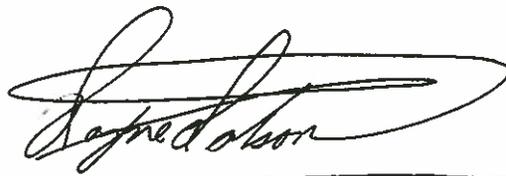


Department of Application of Criteria for Nursing

September 1, 2012 – August 31, 2013

A handwritten signature in black ink, appearing to read "Lynne L. Brown", written over a horizontal line.

10/19/2012

APPROVED

University/College Mission

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

The College of Health Sciences at CSU educates a caring and competent, non-traditional student body, many of whom are underrepresented in the healthcare professions. Through innovative teaching strategies and interdisciplinary educational experiences, we empower our graduates to be critical thinkers, life-long learners, advocates for reducing health disparities, and providers of quality health care services.

University Strategic Plan Goals

CSU's strategic plan (tagged ACCESS) contains six primary goals. A representative sample of the ways in which the elements of the strategic plan flow from and support the unique mission of Chicago State University is presented below:

Strategic Goal 1: Academic Excellence, Teaching and Research

This goal contains objectives that promote:

- *The use of research to advance social and environmental justice and entrepreneurship (Objective 2)*
- *Continuous learning and professional development of students, faculty, and staff, especially in the areas of ethical leadership, the art and science of teaching, research, and service (Objective 4).*

Strategic Goal 2: Community Service and Engagement

This goal contains an objective that promotes:

- *Empowering the communities in which the university resides by supporting a culture of service through university-wide initiatives that encourage and reward internal college collaborations and advance social, economic, health, and cultural diversity issues (Objective 4).*

Strategic Goal 3: Cost Efficiencies and Diverse Revenue Streams

- *This strategic goal is mission driven in that CSU needs to be proactive in maintaining its fiscal strength in order to live its mission within a State that is facing significant financial hardship.*

Strategic Goal 4: Enrollment, Retention and Graduation

This goal contains an objective that calls for:

- *Creating and promoting a comprehensive academic support system that will foster an environment where students will enroll, progress, and graduate from CSU in six years. This objective supports the mission's focus on student success (Objective 2).*

A. Conditions For Continuing Employment

Strategic Goal 5: Strengthened Infrastructure

This goal contains an objective that describes how the University will:

- *Foster a campus community of scholars and enhance the quality of student life by improving the infrastructure of multi-purpose facilities used by students (Objective 3).*

Strategic Goal 6: Shared Accountability and Image

This goal contains an objective that calls for CSU to:

- *Demonstrate a commitment to shared governance that engages and relies upon the expertise and unique perspective of appropriate university constituencies to create policies that best advance the mission of the university (Objective 1).*

Preamble

The purpose of this document is to provide guidelines for identifying the areas of strength and weakness of all faculty employees and to improve their performance where required. The document is organized into four broad sections: Conditions for employment, teaching/primary duties, research/creative activities and service domains. Each section identifies the categories of accepted materials and activities, their relative importance and methods of evaluation.

Responsibilities of the Faculty Members Being Evaluated

The faculty member being evaluated must provide a portfolio of materials, which must include the following:

1. A current signed and dated curriculum vitae.
2. Evidence of academic and current professional credentials.
3. Documentation of original materials representative of the following categories: Teaching/Primary Duties, Research/Creative Activity, and Service.
4. Current yearlong assignments for the period of evaluation.
5. Signed Professional Development Plan (by faculty and chair.)

Chicago State University and UPI Local 4100 Unit A and Unit B contract Section 19.3a (2)(a) states: "the evaluation period for retention shall be the period since the beginning of the employee's last evaluation for retention, with the exception that employees in their second year of employment in the bargaining unit shall have their entire period of employment evaluated. In tenure evaluations, the performance standards will be used to judge whether an employee's performance has reached the required degree of effectiveness by the end of the evaluation period." There will be one Departmental Personnel Committee Representative for the college.

**Required for all appointment categories- Unit A: Tenured, Tenure track,
Clinical and Research Faculty and Unit B: Lecturers***

	Activity	Example(s) of Evidence or Documentation to Submit in the Portfolio
1	On-line Ethics training - State requirement	Printout of certificate of completion
2	Attendance of regular departmental meetings and mandatory meetings to meet program	Letter from the department chair confirming attendance of at least 75% of meetings during the fall and spring semesters. Include excused absent.
3	Attendance of College meetings (College Assembly, Retreat and Induction Ceremony)	First page of meeting minutes showing attendance, copy of the ceremony program as exhibit.
4	Attendance of University meetings/events (Town Hall, Commencement and Convocation)	Agenda from the meetings and program exhibits
5	Licensure (nursing, occupational therapy and Health information administration) and CPR (nursing)	Illinois State License and CPR certificate
6	Educational Qualification: Earned doctorate degree in health science or in a related field	Academic transcript or degree certificate

Documentation must be provided in the portfolio to demonstrate compliance with the above conditions for continuing employment. For both Unit A (tenured, tenure track and clinical faculty) and B faculty members, teaching is considered the primary duty and most important of the three domains of evaluation. Research/creative activity and service are considered of equal importance. Research faculty can select either service or teaching as their area of evaluation. The materials and activities listed in this document are only illustrative of the types of materials and activities, which may be included. The lists are not intended to be all-inclusive.

The categories of evaluation of Unit A (tenured, tenured track, clinical and research) faculty and the minimum level of performance expectation are shown in the table below:

Personnel Action	Teaching/Primary Duty	Research/Creative Activity	Service
1 st year retention	Satisfactory	Appropriate	Appropriate
2nd year retention	Satisfactory	Satisfactory	Satisfactory
3rd year retention	Effective	Highly Satisfactory	Highly Satisfactory
4th year retention	Highly Effective	Effective	Effective
5th year retention	Significant	Highly Effective	Highly Effective
Tenure	Superior	Significant	Significant
Associate Professor	Superior	Significant	Significant
Full Professor	Superior	Superior	Superior
Post-Tenure Review	Adequate/Exemplary	Adequate/Exemplary	Adequate/Exemplary
PAI*	Superior	Superior/Significant	Superior/Significant

*PAI= Professional Advancement Increase

B. Teaching/Primary Duties

Teaching is the most important of all performance areas and it applies to both Unit A and Unit B faculty.

DESCRIPTION OF THE ACTIVITIES NEEDED IN THE TEACHING/ PRIMARY DUTIES DOMAIN

1. Evaluations of Teaching Performance

i. Chairperson reports of class visitation (one per academic year)

The chairperson will evaluate the teaching effectiveness of the faculty in the classroom setting. All completed course visitation forms completed by the chair will be included in the portfolio and a copy to the faculty.

ii. Peer reports of class visitation (One per long semester)

Faculty is expected to invite one tenured or tenured track faculty from his/her department or other departments from the College of Health Sciences to observe a class at least once during the fall and spring semesters. The faculty may not be reviewed by the same peer for two consecutive semesters. The peer evaluators shall complete a written evaluation of the class visitations on the appropriate form. The evaluation shall be submitted to the chairperson of the department with a copy to the faculty.

iii. Summary of student evaluations

Faculty are expected to submit a summary of student course evaluations and comments from courses taught each academic year and include at least one course in each semester in which courses are taught. Only summaries and student comments (not computer printouts) should be included in the Faculty's portfolio. Summaries shall be reviewed and signed by the department chair.

2. Teaching Materials

i. **Syllabi (required from all courses taught on campus and online)**

Faculty is expected to provide a course syllabus and course schedule for all courses taught during the evaluation period. For combined undergraduate/graduate courses, only the graduate syllabus should be submitted.

ii. **Original supplemental materials, examination, and/or assignment (Samples are required from all courses taught)**

Evidence should include original materials for courses taught during the evaluation period. Faculty shall provide a representative sample of materials (2-3) for each course taught that demonstrate a variety of learning activities. Materials that are the outcome of team collaboration should be clearly designated as such.

iii. **Evidence of course revisions and/or development**

(If completed during the period of review)

Content of syllabi or other course materials that the faculty member revised or developed during the evaluation period should be clearly indicated. The Faculty should indicate what he/she based the revisions on (examples not limited to changes in the professional information covered in the course, assessment data, student feedback, or other sources of information).

iv. **Teaching Awards** (Relevant only if awarded during the evaluation period)

3. Faculty Development Plan

The faculty development plan must include goals to improve the teaching effectiveness of the faculty. Faculty development plans may address the accreditation standards of the discipline and should be consistent with the University and program's strategic plan. The plan must be approved at the beginning of the academic year by the department chairperson. Faculty development plan/experiences should:

1. Support-teaching assignments and professional development
2. Demonstrate attendance at continuing education specific to teaching/learning
3. Show evidence of progress toward attaining goals stated at the beginning of the academic year.

Faculty are expected to provide evidence/documentation of activities related to enhancement of knowledge and skills pertaining to effective teaching performance and maintenance of current information and clinical skills in areas of practice related to assigned duties. This evidence must include, but is not limited to evidence of progress on goals described in the faculty development plan related to teaching, participation in lectures, professional workshops, academic conferences, institutes and seminars, certification of completion or enrollment in courses related to professional development. The faculty's narrative for teaching should include a description of progress toward meeting the goals on previous faculty development plans.

4. Evaluation of Clinical Courses or Fieldwork Supervision, if applicable

Faculty should provide student evaluations of clinical courses or fieldwork supervision conducted during the evaluation period, if applicable.

6. Performance of Other Assigned Primary Duties

Other primary duties may include: professional and/or pre-professional student advisement, departmental program assessment, fieldwork supervision, fieldwork site development and other assigned duties for which Credit Unit Equivalent (CUE) workload are assigned. The faculty must provide evidence of CUEs awarded for other primary duties and evidence of performance of these duties. If a faculty member receives CUEs for research or mentoring a student research project, appropriate documentation for these primary duties should be provided in the teaching/primary duties section. Any products resulting from this (such as presentations, publications, etc.) should be reported in the research/creative activities domain.

Evaluation of the faculty teaching effectiveness is based on a variety of activities as described in details above. The expected activities and corresponding samples of evidence of performance to be included in the portfolio for each activity are presented below:

Activities	Items	Example(s) of Evidence or Documentation to Submit in the Portfolio
Evaluation of Teaching Effectiveness	Chairperson’s Evaluation Peer’s Evaluation Student’s Evaluation	Chair’s classroom evaluation form. One per academic year Two per classroom evaluation forms by tenured or tenured track peers during the fall and spring semesters Summary of the printout from the online student’s evaluation in the courses taught. Accuracy of the narrative must be reviewed and endorsed by the chair.
Teaching Materials	Evidence of Course Revision Supplemental Materials Development of a New Course	New syllabus highlighted to show information updated Samples of supplemental developed to foster student learning and demonstrate current knowledge of content. Syllabus of the new course developed
Teaching Award	Award Recognition	Award letter or photograph of the plaque presented.
Innovation in Teaching and Use of Advanced Technology	Narrative on strategies adopted to enhance student learning in selected courses taught by the faculty during the evaluation period.	Faculty must submit a write up and samples of evidence in the portfolio on how they use technology and/or current pedagogy methods in the classroom to enhance student learning during the evaluation period. In addition, the faculty must discuss teaching methods used in selected courses and his/her assignment of the effectiveness of the teaching methods (Comparative pre-and-post test data, presentation of the end of course, standardized test results compared to norm (where available) may be used as evidence.

