

## Mennonite College of Nursing

## Departmental Appointment, Salary, Promotion and Tenure Guidelines

Adopted 4/24/2003, Revised 9/29/05, 12/9/2009, 12/21/2010, 12/20/11, 12/15/2015, 12/06/2016  
In Effect Beginning January 1, 2017

**Introduction**

This document contains the guidelines, supporting documents and forms outlining the expectations and processes for faculty engaged in the normal pursuits of academic life. These policies and processes are part of a larger system that includes Mennonite College of Nursing standards (please see College Standards Supplemental to University Guidelines and Criteria for Faculty Evaluation) and Illinois State University policies (please see ISU Faculty Appointment, Salary, Promotion, and Tenure Policies). Faculty should be familiar with both college and university policies and processes in order to appreciate the entirety of the ASPT system.

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## **Section 1. Responsibilities, Organization, and Selection of Departmental Faculty Status Committee**

### **Responsibilities of the Departmental Faculty Status Committee**

The DFSC makes recommendations to the appropriate college persons and committees on appointment, non-reappointment, salaries, promotion, and tenure. The DFSC is also responsible for the periodic review and revising of the departmental guidelines in accordance with the University ASPT policies and College Standards, and seeks approval from the majority of the tenure-track faculty for any recommended changes.

During deliberations related to ASPT or annual evaluation, members of the DFSC must leave the room during the review of their own performance. DFSC members who have an actual or potential conflict of interest must not participate in the review of a faculty member in whom that interest lies, for example a family member, spouse or partner. All DFSC discussions, deliberations and written materials related to ASPT and annual performance evaluations are confidential.

### **Organization of the Departmental Faculty Status Committee**

According to ISU ASPT policies for college and departmental faculty status committees, Mennonite College of Nursing operates under special circumstances given the small number of tenured faculty available to serve on these committees. As of January 1, 2009, MCN has approval from the University Review Committee to organize the CFSC and DFSC in the following fashion.

- The CFSC is composed of at least two elected tenured faculty whose locus of tenure is within MCN and chaired by the Dean
  - Should there be an interim/acting dean who is classified as Administrative Professional with faculty status or is not tenure-track faculty, that individual is not evaluated under the ASPT process and is not eligible to serve on the CFSC, either as chair or committee member. In this case, a senior tenured faculty member with experience serving on CFSC and/or DFSC will be chosen by the members of the CFSC to serve as CFSC chair.
- The DFSC is composed of at least three members, two elected tenured faculty and may include one elected nontenured tenure-track faculty whose locus of tenure are within MCN and is chaired by the Dean's designee

When the college is functioning with a single committee, (CFSC) the Faculty Review Committee will be the final appeal body for all annual evaluation appeals. The committee structure satisfies the general intent of the current university policy by allowing for two committees. The college may revert to a single committee (CFSC) should the number of tenured faculty fall below that needed to sustain two committees. Requests for special consideration of committee membership due to leaves of absence including sabbaticals may be sent to the University Review Committee.

### **Selection of the Departmental Faculty Status Committee**

Terms for elected members begin on May 1<sup>st</sup>, and are two years in length and members may serve consecutive terms without limit. Elections, therefore, should occur prior to May 1. In the event that an elected member cannot complete the term of office, a special election, following the procedures described below for regular elections, takes place to fill the remainder of the vacated term. The DFSC chair, or the chair's designee, conducts all elections, and provides a list of faculty who are eligible to vote and who are eligible for election. Elections are by email, collected by a designee, and stripped of identifying information. A candidate must garner a majority of the votes cast to be elected. If necessary, voting continues until such a majority occurs.

To serve on the DFSC, faculty members must meet the following requirements.

- Have full-time tenure or probationary tenure status (nontenured tenure-track) and have completed at least one regular semester of full-time service at the rank of assistant professor or higher
- Primary appointment must be within the college
- May not serve while on leave-of-absence regardless of the reason for the leave

## **Section 2. Development and Amendment of the Departmental ASPT Guidelines**

The DFSC is responsible for the development and revision of departmental policies and procedures with the input and consent of the faculty.

During the fall semester, any faculty member may submit amendments or call for revisions to the current departmental ASPT documents. No sooner than three weeks after the call for amendments, the tenure-track faculty will meet to discuss and to review the proposed changes and to put forth recommended changes in the document to the faculty. Further amendments or modifications to the proposed changes following discussion by the faculty in the appropriate forum (such as Web discussion and faculty meetings) will be considered. The final recommendation will be forwarded to the faculty at least 5 business days prior to an electronic vote. Approval of the recommended changes requires a majority vote of the tenure-track faculty in the college. Voting is by email, collected by a designee, and stripped of identifying information. If approved, the revised Departmental guidelines will serve as the basis for appointment, salary, promotion, and tenure deliberations for the next calendar year. If the revised document is not approved, the DFSC will make revisions to the proposal in light of the discussion and resubmit the document for faculty approval.

The DFSC shall undertake a periodic review of the departmental guidelines every five years and make recommendations for revisions. The DFSC may designate an ad hoc committee for the purposes of conducting a review of departmental policies and making recommendations for revisions.

## **Section 3. Policies for Appointment, Reappointment, Promotion, Tenure, Post-tenure Review and Termination**

### **Appointment Policies**

In consultation with the Assistant Dean for Undergraduate Programs, graduate coordinator, and the Associate Dean for Research, the Dean and Associate Dean of Academics, will decide the minimum qualifications for new faculty positions and write the position advertisement for faculty searches.

The Dean and Associate Dean of Academics will make appointments to the search committee to include specialty area faculty members as needed. The search committee will have the responsibility of recruiting, screening, and interviewing applicants and later checking references of candidates invited to interview. The top candidates agreed upon by the search committee will be invited for an on-campus interview and the faculty will have the opportunity to review their credentials.

All faculty will be given the opportunity to participate in on-campus interviews of applicants and to submit their evaluations. The search committee, will make recommendations for hiring to the Dean. See Appendix F for information on faculty search committees.

The Dean in consultation with the Provost has final responsibility for negotiating a contract with a selected candidate. A letter of intent shall be issued from the office of the Dean upon final approval setting forth all of the essential terms of employment for the prospective faculty member and providing the candidate with information regarding college and university policies. The letter of intent

should be approved by the MCN Dean and the Provost. Employment will not begin until an appointment contract is issued by the University.

Joint appointments are a special case and require that the faculty member negotiate the specifics of the appointment with the chairperson/director/dean in each department/school/college. In MCN the Dean or the Dean's designee will identify the duties and responsibilities of the assignment for the faculty member. The total assignment is subject to the approval of the chairperson/director/dean of the department/school/college of the primary appointment. When the primary appointment is in MCN, the DFSC will be responsible for decisions of reappointment or non-reappointment, tenure, promotion and performance evaluation, but shall seek advice from the DFSC/SFSC of the department/school of the secondary appointment. This advice will be in form of a letter of support/evaluation from the chair or director of the department or school in which the faculty member is serving their secondary appointment and it is the faculty member's responsibility to procure the letter and include it in their portfolio. Such a letter should address the duties stipulated in the faculty appointment and the degree to which the faculty is meeting their assigned responsibilities. Faculty with joint appointments should note that voting privileges on department/school/college matters and College and University elections for the faculty member will reside only in the department/school/college of the primary appointment.

### **Reappointment**

The primary criterion for reappointment of a probationary faculty member is receipt of a satisfactory annual evaluation. (See section "Satisfactory Overall Performance Evaluation"). See Appendix A for the process for developing and reviewing documents for performance, promotion and tenure.

### **Pretenure Review**

Probationary faculty are required to submit a summative portfolio using the guidelines in appendices A and Bin their third year of service. The purpose of this pretenure review is to provide guidance to faculty in pursuit of tenure and promotion to associate professor and assess progress toward promotion and tenure. This summative portfolio is due at the time of the annual review and may serve as both the pretenure review and the annual review document. The faculty must clearly identify what productivity measures in the document are to be considered for the annual performance evaluation. This can be done through colored highlighting on the CV and in the portfolio narrative. Alternatively, faculty may choose to submit two documents, one for summative pretenure review and one for annual performance evaluation.

### **Promotion**

University and College policies are clear that promotion is predicated on a sustained record of professional competence and high expectations for continued productivity. At MCN, teaching, scholarship and service are highly valued and central to our mission. Faculty may expect that teaching and scholarship will be weighted more heavily than service, thus accounting for a greater portion of their time, effort and impact. Further, promotion to the next rank is based on evidence that the faculty member is already performing at that rank, and demonstrates the ability and willingness to work cooperatively with colleagues in the provision of the programs of the College. The faculty member may request inclusion of external peer reviews as supportive evidence in the promotion/tenure process. Such reviews are considered confidential and are not to be shared with the faculty member unless the evaluator has given prior written permission, pursuant to 820 ILCS 40/10. See Appendix A for the process for developing and reviewing documents for performance, promotion and tenure.

