

Menonite College of Nursing

Departmental Appointment, Salary, Promotion and Tenure Guidelines

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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 Menonite 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 Department Faculty Status Committee

Responsibilities of the Department Faculty Status Committee

The Department Faculty Status Committee (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 Department Faculty Status Committee

The DFSC is composed of at least three members whose locus of tenure is within MCN, including a minimum of two elected tenured faculty and may include up to two elected non-tenured tenure-track faculty and is chaired by the Dean's designee, who must be tenured.

Should the number of tenured faculty fall below that needed to sustain both a CFSC and DFSC, the College will function with a single committee, the CFSC. While functioning with a single committee (CFSC), the University's Faculty Review Committee (FRC) 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. 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 Department Faculty Status Committee

Terms for elected members begin on May 1st, 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. The individual:

- Must have full-time tenure or probationary tenure status (non-tenured tenure-track) and have completed at least one regular semester of full-time service at the rank of assistant professor or higher;
- Must have her/his primary appointment within the college; and
- May not serve while on leave-of-absence regardless of the reason for the leave

Section 2. Development and Amendment of the Department 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 directors of the undergraduate and graduate programs, the Dean and Associate Dean for Academics will decide the minimum qualifications for new faculty positions and write the position advertisement for faculty searches.

The Dean and Associate Dean for 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.

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 the 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 later in this document for the process for developing and reviewing documents for performance, promotion and tenure.

Pre-tenure Review

Probationary faculty are required to submit a summative portfolio using the guidelines in appendices A and B in their third year of service. The purpose of this pre-tenure 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 pre-tenure 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 pre-tenure review and one for the annual performance evaluation.

According to the Illinois State University Faculty Appointment, Salary, Promotion and Tenure Policies, Section VIII F, a candidate may bring in up to two years of full-time service at the rank of assistant professor at the college or university level in consideration for promotion to associate professor. Should a faculty member choose to bring in this service, the date for the pre-tenure review will be due halfway between the year of employment and the revised tenure year. The faculty member may withdraw the request for service credit at any time up until the actual submission of the application for promotion and tenure.

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 later in this document 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 in the 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 community service should be aligned with teaching, scholarship and practice whenever possible. Leadership is a consideration for promotion. See Appendix C later in this document for examples of faculty 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, practice discipline, or community 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 later in this document 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. If the faculty member is promoted to the rank of professor prior to the end of the five-year time period requiring the post-tenure review, the application for promotion to professor shall be considered as a post-tenure review and the next post-tenure review shall be due five years from the first January after the effective date of the promotion to professor.

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 2023), any faculty member receiving an overall unsatisfactory performance rating in two out of three years must submit a post-tenure review in the following review cycle. Please see ISUASPT 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.

Disciplinary Actions

The tenure track faculty of Mennonite College of Nursing adopted the disciplinary articles of the University ASPT policies in fall 2018. Disciplinary actions include sanctions, suspension, and dismissals. All policies and procedures related to these disciplinary actions are found in Sections XII through XV of the University ASPT policies. Information regarding committee composition for deliberation of a disciplinary case is found in the MCN College Standards (2018 Revision).

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 increase 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 of progress toward tenure and/or promotion.

Faculty must submit an electronic portfolio for the annual review to the Dean's office by the deadline using the outline in Appendix B found later in this document. Requests for extensions to submission deadlines are to be made in writing to the chair of the DFSC and must be made 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 Appendix C later in this document for examples of faculty 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 later in this document for examples of faculty 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 later in this document for examples of faculty 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 3rd 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 XVII). When the College is functioning with both a CFSC and a DFSC, the CFSC functions are the appeals body. When the college is functioning with a single committee, the CFSC, appeals related to the annual evaluation may be made to the Illinois State University 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 for Academics to serve as a resource for the development of the electronic portfolio.
2. Faculty should refer to Appendix B later in this document 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 in writing in advance of the deadline except under unusual circumstances.
4. Portfolios are to be submitted to the Dean's office by the following dates:
 - a. For performance evaluation, pre-tenure review, and post-tenure review: 4 pm on January 5th
 - b. For promotion/tenure: 4 pm on November 1st
 - 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 later in this document and the portfolio is submitted electronically via the individual's secure folder on the College's ASPT 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_2018.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 E.
 - 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 of 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 the College ASPT site.

- 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 its own independent review and makes recommendations for promotion and tenure that are, along with DFSC recommendations, 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, and raw data from student evaluations
- Pre-tenure 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 summary of teaching, scholarship, and service activities, including list of teaching assignments	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
Required Appendices					
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/refereed 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 pre-tenure 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 pre-tenure review)
 - Desired action (annual evaluation, pre-tenure 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
- **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)
- 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 may 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 ISU 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 Task Force Consensus Position Statement “Defining Scholarship for Academic Nursing” (<https://www.aacnnursing.org/Portals/42/News/Position-Statements/Defining-Scholarship.pdf>) 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 document also provides examples applicable to the three types of scholarship: scholarship of discovery or scientific inquiry, scholarship of practice, and scholarship of teaching. 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. The following content on scholarship is from the AACN consensus position statement available at <https://www.aacnnursing.org/Portals/42/News/Position-Statements/Defining-Scholarship.pdf>.

The **scholarship of discovery or scientific inquiry** takes the form of primary empirical research, analysis of large data sets, theory development and testing, methodological studies including implementation science, health services research, and philosophical inquiry and analysis. Furthermore, the scholarship of discovery results in new knowledge, refines or expands existing knowledge, and is translatable into practice. Research scholars regardless of settings use similar designs and methods in understanding phenomena, examining relationships, or testing interventions with their different populations of interest.

The **scholarship of practice** interprets, draws together, and brings new insight to original research. Nursing's broad understanding of theory based in multiple disciplines as well as its long history of collaboration allows for the interconnection of ideas to change practice and solve problems. The practice scholar applies evidence to practice, incorporating implementation and translation science. Scholarship is guided by a multitude of innovative methods of inquiry that are informed through clinical practice with an aim of improving and transforming healthcare delivery and patient outcomes. Practice scholars apply and integrate evidence to and from clinical practice and conduct quality improvement using methodologies to improve care processes.

The **scholarship of teaching** focuses on the transmission, transformation, and extension of knowledge (Boyer, 1999). Teaching scholars develop, evaluate, and improve nursing curricula, student learning, and teaching methodologies. The scholarship of education focuses on the understanding, describing, and teaching of learning endeavors as well as controlling, predicting, and disseminating outcomes of teaching-learning processes.

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:

Minimum Submission Requirements	YES	NO
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

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

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: