Departmental Application Criteria

Department of Nursing

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 trans formative 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 III 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 strategic plan 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:

Goal 1 Academic Excellence, Innovation and Student Transformation: A positive student experience and transformation will be at the center of decision making. Strengthen the institutional policies and structures that support and enhance academic innovation in undergraduate, graduate and professional studies; support student/faculty research and foster faculty and staff development.

Goal 1 Objectives

1. Develop and implement a five-year strategic plan for undergraduate and graduate programs that aligns with workforce demands and the changing higher education landscape
2. Engage all students in program and campus activities that promote readiness for the workplace, advanced study, or research and lifelong learning
3. Implement and sustain financial, structural, and other substantive support for faculty research, scholarship, professional development, continuing education, and active engagement in professional organizations

Goal 2 Student Enrollment, Retention and Graduation: Develop and implement recruitment, retention and progression strategies that seeks to encourage innovative and collaborative efforts between academic and non-academic units in efforts to ensure student success in the various programs of study

Goal 2 Objectives

1. Identify, enhance, and expand partnerships with local schools and community organizations to increase enrollment
2. Effectively implement, sustain use of CRM to use and develop human capital and technology
3. Assess and increase the diversification of enrollment and enrollment criteria. Identify new markets and enrollment criteria to diversify student population
4. Annually evaluate and modify 25% of course delivery systems to meet student needs

5. Develop and effectively communicate requirements for successful progression, retention, and timely degree completion to increase 6-year graduation rate

Goal 3 University Culture, Climate and Accountability: Create, communicate, and sustain an inclusive and welcoming university climate that fosters an institution that is ethically and socially responsible

Goal 3 Objectives

1. Enhance and develop excellent service for customer satisfaction
2. Implement branding and marketing of CSU that recognizes distinctive programs and experiences at CSU
3. Maintain processes that encourage and promote shared governance
4. Create a process that measures and maintains a professional and satisfactory work environment

Goal 4 Strengthened Infrastructure: Improve and maintain the physical, technological and operational infrastructures that support all functions of the University.

Goal 4 Objectives

1. Develop and implement a systematic plan that defines annual upgrades to campus facilities and space to support teaching, scholarship, and creative activities
2. Develop and implement a systematic plan that defines annual upgrades to technology capabilities of the University. Evaluate and upgrade systems annually to enhance and maintain the safety of the campus community
3. Develop and implement a systematic plan for annual upgrades for healthy and environmentally sustainable buildings

Goal 5 Cost Efficiencies and Diverse Revenue Streams: Ensure the University has the resources to support the academic mission and student experience.

Goal 5 Objectives

1. Create and implement a comprehensive five-year financial plan that supports the mission of the University and improves cost efficiencies
2. Increase the culture of giving and fundraising among all CSU stakeholders
3. Increase fiscal literacy among the faculty, staff and students
4. Establish partnerships with local schools, educational entities, and local park districts to increase enrollment and certificate options
5. Identify and expand year over year the revenue sources in the departments and service units across campus

Goal 6 Community Service, Urban Leadership and Economic Engagement: Create partnerships, engage and assist our local community through service, urban leadership, economic development activities, and mutually beneficial partnerships.

Goal 6 Objectives

1. Increase university-wide service activities of employees and students

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2. Engage community leaders and promote equity, educational and economic opportunities in support of CSU mission
3. Through the Center for Solutions of Urban Populations, increase educational outcomes, improve health and well-being, and address disparity issues

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 Section19.3a (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 accreditation expectation	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, tenured track and clinical faculty) and B faculty members, teaching is considered the primary duty and most important of the three domains of evaluation. There are two major changes in the Contract 2022-2026. It includes: (1) Include informing the President's review of proposed Departmental Application of Criteria (DAC) drafts, and (2) For all Unit A faculty the rewarding of three (3) research CUEs beginning Academic Year 2024-2025, with the requirement that all taught for credit courses be evaluated, starting Academic Year 2024-2025. 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
1st 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. The same criteria for peer evaluation apply for tenure faculty and fulltime
lecturer.