**Associate Professor.** Except in unusual circumstances, promotion to this rank is not granted prior to recommendation for tenure. Earning this rank requires a level of accomplishment that takes most entry-level faculty members six years to achieve. Promotion to the rank of Associate Professor requires a high level of competence as a teacher. Successful candidates for promotion to Associate Professor will document an ability to teach courses important to the mission of MCN. They will have a record of high quality teaching. They will have contributed to curriculum development, and demonstrated mentoring of students in and out of the classroom, online and/or clinical setting. Successful candidates for Associate Professor must document scholarly accomplishments that include, among other scholarly, creative and practice activities, peer reviewed contributions to the science and/or practice of nursing and a developing, focused area of scholarship. Successful candidates for Associate Professor must document regular service to the college. University, disciplinary, and/or the community service should be aligned with teaching, scholarship and practice whenever possible. Leadership is a consideration for promotion. See appendices for example activities. Documentation of high quality teaching and scholarly productivity is more critical for promotion to Associate Professor than service.

**Professor.** This is the highest rank faculty may earn and cannot be attained solely by time as an Associate Professor. Successful candidates for this rank will provide evidence of continuing high quality teaching and significant participation in MCN's teaching mission. This may include involving students in their area of scholarship, influencing curriculum development, and/or mentoring new faculty. Successful candidates for Professor will document that their expertise and scholarship are important to society or to the work of other scholars and/or the practices and policies of their professional area. Successful candidates for Professor will document that their provision of service is meaningful and has had a demonstrable impact in the College, University, professional organizations and/or society. Promotion to this rank requires sustained accomplishments across all three areas of performance review over a significant period of time. Successful candidates for Professor must be truly outstanding in at least one area of performance review. Candidates submitting materials for promotion to Professor are encouraged to include written evaluations from peer evaluators external to ISU who are qualified to comment on contributions to the discipline. The strongest evidence of performance in the area of scholarship, creative and practice activity comes from one's peers within the discipline. Generally, those who can best judge the quality of such work are those who have similar academic interests and work outside of this University. On the other hand, the best evaluations of the quality of a faculty member's teaching are often from peers within the academic department. Evaluations of the quality of service are best obtained from individuals within the College, University, and/or practice discipline who have knowledge of the faculty member's participation in service activities.

### **Tenure**

To be granted tenure, faculty must document sustained high-quality professional contributions in all three areas of performance review during the probationary period. Their work should demonstrate a positive impact on teaching, scholarship, and service at MCN and in their discipline. Faculty must show evidence of developing a focused area of scholarship and demonstrate the ability to function as a contributing colleague within the College and University. The awarding of tenure carries with it the expectation for continued high-quality performance. An individual who cannot qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be recommended for tenure. See Appendix A for the process for developing and reviewing documents for performance, promotion and tenure.

### **Early Applications for Promotion and Tenure**

Faculty may apply for promotion and tenure prior to the fall of the sixth year, which is the designated deadline for promotion and tenure application. In alignment with University policies, recommendations for early promotion and tenure are predicated on evidence of sustained and high quality productivity,

and the applicant must demonstrate that there is a foundation for exception to the usual timeline. Usually, this translates as extraordinary productivity in teaching and scholarship.

### **Tenure Clock**

It is the faculty member's responsibility to negotiate with the Provost whether or not time spent on sabbatical or post-doctoral fellowships will be counted toward the years required for promotion or tenure. It is the faculty member's responsibility to clarify with the Provost how paid or unpaid leave of absences will be counted toward tenure. Refer to current Illinois State University *Faculty Appointment, Salary, Promotion, and Tenure Policies*, for information on tenure policies applicable to these situations.

### **Portfolios for Promotion and Tenure**

Faculty applying for promotion and/or tenure are required to submit an electronic portfolio as outlined in appendices A and B. These portfolios, due in November, may also serve as the annual review portfolio.

For promotion and tenure reviews, including a pre-tenure review, the entire professional record of the faculty is considered. This includes accomplishments while a post-doctoral fellow, and while employed in a faculty position at another institution. The DFSC/CFSC evaluates the pattern of productivity across the faculty career and makes judgements as to how that pattern represents the faculty member's ability to continue to develop as an educator and a scholar worthy of tenure and/or promotion.

Faculty members have the right to examine written materials that are considered by the DFSC, CFSC, FRC, Provost, and President. The right of faculty members to examine written materials does not extend to letters of reference or to external peer review documents for that faculty member under 820 ILCS 40/10. However, an external reviewer or referee may provide a written and signed waiver of confidentiality permitting the faculty member to examine the peer review letter(s), letters of reference, and/or documents. If external reviews or external letters of reference are used without waiver of confidentiality, documentation provided to the faculty member in CFSC/DFSC letters must not include quotes from or refer to the content of such external reviews or letters of reference.

### **Post-tenure Review**

MCN College Standards call for post-tenure review at five-year intervals. The first five-year post-tenure review is due at the time of the annual review five years from the first January after the effective date of tenure. For example, if the faculty member is granted tenure effective fall 2015, the first post-tenure review is due January 2021. The purpose of these, among other possibilities, is to provide summative review in preparation for promotion to full professor, application for sabbatical, and application for college and university awards.

The DFSC or the Dean may require a faculty member to submit a post-tenure review to determine if a faculty member is meeting the responsibilities required of their rank. In accordance with ISU ASPT Policies (Effective 2017), any faculty member receiving an overall unsatisfactory performance rating in two out three years must submit a post-tenure review in the following review cycle. Please see ISU ASPT policy X.B – E for requirements for a plan to address deficiencies in performance and negotiation with the Dean for any resources required in the plan.

### **Termination**

The ISU ASPT policies regarding the termination of probationary and tenured faculty are clear. The DFSC in consultation with the Dean and the Provost may make a recommendation for non-reappointment for probationary faculty who have made unsatisfactory progress toward tenure and promotion or for tenured faculty who are not meeting their obligations to the college and/or university.

The chair of the DFSC may call a meeting of the committee to consider termination proceedings and the Dean may request that the chair call such a meeting of the DFSC. However, normally the committee will deliberate on recommendations for non-reappointment during usual meeting periods of tenure and promotion and annual evaluation.

Judgments of unsatisfactory performance occur when there is failure to complete assigned duties in teaching, scholarship, or service at the minimal performance standards established by MCN. The following is an illustrative list of such standards.

- Being accessible to students outside of regular class hours as university and college policies indicate
- Meeting classes as scheduled unless previously arranged in compliance with college policy on absence
- Showing year-to-year improvement based on past evaluations
- Respecting the rights of others, which would be contradicted by a serious charge upheld by Academic Freedom Ethics and Grievance Committee or the Student Code Enforcement and Review Board
- Providing students with syllabi that indicate topics, assignments, objectives, and evaluation standards
- Preventing conflicts with other faculty members from interfering in a significant way with teaching, scholarship or service
- Nondiscrimination against others on the basis of personal or group characteristics (This does not intend to interfere with making appropriate judgments about problematic behavior.)
- Adhering to ethical standards of behavior (as defined by the ISU Code of Ethics)

#### **Section 4. Faculty Assignments**

Faculty assignments within the College shall be defined in writing and/or email so that faculty members understand the nature of their assignments for the coming year. Such assignments relate to specific teaching assignments. Scholarship and service activities are understood to be such as needed to meet minimum expectations of rank.

#### **Section 5. Policies for Annual Performance Evaluation and Salary Incrementation**

Annual performance evaluations are intended to facilitate the growth and professional development of faculty and to reward faculty commensurate with their performance. To provide appropriate performance rewards, a process has been established to translate performance into annual salary raise recommendations.

The DFSC must exercise careful judgment with regard to assessing the quality of any individual faculty member's performance. To assist in the evaluation process, the DFSC may use a variety of information sources, including, but not limited to

- Systematically gathered student reactions to teaching performance
- Peer or expert evaluations of teaching
- Evidence of professional development in teaching
- Publications, presentations and other scholarly work
- Evidence of service activities and outcomes

Student anonymity is to be preserved as far as possible. Unsolicited anonymous communications (other than officially collected student reactions to teaching performance) shall not be considered in any evaluative activities.

The annual performance evaluation process includes (1) an annual assessment of a faculty member's performance in teaching, scholarship, and service; (2) a separate interim appraisal of the faculty member's progress toward tenure and/or promotion, if applicable; and (3) an overall evaluation of the faculty member's performance in the evaluation period as either "satisfactory" or "unsatisfactory." The DFSC has an obligation to inform each faculty member in writing of their overall performance and performance in each area of teaching, scholarship and service. When appropriate, the DFSC will provide written documentation on an annual basis on progress toward tenure and/or promotion.

Faculty must submit an electronic portfolio for the annual review using the outline in Appendix B to the Dean's office by the deadline. Extensions for submission are possible, requests to the chair of the DFSC must be in advance of the deadline except under unusual circumstances.

### **Exceptions for Annual Review**

There are a few circumstances in which faculty are not required to submit a portfolio for annual review. These may include

- Impending Retirement
- Leaves of Absence

Requests for an exception must be made in writing to the chair of the DFSC, who in consultation with the committee and college and university administration will determine if an exception is allowable. The chair will inform the faculty member in writing of the outcome of the request.

### **Evaluation of Teaching**

Each faculty member is expected to maintain high standards of teaching competence and to meet the teaching needs of the college. See appendices for example activities. All probationary faculty are required to submit an analysis of student responses and focused expert or peer reviews of teaching as part of their annual review. Such feedback may be requested from faculty or administrators in the college, but may also include expert feedback from the Center for Teaching, Learning and Technology or others inside or outside of the University. Feedback should be focused in areas that have been identified as needing improvement. Tenured faculty may be required to submit focused expert or peer reviews of teaching should areas of concern or problems in teaching emerge. Such requirements will be specified in annual evaluation letters. Teaching evaluation is based on student responses, expert/peer reviews and other relevant evidence to determine competence and patterns or trends. The DFSC will only consider student evaluations in the review of faculty productivity when the student response rate is at least 50%.

### **Evaluation of Scholarly, Creative and Practice Productivity**

Each faculty member is expected to establish and maintain a program of scholarship. See appendix C for example activities. While it is not unusual to see cycles in productivity, under normal circumstances individual faculty should aim to publish an average of at least one peer-reviewed/refereed contribution to the science/literature in each calendar year. Peer-reviewed/refereed contributions carry the greatest weight in any evaluation and may include a balance of articles, presentations at international/national/local conferences, continuing education publications, and grant submissions, among other measures of productivity. Impact of the scholarship in the discipline or field of study and quality of the scholarship are also factors that are considered in evaluation of scholarship.

### **Evaluation of Service**

Each faculty member is expected to be involved in regular service to the college. Service to the university, the discipline, and/or the community should be aligned with teaching, scholarship and practice whenever possible. See appendix C for example activities. Normally, regular contributions to

service activities as part of membership are adequate for probationary faculty, progressing to leadership roles at the rank of associate professor and full professor.

### **Satisfactory Overall Performance Evaluation**

Under usual circumstances faculty are expected to make substantive contributions in teaching, scholarship and service annually. However, the minimum criteria for assignment of a “satisfactory” for the annual evaluation requires that the faculty member demonstrate competent performance in teaching and either scholarship or service. Satisfactory performance in teaching may be evidenced by 1) overall positive student responses and/or peer feedback; 2) if applicable, development of a plan for addressing student concerns; and 3) if applicable, a summary of teaching improvement since the last annual review. Satisfactory performance in the area of scholarship may include submission of 1) one journal article, or 2) one professional presentation, or 3) one grant. Satisfactory performance in the area of service is evidenced by contributions to shared governance in assigned College or University service activities or professional organizations. Faculty who consistently meet only the minimum criteria are unlikely to be performing at a level that would warrant tenure and/or promotion. Satisfactory annual evaluations do not guarantee promotion and tenure. Refer to previous sections on Promotion and Tenure for further information.

### **Unsatisfactory Overall Performance Evaluation**

The DFSC may give an evaluation of “unsatisfactory” to those who fail to meet the collective standards in any given year. The DFSC is required to give an overall unsatisfactory evaluation for repeated failures to meet the collective standards or for a single serious failure to meet accepted standards of performance or ethics.

### **Requests for Special Evaluations**

Tenured faculty who expect to spend an unusually large part of their time on a particularly time consuming activity may request in writing that the DFSC temporarily concentrate its evaluation on that particular activity. This request is to be made at the time the activity is approved by College administration. Such requests should be for the period of this special activity, but in no case should the period exceed three years. Should the DFSC agree, it would inform the faculty member what their expectations will be for the period in question. Requests for special evaluations will not be granted for routine teaching, scholarship, or service activities. Keep in mind that no individual or combined set of criteria may fully encompass any given individual’s specific workload assignment or unique contributions to the college. When exceptions to these criteria should be considered, the faculty member should outline these in enough detail so that the DFSC may make informed judgments about the performance of the faculty member.

### **Process for Salary Incrementation**

Available funds for salary incrementation are made known by the Provost on an annual basis. These funds are distributed through the ASPT process. Of the funds made available to MCN, 20% is to be used for standard increment and 80% is used for performance-evaluated increment. Following is the process used to determine distribution of these funds.

Following completion of the annual performance evaluations, the DFSC will develop a listing of faculty who fall within the following categories.

- Category 3:
  - Received Standard and Performance-Evaluated Increment recommendations in all 3 areas of the evaluation (Teaching/Scholarly, Creative, and Practice Productivity/Service)
  - Eligible for both standard and performance evaluated increments
- Category 2:

- Received Standard and Performance-Evaluated Increment recommendations in 2 areas of the evaluation, and Standard Increment recommendation in the 3<sup>rd</sup> area
- Eligible for both standard and performance evaluated increments
- Category 1:
  - Received Standard and Performance-Evaluated Increment recommendation in 1 area of the evaluation, and Standard Increment recommendation in the remaining 2 areas OR
  - Received Standard and Performance-Evaluated Increment recommendation in 2 areas (one of which must be in the area of teaching) and No Standard or Performance-Evaluated Increment in the remaining area OR
  - Received Standard and Performance-Evaluated Increment in 1 area, Standard Increment in 1 area and No Standard or Performance-Evaluated Increment in the remaining area (teaching must be either Standard or Standard and Performance-Evaluated Increment)
  - Eligible for both standard and performance evaluated increments
- Category 0: Received no Performance-Evaluated Increment recommendations. Received Standard Increment recommendation in all 3 areas or at least 2 areas, one of which must be in the area of teaching. Eligible for standard increment only.

### **Standard Increment**

The 20% of the total available funding designated for standard increment will be payable as an equal percentage of base salary to all raise eligible faculty. To receive a standard increment faculty must be performing at minimum competency in two areas, one of which must be teaching. Faculty receiving no standard increment in two areas or receiving no standard increment in teaching are not eligible for standard increment and will normally be judged to have an overall unsatisfactory performance evaluation and thus will receive no salary increase.

### **Performance-Evaluated Increment**

The Dean will use the listing from the DFSC of faculty whose evaluations place them in categories 3, 2, and 1 to calculate allocation of the performance-evaluated funds. Each faculty member *within a particular category* will receive the same percentage performance-evaluated increment. The Dean will present the proposed allocations to the CFSC for approval.

### **Section 6: Policy for Appeal**

The university ASPT policies are clear about the nature of appeals and the timeline that applies to tenure and promotion appeals as well as annual evaluations (see section XIII). When the college is functioning with a single committee, the CFSC, appeals related to the annual evaluation may be made to the Faculty Review Committee, who shall serve as the final appellate body.

## Appendix A

### Process for Developing and Reviewing Documents for Performance, Promotion, and Tenure

1. New faculty will be assigned a mentor by the Associate Dean of Academics to serve as a resource for the development of the electronic portfolio.
2. Faculty should refer to Appendix B for assistance with electronic portfolio development.
  - a. Faculty are encouraged to be selective in the evidence included in the portfolio as support for any narrative discussion. Evidence should not include every possible piece of data, but rather should include the best examples of the faculty member's work. Faculty mentors can be helpful in providing an objective view of the evidence.
  - b. It is required that student evaluations will be submitted as supportive evidence. (ISU Faculty ASPT Policies, Appendix 2).
  - c. Sample portfolios are available for review.
3. Timelines for the submission and review of materials for reappointment, performance evaluation, promotion, tenure, and post-tenure reviews are available in Appendix 1 of the Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies. Requests for extensions must be made to the chair of the DFSC.
4. Portfolios are to be submitted to the Dean's office by the following dates:
  - a. For performance evaluation, pretenure review, and post-tenure review: 4 pm on January 5<sup>th</sup>
  - b. For promotion/tenure: 4 pm on November 1<sup>st</sup>
  - c. Should the above dates fall on a Saturday or Sunday, the portfolios will be due by 4 pm on the Monday immediately following those days.
5. Portfolio components are listed in Appendix B and the portfolio is submitted electronically via the individual's secure folder on the ASPT Sharepoint site and will be maintained by the College. Documents are to be submitted as preferably one PDF file. This can be accomplished through use of software which allows combining of pdf files (e.g., PDF Split and Merge) or by saving a word file as a pdf file.
  - a. Files submitted should be named as follows: LastName\_FirstName\_2015.pdf. If more than 1 PDF is being submitted, each file should be named LastName FirstName Descriptor 20XX.pdf (with Descriptor being Annual Evaluation, etc.)
  - b. A table of contents at the beginning of the portfolio assists reviewers in finding needed documentation. It is recommended that Roman numerals/letters, etc. be used in headings to coincide with the table of contents numbering system.
6. Portfolios are first reviewed by the DFSC.
  - a. Each member of the DFSC is expected to review all submitted portfolios.
  - b. The chairperson of the DFSC will assign each portfolio to 2 members of the DFSC, who will serve as the primary and secondary reviewers and are responsible for conducting the portfolio review. The primary reviewer drafts the letter and completes the feedback form and the secondary reviewer is responsible for verifying and modifying the review as needed. The worksheet for this process is found in Appendix D.
  - c. Written performance evaluations include comments on strengths and areas for improvement and, when applicable, progress toward achievement of promotion and tenure or attention to deficiencies noted in previous reviews in teaching, scholarly, creative and practice productivity, and service.
  - d. If during the portfolio review the DFSC notes missing information, the DFSC may email the faculty member, asking that the missing item(s) be added and the revised portfolio resubmitted as one PDF file via Sharepoint.

- e. The primary reviewer will make recommendations to the DFSC regarding performance in each area and standard and performance evaluated salary increments. Persons evaluated as having “unsatisfactory performance” shall be informed of the reasons for this decision.
  - f. Each member of the DFSC has the opportunity to add to/modify the evaluation summary.
7. Draft copies of the evaluation summary and letter prepared by the DFSC are made available to the faculty member for review and correction of any errors and to allow for informal discussion of the evaluation. The purpose of this step is to encourage dialogue between the DFSC and faculty to promote faculty growth and limit error in the final documents. After any needed correction of factual error, if the faculty member does not agree with the DFSC recommendations the faculty member may request to meet with the DFSC prior to the recommendations being forwarded to the CFSC according to the published timeline.
8. DFSC recommendations for promotion and tenure are reviewed by the CFSC. The CFSC conducts their own independent review and makes recommendations for promotion and tenure that are, along with DFSC recommendations are forwarded to the Dean according to the published timeline. A summary of DFSC recommendations for annual performance appraisal are reported to the CFSC and the Dean (See Section IV, C, D. ISU Faculty ASPT Policies).

Note: When, due to a limited number of tenured faculty there is a single committee, the CFSC will be responsible for the activities described in steps 6-8 above.

## Appendix B Electronic Portfolio Content

Note:

- Annual reviews focus on the accomplishments of the applicable calendar year only.
  - Full professors may submit a CV (highlighted with annual accomplishments), analysis of student evaluations, raw data from student evaluations and copies of relevant scholarly work
- Pretenure reviews and applications for promotion and/or tenure are summative and should address career accomplishments.
- Post-tenure reviews may address the 5-year period since promotion and/or since last post-tenure review.

### Required Portfolio Elements

Components	Annual Review	Pre-tenure Review	Promotion/tenure Applications	Post tenure/annual Review	5-year Post tenure Review
Table of contents	x	x	x	x	x
Cover sheet	x	x	X include Provost sheet	x	x
Letter of Application		x	x		
CV	x	x	x	x	x
Narrative	x	x	x	Optional	X
DFSC/CFSC Review Letters and feedback forms	Previous year	All	All or past 5 years for promotion to full	Previous year	Past 5 years
<b>Required Appendices</b>					
Student Teaching evaluations	Previous year	All	All or past 5 years for promotion to full	Previous year	Past 5 years
Peer/expert evaluations of teaching	x	x	x	Optional	Optional
Copies of publications	x	x	x	Optional	Optional
Evidence of other peer reviewed/refeed materials	x	x	x	Optional	Optional

The electronic portfolio is to include the following, when applicable:

- **Table of Contents**
- **Cover Sheet**
  - For annual evaluation or pretenure review, include:
    - Name and credentials
    - Year of initial appointment at ISU
    - Date of appointment to current rank
    - Year of current evaluation (applicable calendar year for annual evaluation; range of years for pretenure review)
    - Desired action (annual evaluation, pretenure review)

- For promotion and tenure, use “Application for Tenure/Promotion (Cover Page)” including the signature page, available at [http://provost.illinoisstate.edu/downloads/aspt/ApplicationForTenure\\_Promotion.pdf](http://provost.illinoisstate.edu/downloads/aspt/ApplicationForTenure_Promotion.pdf)
- **Letter of application (for promotion and tenure), including at a minimum:**
  - A request for consideration for tenure and/or promotion
    - Provide summary of accomplishments and justification for receipt of promotion/tenure
  - An explanation of and justification for any request for early tenure
  - An explanation of and justification for any request for tenure without promotion to associate professor

- **Curriculum Vitae (summative record of productivity)**

Note: Highlight in some way all items on the vitae which are to be considered in the annual evaluation (e.g., new course assignment, manuscript published and grant submitted during applicable year, current service responsibilities).

- Name/credentials
- Education: A reverse chronology of all institutions of higher education attended beginning with the last institution, including all degrees, certificates and awards presented
- Professional Experience: A reverse chronology of employment, beginning with the current position
- Licensure/Certifications: Include type, organization, dates
- Professional honors: Include type, organization, date
- Teaching
  - Direct instruction: List of courses taught
  - Guest lectures
  - Student mentoring
    - Advisement
    - Supervision of student’s scholarly work such as serving as chair or member of doctoral dissertation/scholarly project committee
    - Honors’ students
- Scholarly, Creative, & Practice Productivity: All sections should be in reverse chronological list of the contribution, with most recent listed first.
  - Publications:
    - Peer-reviewed
      - Citations of published work
      - For submitted manuscripts, note whether the manuscript has been submitted, is in review, or has been accepted for publication
    - Non-refereed publications (Book, chapters, practice guidelines, ...)
      - Citations of published work
      - For submitted work, note whether it has been submitted, is in review, or has been accepted for publication

Note: Manuscripts under development can be discussed in the portfolio narrative
    - Works cited (in publications, interviews, media releases, requests for reprints)
  - Presentations
    - Include title of presentation, audience (such as MNRS), location, and date
    - For each presentation, note whether invited, peer-reviewed/refereed, or non-refereed (or alternatively, presentations may be grouped under these categories)

- For each presentation, note whether poster or podium presentation (or alternatively, presentations may be grouped under these categories)
  - For each presentation, note whether international, national, regional, or local (or alternatively, presentations may be grouped under these categories)
- Grants: For each category, include title of project, funding agency, dates of project, amount requested/funded
  - Funded External
  - Funded Internal
  - Submitted/In Review Process
  - Non-funded
- Fellowships/Internships/Awards
- Reviewer/Editorial activities (journals, textbooks)
- Other creative and practice contributions
- Service: All sections should be in reverse chronological list of the contribution, with most recent listed first. Faculty member determines appropriate order of the sections.
 

Note: Include role (member, chairperson, committee chair, etc.)

  - College
  - University
  - Professional
  - Community
- **Teaching Summary**
  - Assignments for evaluation year
    - Be brief—Just identify the assignment (courses taught, role as course leader/sequence/program leader, release time for special projects, committee assignments)
  - Use of table is acceptable for reporting of student evaluative data (set up on the calendar year; will need multiple tables for promotion/tenure)

	Spring	Summer	Fall
NUR ___ (#) (Course #/Credit Hours)			
Level (Graduate/Undergrad/RN-to-BSN)			
Role (Theory/Clinical)			
Enrollment			
Student Evaluation (Evaluation means)			
NUR ___ (#)			
Etc.			

Note: Evaluation means or percentages should be calculated when possible and entered into the table along with number of respondents. The DFSC will only consider student evaluations in the review of faculty productivity when the student response rate is at least 50%. Raw data from the past 5 years (for promotion and tenure) and the past year (for annual review) are to be included in the Appendix.

Note: Peer and expert reviews that provide feedback on areas of concern and identify strengths and areas for improvements are helpful to the committee in evaluating teaching.

- Teaching narrative
  - Strengths of teaching (according to evaluations by students, peers, or other evaluators), including innovative teaching methods

- Areas for growth (according to evaluations by students, peers, or other evaluators)
  - Goal achievements from previous year
    - Anything you said you would do last year that you did or did not do with rationale
    - Response to recommendations from previous year’s DFSC/CFSC review
  - Goals for next year given feedback from current year
  - Contributions to curriculum (through role as course/sequence/program leader, participation in curriculum development and revision)
  - Student mentoring, thesis or dissertation experience
  - Professional Development Activities
- **Scholarly, Creative, & Practice Productivity Summary**
    - Can present in method of faculty choice (table, list, or narrative)
    - State area(s) of scholarly activity focus
    - Note publications, presentations, grants
    - Briefly describe or provide evidence of impact of the scholarship in the discipline or field of study
    - Include description of work in progress (since this would not be found in the curriculum vitae)
    - Professional Development Activities if applicable

	Spring	Summer	Fall
Area(s) of Scholarship Focus			
Refereed publications published			
Refereed publications in review			
Refereed presentations done			
Refereed presentations submitted			
Invited presentations done/scheduled			
Grants received			
Grants submitted			
Work in progress			
Other			

- Goals for next 1-3 years (3 year plan might be more helpful to the person seeking promotion and tenure) or
- Strengths of scholarship
- Areas for growth

- **Service Summary**

- Current service responsibilities (can list or use table)
- Professional Development Activities, if applicable

Example:

Committee/Organization	Level	Role
Graduate Council	University	Member
Graduate Curriculum Committee	University	Chair
Graduate Program and Curriculum Committee	College	Member
NONPF (National Organization of Nurse Practitioner Faculties) Curriculum subcommittee	Professional	Member
Community Health Care Clinic Board of Directors	Community	Chair

- Strengths/Areas of growth in Service related to overall plan (e.g., relevance of participation in a professional organization which correlates to area of scholarship focus.)
- Goal achievement from last year’s goals
- Goals for next 1-3 years
- **DFSC/CFSC Appraisal letters and review forms**
  - For annual evaluation: Include letters/forms from previous year
  - For promotion/tenure: Include all previous letters/forms
- **Appendices**
  - Teaching
    - Required: Raw student data with calculated means and/or percentages
    - Required of probationary faculty: annual peer or expert review of teaching, may include classroom/clinical/online observations, evaluation of teaching/learning materials, evaluation of the course web site or other structures, approaches to teaching and learning
    - Other (faculty are encouraged to be selective in the evidence included as support for any narrative discussion)
  - Scholarly, Creative, & Practice Productivity
    - Copies of all publications
    - Evidence of submitted manuscripts (e.g. email verifying submission)
    - Evidence of presentation abstracts submitted/accepted/given
    - Evidence of grant awards/submissions
    - Citations of publications in other authors’ work
    - Other
  - Service
    - Certificates of participation
    - Faculty seeking promotion/tenure want to consider obtaining letters from individuals familiar with their contributions to committees/organization
    - Other

## **Appendix C**

### **Definitions and Examples of Faculty Activities**

#### **Introduction**

The following definitions and examples of faculty activities serve as a guiding framework for the DFSC and tenure-track faculty for determining, generally, the types of accomplishments that would normally be considered as having value within the areas of teaching, scholarship and service. The list of examples is not exhaustive and faculty are not required to have completed all the items listed to have satisfactory performance or to be considered for promotion and tenure. Faculty are encouraged to use these activities as inspiration when preparing portfolios for promotion and tenure consideration and performance evaluation. These definitions and example activities are in addition to the University guidelines listed in the Illinois State University Faculty ASPT Policies (Appendix 2). In totality, the University guidelines and College Standards for evaluation demonstrate quality of accomplishment and a standard of excellence.

#### **Teaching**

Teaching includes any activity that directly or indirectly supports student growth and development. Excellence in teaching involves maintaining a current knowledge base, utilizing research and/or other scholarly work in teaching, utilizing effective teaching and evaluative skills, mentoring of students, and carrying out curriculum responsibilities leading to student growth and development. Those activities that may be considered as teaching or related to teaching are listed below. Other examples of common teaching activities and criteria used for evaluation of teaching are found in Appendix 2 of the Faculty Appointment, Salary, Promotion and Tenure Policies.

#### **Definitions related to “Scholarly, Creative, and Practice Productivity”**

The Mennonite College of Nursing faculty recognize that there exists a full range of scholarship within the discipline of nursing, and that these definitions are broad enough to encompass other disciplines as well. The AACN “Position Statement on Defining Scholarship for the Discipline of Nursing” (<http://www.aacn.nche.edu/Publications/positions/scholar.htm>) provides definitions that may be used to guide portfolio preparation and promotion, tenure, and evaluation reviews in a way that is appropriate to the profession. The hallmark of any scholarship is the dissemination to a broader audience through publications and presentations, with peer-reviewed work carrying the greatest weight. Other examples of common scholarship activities and criteria used for evaluation of scholarship are found in Appendix 2 of the Illinois State University Faculty Appointment, Salary, Promotion and Tenure Policies.

**Scholarship of Teaching** – is inquiry that produces knowledge to support the transfer of the science and art of one’s discipline from the expert to the novice, building bridges between the teacher’s understanding and the student’s learning. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

- Knowledge of the discipline or specialty applied in teaching-learning includes innovations that demonstrate the knowledge of the faculty member in relation to teaching (such as authorship of textbooks or other learning aids), technology application, and theory building in the teaching-learning assessment context.
- Development of innovative teaching and evaluation methods includes research in teaching strategies, course development and outcome evaluation, curricular and faculty evaluation innovations, research related to the knowledge and pedagogy of nursing or related disciplines, and creation of innovative learning environments that support diverse groups of students.

- Program development and learning outcome evaluation includes the development of outcomes assessment programs, accreditation reports, grant proposals for educational programs, disciplinary and interdisciplinary programs, and educational evaluation models.
- Professional role modeling includes the mentoring of students and novice faculty, leadership roles in curriculum and instruction, development of programs for lifelong learning, and leadership in shaping educational policy.

**Scholarship of Discovery** – is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits. It may take the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

- Primary empirical research is the systematic collection of data to answer an empirical question or test a hypothesis, which includes the use of such qualitative and quantitative designs as experimental, quasi-experimental, descriptive, exploratory, case studies, and ethnography.
- Historical research includes original investigations using manuscripts, documents, oral narrative, and other printed and non-printed materials.
- Theory development is the process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience.
- Methodological studies include the development and testing of new or revised methods of inquiry that have utility in generating knowledge.
- Philosophical inquiry in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. It seeks to answer questions related to the meaning of health and illness in the context of human life, how we acquire and evaluate knowledge, and the standards of conduct of life.

**Scholarship of Practice (Application)**—encompasses all aspects of the delivery of a professional service where evidence of direct impact in solving health care or other problems or in defining problems of a community are presented. The focus is on the scholarship generated through practice. Components of the scholarship of practice include development of clinical knowledge, professional development, application of technical or research skills, and service.

- Development of clinical knowledge entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical/service areas of expertise.
- Professional development includes self-development to improve competency beyond the basic practice of the profession or discipline and research in specialty practice arrangements and faculty role concepts.
- Application of technical or research skills includes activities that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models, and others.
- Service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care

**Scholarship of Integration**—refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. Examples of the scholarship of integration are integrative reviews of the literature, analysis of health policy, development of interdisciplinary

educational programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines.

Examples of products of the Scholarship of Integration include:

**Definition of Service**

Service encompasses those efforts within the college, university, community and discipline that forward the shared governance and functioning of those institutions. Activities that may be considered as service are listed below. Other examples of common service activities and criteria used for evaluation of service are found in Appendix 2 of the Illinois State University Faculty Appointment, Salary, Promotion and Tenure Policies.

## **Faculty at the Rank of Assistant Professor**

### **Examples of Activities in Teaching, Scholarship and Service**

Continuing in the rank of **assistant professor** requires that faculty maintain an overall satisfactory performance at each annual evaluation. However, faculty are advised that satisfactory annual evaluations are not sufficient to ensure, and are not a promise of, tenure or promotion to the rank of associate professor. Faculty should refer to University, college and departmental policies that outline criteria for appointment, promotion, and tenure for guidance on general expectations for faculty performance.

#### **Teaching**

##### **Knowledge of content area**

- Demonstrates increasing depth and breadth of knowledge within content area
- Is developing expertise in specialty area of nursing or profession/discipline
- Seeks out continuing education opportunities
- Models specialty role for students in practice

##### **Uses research and/or other scholarly work in teaching**

- Integrates own research and other scholarly work into classroom and clinical teaching

##### **Teaching skill and effectiveness**

- Addresses areas of weaknesses and capitalizes on strength to demonstrate growth in teaching skills
- Seeks professional development opportunities for improving teaching
- Uses evidence-based teaching practices
- Is developing a variety of instructional strategies to foster critical thinking among students

##### **Mentoring of Students**

- As opportunities arise, serves as a member of a thesis, clinical project, or dissertation committee
- As opportunities arise, supervises independent projects and research or clinical residencies and honors projects
- Demonstrated interest in and availability to students, such as maintaining office hours

##### **Evaluation methods and utilization of data**

- Demonstrates use of evaluation methods
- Uses evaluation data for course revision and/or appropriate instructional approaches

##### **Curriculum responsibilities**

- Participates in academic curriculum development and evaluation

#### **Scholarly, Creative, and Practice productivity**

##### **Professional Publications and Presentations**

- Presents non-peer reviewed scholarly presentations at professional meetings
- Makes peer-reviewed presentations at professional meetings
- Publishes in refereed/peer-reviewed venues

##### **Resource Development and Reviewing**

- Submits proposals for internal funding for scholarly, creative, and practice activities
- Receives internal funding for scholarly, creative, and practice activities

#### **Service**

##### **Community/Professional Service**

- Membership in community or disciplinary organizations
- Participates on committees or task forces of local or state professional associations/organizations

- Engages in activities that directly benefit local to global communities
- Participates in the development of programs in community or professional organizations that also further the mission of the college and university

**Institutional Service**

- Serves as member of college or university committees/task forces

## **Faculty at the Rank of Associate Professor**

### **Examples of Activities in Teaching, Scholarship and Service**

Continuing in or promotion to the rank of **associate professor** requires sustained productivity of the faculty member and the ability of the faculty member to demonstrate their capacity to function at the rank of associate professor during the probationary period. Essentially, to be considered for promotion to associate professor, faculty should be meeting the criteria for the rank of associated professor. Faculty should refer to University, college and departmental policies that outline criteria for appointment, promotion, and tenure for guidance on general expectations for faculty performance.

#### **Teaching**

##### **Knowledge of content area**

- Demonstrates advanced depth and breadth of knowledge within content area
- Has recognized expertise in specialty area of nursing or profession/discipline
- Seeks out continuing education opportunities
- Models specialty role for students, faculty and staff in practice

##### **Uses research and/or other scholarly work in teaching**

- Integrates own research and/or other scholarly work into teaching

##### **Teaching skill and effectiveness**

- Has significant insight into areas of weakness and capitalizes on strength to demonstrate growth in teaching skills
- Seeks professional development opportunities for improving teaching
- Uses evidence-based teaching practices
- Demonstrates expertise in a variety of instructional strategies to foster critical thinking among students
- Acts as a mentor or consultant for other faculty

##### **Mentoring of Students**

- Directs a thesis, clinical project, or dissertation committee
- Supervises independent projects and research or clinical residencies and honors projects
- Advances students' professional development, such as by mentoring their preparation of papers and providing them with co-authorship opportunities
- Provides leadership, mentorship, and consultation in clinical practice

##### **Evaluation methods and utilization of data**

- Demonstrates expertise in the use of evaluation methods
- Uses evaluation data for course revision and/or appropriate instructional approaches

##### **Curriculum responsibilities**

- Assumes leadership role in academic curriculum development, revision, and evaluation
- Develops and submits curriculum grant proposals if appropriate to research/scholarship program
- Participates in institutional curriculum review processes both internally and externally

#### **Scholarly, Creative, and Practice Productivity**

##### **Professional Publications and Presentations**

- Makes peer-reviewed presentations at professional meetings
- Makes invited presentations at state level professional meetings
- Publishes in peer-reviewed/refereed venues

##### **Resource Development and Reviewing**

- Submits proposals for internal funding for scholarly, creative, or practice activities
- Receives internal funding for scholarly, creative, or practice activities
- Submits proposals for external funding

**Service**

**Community/Professional Service**

- Demonstrates leadership in community or disciplinary organizations

**Institutional Service**

- Demonstrates leadership in college or university level service initiatives

## **Faculty at the Rank of Professor**

### **Examples of Activities in Teaching, Scholarship and Service**

Continuing in or promotion to the rank of **full professor** requires sustained productivity of the faculty member and the ability of the faculty member to demonstrate their capacity to function at the rank of full professor prior to application for promotion. Essentially, to be considered for promotion to associate professor, faculty should be meeting the criteria for the rank of associated professor. Generally speaking, faculty must be performing at an outstanding level in at least one area and satisfactorily in the other two to merit promotion to full professor. Faculty should refer to University, college and departmental policies that outline criteria for appointment, promotion, and tenure for guidance on general expectations for faculty performance.

#### **Teaching**

##### **Knowledge of content area**

- Demonstrates depth and breadth of knowledge within diverse content areas including interdisciplinary areas and has national recognition in specialty area of nursing or profession/discipline.
- Provides leadership, mentorship, and consultation in practice.
- Seeks out continuing education opportunities

##### **Uses research and/or other scholarly work in teaching**

- Integrates own research and/or other scholarly work into teaching

##### **Teaching skill and effectiveness**

- Uses or develops evidence-based teaching practices
- Seeks professional development opportunities for improving teaching
- Acts as a mentor or consultant for other faculty
- Receives teaching awards

##### **Mentoring of Students**

- Directs a thesis, clinical project, or dissertation committee
- Supervises independent projects and research or clinical residencies and honors projects
- Advances students' professional development, such as by mentoring their preparation of papers and providing them with co-authorship opportunities
- Demonstrated interest in and availability to students, such as maintaining office hours
- If a clinician, provides leadership, mentorship, and consultation in clinical practice

##### **Evaluation methods and utilization of data**

- Collaborates with or mentors colleagues in the use of innovative evaluation methods.

##### **Curriculum responsibilities**

- Directs academic curriculum development, revision, and evaluation
- Serves as a curriculum consultant
- Participates in national and/or international interdisciplinary curriculum activities

#### **Scholarly, Creative, and Practice Productivity**

##### **Professional Publications and Presentations**

- Makes peer-reviewed presentations at national/international professional meetings
- Makes invited presentations national/international professional meetings
- Publishes articles in non-refereed/refereed journals
- Regularly publishes in peer-reviewed/refereed venues
- Authors textbooks and monographs
- Publications are cited by other authors

##### **Resource Development and Reviewing**

- Submits proposals for internal funding for scholarly, creative, or practice activities

- Receives internal funding for scholarly, creative, or practice activities
- Receives external funding which includes indirect cost recovery
- Assumes leadership for submission of proposals or management of internally/externally funded scholarly, creative, or practice projects
- Receives national and/or international recognition for securing and executing programs of scholarly, creative, or practice activities.
- Serves as a member of grant review panel
- Serves as a reviewer for journals
- Reviews books or book chapters

**Other**

- Receives scholarship related awards
- Mentors faculty in scholarship related activities
- Provides consulting services on scholarship

**Service****Community/Professional Service**

- Serves as mentor, consultant, innovator, and/or leader in professional and other organizations at state/ national/international levels
- Serves as a consultant
- Participates in identification of health or nursing knowledge needs and in initiating programs meeting these needs at a state, regional, or national level

**Institutional Service**

- Participates as mentor, consultant, or innovator in college or university committees/task forces
- Mentors new/junior faculty in service activities

**Appendix D**  
MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY  
Annual Performance, Promotion and /or Tenure Evaluation  
Cover Sheet

Name and credentials:

Current Academic Rank:

Year of Initial appointment at ISU:

Date of Appointment to Rank:

Year of Current Evaluation:

Desired Action (Check all that apply)

Annual Performance Evaluation

Pre-tenure Review

Post-tenure Review

Promotion to academic rank of:

Associate Professor

Full Professor

Tenure

**Appendix E: Worksheet for Portfolio Review**

Mennonite College of Nursing, Illinois State University  
 Tenure-track Faculty Annual Performance & Tenure/Promotion Review

Faculty Member Name:

Rank:

Calendar Year for Review:

Current Date:

<b>Minimum Submission Requirements</b>	<b>YES</b>	<b>NO</b>
Current Curriculum Vitae		
Assignment List-Teaching, College & University Service		
Narrative Summary of Performance in Teaching, Scholarship/Creative & Practice Productivity, Service		
Summary of Teaching Evaluations (at least 2 types, including student reactions)		
Summary of Scholarship in Process		
Appropriate Format Followed		

**SUMMARY NOTES:**

Date of Appointment to Rank:

Tenure year \_\_\_\_\_: Tenure materials due \_\_\_\_\_

TEACHING

<p>STRENGTHS</p>	
<p>AREAS FOR IMPROVEMENT</p>	
<p>ACHIEVING CURRENT RANK CRITERIA</p>	
<p>SUMMARY OF PROGRESSION TOWARD PROMOTION/ TENURE</p>	
<p>SUMMARY OF ANNUAL PERFORMANCE</p>	

Comments:

**SCHOLARSHIP, CREATIVE, and PRACTICE PRODUCTIVITY**

<p>STRENGTHS</p>	
<p>AREAS FOR IMPROVEMENT</p>	
<p>ACHIEVING CURRENT RANK CRITERIA</p>	
<p>SUMMARY OF PROGRESSION TOWARD PROMOTION/ TENURE</p>	
<p>SUMMARY OF ANNUAL PERFORMANCE</p>	

Comments:

**SERVICE**

STRENGTHS	
AREAS FOR IMPROVEMENT	
ACHIEVING CURRENT RANK CRITERIA	
SUMMARY OF PROGRESSION TOWARD PROMOTION/ TENURE	
SUMMARY OF ANNUAL PERFORMANCE	

Comments:

**Appendix F: Search Process**

Guidelines for MCN Tenure-track Search, Hiring and Appointment

Note: procedures may change according to Academic Personnel.

Drafted 08/25/2011; Revised 10/21/2011 and Circulated by Caroline Mallory

☑	Item	Responsible Party	Deadline
	<b>Miscellaneous</b>		
	Identify Teaching and Scholarship Needs of the College	Administrative Planning Group (APG)	Third Tuesday of July
	Develop Budget for Search <ul style="list-style-type: none"> <li>• Determine encumbrance for each position</li> <li>• Determine travel and per diem expenses</li> <li>• Determine dining costs for on campus interviewing</li> <li>• Select preferred hotels and restaurants</li> <li>• Arrange for direct billing at hotels</li> </ul>	Associate Dean for Academics with Associate Director for Business and Finance	First Tuesday of August
	<b>Advertising</b>		
	Draft Advertisement(s): long, medium and short length	Associate Dean for Academics with input from APG	First Tuesday of August
	E-mail text for ads to Academic Personnel ASAP (can take up to 7 working days to process)	Administrative Clerk	First Tuesday of August
	Complete the online Request for Advertising form PERS 932 for permission to advertise and if applicable, to receive recruitment funds to help pay for the ad. Once completed print form, obtain appropriate signatures, and forward to Destini Martinez (damart2@ilstu.edu) in the Provost Office at Campus Box 4000. <ul style="list-style-type: none"> <li>• Funds are typically used for ads in the Chronicle of Higher Education, but can be used for any other publication listed on the PERS 932 form, including specific professional publications.</li> </ul>	Administrative Clerk	Within three working days of ad approval
	Determine where to do print and web advertising: <ul style="list-style-type: none"> <li>• If position has been approved by budget hearings, the Provost’s Office will pay for an ad to be placed in the Chronicle – no encumbrance money will need to be used.</li> <li>• Up to \$600 can be requested through encumbrance money for approved positions Note: Ads must be approved by Academic Personnel before submitting them for advertising</li> </ul>	Associate Dean for Academics	First Tuesday of August
	Place ads in relevant media outlets	Administrative Clerk	Within three working days of ad approval

	<p>Conduct Direct Mailing Campaign</p> <ul style="list-style-type: none"> <li>cover letters with ad and fact sheet to universities with Doctoral Programs</li> <li>search regional CON web sites and publications for new PhD graduates and send personalized invitation letters and advertisement</li> <li>email the MCN list serve with short ad</li> <li>ensure that advertisement is placed on ISU Job Board and the MCN web site</li> </ul>	<p>Associate Dean for Academics and Search Chair compose letters</p> <p>Administrative Clerk conducts electronic and postal mailing</p>	<p>Third Tuesday of August</p>
	<p>Conduct Word of Mouth Campaign</p> <p>Print 50 long ads and distribute to faculty attending conferences</p> <p>Develop talking points for recruitment for faculty doing recruiting</p>	<p>Administrative Clerk prints and distributes</p> <p>Associate Dean for Academics and Search Chair compose talking points</p>	<p>Third Tuesday of August</p>
<p><b>Review/Confirm Clerical Tracking Procedures</b></p>			
	<p>Create position folder for search. Complete PERS 931 form for Office of Ethics</p>	<p>Administrative Clerk</p>	<p>First Tuesday of August</p>
	<p>Create SharePoint Site for Confidential Review and add Search Committee Members</p> <p>Make file folder for each candidate and put originals in folders</p>	<p>Administrative Clerk</p>	<p>First Tuesday of August</p>
	<p>Committee Co-chair sets up clerical procedures for tracking applications</p> <p>When letters or electronic materials are received from potential candidates:</p> <ul style="list-style-type: none"> <li>Date stamp each letter and CV</li> <li>Scan hard copies and upload to SharePoint</li> <li>Send out acknowledgement letters and voluntary information card</li> <li>Solicit any missing materials from applicants (i.e. references)</li> </ul>	<p>Administrative Clerk</p> <p>Associate Dean for Academics and Search Chair revise acknowledgement/rejection letters</p> <p>Search Chair responds to all electronic inquiries</p>	<p>As materials come in</p>
<p><b>Search Committee</b></p>			
	<p>Create and Announce Search Team</p>	<p>Associate Dean for Academics</p>	<p>First Tuesday of August</p>
	<p>Schedule Search Committee for Training</p>	<p>Administrative Clerk</p>	<p>Third Tuesday of August</p>
	<p>Schedule Initial Search Committee Meeting for first week in September</p>	<p>Administrative Clerk</p>	<p>Third Tuesday of August</p>
	<p>Complete the following at First Search Team Meeting:</p>	<p>Associate Dean for</p>	<p>First Tuesday</p>

	<ul style="list-style-type: none"> <li>• Review “Conduct of the Committee” from ISU Recruitment Manual</li> <li>• Review and Edit Initial Data Review Form</li> <li>• Review Procedures for reviewing applications including deadlines</li> <li>• Review template for interview day and revise as needed</li> <li>• Review acceptable and unacceptable question list (in ODAA Diversity Guidelines packet)</li> <li>• Review and revise as needed procedures for interviewing process</li> <li>• Review and revise as needed interview guides for telephone interviews, reference checks and on campus interviews</li> </ul>	Academics and Search Chair	of September
	Distribute electronic version of the Initial Data Review Form	Administrative Clerk	First Tuesday of September
	Ask Dean’s Assistant to reserve time for candidate interviews in October and November	Administrative Clerk	First Tuesday of September
	<b>Initial Candidate Review</b>		
	Conduct initial screening to determine eligibility of candidate based on advertising	Associate Dean for Academics and Search Chair	Within two working days of receiving application materials
	Applicants not meeting minimum qualifications notified	Administrative Clerk	Within two working days of notification from Associate Dean for Academics and Search Chair
	Search committee notified of qualified candidates materials ready for review on SharePoint and Deadline for completion of review	Administrative Clerk	Within two working days of notification from Associate Dean for Academics and Search Chair
	Review each candidate and upload the Initial Data Review Form to SharePoint	Search committee	Within five working days of notification from Administrative

			Clerk
	At the review deadline, summarize each candidate review on spreadsheet and upload revised spreadsheet to SharePoint	Administrative Clerk	Within one working day from receiving initial reviews from committee
	<b>Telephone Interviews</b>		Complete by Last Week in September
	Conduct email poll of search committee to determine candidates advancing to telephone interviews	Associate Dean for Academics and Search Chair	Within two working days from receiving initial reviews from committee
	Get permission on PERS 931 form to telephone interview candidates selected. Candidates are not to be notified of selection until form is signed by Office of Ethics	Administrative Clerk	Within two working days from poll results
	Notify by email candidates who have advanced through initial review and are invited for telephone interview (see SharePoint for email template)	Associate Dean for Academics and Search Chair	Within two working days from office of ethics approval
	Schedule telephone interviews with Associate Dean for Academics, Search Chair and one Search Committee Member	Administrative Clerk	Within five working days from notifying candidates
	Conduct telephone interviews and circulate recommendations for on-campus interview	Associate Dean for Academics and Search Chair	Within two working days after telephone interview
	Conduct reference checks for candidates recommended for on-campus interviews	Search Committee as assigned by AD	Within two working days after telephone interview
	<b>On-Campus Interviews</b>		Complete by Last Week in October
	Get permission on PERS 931 form to telephone interview candidates selected.	Administrative Clerk	Within two

