

Approved unanimously on 02/26/2010 by Faculty Association

Purpose

The Annual Evaluation Standards and Procedures (AESP) is an evaluation system designed for the College of Nursing faculty annual evaluations.

Criteria

Criteria were developed by the faculty and based on rank and track (clinical or tenure).

Assessment of Performance

Each faculty member will be given an overall performance assessment based on the ratings earned in teaching, research, and service activities. A point value will be given for the rating in each category. The overall rating will be determined using a weighted formula that accounts for the rating and the FTE assigned to each category. Expectations are consistent across departments.

Evaluation Scale

Evaluation	Rating	Overall Rating
Outstanding	4.00	3.50 – 4.00
Above Satisfactory	3.00	2.50 – 3.49
Satisfactory	2.00	1.50 – 2.49
Conditional	1.00	0.50 – 1.49
Unsatisfactory	0.00	0.00 – 0.49

Example 1:

Category	Evaluation	Points	FTE	Overall Rating (Points * FTE)
Teaching	Outstanding	4	.75	3.0
Research	Satisfactory	2	.15	0.3
Service	Above Satisfactory	3	.10	0.3
				3.6
				Outstanding

Example 2:

Category	Evaluation	Points	FTE	Overall Rating (Points * FTE)
Teaching	Above Satisfactory	3	.90	2.7
Research				
Service	Outstanding	4	.10	0.4
				3.1
				Above Satisfactory

Modifications to the Annual Evaluation Standards and Procedures

The AESP may require periodic changes as a result of changes in the collective bargaining agreement, faculty governance, changes in college missions and goals, and accreditation standards. Proposed changes to the document will be considered by an evaluation standards and procedures committee, and submitted to the Faculty Assembly for review/approval. Once approved by the Faculty Assembly and the Dean, the document will be forwarded to the Academic Affairs Office of Faculty Affairs at the University level. On behalf of the Provost, Faculty Affairs will review the revised AESP and communicate with the college as necessary, until the document is approved.

Implementation

The Annual Evaluation Standards and Procedures are effective for the 2011 evaluation year, for evaluations to be performed in spring 2012.

TEACHING
Expectations by Rank for Performance in Teaching

To achieve a **Satisfactory** rating in teaching, the faculty member must demonstrate teaching effectiveness in all areas of assignment (e.g. didactic, clinical, etc.), **regardless of rank/tenure status** for the following items:

- Follows university/college/department guidelines for syllabi, objectives, and evaluations.
- Uses appropriate teaching/learning methods, technological tools, and course materials to facilitate communication and active learning.
- Collects assessment data in a timely and appropriate manner according to schedule determined by the department chair.
- Receives “Good” or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments.
- Is available for student advisement according to university and college policies.
- Effectively uses resources to advise students and assist with resolving students’ academic problems.
- Participates in teaching, planning, revising, and evaluating courses.
- Applies research and educational innovations to curriculum and teaching.

Additional minimum criteria for satisfactory for Teaching according to rank and consistent with time in rank:

Instructor	Assistant Professor		Associate Professor		Professor	
	Clinical Track	Tenure Track	Clinical Track	Tenure Track/Tenured	Clinical Track	Tenure Track/Tenured
	<ul style="list-style-type: none"> • Participates in student projects and/or dissertation committees. • Facilitates professional development of advisees. • Assumes responsibility in teaching, planning, revising, and evaluating courses. 	<ul style="list-style-type: none"> • Participates in student projects and/or dissertation committees. • Facilitates professional development of advisees. • Assumes responsibility in teaching, planning, revising, and evaluating courses. 	<ul style="list-style-type: none"> • Participates in and Chairs student projects and/or dissertation committees, consistent with experience and time in rank. • Demonstrates expertise in advisement and facilitates student problem solving through effective use of university and community resources and practice settings to promote learning opportunities. 	<ul style="list-style-type: none"> • Participates in and Chairs student projects and/or dissertation committees, consistent with experience and time in rank. • Demonstrates expertise in advisement and facilitates student problem solving through effective use of university and community resources and practice settings to promote learning opportunities. 	<ul style="list-style-type: none"> • Chairs and participates in student projects and/or dissertation committees. • Recognized as competent teacher and advisor by students and colleagues. • Provides leadership in developing educational programs. • Advises students on long range goals and career development. • Assumes 	<ul style="list-style-type: none"> • Chairs and participates in student projects and/or dissertation committees. • Recognized as competent teacher and advisor by students and colleagues. Provides leadership in developing educational programs. • Advises students on long range goals and career development. • Assumes

Instructor	Assistant Professor		Associate Professor		Professor	
	Clinical Track	Tenure Track	Clinical Track	Tenure Track/Tenured	Clinical Track	Tenure Track/Tenured
			<ul style="list-style-type: none"> • Mentors colleagues and students in their professional role development and/or teaching • Assumes responsibility in teaching, planning, revising, and evaluating courses. 	<ul style="list-style-type: none"> • Mentors colleagues and students in their professional role development and/or teaching • Assumes responsibility in teaching, planning, revising, and evaluating courses. 	responsibility in teaching, planning, revising, and evaluating courses.	responsibility in teaching, planning, revising, and evaluating courses.

TEACHING RATINGS

Rating	Criteria for Teaching	Quality Indicators
Outstanding	<ul style="list-style-type: none"> • Receives “Good” to “Excellent” Student Perception of Instruction ratings from at least 70% of the student evaluations submitted in each course taught, and generally positive comments in the open-ended portion of the student comments. • Meets at least 4 additional quality indicators for teaching 	<p><u>Quality Indicators for Teaching (if beyond minimal expectations for rank or multiple activities):</u></p> <ul style="list-style-type: none"> • Serves as chair/mentor of a student’s project, thesis or dissertation. • Serves as member of a student's project, thesis or dissertation. • Contributes to the development of a new course. • Makes significant revisions in an existing course based on student feedback and other data. • Actively participates in College of Nursing curriculum process. • Mentors colleagues in teaching effectiveness. • Submits and/or acquires program grants or other funding which advances the teaching mission. • Submits peer and/or external review of teaching quality. • Shares information related to curriculum/ teaching through publication. • Implements research projects to evaluate teaching innovation. • Serves as a consultant to other educational institutions to promote the scholarship of teaching. • Provides expert teaching services beyond the College such as visiting professor or invited scholar.
Above Satisfactory	<ul style="list-style-type: none"> • Receives “Good” to “Excellent” Student Perception of Instruction ratings from at least 60% of the student evaluations submitted in each course taught, and generally positive comments in the open ended portion of the student comments. • Meets at least 2 additional quality indicators for teaching. 	
Satisfactory	<ul style="list-style-type: none"> • Meets criteria as noted for satisfactory performance 	
Conditional	<ul style="list-style-type: none"> • Completes teaching assignment; however, does not meet all criteria for satisfactory teaching performance. 	

<p>Unsatisfactory</p>	<ul style="list-style-type: none"> • Does not meet criteria for satisfactory performance. Chronically demonstrates poor performance in teaching. Examples of poor teaching performance include failure to meet classes in a responsible manner, failure to return papers on a timely basis, failure to communicate with students, failure to serve as a responsible advisor to students. 	<ul style="list-style-type: none"> • Participates in Faculty Center for Teaching & Learning and other professional development programs to improve teaching. • Develops innovative teaching strategies including distributive and service learning strategies to create a community of learners. • Secures funding for acquisition of equipment that enhances student learning. • Maintains national certification in area of expertise to inform and enhance teaching. • Attracts outstanding graduate students to program related to expertise. • Submits program grants or other funding mechanisms which advance the teaching mission. • Assists with accreditation and/or program review activities. • Receives local, regional, or national recognition for teaching • Assigned a large number of students for advisement. • Serves as coordinator of track/level. • Other. • The above list is not considered exhaustive; the faculty member may document activities that may be counted towards the teaching performance evaluation.
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**RESEARCH/SCHOLARSHIP
Expectations by Rank for Performance in Research**

