

# **COLLEGE OF NURSING AND HEALTH PROFESSIONS**

## **EVALUATION CRITERIA, POLICY AND PROCEDURES FOR ANNUAL REVIEW, REAPPOINTMENT, TENURE, AND PROMOTION**

# **TENURE-TRACK**

**Approved May 30, 2012**

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# **EVALUATION CRITERIA, POLICY AND PROCEDURES FOR ANNUAL REVIEW, REAPPOINTMENT, TENURE, AND PROMOTION**

**Evaluation of college faculty must ultimately conform to policies and procedures specified in the *University Handbook* and will be implemented in a manner congruent with the College mission statement and policies.**

## **I. COLLEGE OF NURSING AND HEALTH PROFESSIONS MISSION STATEMENT**

The University of Southern Indiana (USI) College of Nursing and Health Professions (CNHP) is an inclusive learning community that influences health and wellness through leadership and excellence in teaching, research, practice, and community engagement. We prepare individuals to shape health care through the use of evidence-based practice and interprofessional collaboration.

The CNHP's mission is to:

Provide innovative educational programs that prepare graduates for excellence in advancing health care and wellness.

Provide support to the community through service learning activities, organizational involvement, and political action

Provide a campus community that supports students' success and graduation.

Serve as a leader in health care education, research and practice.

Provide an inclusive learning community which values a diverse population of faculty, staff, and students.

Promote and support professional development of college faculty, staff, graduates, and health professionals.

## **II. FACULTY ANNUAL REVIEW**

Faculty are evaluated annually by the Program Director/s. Program Directors are evaluated annually by the Dean or Dean's designee. Each evaluation notifies the faculty member of strengths and weaknesses, or evidence of unsatisfactory performance, or of any condition that might serve as a basis for non-renewal of reappointments.

### **III. EVALUATION PROCEDURES FOR FACULTY REAPPOINTMENT - INSTRUCTOR RANK AND CONTRACT FACULTY**

#### **A. Procedure**

1. The Program Director/s completes an annual review and evaluation of the faculty member's performance and forwards the evaluation with the recommendation for reappointment, conditional reappointment, or non-reappointment to the Dean or Dean's designee.
2. The Dean forwards the evaluation with a recommendation for reappointment, conditional reappointment, or non-reappointment to the Provost.

### **IV. EVALUATION PROCEDURES FOR FACULTY REAPPOINTMENT, TENURE, AND PROMOTION – TENURE TRACK**

#### **A. Reappointment and/or Tenure**

1. The University Calendar for Personnel Decisions indicates tenure eligible faculty are hired on an initial two year contract with reconsideration of a second two year contract in the fall semester of their second year of service. Review for reappointment to a final three year contract occurs in the spring semester of the third year of service. Adjustments to reflect credit toward tenure upon hire are outlined on the University Calendar for Personnel Decisions.

Faculty undergoing review for reappointment and/or tenure must submit their Professional Portfolio to the Dean according to the timeline of review process found on Table 1. Portfolio documentation of evidence should include activities and documentation only through the time period since the faculty member's most recent appointment and/or promotion.

Beginning in the fall of the second year of the probationary period, the College Faculty Review Committee reviews faculty performance as evidenced in the Professional Portfolio, in the areas of teaching, scholarly and professional activity, and service. The Committee will forward a written review with recommendation pertaining to progress toward tenure to the Dean in the fall of the second year and spring of the third year of the probationary period. No review will be done in the fourth year. Reviews in the fifth year of the probationary period are strictly formative (review without recommendation) in nature. Formative reviews (reviews without recommendation) are shared with only the faculty member by the Faculty Review Committee.

The Dean first forwards the Professional Portfolio to the Faculty Review Committee. The Committee reviews faculty performance as evidenced in the Professional Portfolio. The review includes a written summary with comments on strengths and areas for development along with a recommendation for reappointment, conditional reappointment or non-reappointment and/or tenure. For tenure the Faculty Review Committee completes a review which includes a written summary along with a recommendation for tenure or non-tenure. The Committee may request additional documentation or an interview with the faculty member to clarify information presented in the Professional Portfolio. The Committee will forward a written review with recommendation pertaining to progress toward reappointment and/or tenure to the Program Director/s or Assistant Dean (as appropriate).