Activities	Items	Example(s) of Evidence or Documentation to Submit in the Portfolio
Faculty development	Develop plan for the academic year	Approval of the faculty development plan by the department chairperson
	Acquisition of new knowledge or clinical skills	Continuing Education Units (C.E.U.s.) credits, Certificate of attendance of workshops, conferences, and seminars.
Academic Advising	Applicable only to faculty advisors	Advising logs and roster, correspondence with students
Other Assigned Duties	Field Work Supervision	Midterm and Final evaluations of student's clinical experience
	Program Evaluation	Formative and summative of program during the spring and fall semesters

Methods of Evaluation of Teaching/Primary Duties

All tenure-track, clinical faculty, research faculty, and lecturers will be evaluated with the same criteria for teaching. The teaching activities considered--Evaluations of Teaching Performance, Teaching Materials, Teaching Awards, Innovation, Faculty Development, Academic Advising and Other Assigned Duties-- have different weightings (score) attached to each as indicated in the table below. The effectiveness of the faculty's performance on the teaching/primary duties activities will be evaluated using the guidelines specified in the table below:

Score	Activities	Items	Scoring Guidelines
7.5	Evaluation of Teaching Effectiveness	Chairperson's Evaluation	Chair's classroom evaluation for (2.5 points). Use the 5 point Likert scale on the evaluation form for the overall score and divide by 2. During classroom visitation, the chair must evaluate the faculty's command of the subject matter, expertise, use of technology and ability to communicate effectively with students. The remaining .5 points will be based on the chair's assessment of the faculty member's overall co-curricular performance taking into consideration their willingness to accept assigned duties, multiple roles and responsibilities in the department, going beyond the call of duty, accessibility and availability to students during the posted office hours.
5		Peer's Evaluation	Two classroom evaluation forms by tenured or tenured track peers. 2.5. points for each peer evaluator. Peers must comment on faculty's command of subject matter, expertise, use of technology and ability to communicate effectively with students.
5		Student's Evaluation	Summary of the print from the online student's evaluation in the courses taught. Must be viewed and endorsed by the chair.

Continued

Score 2.5	Teaching Materials	Evidence of Course Revision	New syllabus highlighted to show information added
5.0		Supplemental Materials	Samples of supplemental materials developed to foster student learning
2.0		Development of a New Course	Grade the syllabus on a Likert scale from 1 (Poor) to 5 (Excellent) taking into consideration the format (recently approved College format), appropriateness of the learning objectives, course contents, and cited references.
1.5	Teaching Award	Award Recognition	College teaching award is 1 point and the University/external award is 1.5 points
10	Innovation in Teaching and Use of Advanced Technology	Narrative on strategies adopted to enhance student learning in the various courses taught by the faculty	Faculty must discuss and include samples of evidence in the portfolio on how they use technology in the classroom to enhance student learning during the evaluation period (3 points). In addition, the faculty must provide examples of teaching methods used and the assessment of student learning outcomes (3 Points). Comparative pre-and-post test data or presentation of the end of course standardized test results compared to norm where available (4 points.)
2.5	Faculty Development	Development plan for the academic year	Evaluate faculty development plan on a Likert scale from 1 to (Poor) to 5 (Excellent) for completeness, depth and breadth of the plan, support of the University and program strategic plans, ability to identify and address personal areas of academic weakness. Divide Likert scale score by 2 to obtain faculty development plan score.
5		Acquisition of knowledge or clinical skills	Submission of C.E.U. credits, Certificate of attendance of workshops, conferences, and seminars. 10 contact hours relevant to teaching expertise.
1.5	Academic Advising	Applicable only for Faculty Advisors	Advising logs or roster, samples of correspondence (including email.) Evaluate logs and supporting documents submitted on a Likert scale from 1 (Poor) to 5 (Excellent) relative to the assigned CEUs, and quality of the positive feedback provided by students. Divide Likert scale score by 2 to obtain advising score.
2.5	Other Assigned Duties	Tutoring	Assistance to students with academic difficulties. Log signed by students
		Field Work Supervision	Documentation of student's clinical experience
		Program Assessment	Formative and summative of program during the spring and fall semesters
		Course Directors	
Total Score: = 50*			*The total maximum possible score for teaching/Primary Duties is 50.

Teaching/Primary Duties Score and Derivation of Level of Performance

The faculty's total score will be obtained by summation of the scores obtained for the Evaluations of Teaching Performance, Teaching Materials, Teaching Awards, Innovation, Faculty Development, Academic Advising and Other Assigned Duties sub-scores. The total maximum possible score is 50. Based on the faculty members total teaching/primary duties score, his/her level of performance (range from Satisfactory to Superior) will be ascertained from the table below:

Level of Performance	Total Teaching/Primary Duties Score
Satisfactory (Necessary for retention in years one and two for tenure track and clinical and research faculty and lecturers)	25-29
Effective (Necessary for retention in year three and for annual reappointment for clinical/research faculty in year 6 and beyond)	30-34
Highly Effective (Necessary for retention in year four for tenure track and clinical faculty and for extended contract for lecturers, promotion to assistant professor, or maintaining 3-year appointment for clinical faculty)	35-39
Significant (Necessary for retention in year 5 for tenure track and clinical faculty)	40-44
Superior (Necessary for tenure or eligibility for 3-year appointment for clinical faculty)	45-50