Instructor	Assistant Professor		Associate Professor		Professor	
Instructor	Clinical Track	Tenure Track	Clinical Track	Tenure Track/Tenured	Clinical Track	Tenure Track/Tenured
N/A	To achieve a Satisfactory rating in research, the faculty member must demonstrate research/scholarship activity according to rank and track.					
N/A	<ul style="list-style-type: none"> • Established area of clinical practice • Acceptance of one scholarly product for publication 	<ul style="list-style-type: none"> • Beginning program of research • Acceptance of one peer-reviewed scholarly product for publication (preferably data-based) 	<ul style="list-style-type: none"> • Established area of clinical practice; regional reputation • Acceptance of at least one peer-reviewed manuscript for publication 	<ul style="list-style-type: none"> • Established program of research; regional reputation • Acceptance of at least one peer-reviewed manuscript for publication (one data-based publication) 	<ul style="list-style-type: none"> • Established area of clinical practice; national reputation • Acceptance of at least one peer-reviewed manuscript for publication 	<ul style="list-style-type: none"> • Established program of research; national reputation • Acceptance of at least one peer-reviewed manuscript for publication (one data-based publication)

	<ul style="list-style-type: none"> • At least one presentation at local, regional, or national meeting • Achieve/maintain certification in field if applicable 	<ul style="list-style-type: none"> • At least one presentation at local, regional or national meeting 	<ul style="list-style-type: none"> • At least one presentation at regional or national meeting • Achieve/maintain certification in field 	<p>expected in 3-year period)</p> <ul style="list-style-type: none"> • At least one presentation at regional or national meeting 	<ul style="list-style-type: none"> • At least one presentation at national meeting • Mentors students and junior faculty • Achieve/maintain certification in field 	<p>expected in 3-year period)</p> <ul style="list-style-type: none"> • At least one presentation at national meeting • Mentors students and junior faculty
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RESEARCH/SCHOLARSHIP RATINGS

Rating	Criteria for Research	Quality Indicators for Research/Scholarship
Outstanding	Meets all the above criteria and at least 4 additional quality indicators.	<p><u>Quality Indicators for Research</u></p> <ul style="list-style-type: none"> • Authors additional peer-reviewed data-based publication • Authors additional peer-reviewed scholarly publication • Authors monographs • Authors editorial • Authors/edits textbook • Authors textbook chapter • Authors online resources/publications • Reviews grant proposals • Reviews abstracts for conference • Reviews journals articles • Reviews textbook/chapter • Editor for journal • Editor for special issue of refereed journal • Editor of monograph or other publication • Presents work (invited or peer-reviewed) at clinical/research conference • Serves as track/session chair at clinical/research conference • Writes grant proposal for research or clinical project (depending on track) • Receives grant funding for research or clinical project • Receives awards for research or clinical practice (RIA, College/University Excellence in Research, awards from external groups) • Mentors students in the research process (e.g., HIM advisor, DNP thesis/project advisor, dissertation chair) • Develops ancillary materials for textbooks (e.g., instructor manuals, test banks) • Appointed as editorial board member • Serves as consultant to promote research/scholarship • Other <p>*Items may count for more than one activity depending on contribution, size of grant award, etc. The above list is not considered exhaustive; the faculty member may document activities that may be counted towards the research/scholarship performance evaluation.</p>
Above Satisfactory	Meets all the above criteria and at least 2 additional quality indicators.	
Satisfactory	Meets criteria as noted in table.	
Conditional	Partially meets criteria in table; for example, publication accepted but no presentations or manuscript submitted but not accepted.	
Unsatisfactory	Does not meet minimum criteria noted in table.	

SERVICE

Instructor	Assistant Professor		Associate Professor		Professor	
Instructor	Clinical	Research	Clinical	Research	Clinical	Research
<p>To achieve a <u>Satisfactory</u> rating in Service, the faculty member must demonstrate participate in minimum service regardless of rank/track for the following items:</p> <ul style="list-style-type: none"> • Actively participates as a member of at least one college committee • Attends one Commencement Ceremony each year • Attends one Recognition Ceremony each year • Has membership in at least one professional nursing organization • Participates in college-related events 						
			<ul style="list-style-type: none"> • Project /Task Leadership 	<ul style="list-style-type: none"> • Project/Task Leadership 	<ul style="list-style-type: none"> • College committee leadership • Project /Task Leadership 	<ul style="list-style-type: none"> • College committee leadership • Project /Task Leadership

SERVICE RATINGS

Must meet “Satisfactory” expectations in all categories prior to achieving “Above” or “Outstanding” ratings based on activities in other categories and levels; in the College/Department/University Service areas.