2. The Program Director/s or Assistant Dean completes a separate review of faculty performance from the evidence in the Professional Portfolio, in the areas of teaching, scholarship and professional activity, and service (Adopted May 30, 2012). This review includes a written summary along with a recommendation for reappointment, conditional reappointment or non-reappointment. For tenure the Program Director/s or Assistant Dean completes a review which includes a written summary along with a recommendation for tenure or non-tenure. The Program Director/s or Assistant Dean will review his or her recommendation with the faculty member. The Program Director/s or Assistant Dean will forward his or her recommendation along with the recommendation of the Faculty Review Committee to the Dean.
3. After reviewing the recommendations from the Program Director/s or Assistant Dean and Faculty Review Committee, the Dean submits a recommendation for reappointment and/or tenure consideration to the Provost.
4. On the first Monday of November of the tenure decision review year (6<sup>th</sup> year), the faculty submits the Professional Portfolio to the Dean. The Dean will forward the Professional Portfolio to the Faculty Review Committee. The Committee conducts a summative review of the faculty member's performance in the areas of teaching, scholarly and professional activity, and service since starting on the tenure track. This summary includes the Committee's recommendation to the Dean regarding tenure and is submitted to the Program Director/s or Assistant Dean. The Program Director/s or Assistant Dean also completes a separate review for recommendation and forwards the reviews to the Dean according to the due date on the University Calendar for Personnel Decisions.

5. The Faculty Review Committee and the Assistant Dean will retain a confidential copy of each review for reappointment and/or tenure for a three year period after the tenure decision is concluded at which time these records are destroyed.

B. Promotion

To be eligible for promotion to a higher rank, at the time of application, one must ordinarily meet minimum quantitative and qualitative requirements (refer to University Handbook). Except under extraordinary circumstances, these requirements should be fulfilled before eligibility for promotion is considered. (Eligibility suggests when candidates may be considered for promotion.) Ordinarily faculty members serving a probationary period may not submit applications for promotion until the final year of probation.

1. Faculty applying for promotion are evaluated by the Faculty Review Committee. The Committee reviews faculty performance as evidenced in the Professional Portfolio, in the areas of teaching, scholarly and professional activity, and service using the University and College criteria. The Committee prepares an evaluation with comments on strengths and weaknesses and a recommendation for promotion consideration. The evaluation and recommendation arrive to the Dean prior to the last Monday in November. The Committee will forward the written review with recommendation pertaining to promotion to the Program Director/s or Assistant Dean.
2. The Program Director/s or Assistant Dean completes a separate review of faculty performance from the evidence in the Professional Portfolio, in the areas of teaching, scholarship and professional activity, practice, and service. The Program Director/s or Assistant Dean completes a written summary providing a review with recommendation. The Program Director/s or Assistant Dean will review his or her recommendation with the faculty member. The Program Director/s or Assistant Dean will forward his or her recommendation along with the recommendation of the Faculty Review Committee to the Dean.
3. After reviewing the recommendations from the Program Director/s or Assistant Dean and Faculty Review Committee, the Dean submits a recommendation for reappointment and/or promotion consideration to the Provost.
4. The Faculty Review Committee and Program Director/s or Assistant Dean will retain a confidential copy of each review for reappointment until the faculty seeks promotion after which time these records are destroyed. A copy of each review is also kept by the Dean in a secured file.

Table 1 summarizes the Review Process. (\*indicates administrative review and is not part of the CNHP tenure and promotion process).

**Table 1. Timeline of Review Process**

<i>Tenure Year</i>	<i>Fall Semester</i>	<i>Spring Semester</i>
<b>Year 1</b>		*Submit initial portfolio to the Program Director/s for annual review
<b>Year 2</b>	<p>Portfolio due the first Friday of September.</p> <p>Review by Faculty Review Committee with recommendation regarding progress toward promotion and/or tenure to Program Director/s or Assistant Dean.</p> <p>Review by Program Director/s or Assistant Dean with both reviews to Dean.</p> <p><b>(*Reconsideration for second two year contract)</b></p>	*Submit portfolio to the Program Director/s for annual review
<b>Year 3</b>		<p>*Submit portfolio to the Program Director/s for annual review</p> <p>Portfolio due fourth Monday of January.</p> <p>Review by Faculty Review Committee with recommendation regarding progress toward promotion and/or tenure to Program Director/s or Assistant Dean.</p> <p>Review by Program Director/s or Assistant Dean with both reviews to Dean.</p> <p><b>(*Reconsideration for three year contract)</b></p>
<b>Year 4</b>	Portfolios will not be reviewed by the Faculty Review Committee/Program Director/s or	*Submit portfolio to the Program Director/s for annual review

	Assistant Dean during this year	
<b>Year 5</b>	Portfolio due first Monday of November Review by Faculty Review Committee formative evaluation	*Submit portfolio to the Program Director/s for annual review
<b>Year 6</b>	Portfolio due first Monday of November  Review by Faculty Review Committee with recommendation regarding progress toward promotion and/or tenure to Program Director/s or Assistant Dean.  Review by Program Director/s or Assistant Dean with both reviews to Dean.  Note: No changes to the portfolio can be made once submitted	Tenure Decision by Administration/Board of Trustees

Tenured faculty will be asked to submit the annual faculty review form and their CV yearly. Faculty seeking promotion to full professor may ask for a formative review by the Faculty Review Committee and Program Director/s prior to promotion.