C. RESEARCH/CREATIVE ACTIVITIES

Applies to Unit A -Tenured, Tenure Track and Clinical and Research Faculty

1. CATEGORIES OF MATERIALS AND ACTIVITIES

Performance in the research/creative activities domain is evaluated at Category levels I

and II and must be based on research work substantially done or completed at Chicago State University. Category II is judged to be more rigorous than Category 1. The expected activities and corresponding samples of evidence of performance for each activity are presented below:

Category I (Lower Level of Performance)

	Activities	Items	Example(s) of Evidence or Documentation to Submit in the Portfolio
1	Presentation	Non-peer reviewed professional conference	Letter of acceptance from the professional organization or a copy of the conference program
		Coordination and presenting at clinical specialty interest group	Letter of acceptance from the professional organization or a copy of the conference program
2	Publications	Publication of article in a non-peer reviewed journal	Copy of the publication from the periodical
		Submission of manuscript in a peer reviewed journal	Letter of acknowledgement of manuscript from the journal editor
3	Research	Research in progress	Copy of the research proposal (purpose, methodology, timeline for implementation)and IRB approval
		Mentorship of a student capstone project outside the department	Cover and signature page of the student capstone Project. Chairing of capstone project within the department
		Critical review of the literature in an area of interest	Copy of the literature review.
		Co-PI a multicenter clinical trial research	Letter of invitation to participate in the research
4	Grants	Intramural grant award	Letter of award. Travel grant not considered
		Submission of a competitive external grant for funding	Letter of acknowledgement from the external grant agency, Institute or foundation
	Others	Nomination on a national or regional committee to develop policies/guidelines for the profession	Letter of nomination from the professional organization. It is expected that faculty name will be listed on the publication that will emerge from this project.
		Advance training or course work in a University or Institute aimed at enhancing research/clinical skills	Letter from the partnering University or Institute
		Course work towards Board specialty certification or credentialing	Copy of payment towards course work

Category II (Higher Level of Performance)

	Activities	Items	Example(s) of Evidence or Documentation to Submit in the Portfolio
1	Presentation	Presentation at a peer reviewed national conference	Letter of acceptance from the professional organization or a copy of the conference program
		Key note speaker or presenter at a national lecture series	Invitation letter to present at the lecture series
		Presentation of a workshop at a national conference	Letter of acceptance from the professional organization or a copy of the conference program
2	Publications	Author or co-author of a book or chapter in a book	Contract letter from a reputable publishing house. Books published by "vanity press" is not acceptable
		Author or co-author of manuscript in peer reviewed journal	Letter of acceptance from the journal editor. Manuscript cannot be counted again when it is published or in print
		Author or co-author of an assessment tool with reputable publisher	Contract letter from a reputable firm publishing the assessment tool
		Creation of a learning tool (i.e., games, computer programs, or videotapes)	Contract letter from a reputable firm publishing the learning tool
		Editor or co-Editor of a clinical specialty compendium or monograph	Contract letter from a reputable firm or professional organization publishing the compendium or monograph
		Copyright or patent of an instrument/tool	Certified copy of the copyright or patent certificate issued by the federal government
3	Grants	Submission of a competitive external grant with funding level score	Letter from the funding agency, Institute or Foundation including the reviewer's score
		Award of a competitive external grant	Letter of award from the funding agency, Institute or Foundation.
4	Others	Fellowship award in recognition of scholarly contribution to the professional literature	Certificate of the fellowship award
		Completion of a Board specialty credentialing	Certificate of Board credentialing

METHODS OF EVALUATION OF RESEARCH AND CREATIVE ACTIVITIES

All tenured, tenure-track, clinical and research faculty will be evaluated in the research/creative activity domain. The research performance for tenure track and clinical/research faculty at the end of each year will be evaluated using the following key performance metrics:

	Performance / Descriptor	Tenure Track and Research Faculty Key Performance Metrics	Clinical Faculty Key Performance Metrics
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Category I (Lower Level of Performance)

a. Department Level

1	Appropriate (Year 1)	Articulation of research agenda with documentation and timeline of implementation	Articulation of research agenda with documentation and timeline of implementation
2	Satisfactory (Year 2)	One item from Category I	Articulation of research agenda with documentation and timeline of implementation and IRB approval
3	Highly Satisfactory (Year 3)	One item from Category I and one from Category II	One item from Category I
4	Effective (Year 4)	Must have at least one publication or Grant from Category I or II. Cumulative	Two items from Category I
5	Highly Effective (Year 5)	Cumulatively must have at least two publications or grants (or combination) from Category I or II since employment at CSU	Two items from Category I and one item from Category II
6	Significant (Tenure and Promotion)	Cumulatively must have at least three publications or (or combination) from Category I or II since employment at CSU	Must have at least one publication or grant from Category I or II

Relative Importance

For tenured, tenure track, clinical and research faculty, research/creative activities are considered of secondary importance to teaching/primary duties. Research/creative activities and service are considered of equal importance. A research and creative activity that involves student participation is highly encouraged. Funded external grants and publications are considered of equal importance. All tenured, tenure-track and clinical/research faculty will be evaluated in the research/creative activities domain.