	Candidates are not to be notified of selection until form is signed by Office of Ethics		working days of recommendations from committee
	Following Office of Ethics approval, invite candidates for on-campus interview by telephone or email (see SharePoint for email template)	Search Chair and Associate Dean for Academics	First Tuesday in October
	<p>On Campus Scheduling</p> <ul style="list-style-type: none"> <li>• Select dates for potential interviews on days the Dean and chair or co-chair is available</li> <li>• Schedule interviews close together, but no more than 3 per week</li> <li>• Reserve Edwards 306 all day for potential interview dates</li> </ul>	Administrative Clerk	First Tuesday in October
	<p>Schedule interviews with candidate:</p> <ul style="list-style-type: none"> <li>• Call candidate and give them several options for dates to interview</li> <li>• Briefly review standard itinerary, and ask if there is anyone in particular they want to meet with, and if so, try to include in the schedule</li> <li>• Ask if any accommodations needed or dietary restrictions</li> <li>• Inform them about presentation. If they are going to do a PowerPoint, they can send it via e-mail and we will have it ready for them the day of their presentation</li> <li>• Determine preferences for travel</li> <li>• Offer to schedule additional night's stay for candidate at their expense</li> <li>• Have Suzy Davis Travel contact candidate for booking</li> <li>• Marriott in Uptown Normal preferred hotel</li> </ul>	Administrative Clerk	Second Tuesday in October
	<p>Create Itinerary for each candidate ASAP</p> <ul style="list-style-type: none"> <li>• Assign a paper color for each candidate – copy their agenda, vita, evaluation, etc. on assigned color</li> <li>• Schedule the following on each itinerary:</li> <li>• Tour of labs (Lab Coordinator)</li> <li>• Meeting with Undergraduate Coordinator (Dianne Clemens), Associate Dean for Research (Caroline Mallory), and Associate Dean for Academics (H. Catherine Miller)</li> <li>• Meeting with RSP</li> <li>• Meeting with CTLT (Chasity Logan)</li> <li>• Meeting with Library (Diane Mather)</li> <li>• Set up time for their presentation</li> <li>• Presentation</li> <li>• Open Forum</li> <li>• Meeting with Search Committee</li> </ul>	Administrative Clerk	Second Tuesday in October

	<ul style="list-style-type: none"> <li>• Meeting with Dean</li> <li>• Schedule break</li> <li>• Lunch – make reservations somewhere on campus</li> <li>• Dinner – make reservations</li> <li>• Travel info – flight, hotel, transportation, etc. – make all arrangements before sending agenda – put confirmation numbers on agenda</li> </ul>		
	<p>Mail MCN packet of material and a final itinerary:</p> <ul style="list-style-type: none"> <li>• Send packet to candidates at least one week prior to their interview</li> <li>• Add MCN info to tenure-track packet info from Academic Personnel and put in MCN folder</li> <li>• Type cover letter</li> <li>• May need to overnight mail packet</li> </ul>	Administrative Clerk	Second Tuesday in October
	Send out Interview Itinerary for each candidate to search committee members and others on itinerary	Administrative Clerk	Five working days prior to interview day
	<p>Promote public presentation to faculty, staff and students</p> <ul style="list-style-type: none"> <li>• Send e-mail to Nursing-L list serve (this will go to students, faculty and staff)</li> <li>• Make vitas available on 2<sup>nd</sup> floor workroom</li> <li>• Make flyers and print on color coded paper – See sample in Training folder</li> <li>• Hang flyers around Edwards ASAP</li> <li>• Day after presentation, take down flyers, and put up flyers for next candidate</li> </ul>	Administrative Clerk	Five working days prior to interview day
	<p>Reminders to Search Committee</p> <ul style="list-style-type: none"> <li>• Keep itemized receipts to be reimbursed for meals</li> <li>• Usual limit is 4 people per lunch/dinner: candidate plus 3 search committee members</li> <li>• Alcohol is not reimbursable, but committee member may pay for alcoholic beverage for candidate</li> </ul>	Administrative Clerk	Five working days prior to interview day
	Contact Campus Dining and order refreshments for each presentation	Administrative Clerk	Five working days prior to interview day
	<p>Contact Tech team and make sure they will be on hand the day of presentations</p> <p>Print out handouts for presentation</p>	Administrative Clerk	Five working days prior to interview day
	<b>Interview Day</b>		
	Arrival or pick-up at hotel – greeted by Search Chair and Associate Dean for Academics take their coat, offer them a beverage, show them where the rest rooms are and take them to their first meeting	Search Chair or Associate Dean for Academics	

<p>Misc.</p> <ul style="list-style-type: none"> <li>• Keep track of time frame for meetings – if they run over, go ahead and interrupt to make sure they stay on schedule</li> <li>• Ready Presentation Room             <ul style="list-style-type: none"> <li>○ Place evaluation forms in Founders Suite before presentation</li> </ul> </li> <li>• Get candidates SS # to reimburse them for mileage</li> <li>• Once evaluation forms are received – type up summary for each candidate</li> <li>• Provide parking pass to candidate</li> </ul>	<p>Administrative Clerk</p>	
<p><b>Search Committee Makes Recommendation</b></p> <ul style="list-style-type: none"> <li>• Review summary evaluations</li> <li>• Rank candidates for the Dean and the DFSC/CFSC</li> <li>• Prior to discussion of offer the Dean will poll tenure-track faculty and the DFSC/CFSC on approval of the candidate</li> <li>• If approved, fill out Final Approval page on PERS 931 with candidate's information</li> </ul>	<p>Associate Dean for Academics, Search Chair and Search Committee</p>	<p>Complete by first week in November</p>
<p><b>Making the offer:</b></p> <ul style="list-style-type: none"> <li>• Have the Dean sign Final Approval page on PERS 931</li> <li>• Return PERS 931 form to Office of Ethics for approval ASAP – hand deliver, if necessary</li> <li>• DO NOT MAKE OFFER TO CANDIDATE UNTIL PERS 931 FORM IS RETURNED WITH APPROVAL!</li> <li>• Once approval is received, Dean may contact candidates to offer position</li> <li>• Print off a sample offer letter for the Dean. She will need to negotiate salary, moving expenses (if necessary) – note: only HALF of the total moving expenses will be reimbursed – up to \$2,000 – candidate must submit ALL of their moving expenses on original receipts</li> <li>• Send an offer letter to the leading candidate that accepts (work with Diane Folken)</li> <li>• Send regret letters to finalist and non-finalists</li> </ul>	<p>Administrative Clerk Associate Dean for Academics Dean</p>	<p>Complete by second week in November</p>
<p>Complete Hiring Documents:</p> <ul style="list-style-type: none"> <li>• PERS 931 – Affirmative Action Information Search form</li> <li>• PERS 140 – Recommendation for Academic Appointment form (For TT faculty positions) <a href="http://www.ap.ilstu.edu/PERS140.pdf">http://www.ap.ilstu.edu/PERS140.pdf</a></li> <li>• PERS 919 – Tenure Year Designation form (for faculty positions) – Candidate must return <a href="http://www.ap.ilstu.edu/PERS919.doc">http://www.ap.ilstu.edu/PERS919.doc</a></li> <li>• Official Transcripts (just for highest degree) – Candidate must return</li> <li>• Moving Expense Reimbursement form – if needed – candidate must return</li> </ul>	<p>Administrative Clerk</p>	<p>Within five working days of accepted offer</p>

	<p><a href="http://www.provost.ilstu.edu/downloads/forms/PERS934MovingExpenseReimbursement.pdf">http://www.provost.ilstu.edu/downloads/forms/PERS934MovingExpenseReimbursement.pdf</a></p> <ul style="list-style-type: none"> <li>• I-9 form – Must be filled out in person</li> <li>• Background Check (if required)</li> </ul>		
	<p>Finalize search documents:</p> <ul style="list-style-type: none"> <li>• Organize committee documents – discard duplicate or unnecessary materials</li> <li>• Store files in a secure area</li> </ul>	<p>Administrative Clerk</p>	<p>Within five working days of accepted offer</p>
	<p>Make Personnel folder:</p> <ul style="list-style-type: none"> <li>• One hanging file folder and 6 manila file folders</li> <li>• Tab on hanging folder should have last name, first name</li> <li>• Green label on manila file folder says “Personnel”</li> <li>• White label on manila file folder says “Contracts”</li> <li>• Second white label on manila folder says “Certifications/Immunizations”</li> <li>• Yellow label on manila folder says “Vita”</li> <li>• Purple label on manila folder says “ASPT records”</li> <li>• Blue label on manila folder says “Recruitment/Hiring”</li> </ul>	<p>Administrative Clerk</p>	<p>Within five working days of accepted offer</p>