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. Student
evaluations: beginning Academic Year 2024-2025 (Fall 2024), all courses taught for
credit will be evaluated. While all evaluations will be conducted through the
automated system, faculty may select 90% of their evaluations in the particular
period of review to present as part of their portfolio or evaluation documentation.
90% indicates seven of eight taught courses, for example, or two of three taught
courses or nine out of ten taught courses.

Table 3

Descriptive Rating	Mean of Student Course Evaluation Score	Mean of Chair Evaluation Score	Mean of Peer Evaluation Score
Exceptional	4.75 – 5.00	4.75 - 5.00	4.75 – 5.00
Superior	4.35 – 4.74	4.35 – 4.74	4.35 – 4.74
Significant	4.0 - 4.34	4.0 - 4.34	4.0 - 4.34
Highly Effective	3.75 - 3.99	3.75 - 3.99	3.75 - 3.99
Effective	3.50 – 3.74	3.50 - 3.74	3.50 - 3.74
Highly Satisfactory	3.25 – 3.49	3.25 – 3.49	3.25 – 3.49
Satisfactory	3.0 - 3.24	3.0 - 3.24	3.0 - 3.24
Appropriate	2.75 - 2.99	2.75 – 2.99	2.75 - 2.99
Unsatisfactory	<2.74	<2.74	<2.74

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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.

5. **Performance of Other Assigned Primary Duties (Below are few examples of evidence)**

   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. Advisement Rosters, Registration schedules, Progress Report, Program Development, Minutes from meetings with clinical instructors/Email communication Documentation of field work supervision. 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. All faculty please know that activities for which you are compensated as assigned time do not appear as research or as service or presented in a section other than teaching/performance of primary duties.

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	Chair's classroom evaluation form. One per academic year
	Peer's Evaluation	Two per classroom evaluation forms by tenured or tenured track peers during the fall and spring semesters
	Student's Evaluation	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	New syllabus highlighted to show information updated
	Supplemental Materials	Samples of supplemental developed to foster student learning and demonstrate current knowledge of content.
	Development of a New Course	Syllabus of the new coursed 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. Item analysis of exams End of course report tracking and analysis of concepts Virtual Clinical with assessments (Swift River, any clinical tracking tool kits HESI report analysis and course Adjustments

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.Us.) 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 manner, 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 manner, 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.

5 5.0 2.0	Teaching Materials	Evidence of Course Revision Supplemental Materials Development of a New Course	New syllabus highlighted to show information added Samples of supplemental materials developed to foster student learning 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 Development of curriculum materials for existing courses. b. Development of new programs c. Development of revised and/or expanded programs d. Development of a new course e. Development of a Hybrid course f. Development of a Web course g. Design and implement intrastate, interstate, or study abroad student initiatives.
7.5	Innovation in Teaching and Use of Advanced Technology	Narrative on strategies adopted to enhance student learning in 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)
4	Faculty Development	Development plan for the academic year	Evaluate faculty development on a Likert scale from 1 (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.
10		Obtaining an additional credential	Obtaining advanced credentials through education modalities.
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	

| | | Course Directors | Formative and summative of program during the spring and fall semesters. |
| 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:

By year 6 and the review for Tenure Track Faculty should include the completion of TWO major research/creative activity contributions:: examples include scholarly publications: (articles, books, monographs), grants, juries exhibitions….

The requirement to accomplish two major research/creative activity contributions should be graduated: one by Year 2 and a second by Year 6, or one by Year 3 and a second by Year 6, as examples.Two contributions should not be required until Year 6 for retention purposes.

The requirement to accomplish two major research/creative activity contributions should also be accomplished for promotion from Assistant to Associate Professor. Two contributions should be required for promotion to Full Professor and for Professional Advancement Increase during those periods of review.

Likewise, by the third year of review as a tenured faculty member, ONE additional major research/creative activity contribution should be accomplished and documented, and one each subsequent third year thereafter.

DACs should stipulate that Unit A faculty currently in Probationary Years 1-5 as of this academic year (2023-2024) need only accomplish ONE major research/creative activity contribution by Year 6 of their probationary period, unless the current DAC (prepared under the CSU-UPI 2018-2022 Contract) already requires more than one such contribution.