## **V. STATEMENT ON TERMINAL DEGREES**

University guidelines specify that tenure and promotion are ordinarily awarded only to faculty who hold the terminal degree or its equivalent in the faculty's disciplines. For faculty in the College of Nursing and Health Professions, a doctoral degree in an area relevant to the teaching field is recognized as a terminal degree for nursing, food and nutrition, occupational therapy, and health services/health administration. The masters' degree in an area relevant to the teaching field is the recognized terminal degree for faculty who teach in dental hygiene, dental assisting, occupational therapy assistant, radiologic technology, diagnostic medical sonography, and respiratory therapy. Faculty candidates who do not have a terminal degree, but who do have extensive professional practice, teaching and national professional recognition, may in rare occasions be considered for tenure track appointments.

## **VI. EVALUATION AREAS**

Faculty must meet the quantitative criteria for each rank found in the University Handbook. Quantitative criteria encompasses degree, professional experience, years of

teaching experience, years of teaching experience at USI, years served in rank, years at USI, and eligibility for tenure and promotion.

Qualitative criteria are to be used as a guide for faculty to prepare materials; the examples given are not exhaustive. Faculty are expected to meet all expectations by rank. Faculty may seek advice from Faculty Review Committee members regarding materials presented for review.

A. Teaching/Advising

1. Teaching Expectations and Criteria

Teaching is the primary mission of the University of Southern Indiana and the College of Nursing and Health Professions. Therefore, high quality teaching is expected of all faculty. Faculty are expected to meet all expectations by rank.

Expectations by Rank

**Assistant Professor** – teaching performance should be supported by demonstrable evidence of development of pedagogical techniques, cooperation with students and colleagues and scholarly inquiry.

**Associate Professor** - teaching performance should be supported by demonstrable evidence of continuing development of pedagogical techniques, cooperation with students and colleagues and independent scholarly inquiry as reflected in the revision of course content.

**Professor** - teaching performance should be supported by demonstrable evidence of continuing development of creative pedagogical techniques, significant cooperation with students and colleagues and independent scholarly inquiry through which new knowledge affects course and curricular revision. Faculty should be mentors for junior faculty. **Adapted from the USI University Handbook**

Examples of Teaching Performance Criteria

Examples of the criteria upon which teaching performance will be evaluated include the following:

- Maintenance of high academic standards for student performance.
- Involvement in faculty development activities to improve teaching, (Attendance at workshops, seminars, or conferences on teaching; acquiring new teaching skills, etc.).
- Evidence of efforts to develop new courses or revise and improve existing courses. (course revisions, development of teaching aids, updates in course content, etc.).
- Development of teaching materials.

- Description of clinical site development and clinical site evaluations.
- Coordination of courses requiring multiple faculty and multiple clinical sites.
- Quality and effectiveness of classroom teaching and student learning situations as demonstrated by student evaluation.
- Incorporation of modern technology into classroom teaching and student learning situations.
- Successful direction of students in independent research projects or activities.
- Evidence of cognitive or affective gain by students in classes taught by the faculty member (e.g., student success in subsequent, related courses; performance on certification or licensure examinations).
- Receipt of awards and honors for teaching.
- Service as a master teacher or teaching mentor to colleagues (conducting teaching workshops, presenting teaching-related seminars, mentoring new faculty, etc.).
- Design of scholarship of engagement activities that provide opportunities for students to gain knowledge and skills through service learning.
- Evidence of peer reviews from mentors/colleagues. Peer reviews required annually (Adopted as of May 30, 2012). The two methods for peer review are the university's FACT or eFACT evaluation process and/or the CNHP Peer Review Process. (See the College of Nursing and Health Professions Peer Review Observation Policy and Procedures).
- The record of success of former students in graduate and professional colleges/universities and in subject-related careers.

## 2. Advising Expectations and Criteria

Academic advising beyond that which occurs in the classroom or in relation to specific course content is an essential component of the role of the teacher. Faculty are expected to meet all expectations by rank.

### Expectations by Rank

**Assistant Professor** – Knowledgeable advising.

**Associate Professor** – Is skilled in advising.

**Professor** – Knowledgeable and skilled mentoring of faculty in advising.

**Adapted from the USI University Handbook**

*Examples of Advising Performance Criteria*

Examples of the criteria upon which advising performance will be evaluated include the following:

- Evidence of effective academic advisement (strategies employed to advise and register students for classes, select major area of study, understand learning styles, obtain tutorial assistance, manage academic difficulties, obtain unique learning opportunities, obtain financial aid, obtain employment, continue education after graduation, withdraw, transfer, deal with personal problems, etc.
- Documented number of advisees in relation to overall *department* average.
- Peer and student evaluations
- Records of contributions to departmental advising events and participation in advising-related professional development opportunities.
- Professional involvement with students in out-of-class settings (clubs, organizations, honor societies, etc.).
- Involvement of students in community projects.
- Documentation of availability to students.

B. Scholarship and Professional Activity

1. Scholarship Expectations and Criteria

Faculty in the College of Nursing and Health Professions are expected to be active scholars in their professional disciplines. Faculty need to establish a definite, continuous program of studies and investigations. Scholarship may be demonstrated by clinical practice that exhibits improved patient/organizational outcomes, peer-reviewed publications, peer-reviewed presentations, and/or workshops presented. Applied and pedagogical as well as basic research are acceptable. Faculty are expected to meet all expectations by rank.

*Expectations by Rank*

**Assistant Professor** – academic preparation should be sufficient for progress in teaching, independent scholarship and creative work

**Associate Professor** – the production of scholarly or creative works should be of sufficient merit to gain local, state, or regional recognition

**Professor** - the production of scholarly or creative works should be of sufficient merit to gain state, regional, or national recognition

**Adapted from the USI University Handbook**

*Examples of Scholarship Performance Criteria*

Examples of the criteria upon which scholarship performance will be evaluated include the following:

- Clinical practice with documented and disseminated patient/organizational outcomes that:
  - Contributes to teaching and learning, and/or
  - Contributes to the expansion and/or the creation of knowledge, and/or
  - Contributes to the assessment of professional knowledge, and/or
  - Addresses the delineation, comprehension, and/or resolution of a(n) social, cultural, community, clinical, and/or ethical issue, and/or
  - Applies and/or disseminates new knowledge in a(n) clinical, community, industrial, and/or governmental setting
- Publication of research or practice related topics in books, peer-reviewed professional journals, computer software, video productions, etc.
- Seminar or workshop presentations at local, state, regional, national, and international levels.
- Peer-reviewed presentations at local, state, regional, national and international levels.
- Authorship of proposals to obtain grants for research or practice activities which are submitted and funded.
- Recipient of awards and honors for scholarship

2. Professional Activity Expectations and Criteria

College of Nursing and Health Professions faculty are expected to be active professionals in their disciplines. Involvement in professional organizations, professional certification, continuing education activities and recognition as experts in their professional disciplines are

foundational for professional activity. Faculty are expected to meet all expectations by rank.

*Expectations by Rank*

**Assistant Professor** – a foundation of professional activity should be in evidence

**Associate Professor** – significant involvement in advancing knowledge through participation in professional organizations and other professional activities at the local, state, or regional level should be apparent.

**Professor** – leadership in advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional, or national level should be clear.

**Adapted from the USI University Handbook**

*Examples of Professional Activity Performance Criteria*

- Authorship of proposals to obtain grants for research or practice activities which are submitted, but not funded.
- Evidence of service as a faculty capstone/synthesis project advisor for a graduate level student including the supervision of and contribution to student created poster and paper presentations and/or manuscript submissions.
- Clinical practice that:
  - Contributes to teaching and learning, and/or
  - Contributes to the expansion and/or the creation of knowledge, and/or
  - Contributes to the assessment of professional knowledge, and/or
  - Addresses the delineation, comprehension, and/or resolution of a(n) social, cultural, community, clinical, and/or ethical issue, and/or
  - Applies and/or disseminates new knowledge in a(n) clinical, community, industrial, and/or governmental setting
- Reviews of journal articles, books, manuscripts, or grant proposals for external agencies.
- Involvement in faculty development activities to improve research and/or practice skills or competencies (attendance at workshops, seminars, or conferences, etc.).
- Active involvement in professional organizations or societies related to the faculty member's area of expertise. Note if chair, elected position, etc.