Rating	Rank	Criteria (all must be met for rank/rating)
Outstanding	• Instructor	<ul style="list-style-type: none"> • University level committee membership • Leadership position for organizational activity or Student Organization liaison
	• Assistant Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee/task leadership • University level committee membership or Student Organization liaison • Active participation in professional organization(s)
	• Associate Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee project leadership • Active participation in University level committee • Leadership in professional organization(s)
	• Professor (clinical or research track)	<ul style="list-style-type: none"> • Active participation in University level committee with significant participation in a leadership position • Leadership in professional organization at national levels
Above Satisfactory	• Instructor	<ul style="list-style-type: none"> • Committee/project leadership on college committees • Assists in planning events
	• Assistant Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee/task leadership on college committees • Member of University committee or Student Organization liaison • Project Committee Membership; • Assists in planning events
	• Associate Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee project leadership • University level committee membership; • Participates in professional organizations at state/regional levels • Assists in planning events
	• Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee project leadership • University level committee membership • Leadership position in professional organizations • Assists in planning events
Satisfactory	• All rank/tracks	• Meets criteria as noted for satisfactory performance
Conditional	• All rank/tracks	• Non-participation in assigned college committee(s)
Unsatisfactory	• All rank/tracks	• Non-attendance at college committee meetings



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Evaluation	Rating	Overall Rating
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Example 1:

Category	Evaluation	Points	FTE	Overall Rating (Points * FTE)
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				3.6
				Outstanding

Example 2:

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- Receives “Good” or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments.
- Is available for student advisement according to university and college policies.
- Effectively uses resources to advise students and assist with resolving students’ academic problems.
- Participates in teaching, planning, revising, and evaluating courses.
- Applies research and educational innovations to curriculum and teaching.

Additional minimum criteria for satisfactory for Teaching according to rank and consistent with time in rank:

Instructor	Assistant Professor		Associate Professor		Professor	
	Clinical Track	Tenure Track	Clinical Track	Tenure Track/Tenured	Clinical Track	Tenure Track/Tenured
	<ul style="list-style-type: none"> • Participates in student projects and/or dissertation committees. • Facilitates professional development of advisees. • Assumes responsibility in teaching, planning, revising, and evaluating courses. 	<ul style="list-style-type: none"> • Participates in student projects and/or dissertation committees. • Facilitates professional development of advisees. • Assumes responsibility in teaching, planning, revising, and evaluating courses. 	<ul style="list-style-type: none"> • Participates in and Chairs student projects and/or dissertation committees, consistent with experience and time in rank. • Demonstrates expertise in advisement and facilitates student problem solving through effective use of university and community resources and practice settings to promote learning opportunities. 	<ul style="list-style-type: none"> • Participates in and Chairs student projects and/or dissertation committees, consistent with experience and time in rank. • Demonstrates expertise in advisement and facilitates student problem solving through effective use of university and community resources and practice settings to promote learning opportunities. 	<ul style="list-style-type: none"> • Chairs and participates in student projects and/or dissertation committees. • Recognized as competent teacher and advisor by students and colleagues. • Provides leadership in developing educational programs. • Advises students on long range goals and career development. • Assumes 	<ul style="list-style-type: none"> • Chairs and participates in student projects and/or dissertation committees. • Recognized as competent teacher and advisor by students and colleagues. Provides leadership in developing educational programs. • Advises students on long range goals and career development. • Assumes

Instructor	Assistant Professor		Associate Professor		Professor	
	Clinical Track	Tenure Track	Clinical Track	Tenure Track/Tenured	Clinical Track	Tenure Track/Tenured
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TEACHING RATINGS

Rating	Criteria for Teaching	Quality Indicators
Outstanding	<ul style="list-style-type: none"> • Receives “Good” to “Excellent” Student Perception of Instruction ratings from at least 70% of the student evaluations submitted in each course taught, and generally positive comments in the open-ended portion of the student comments. • Meets at least 4 additional quality indicators for teaching 	<p><u>Quality Indicators for Teaching (if beyond minimal expectations for rank or multiple activities):</u></p> <ul style="list-style-type: none"> • Serves as chair/mentor of a student’s project, thesis or dissertation. • Serves as member of a student's project, thesis or dissertation. • Contributes to the development of a new course. • Makes significant revisions in an existing course based on student feedback and other data. • Actively participates in College of Nursing curriculum process. • Mentors colleagues in teaching effectiveness. • Submits and/or acquires program grants or other funding which advances the teaching mission. • Submits peer and/or external review of teaching quality. • Shares information related to curriculum/ teaching through publication. • Implements research projects to evaluate teaching innovation. • Serves as a consultant to other educational institutions to promote the scholarship of teaching. • Provides expert teaching services beyond the College such as visiting professor or invited scholar.
Above Satisfactory	<ul style="list-style-type: none"> • Receives “Good” to “Excellent” Student Perception of Instruction ratings from at least 60% of the student evaluations submitted in each course taught, and generally positive comments in the open ended portion of the student comments. • Meets at least 2 additional quality indicators for teaching. 	
Satisfactory	<ul style="list-style-type: none"> • Meets criteria as noted for satisfactory performance 	
Conditional	<ul style="list-style-type: none"> • Completes teaching assignment; however, does not meet all criteria for satisfactory teaching performance. 	

<p>Unsatisfactory</p>	<ul style="list-style-type: none"> • Does not meet criteria for satisfactory performance. Chronically demonstrates poor performance in teaching. Examples of poor teaching performance include failure to meet classes in a responsible manner, failure to return papers on a timely basis, failure to communicate with students, failure to serve as a responsible advisor to students. 	<ul style="list-style-type: none"> • Participates in Faculty Center for Teaching & Learning and other professional development programs to improve teaching. • Develops innovative teaching strategies including distributive and service learning strategies to create a community of learners. • Secures funding for acquisition of equipment that enhances student learning. • Maintains national certification in area of expertise to inform and enhance teaching. • Attracts outstanding graduate students to program related to expertise. • Submits program grants or other funding mechanisms which advance the teaching mission. • Assists with accreditation and/or program review activities. • Receives local, regional, or national recognition for teaching • Assigned a large number of students for advisement. • Serves as coordinator of track/level. • Other. • The above list is not considered exhaustive; the faculty member may document activities that may be counted towards the teaching performance evaluation.
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**RESEARCH/SCHOLARSHIP
Expectations by Rank for Performance in Research**

Instructor	Assistant Professor		Associate Professor		Professor	
Instructor	Clinical Track	Tenure Track	Clinical Track	Tenure Track/Tenured	Clinical Track	Tenure Track/Tenured
N/A	To achieve a Satisfactory rating in research, the faculty member must demonstrate research/scholarship activity according to rank and track.					
N/A	<ul style="list-style-type: none"> • Established area of clinical practice • Acceptance of one scholarly product for publication 	<ul style="list-style-type: none"> • Beginning program of research • Acceptance of one peer-reviewed scholarly product for publication (preferably data-based) 	<ul style="list-style-type: none"> • Established area of clinical practice; regional reputation • Acceptance of at least one peer-reviewed manuscript for publication 	<ul style="list-style-type: none"> • Established program of research; regional reputation • Acceptance of at least one peer-reviewed manuscript for publication (one data-based publication) 	<ul style="list-style-type: none"> • Established area of clinical practice; national reputation • Acceptance of at least one peer-reviewed manuscript for publication 	<ul style="list-style-type: none"> • Established program of research; national reputation • Acceptance of at least one peer-reviewed manuscript for publication (one data-based publication)

	<ul style="list-style-type: none"> • At least one presentation at local, regional, or national meeting • Achieve/maintain certification in field if applicable 	<ul style="list-style-type: none"> • At least one presentation at local, regional or national meeting 	<ul style="list-style-type: none"> • At least one presentation at regional or national meeting • Achieve/maintain certification in field 	<p>expected in 3-year period)</p> <ul style="list-style-type: none"> • At least one presentation at regional or national meeting 	<ul style="list-style-type: none"> • At least one presentation at national meeting • Mentors students and junior faculty • Achieve/maintain certification in field 	<p>expected in 3-year period)</p> <ul style="list-style-type: none"> • At least one presentation at national meeting • Mentors students and junior faculty
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RESEARCH/SCHOLARSHIP RATINGS