D. SERVICE

Applies to Unit A -Tenured, Tenure Track and Clinical and Research Faculty

Service to the institution, profession or community is an important element of professional development. Service to the profession and communities positively influences teaching/primary duties and research/creative activities. Any activity in which the faculty member receives payment, stipend or part of assigned workload will not be counted as service. Performance in the service domain is evaluated at five levels and at two broad categories of importance. The expected activities at each level and relevant example of each activity are presented below:

Category I (Lower Level of Performance)

a. Department Level

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Service on Standing or Ad-hoc Committee(s)	Letter from the Committee chairs(s) confirming active participation, attendance record and roles
2	Seminar or presentation to faculty and/or workshop to enhance student development	Letter from the department chair confirming role and Power Point presentation slides
3	Guest lecturer in peer classes	Letter from the peer faculty confirming participation and Power Point presentation slides
4	Mentorship of a junior faculty member or students	Meeting log signed by the mentor and mentee including dates and activities at each session
5	Reader of a capstone project within the department	Letter from the capstone project faculty mentor and signature page of the capstone project

b. College Level

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Service on a College Standing or Ad-hoc Committee, or recruitment activities	Letter from the Committee chairs(s) confirming active participation, attendance record and roles
2	Guest lecturer/invited speaker at another department within the College	Letter from the peer faculty confirming participation and Power-Point presentation slides
3	Member of a capstone project committee outside the department	Letter from the capstone project faculty mentor and signature page of the capstone project

c. University Level

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Guest lecturer or invited speaker for a Department outside of the College and within the University	Letter from the peer faculty confirming participation and Power Point presentation slides
2	Service on a University Standing or Ad-hoc Committee	Letter from the Committee chairs (s) confirming active participation, attendance record and roles
3	Faculty supervision of students participating in recruitment activities for the University	Letter from the organization/agency confirming roles and outcome of the service learning or recruitment activities

d. Professional

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1.	Advisory Board member for local, state, or national professional organization	Letter from the organization confirming active participation, attendance record and roles
2.	Service to a local or state professional organization or agency	Letter from the organization confirming roles and outcome of the service
3	Invited speaker for a professional organization, institution or agency	Letter from the organization/institution/agency confirming roles and outcome of the service
4	Award for service from a local or state professional organization or agency	Letter from the organization/agency confirming service award recognition
5	Book reviewer for a reputable publisher	Letter from the book publisher

e. Community

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Member of a Community Advisory Board related to health or education	Letter from the organization confirming active participation, attendance record and roles
2	Guest lecturer/speaker related to topics of health or education for community organization or agencies	Letter from the organization confirming invitation and Power Point presentation slides/speech to the organization or agencies
3	Faculty supervision of students participating in service learning related to health or education within the community	Letter from the community organization confirming participation and outcome of the event

Category II (Higher Level of Performance)

a. Department

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Recording secretary of the department meeting minutes for at least a semester	Letter from the Chair of the department confirming the role of recording secretary and term in office
2	Administrative duty/project assigned by the department Chair	Letter from the department Chair confirming duty or project assigned and successful completion
3	Leadership of a Standing or Ad-hoc Committee	Letter from the Chair confirming leadership role and committee

b. College

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1.	Recognition by College for service-centered activity/project	Letter from the dean confirming service recognition
	Leadership in a College Standing or Ad-hoc Committee	Letter from the peer faculty confirming participation and Power-Point presentation slides
	Administrative duty/project assigned by the dean to advance the College strategic plan	Letter from the dean confirming duty or project assigned and successful completion

c. University

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Recognition by the University for specific service-centered activity/project	Letter from the University Committee chair, Provost/President confirming service project
2	Leadership on a University Standing or Ad-hoc Committee	Letter from the Provost/President confirming leadership appointment

d. Professional

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Service to a national professional organization	Letter and minutes from the organization confirming duration of service and roles
2	Service award from a local, state or national professional organization	Letter from the organization confirming service award
3	Leadership within a local, state or national professional organization or agency	Letter from the organization/institution/agency confirming leadership roles
4	External grant reviewer or manuscript reviewer for a peer refereed journal	Letter from the external agency or journal editor confirming appointment as a reviewer
5	Item writing for a national/state certification/licensure examination	Letter from the organization confirming appointment and no payment
6	Member of a professional organization accreditation team	Letter from the organization confirming appointment and terms
7	Examiner on a thesis /dissertation committee outside the department and universities	Letter from the chair of the thesis/dissertation committee and signature page of the thesis/dissertation

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Leadership in a community organization or agency related to health or education	Letter from the organization confirming active participation, attendance record and roles
2	A ward for consistent and impactful community service related to health or education	Letter from the organization confirming recognition and description of the impact of the service roles

e. Community

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Leadership in a community organization or agency related to health or education	Letter from the organization confirming active participation, attendance record and roles
2	Award for consistent and impactful community service related to health or education	Letter from the organization confirming recognition and description of the impact of the service roles

METHODS OF EVALUATION OF SERVICE

All tenured, tenure-track and clinical faculty will be evaluated in the service domain. Research faculty has an option to be evaluated in the service or teaching domain. The service performance effectiveness for tenure track and clinical/research faculty at the end of each year will be evaluated using the following key performance metrics:

	Performance Descriptor	Tenure Track Key Performance Metrics	Clinical/Research Faculty Key Performance Metrics
1	Appropriate (Year 1)	Two activities from Category I within the department (a)	Two activities from Category I within the department (a)
2	Satisfactory (Year 2)	Two activities from Category I within the department (a) and one item from Category I from any level (b-e)	Three activities from Category I within the department (a) and two items from Category I from any level (b-e)
3	Highly Satisfactory (Year 3)	Three activities from Category I within the department (a) and two activities from Category I from any level (b-e)	Three activities from Category I within the department (a) and three activities from Category I from any level (b-e)
4	Effective (Year 4)	Three activities from Category I within the department (a) and three activities from Category I from any level (b-e)	Three activities from Category I within the department (a) and two activities from Category II from any level (a-e)
5	Highly Effective (Year 5)	Three activities from Category I and one activity from Category II from any level (a-e)	Three activities from Category I and three activities from Category II from any level (a-e)
6	Significant (Tenure and Promotion)	Three activities from Category I, one activity from Category II from any level (a-e) and must have leadership responsibility in at least one level	Three activities from Category I, three activities from Category II from any level (a-e) and must have leadership responsibility in at least one level.