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	Cover and signature page of the student capstone.
		Capstone project outside the department	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.	
		Research participant	Letter of invitation to participate in the research.
			Letter/communication from the Project lead.
4	Grants	Intramural grant award	Letter of award. Travel grant not considered0
		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	Letter from the partnering University or Institute

		Institute aimed at enhancing research/clinical skills	
		Course work towards Board specialty certification or credentialing.	Copy of payment towards course work.
		Membership to Journals, organization etc. like STTI	Proof of Membership
		Editorial Board member	Letter from the Board

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
		Keynote speaker or presenter at a national lecture series	Invitation letter to present at the lecture series
		Presentation of workshop at a national conference	Letter of acceptance from the professional organization or a copy of the conference program
2	Publications	Evidence of publication, editor or co-editorAuthor or co-author of a book or chapter of a book	Contract letter from a reputable publishing house. Books published by "vanity press" is not acceptable
		Evidence of manuscript, Author or co-authorAuthor 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
		Evidence of creation of an assessment tool, Author or co author Author or co-author of an assessment tool with reputable publisher	Contract letter from a reputable firm publishing the assessment tool
		Evidence of Creation of a learning tool (i.e., games, computer programs, or videotapes) Author or co-author	Contract letter from a reputable firm publish the learning tool

Contract letter from a reputable firm or professional organization publishing the compendium or monograph |

		Editor or co-Editor of a clinical specialty compendium or monograph	
		Copyright or patent of a 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	Initial submission and revised submission. Category I - Submitting and monetary amount Category II – recurring submission-external grant. Financial award or certificate for an external grant funded. Letter from the funding agency, Institute or Foundation including the reviewer's score
4		Award of a competitive external grant	Letter of award from the funding agency, Institute or Foundation.

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:

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. If the candidate has no Category II research at this point (from beginning their position a CSU until submission of portfolio for 3rd year retention) a letter from the DPC confirming that a meeting has occurred between the faculty member, a subset of the DPC, and the department chair. The purpose of this meeting will be to collaborate to develop a plan for obtaining the level of research required for tenure	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, including at least two peer-reviewed publications and/or external grants in Category II.	Must have at least one publication or grant from Category I or II
7	Superior	Cumulatively must have at least five publications or grants or combinations from Category I and /or Category II, including at least two peer-reviewed publications and/or external grants in Category II.	Cumulatively must have at least two publications or grants in any combinations from Category I and /or Category 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.

SERVICE

D. Applies to Unit A – Tenured,

Tenure Track, Clinical and Research Faculty

Service to the institution, profession or community is an important element of professional development. Service to the profession and community 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 active are presented below

Category I (Lower Level Performance)

a. Department Level

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
1	Service on Standing *or Ad-hoc* K committee(s)	Letter from the Committee chair(s) confirming active participation, attendance record and role
2	Seminar or presentation of 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 or student	Meeting log signed by the mentor and mentee including dates and activities at each sessions

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
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 College Standing or *Ad-hoc* committee or recruitment activities	Letter from the Committee chair(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 chair(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 activity

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
3	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

	Activity	Example(s) of Evidence and Documentation to Submit in the Portfolio
2	Service award from a local, state or national professional organization or agency	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 referred journal	Letter from the external agency or journal editor confirming appointment as a reviewer
5	Item writing for a national/state certificate/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 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 (Year1)	Two activities from Category I within the department (a)	Two activities from Category I within the department (a)
2	Satisfactory (Year2)	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 1 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 g)	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 (Tenue 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 a least one level
7	Superior	Four activities from Category I, three activities from Category II from any level (a-e) and must have leadership responsibility in at least two levels	Four activities from Category I, Four activities from Category II from any level (a-e) and must have leadership responsibility in a least in two levels

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 1. 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"" 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 II. Exemplary performance is equivalent to the "Highly Effective" level of performance; one publication or grant from Category II. In each three years, one peer-reviewed publication or external grant is required.

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 will respond to the chair or dean's recommendation. l forward his/her recommendation to the provost. The faculty may attach a written narrative.