Rating	Criteria for Research	Quality Indicators for Research/Scholarship
Outstanding	Meets all the above criteria and at least 4 additional quality indicators.	<p><u>Quality Indicators for Research</u></p> <ul style="list-style-type: none"> • Authors additional peer-reviewed data-based publication • Authors additional peer-reviewed scholarly publication • Authors monographs • Authors editorial • Authors/edits textbook • Authors textbook chapter • Authors online resources/publications • Reviews grant proposals • Reviews abstracts for conference • Reviews journals articles • Reviews textbook/chapter • Editor for journal • Editor for special issue of refereed journal • Editor of monograph or other publication • Presents work (invited or peer-reviewed) at clinical/research conference • Serves as track/session chair at clinical/research conference • Writes grant proposal for research or clinical project (depending on track) • Receives grant funding for research or clinical project • Receives awards for research or clinical practice (RIA, College/University Excellence in Research, awards from external groups) • Mentors students in the research process (e.g., HIM advisor, DNP thesis/project advisor, dissertation chair) • Develops ancillary materials for textbooks (e.g., instructor manuals, test banks) • Appointed as editorial board member • Serves as consultant to promote research/scholarship • Other <p>*Items may count for more than one activity depending on contribution, size of grant award, etc. The above list is not considered exhaustive; the faculty member may document activities that may be counted towards the research/scholarship performance evaluation.</p>
Above Satisfactory	Meets all the above criteria and at least 2 additional quality indicators.	
Satisfactory	Meets criteria as noted in table.	
Conditional	Partially meets criteria in table; for example, publication accepted but no presentations or manuscript submitted but not accepted.	
Unsatisfactory	Does not meet minimum criteria noted in table.	

SERVICE

Instructor	Assistant Professor		Associate Professor		Professor	
Instructor	Clinical	Research	Clinical	Research	Clinical	Research
To achieve a <u>Satisfactory</u> rating in Service, the faculty member must demonstrate participate in minimum service regardless of rank/track for the following items: <ul style="list-style-type: none"> • Actively participates as a member of at least one college committee • Attends one Commencement Ceremony each year • Attends one Recognition Ceremony each year • Has membership in at least one professional nursing organization • Participates in college-related events 						
			<ul style="list-style-type: none"> • Project /Task Leadership 	<ul style="list-style-type: none"> • Project/Task Leadership 	<ul style="list-style-type: none"> • College committee leadership • Project /Task Leadership 	<ul style="list-style-type: none"> • College committee leadership • Project /Task Leadership

SERVICE RATINGS

Must meet “Satisfactory” expectations in all categories prior to achieving “Above” or “Outstanding” ratings based on activities in other categories and levels; in the College/Department/University Service areas.

Rating	Rank	Criteria (all must be met for rank/rating)
Outstanding	• Instructor	<ul style="list-style-type: none"> • University level committee membership • Leadership position for organizational activity or Student Organization liaison
	• Assistant Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee/task leadership • University level committee membership or Student Organization liaison • Active participation in professional organization(s)
	• Associate Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee project leadership • Active participation in University level committee • Leadership in professional organization(s)
	• Professor (clinical or research track)	<ul style="list-style-type: none"> • Active participation in University level committee with significant participation in a leadership position • Leadership in professional organization at national levels
Above Satisfactory	• Instructor	<ul style="list-style-type: none"> • Committee/project leadership on college committees • Assists in planning events
	• Assistant Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee/task leadership on college committees • Member of University committee or Student Organization liaison • Project Committee Membership; • Assists in planning events
	• Associate Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee project leadership • University level committee membership; • Participates in professional organizations at state/regional levels • Assists in planning events
	• Professor (clinical or research track)	<ul style="list-style-type: none"> • Committee project leadership • University level committee membership • Leadership position in professional organizations • Assists in planning events
Satisfactory	• All rank/tracks	• Meets criteria as noted for satisfactory performance
Conditional	• All rank/tracks	• Non-participation in assigned college committee(s)
Unsatisfactory	• All rank/tracks	• Non-attendance at college committee meetings