Relative importance

It is expected that individuals will document widely differing activities and emphases in their service contributions. The importance of such activities will be considered based on degree of participation, quality and length of service, depth and type of responsibilities within the committee, types of leadership activities and responsibilities such as but not limited to chair, co-chair, secretary, executive board member, or coordinator of an event. Activities in Category II are judged to be more noteworthy than Category I. Service will also be judged in terms of the relationship of the service to the employee's assigned responsibilities, and to the University. Generally, the quality and depth of participation (such as leadership or other meaningful contribution) is seen as more important than the quantity of participation. It is also anticipated that service activities engaged in by a faculty member may vary from year to year, often based on Teaching/Primary Duties assignments/load.

POST TENURE REVIEW

The annual evaluation of tenured faculty members not being considered for promotion or professional advancement increases is a process designed to evaluate work performance and accomplishments and shall consist of the review of the following (Article 19.4c):

- student course evaluations
- materials completed or developed since the last evaluation to substantiate performance in teaching/primary duties, research/creative activity and service;
- Materials in the faculty members' personnel files.

The annual evaluation of tenured faculty will include review of the condition of continuing employment documents since the last evaluation. Tenured faculty will be evaluated in the area of Teaching/Primary Duties, Research/Creative Activity and Service using the standards of "Adequate" and "Exemplary" performances

The standard for adequate performance requires "Effective" teaching/primary duties; "Highly Satisfactory" research/creative activities; and "highly satisfactory service during the evaluation period as specified in the UPI contract.

The standard for Exemplary performance requires "Superior" teaching/primary duties; "Highly Effective" research/creative activities; and "Highly Effective" service during the evaluation period as specified in the UPI contract.

Teaching

The Department Chairperson will evaluate the effectiveness of the tenured faculty using previously established guidelines describe in this document. Performance in the teaching/primary duties domain is expected to be Adequate or Exemplary. Adequate performance in teaching/primary duties is equivalent to the "Effective" in teaching! primary duties and a total score of 30-34. Exemplary performance is equivalent to the "Superior" teaching/primary duties and a total score of 40-45.

Research/Creative Activities

Performance in the research domain during the evaluation period is expected to be Adequate or Exemplary. *Adequate* in research/creative activities is equivalent to the "Satisfactory" level of performance; One item from Category I. *Exemplary* performance is equivalent to the "Highly Effective" level of performance; one publication or grant from Category I or II.

Service

Performance in the service domain during the evaluation period is expected to be Adequate or Exemplary. *Adequate* service is equivalent to the "Satisfactory" level of performance; two activities from Category I within the department (a) and one item from Category I from any level (b-e). *Exemplary* performance is equivalent to the "Significant" level of performance; three activities from Category I, one activity from Category II from any level (a-e) and must have leadership responsibility in at least one level.

Following review of the documents and materials provided by the tenured faculty, the department chairperson prepare a written evaluation statement that is provided to the faculty and subsequently forwarded to the Dean for review. After the review, the dean

Failure to meet the *adequate* standard for two consecutive years in any given area shall trigger a one-year appraisal and professional development process, as developed by the University's Professional Development Monitoring Committee. The process under this article will start during the 2012-2013 academic year, with the first appraisal/faculty development process not starting until after the 2013-2014 evaluations are completed. The Committee shall be formed of a total of seven members. There shall be three administrative appointed and three UPI appointed members who shall jointly choose an additional member and this committee of seven will select the chairperson.

The Professional Development Monitoring Committee shall meet regularly to develop a mentoring process to assist any tenured faculty member who fails to meet the *adequate* standard as described above. This Committee shall draft language describing the process in detail, including a procedure for identifying mentors and for determining appropriate benchmarks for assessing development. This Committee will identify the policy and procedures for this process. They will include:

- Identification and development of the appropriate resources
- Development of the mentoring process and identification of the mentors, and
- Determination of appropriate benchmarks and evaluation process for assessing development.

If a faculty member fails to participate in the development and implementation of a Professional Development Plan (third year) and does not meet with the *Adequate* standard in the area under review in the following year (fourth year), a sanction up to and including termination may be initiated following the procedures in Article 5 (Article 19.4c.1-4) specified in the CSU- UPI contract.

CRITERIA FOR PROMOTION

Teaching

When submitting materials for promotion, the faculty should provide syllabi, evaluations, and teaching materials for all courses taught within the last five years. Only a few representative samples of courses older than five years or from previous curriculum designs should be included. The materials submitted should demonstrate how the Faculty has made changes to courses taught multiple times.

Assistant Professor: The faculty must meet the criteria for "Highly Effective" teaching which is equivalent to teaching/primary duties total score of 35-39.

Associate Professor: The faculty must maintain a "Superior" teaching/primary duties total score of 40-45 for a *two year* period.

Professor: The faculty must maintain a "Superior" teaching/primary duties total score of 40-45 for a *three year* period.

Research

Assistant Professor: The faculty must meet the criteria for "Significant" research.

Cumulatively must have at least three publications or (or combination) from Category I or II since employment at CSU; or two items from Category I or II of research criteria post the tenure review.

Associate Professor: The faculty must meet the criteria for "Significant" research. Cumulatively must have at least three publications or (or combination) from Category I or II since employment at CSU; or two items from Category I or II of the research criteria, one of which is a peer-reviewed publication or externally funded grant after the tenure review.

Professor: The faculty must meet the criteria for "Superior" research. Four items from Category I of research criteria; two of which are peer-reviewed publication or externally funded grants" after the associate professor promotion review.