- Evidence of experience in organizing and assisting in conferences, workshops, and seminars
- Maintenance of successful research collaborations with colleagues internal or external to the University.
- Recipient of awards and honors for professional activity.
- Professional consultation.
- Voluntary and philanthropic activities related to faculty members discipline or area of expertise.

C. Service

1. Service Expectations and Criteria

Faculty in the College of Nursing and Health Professions are to be involved actively in service to the University and to the community external to the University. The College recognizes faculty contributions that are related to the professional role and/or the academic discipline as particularly valuable to the institution and the community at large. Faculty are expected to meet all expectations by rank.

Realizing that acceptance of an administrative assignment may impact a faculty member's ability to engage in other areas, particularly scholarship, the weight given to administrative service in the overall evaluation should be proportional to the amount of credit load assigned for administrative work.

*Expectations by Rank*

**Assistant Professor** – University service should be in evidence at least at the college level with community service within the university's continuing education area or membership and activity in local community and public service agencies, groups and other organizations

**Associate Professor** – effective University service at various levels should be in evidence with effective community service at various levels

**Professor** – effective leadership in University service and local and regional groups at various levels should be in evidence.

**Adapted from the USI University Handbook**

*Examples of Service Performance Criteria*

- Involvement with University, College, School, Program, or departmental committees or task forces.

- Involvement with community organizations, businesses, government agencies, task forces or groups (membership, consultation, leadership, etc.).
- Recipient of awards and honors for service activities.

## VII. PREPARATION OF PORTFOLIO MATERIALS

Faculty members seeking tenure and/or promotion should provide evidence that demonstrates how their work meets the criteria. Evidence should be documented in a well-organized portfolio that substantiates the faculty member's progress toward reappointment, tenure and/or promotion.

- Activities discussed in the tenure and/or promotion narratives must be accompanied by evidence located in the appropriate tabbed documentation sections.
- Activities and documentation should address only the time period since the faculty member's most recent appointment and/or promotion.
- Order the evidence in each section in the same order as the activity is described in the essays.

### A. Organization of Portfolio

It is strongly encouraged that the portfolio be organized into a single 3 inch binder. Evidence of teaching, scholarship, and service may be placed on a flash drive. Documents in the binder should be in protective sheets with no more than 2 pages per sheet.

- **Application** for Tenure and/or Promotion (available on the USI Academic Affairs website)
- **Table of Contents** with page numbers
- **Current Curriculum Vitae**
- **A General Essay** outlining the material presented with a summative presentation of professional development and career activities, which may include a description of circumstances that promoted or inhibited success (limit three pages). The General Essay is intended to enable the reader to understand what is unique, innovative, of high quality, and indicative of the faculty member's personal reflection. The faculty member is encouraged to describe in the Section Essays how the efforts in each category affected the student, the profession, and the community respectively.

- **A Teaching Philosophy Essay** reflecting on how a faculty member approaches teaching and learning, including student engagement.
- **Tabbed Section on Teaching and Advising—Essay and Evidence**
  - A **Teaching & Advising Essay** explaining the quality of teaching and advising relative to the criteria from the faculty member’s point of view. This essay may include:
    - The pedagogical approaches taken for individual courses the faculty member has taught
    - How the faculty member has adapted individual courses based on education, feedback, and reflection
    - Actions taken by the faculty member to insure quality teaching
    - Actions taken by the faculty member to insure quality advising
  - Current syllabi (one per course unless more is needed to document changes)
  - Peer evaluations of teaching
  - Student evaluations of teaching (including **only** the Profile and Comment Reports sections) for all courses taught during the evaluation period (full evaluations may be submitted in an electronic appendix)
  - Evidence of advising activities
- **Tabbed Section on Scholarship and Professional Activity—Essay and Evidence**
  - A **Scholarship and Professional Activity Essay** explaining the quality of engagement relative to the criteria from the faculty member’s point of view.
  - Evidence of Scholarship and Professional Activity highlighted in the essay, including:
    - Copies of authored publications noted as invited or peer reviewed works (may be submitted in an electronic appendix)
    - Agendas or conference schedules listing presentations
    - Other documents providing evidence of scholarship and/or professional activity such as technical or academic reports, professional correspondence, etc.
- **Tabbed Section on Service—Essay and Evidence**
  - A **Service Essay** explaining the quality of engagement relative to the criteria from the faculty member’s point of view.
  - Documentation of the faculty member’s service engagement including listings, correspondence, reports, or approved organizational minutes.