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 him 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

Tenure or Promotion Criteria

    i.   to assistant professor: highly effective teaching/performance of primary duties; satisfactory research/creative activity; and satisfactory service, in each area as examined in the aggregate, that is taken as a whole, through the evaluation period.

    ii.   to associate professor: superior teaching/performance of primary duties; significant research/creative activity; and significant service, in each area as examined in the aggregate, that is taken as a whole, through the evaluation period.

    iii.   to professor: superior teaching/performance of primary duties; superior research/creative activity; and superior service, in each area as examined in the aggregate, that is taken as a whole, through the evaluation period.

(b)   Exception: an eligible employee who applies for consideration for tenure or promotion on the basis of exceptional performance must meet the relevant University evaluation criteria described above in Sections 19.3.a.(2)(a)a.6 or a.7. In addition, the employee must show evidence of exceptional performance beyond that otherwise required in two of the three areas of evaluation.

TENURE or Promotion by Exception

a. To Assistant Professor Rank

Should exceed the regular promotion criteria.
Teaching : Superior
Research: Significant
Service: Significant

b. To Associate Professor Rank
Should exceed the regular promotion criteria
Teaching: Superior
Research: Superior
Service : Superior

c. To Professor Rank

Teaching:Should exceed the criteria laid out for superior in DAC.Should have a rating of 45-50 with evidence of use of innovative teaching methods and conducting 3-5 faculty development activities during the period of evaluation.

Research: Should exceed the criteria laid out for superior in DAC. Cumulatively must have at least five publications or grants or combinations from Category I and /or Category II.

Service: Should exceed the criteria laid out for superior in DAC. Five activities from Category I, Four activities from Category II from any level (a-e) and must have leadership responsibility in at least two levels

Please see the Tables of activities listed above for Teaching, Research and Service criteria.

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:

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.

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.   Refer to unit A evaluation criteria for Chairperson

Table 3

Descriptive Rating	Mean of Student Course Evaluation Score	Mean of Chair Evaluation Score	Mean of Peer Evaluation Score
Exceptional	4.75 – 5.00	4.75 - 5.00	4.75 – 5.00
Superior	4.35 – 4.74	4.35 – 4.74	4.35 – 4.74
Significant	4.0 - 4.34	4.0 - 4.34	4.0 - 4.34
Highly Effective	3.75 - 3.99	3.75 - 3.99	3.75 - 3.99
Effective	3.50 – 3.74	3.50 - 3.74	3.50 - 3.74
Highly Satisfactory	3.25 – 3.49	3.25 – 3.49	3.25 – 3.49
Satisfactory	3.0 - 3.24	3.0 - 3.24	3.0 - 3.24
Appropriate	2.75 - 2.99	2.75 – 2.99	2.75 - 2.99
Unsatisfactory	<2.74	<2.74	<2.74

B   Standards of Performance
1. Satisfactory teaching, evidence must be presented from two (2) activities from Category I are necessary and prior conditions of Satisfactory performance
2. Effective teaching, evidence must be presented from two (2) activities of which two (2) are from Category II or Highly Effective performance.
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.

A. **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 9Handouts, 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 contact 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.

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 (l) 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 Major contribution toward an externally funded training grant
8. Principal Investigator (PI) or CO-PI on a research grant proposal submitted for external funding
9. PI or CO-PI on a training grant proposal submitted for external funding
10. Citation in 2 professional publications
11. 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 (l) 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   P
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 Serves as a judge at an educational event such as a science fair
8. 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

Distance Education Policies

C. Distance Education policy for the retention, promotion, and tenure award process.

Faculty members assigned to distance education courses retain the authority and the responsibility to produce and revise instructional design and course materials in order to maintain or enhance the integrity, exactness, and quality of the distance education course. The Faculty assigned to distance education courses shall receive equivalent recognition of teaching and scholarly undertakings related to distance education programs corresponding with their efforts in traditional, on-campus course facilitation activities. Faculty will be compensated for any effort in serving distance education students, such as web maintenance (i.e., developing ADA appropriate instructional materials suitable for online instruction and the continued monitoring, updating, and course facilitation required throughout the duration of the course), in agreement with published university intellectual property policy.

Evaluation of Distance Education Faculty:
Faculty teaching distance education courses have to fulfill all the requirements set forth in DAC for the face to face instruction. The evaluation criteria for retention and promotion will be the same as face to face instruction faculty as laid out in this DAC.