Service

Assistant Professor: The faculty must meet the criteria for "Significant" service. Three activities from Category I, one activity from Category II from any level (a-e) and must have leadership responsibility in at least one level of service post the tenure review.

Associate Professor: The faculty must meet the criteria for "Significant" service. Three activities from Category I, one activity from Category II from any level (a-e) and must have leadership responsibility in at least one level of service after the tenure review.

Professor: The faculty must meet the criteria for "Superior" service. Four activities from Category I, one activity from Category II from any level (a-e) and must have leadership responsibility in at least one level after the associate professor promotion review.

UNIT B FACULTY

Unit B faculty appointment as a lecturer will be offered to qualified candidates with a Master's degree or individuals enrolled in doctoral programs in a health or related discipline. Following completion of the doctoral degree, the individual may apply for tenure track or clinical faculty appointment in the relevant department in the College. Consideration for such appointment will depend on availability of vacant line and funding for the position.

Unit B faculty will be evaluated only on teaching/primary duties. Documentation must be provided in the portfolio to demonstrate compliance with the required conditions for continuing employment as stated in this document. After one year of employment, an evaluation portfolio should be submitted to the department chairperson following the University Personnel Timetable.

For teaching/primary duties performance, Unit B faculty will be evaluated using the same criteria and guidelines as Unit A faculty. However, Unit B faculty will only be awarded the "Unsatisfactory", "satisfactory" or "highly Effective" ratings as stipulated in the CSU-UPI contract. Refer to Section III of the contract to identify the standards to be used in evaluating Unit B faculty.

CLINICAL TRACK FACULTY - RECOMMENDATIONS

I. Teaching

1. Responsibility of the Faculty Member being Evaluated

A full-time Lecturer/Instructor who is being evaluated for annual teaching/primary duties must provide a portfolio of materials to the Chairperson, in conformity with the deadline date specified by the University.

The portfolio must include the following:

- A. A signed and updated curriculum vita and a copy of the approved Department Application Criteria (DAC).
- B. Evidence of academic and professional credentials (i. e. Illinois RN licensure, CPR and other types of professional certification).
- C. Documentation of activities related to teaching.
- D. A copy of a current professional license.
- E. A description summarizing his/her activities.
- F. Documentation of all activities under Teaching Effectiveness Performance Area
- G. Yearlong assignment form

Guidelines for Personnel Action

2. Student Evaluations

Students' evaluations of classroom and clinical instruction will be determined through the use of the appropriate Faculty Evaluation Form. The Department Chairperson will provide the faculty member with a composite report of the students' evaluations. Student evaluations are ranked according to the following scale:

Satisfactory	3.0 -3.3
Effective	3.4 - 3.7
Highly Effective	3.8 - 4.1
Significant	4.2 - 4.5
Superior	4.6 - 5.0

3. Peer Evaluations

The faculty member being evaluated will have one peer evaluations using the appropriate departmental evaluation form. The one evaluator will each provide a written summary of the evaluation. The observations will take place in the term during or preceding the personnel action.

Satisfactory	3.0 - 3.3
Effective	3.4 - 3.7
Highly Effective	3.8 - 4.1
Significant	4.2- 4.5
Superior	4.6-5.0

4. Chairperson's Evaluation

The faculty member being evaluated will provide the Chairperson of the Department a copy of the relevant class content from the syllabus laboratory practice, and seminar and/or clinical schedules each semester. The faculty whose primary duties are other than teaching will be evaluated by his/her job description. The Chairperson will then submit the summary and observations and recommendations to the Dean and faculty member.

B. Standards of Performance

1. Satisfactory teaching, evidence must be presented from two (2) activities from Category I or higher
2. Effective teaching, evidence must be presented from two (2) activities of which two (2) are from Category 2 or higher.
3. Highly effective teaching, evidence must be presented from two (2) activities from category II or higher.
4. Significant teaching, evidence must be presented from two (2) activities of which one (1) must be from Category III, and one (1) from Category II or higher.
5. Superior teaching, evidence must be presented from two (2) activities from Category III or higher.

B. Types of Activities Documented

Category 1

1. Satisfactory student evaluations
2. Satisfactory peer evaluations
3. Revision of course syllabi including an updated reference list (with references not more than 5 years old).
4. Availability to students during scheduled office hours.
5. Serves as an instructional media reviewer
6. Development of creative and innovative teaching strategies (Handouts, power point presentations).
7. Recipient of a teaching award from a local professional organization

Category II

1. Effective/highly effective student evaluations
2. Effective/highly effective peer evaluations
3. Utilization of outside resources (i.e. an invited guest speaker from a professional organization)
4. Recipient of departmental teaching award
5. Renewal as a nurse educator from any professional organization (e.g. NLN, AACN)
6. Development of creative and innovative teaching strategies (case studies)
7. Recipient of a teaching award from a state professional organization

Category III

1. Significant/superior student evaluations
2. Significant/superior peer evaluations
3. Recipient of College or University recognition award for teaching
4. Development of creative and innovative teaching strategies (multifaceted, video, DVD, development of computer programs)
5. Obtain certification/recertification in a nursing specialty
6. Recipient of a national/international award for teaching

Retention

For retention in year one to 10 years:

Satisfactory teaching/performance of primary duties

For retention after 10 years:

Lecturer/instructor is eligible for a five (5) year multiple year contract if the lecturer/instructor had earned "highly effective" performance evaluations for two of the preceding five years.

Once the five (5) year appointment status has been achieved, lecturers must receive "highly effective" performance evaluations for their teaching/primary duties in at least two (2) of the next five years to continue renewing the five (5) year multi-year appointment.

If the Lecturer/instructor fails to attain a multiyear contract because of not achieving sufficient number of "highly effective" evaluations, they will be eligible after earning two (2) "highly effective" performance evaluations within five (5) years.

Lecturers/instructors on multi-year contracts must continue to earn a minimum level of "satisfactory" performance on annual evaluations to continue in the current multiyear contract.

Standards for Rating Lecturer's/Instructor's Teaching Effectiveness

II. Research/Creativity

Categories of materials and activities appropriate for the evaluation of research/creative activity are grouped to demonstrate the order of their relative importance as guidelines of effective performance including:

A. Standards of Performance

A candidate will use the following performance standards as a basis to designate the desired degree of effectiveness by the end of the evaluation period. Substantial efforts can be considered for more than one category if the effort is fully documented. Based on the documented evidence presented, the candidate will be judged by the voting members of the Department Personnel Committee as to whether or not the individual has fulfilled the required standards. In order for an individual to be rated as demonstrating:

1. Appropriate Research/Creativity, evidence must be presented from two (1) activity from Category I or higher.
2. Satisfactory Research/Creativity, evidence must be presented from (1) activity from Category I or higher.
3. Highly Satisfactory Research/Creativity, evidence must be presented from one (1) activity from Category I or higher of which one (1) must be from Category II.
4. Effective Research/Creativity, evidence must be presented from one (1) activity from Category II or higher.
5. Highly effective Research/Creativity, evidence must be presented from one (1) activity from Category II or higher of which one (1) must be from Category III
6. Significant Research/Creativity, evidence must be presented from one (1) activity from Category III.
7. Superior Research/Creativity, evidence must be presented from two (2) activities from Category III.

B. Types of Activities Documented

Category 1

1. Completion of courses toward an doctoral/advanced degree
2. Presentation at a local professional conference
3. Submission of a manuscript to a professional journal/publication
4. Participation in the writing of a grant proposal
5. Citation in 1 - 2 professional publications
6. Recipient of a research scholarship award from a local professional organization

Category II

1. Award of a University sponsored grant
2. Earn 20 contact hours of CE from nursing or other health care related professional organizations
3. Presentation at professional organizations' meetings, conferences, seminars, or workshops at the state level
4. Recipient of a departmental award for research/scholarship
5. Co-author/author of an article published in a non - refereed professional journal/publication, i.e. newsletter.
6. Author of a book chapter
7. Major contribution toward an externally funded research grant/contract
8. Major contribution toward an externally funded training grant
9. Principal Investigator (PI) or CO-PI on a research grant proposal submitted for external funding
10. PI or CO-PI on a training grant proposal submitted for external funding
11. Citation in 2 professional publications
12. Recipient of a research/scholarship award from a state professional organization

Category III

1. Presentation at professional organizations' meetings, conferences, seminars, or workshops at the national or international level
2. Recipient of a College or University award for research/scholarship
3. Principal co-author author of an article published in a refereed professional journal/publication
4. Author of a book
5. PI or CO-PI on an externally funded research grant/contract
6. PI or CO-PI on an externally funded training grant
7. Citation in 1 professional publication
8. Recipient of a research/scholarship award from a national/international professional organization

III. Service

A. Standards of Performance

A candidate will use the following performance standards as a basis to designate the desired degree of effectiveness by the end of the evaluation period. Based on the documented evidence presented, the candidate will be judged by the voting members of the Department Personnel Committee as to whether or not the individual has fulfilled the required standards indicated for the appropriate retention, promotion or tenure. The standards for evaluation are as follows:

1. Appropriate Service, evidence must be presented from one (1) activity from Category I or higher.
2. Satisfactory Service, evidence must be presented from two (2) activities from Category I or higher.
3. Highly Satisfactory Service, evidence must be presented from two (2) activities from Category I or higher of which one (1) must be from Category II.

4. Effective Service, evidence must be presented from two (2) activities from Category II or higher.
5. Highly Effective Service, evidence must be presented from two (2) activities from Category II or higher of which one (1) must be from Category III.
6. Significant Service, evidence must be presented from two (2) activities from Category III.
7. Superior Service, evidence must be presented from two (2) activities from Category III.

B. Types of Activities Documented

Category I

1. Serves as an active member of two (2) departmental committees
2. Participates in local/professional community events
3. Participates in student recruitment activities
4. Serves on a College committee
5. Represents the Department, College or University at professional meetings at the local level
6. Membership in 1 - 2 professional organizations
7. Serves as a consultant to a local professional organization
8. Serves as a judge at an educational event such as a science fair
9. Serves as an officer of a professional organization at the local level

Category II

1. Serves as member of an Advisory Board/Task Force
2. Serve as a committee officer of a local professional organization
3. Plans, implements and evaluates a local/state professional conference and/or workshop
4. Mentoring 1 faculty according to Departmental established guidelines for mentors
5. Serve as a mentor/preceptor to 1 student according to Departmental established guidelines for mentors
6. Represents the Department, College at professional meetings at the state level
7. Membership with 2 professional organizations/task force
8. Chairperson of a departmental committee
9. Serves as an officer of a professional organization at the state level
10. Member of a professional Advisory Board
11. Serves as an Advisor of a student organization
12. Recipient of Departmental award for service
13. Recognition for outstanding leadership/service activities at the local/state level
14. Serves as a Coordinator of a local/professional community events

Category III

1. Serves as a committee officer of a state or national organization
2. Mentoring one faculty/student according to Departmental established guidelines for mentors
3. Membership with one professional organization
4. Recognized as a member of a master's thesis or doctoral dissertation committee
5. Recipient of College or University award for service
6. Serves as a class Advisor for sophomore, junior or senior nursing class