

February 28, 2024

To: Dr. Holly Farley

From: Dr. John Storsved

Re: Lumpkin School of Nursing Departmental Application of Criteria Revisions

Dr. Farley,

I have reviewed and accepted the submitted revisions for the Lumpkin School of Nursing Departmental Application of Criteria. It is evident that considerable thought was placed into the process and many of the changes added to the value of each evaluation category. One example that I specifically noted was increasing the value of maintaining the Illinois Professional license requirements from simply maintain the license to 'exceeding' the minimum continuing education requirements.

Thank you for your timely submission and organization in presenting these revisions.



Dr. John Storsved
Dean, College of Health and Human Services

Departmental Application of Criteria (DAC)

Unit A

School of Nursing

College of Health and Human Services

Preamble

The Departmental Application of Criteria (DAC) guides the evaluation of faculty members. The evaluation process is to foster the formative improvement of faculty performance as well as for making summative decisions for retention, promotion, tenure and Professional Advancement Increases (PAI). In addition to the criteria specified in this DAC, the School of Nursing emphasizes the importance of collegial interaction of all faculty members for optimal functioning and ultimate benefit of the students.

Tenured / tenure track faculty are evaluated, as appropriate, in three areas of performance. These are, in order of priority: 1) Teaching / Performance of Primary Duties; 2) Research/Creative Activity; and 3) Service. Annually contracted faculties are evaluated by the same criteria but solely in Teaching / Performance of Primary Duties.

All materials submitted for use in the evaluation process will be quantitatively and qualitatively evaluated. Overall, the categories will be considered in order of relative importance (teaching, research, service). However, consideration will be given to exceptional achievement in any category.

In this document, “Chair” is defined as the Chair of the School of Nursing. “Peer” is a tenured/tenure track faculty member in the School of Nursing or invited evaluators from a related field.

Organization of Portfolios: “The office of the Provost and Vice President of Academic Affairs will supply instruction early in the fall semester concerning the applicant’s arrangement of such front matter as the Department Application of Criteria, Assignment of Duties, Forms, Curriculum vitae, and content summary.”

I. Categories of Materials and Activities Considered Appropriate by Performance Area

Listed below are materials and activities considered appropriate for evaluation of performance areas. The items within each category are not prioritized but rather, are to be considered in the aggregate. Additionally, the list within each category is illustrative, not exhaustive, and not mandatory unless required by EIU-UPI agreement or University policy. Faculty members are encouraged to present for evaluation, a concise compilation of those activities and materials that best illustrate their performance duties.

A. Teaching/Performance of Primary Duties:

Satisfactory performance may be evidenced by, but not limited to, activities from the following:

- 1) Satisfactory Chair and peer evaluations (may include evaluation of live or recorded classroom instruction and review of syllabus, assessment methods, course management system, projects/papers/assignments).

- 2) Evaluative comments from students demonstrating satisfactory performance in the classroom, clinical, and laboratory.
- 3) Satisfactory student advising.
- 4) Demonstrates satisfactory online, classroom, lab, or clinical group management to support learning as assigned which adhere to IGP and federal credit hour policies.
- 5) Syllabus with required CAA and SON elements.
- 6) Basic assessment of student learning.
- 7) Assessment of student learning in the clinical (e.g. midterm and final evaluations, periodic written feedback).
- 8) Professional nursing practice: maintaining minimum Illinois Department of Regulation CEU requirements to maintain license.
- 9) Participation in curriculum revision.
- 10) Attendance at Nursing Council Meetings and participation in governance required by the accrediting body.
- 11) Participation in maintaining accreditation.
- 12) Attendance and participation in milestone nursing events that support students (e.g., White Coat Ceremony, Pinning Ceremony, graduation).

Highly Effective performance may be evidenced by, but not limited to, the following:

- 1) Significant Chair and peer evaluations (may include evaluation of live or recorded classroom instruction and review of syllabus, assessment methods, course management system, projects/papers/assignments).
- 2) Evaluative comments from students demonstrating highly effective performance in the classroom, clinical, and laboratory.
- 13) Demonstrates highly effective online, classroom, lab, or clinical group management to support learning as assigned which adhere to IGP and federal credit hour policies.
- 3) Professional nursing practice (exceeding minimum Illinois Department of Regulation CEU requirements to maintain license.
- 4) Participation in curriculum development or developing proposals for new courses or study abroad.
- 5) Progression in coursework/activities toward completion of a terminal degree
- 6) Applying for monies for curriculum development/enhancement/support of teaching activities.
- 7) Revision of an established course.
- 8) Development and implementation of remediation plan for student retention and skill acquisition.
- 9) Supervising undergraduate or graduate research/ project/ publication.
- 10) Facilitating an independent study course.
- 11) Nominated for teaching award or other commendation of teaching.
- 12) Attending courses, workshops, training related to nursing/ teaching/nursing education.

Superior performance may be evidenced by, but not limited to, the following:

- 1) Superior Chair and peer evaluations (may include evaluation of live or recorded classroom instruction and review of syllabus, assessment methods, course management system, projects/papers/assignments).

- 2) Evaluative comments from students demonstrating superior performance in the classroom, clinical, and laboratory.
- 3) Demonstrates superior online, classroom, lab, or clinical group management to support learning as assigned.
- 4) Professional nursing practice (exceeding maintaining minimum Illinois Department of Regulation CEU requirements to maintain license and/or engaging in professional nursing practice).
- 5) Completion of a terminal degree
- 6) Achieving certification/maintaining certification in nursing, teaching, online education or related areas.
- 7) Curriculum development and revision.
- 8) Supervising undergraduate or graduate research/ project/ publication.
- 9) Attending courses, workshops, training related to nursing/ teaching/ nursing education.
- 10) Receipt of monies for curriculum development/ enhancement/ support of teaching activities.
- 11) Leading a study abroad experience.
- 12) Evidence of leadership in faculty mentoring.

- 13) Professional nursing practice (completing requirements to maintain licensure, and/or engaging in professional nursing practice).

13) Research/Creative Activity:

Satisfactory performance may be evidenced by, but not limited to, the following:

- 1) Presentation(s) (podium or poster) at professional meetings or research seminars.
- 2) Application for internal or external research grants.
- 3) Progress toward completing dissertation as part of terminal degree program.
- 4) Participation in planning for research project(s).

Significant performance may be evidenced by, but not limited to, the following:

- 1) Presentation(s) (podium or poster) of research or other scholarly / creative activities to student or community groups.
- 2) Submission of manuscript(s) to peer-reviewed journal.
- 3) Successful application for internal or external research grants.
- 4) Research projects in progress, including dissertation or other
- 5) Election to the nursing honor society.
- 6) Completing dissertation as part of terminal degree program
- 7) Book review in scholarly journal.
- 8) Evidence of continuing development of books, chapters in books, curriculum guides, laboratory manuals, resource manuals, website materials, audiovisual materials, and other instructional aids.
- 9) Textbook chapter review with attribution.
- 10) Participation in workshops, seminars, other education focused on research.

Superior performance may be evidenced by, but not limited to, the following:

- 1) Presentation(s) (podium or poster) of research or other scholarly / creative activities at regional, national or international professional meetings with evidence of peer review or juried selection process.
- 2) Authored or co-authored peer-reviewed journal article of original, scholarly work.
- 3) Development and publication of books, chapters in books, curriculum guides, laboratory manuals, and resource manuals.
- 4) Receipt of grant funds for internal or external research/creative activity.
- 5) Completing other demonstrable research project as investigator or co-investigator.
- 6) Awards or special commendation for research.

5) Service:

Satisfactory performance may be evidenced by, but not limited to, the following:

- 1) Membership in professional organizations.
- 2) Serving as a participant on a Nursing Department committee(s).
- 3) Serving as a participant on a CHHS committee(s).

Significant performance may be evidenced by, but not limited to, the following:

- 1) Preparation of Program materials including student and faculty handbooks, orientation materials, and recruitment materials.
- 2) Participating in curriculum development and revision.
- 3) Serving in a leadership capacity of a Nursing Department committee.
- 4) Serving in a leadership capacity on a CHHS committee/taskforce.
- 5) Serving as a participant on a University committee/taskforce.
- 6) Serving as a participant in an external community advisory board.
- 7) Providing professional expertise for community-centered projects/events.

Superior performance may be evidenced by, but not limited to, the following:

- 1) Serving in leadership capacity in professional organizations.
- 2) Serving in a leadership capacity on a University committee/taskforce.
- 3) Serving in a leadership capacity in an external community advisory board.
- 4) Providing leadership for community-centered projects/events.
- 5) Leadership in program activities toward accreditation preparation.
- 6) Leadership in program curriculum development and revision.
- 7) Organizing a conference, symposium, or workshop.
- 8) External peer review (e.g. research / grant proposals, for professional publications).
- 9) Working toward establishment / maintenance of chapter of Nursing honorary society.
- 10) Advisement of student organizations.
- 11) Mentoring faculty.
- 12) Specialized service that enhances the nursing program.
- 13) Receiving service award(s) or commendation(s).

II. Methods for Evaluation

A. Department Personnel Committee (DPC)

- 1) **Composition:** A DPC committee of full-time tenured or tenure-track faculty from within the School of Nursing or from the CHHS. The committee shall consist of three voting members.
- 2) **Review Procedure:** in each performance area, submitted materials will be individually reviewed by the members of the DPC. Independent evaluations concerning the level of accomplishments will be compared at a meeting of the DPC. Qualitative evaluation of the submitted material will be used to judge the degree of effectiveness of an employee's performance, identify areas of strengths and weakness, improve the employee's performance, and provide a basis to make recommendations and decisions concerning retention, promotion, and tenure. The DPC's evaluation should be independent of and presented to the Chair, the Dean of the College of Health and Human Services, the University Personnel Committee, and the Provost.

B. Student Evaluation Procedures

- 1) Student evaluations of all faculty members will be conducted in at least one section of every course during the appropriate evaluation period.
- 2) Online student evaluations will be administered through the established process administered outside the program office.
- 3) Student evaluation materials will be returned to the faculty member and should be retained for the duration of the evaluation period. Results will be available to the faculty member after final grades are assigned.

C. Faculty Evaluation Procedures

- 1) Tenured/tenure-track faculty
 - (a) All tenured, tenure-track faculty applying for retention, promotion, and/or tenure will submit the director and one tenured or tenure-track faculty member (in the program or the CHHS) evaluation of teaching/performance per evaluation period.
 - (b) Consultation between faculty member and an evaluator shall occur prior to the observation.
 - (c) Tenured faculty and peer evaluators will use the university peer evaluation form.
 - (d) Copies of the evaluations by tenured faculty and peer evaluators shall be given to the faculty member who requested the evaluation and to the director.
 - (e) The Director's observation may be recorded via the approved university peer evaluation form.
 - (f) The summary will minimally specify the online class observed, date, time.
 - (g) With the exception of research, service, and sabbatical assignments, activities for which three or more CU's per academic year are assigned shall be considered as primary duties for the purposes of evaluation.
 - (h) For assigned duties other than research, service, or sabbaticals, the employee will be evaluated as appropriate by the director.
- 2) Tenured Faculty
 - a) Faculty applying for professional advancement increase (PAI) or promotion (multiyear evaluation) will be evaluated by the director and one tenured faculty member per evaluation period.
 - b) The evaluation period is since the submission of the portfolio for the last promotion or PAI, or five years, whichever is shorter.
 - c) Tenured faculty not being considered for promotion need to include required student course evaluations and documented activities in the areas of teaching/primary duties, research/creative activity and service.
- 3) Annually Contracted Faculty
 - a) All annually contracted faculty will receive an evaluation by the director for which three or more CU's are assigned for evaluation period.
 - b) Annually contracted teaching faculty will be evaluated for teaching performance of primary duties by the same criteria as tenured/tenure track faculty members.

D. Other Evaluation Procedures

- 1) Items other than those listed as illustrative of performance may be included.
- 2) Items shall be included in only one section of the portfolio (teaching/ performance of primary duties; research/ creative activities; service).
- 3) Relative importance:
 - a) In teaching/performance of primary duties, classroom teaching evaluation shall be considered of greater weight than other items in each level.
 - b) Director, tenured faculty and peer evaluations shall be given more weight than student evaluations.
 - c) Research/creative activity shall not receive greater emphasis than service.
 - d) The evaluation period is defined by the collective bargaining agreement and set forth in the Schedule for Personnel Actions and Credit Unit Guidelines issued by the office of the Provost and Vice-President for Academic Affairs. The evaluation period is not the same as an academic term.
 - e) It should be recognized that teaching evaluations might be affected by the rigor of a course or technological issues in distance learning. In applying these guidelines, evaluators should, therefore, recognize that new course preparation, teaching methods/traits, and technological difficulties may affect evaluations.
 - f) Union duties, responsibilities, and projects may be considered in any of the three areas of evaluation, as appropriate.