UCCS University of Colorado
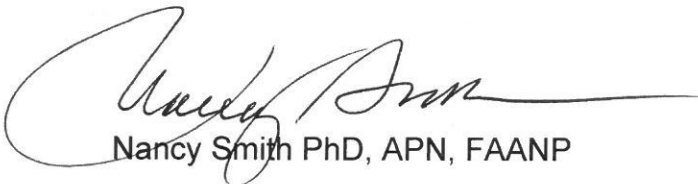Colorado Springs

September 1, 2015

Judith F. Karshmer PhD, PMHCNS-BC
Chair, CCNE Board of Commissioners
One Dupont Circle NW
Suite 530
Washington DC 20036-1120

Dear Dr. Karshmer,

Thank you for the opportunity to respond to the report of the Accreditation Review Committee of the Commission on Collegiate Nursing Education dated August 17, 2015. We are responding to the compliance concerns noted for Key Elements IV-C, IV-D, and IV-F and are pleased to have had an opportunity to collect additional data from our graduates and to expand on the faculty expected outcome information that was available in the Resource Room during our site visit.

Please let us know if you require further clarification.

Sincerely,

Nancy Smith PhD, APN, FAANP

Dean and Professor

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences

University of Colorado Colorado Springs

Office of the Dean
Helen and Arthur E. Johnson
Beth-El College of Nursing and Health Sciences
1420 Austin Bluffs Parkway   Colorado Springs, CO 80918-3733

IV-C. Licensure and certification pass rates demonstrate program effectiveness.

Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure.

- *The NCLEX-RN® pass rate for each campus/site and track is provided for each of the three most recent calendar years.*
- *The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year. However, if the NCLEX-RN® pass rate for any campus/site and track is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that campus/site or track is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

A campus/site or track with an NCLEX-RN® pass rate of less than 80% for first-time takers for the most recent calendar year provides a written explanation/analysis with documentation for the variance and a plan to meet the 80% NCLEX-RN® pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, data relative to specific campuses/sites or tracks, and data on repeat takers.

The graduate program demonstrates achievement of required program outcomes regarding certification. Certification results are obtained and reported in the aggregate for those graduates taking each examination, even when national certification is not required to practice in a particular state.

- *Data are provided regarding the number of graduates and the number of graduates taking each certification examination.*
- *The certification pass rate for each examination for which the program prepares graduates is provided for each of the three most recent calendar years.*
- *The certification pass rate for each examination is 80% or higher for first-time takers for the most recent calendar year. However, if the pass rate for any certification examination is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that certification examination is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

A program with a pass rate of less than 80% for any certification examination for the most recent calendar year provides a written explanation/analysis for the variance and a plan to meet the 80% certification pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, and data on repeat takers.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have taken licensure or certification examinations.

Program Response:

The nurse practitioner options in the Master's program and the Post-Master's Certificate Program demonstrate achievement of the expected certification rates for the ANP, AGNP, and the FNP graduates. The UCCS benchmark for certification exam pass rates for the ANP, AGNP, and FNP options is 80% for both the MSN and Post-Master's graduates. *Data provided to the Program by ANCC and AANP were not used as these reports do not separate post-masters from master's level test-takers.* To obtain these data, faculty personally contacted graduates (2012, 2013, and 2014) in August 2015 by telephone and email making multiple attempts. "Respondents" are those graduates who faculty were able to reach and obtain data from directly or by email. All data is necessarily self-reported. Table IV-C.1 shows response rates for each year and aggregate certification exam pass rates for ANP, AGNP and FNP graduates of the MSN and Post-master's (PM) program options for the most recent three years are shown in Table IV-C.1. As shown, 100% of respondents reported passing the certification exam on the first attempt. A more detailed analysis of the certification exam pass rates is shown in Table IV-C.2. Data are provided for each year, program type (MSN or Post-master's), specific exam taken, and pass rate as reported by respondents.

Table IV-C.1 Response Rates and Aggregate Certification Exam Pass Rates for the Last Three Calendar Years (2012 -2014) for Master's and Post-Master's Certificate Program Graduates

	2012	2013	2014
Total # of Graduates by Option	MSN-FNP: 3 PM-FNP: 3 MSN-ANP: 6 PM-ANP: 2 MSN-Ed: 0 PM-Ed: 3	MSN-FNP: 28 PM-FNP: 4 MSN-ANP: 2 PM-ANP: 0 MSN-Ed: 0 PM-Ed: 0	MSN-FNP: 25 PM-FNP: 3 MSN-ANP: 5 PM-AGNP: 0 MSN-Ed: 0 PM-Ed: 1
Total Graduates	**MSN – 9; PM- 8** Total 17	**MSN-30; PM- 4** Total 34	**MSN- 30; PM-4** Total 34
Response Rate by Option (multiple attempts via email and telephone)	MSN-FNP: 67% PM-FNP: 0% MSN-ANP: 83% PM-ANP: 100% MSN-Ed: n/a PM-Ed:67%	MSN-FNP: 50% PM-FNP: 100% MSN-ANP: 50% PM-ANP: n/a MSN-Ed: n/a PM-Ed: n/a	MSN-FNP: 64% PM-FNP: 67% MSN-AGNP: 80% PM-AGNP: n/a MSN-Ed: n/a PM-Ed: 0%
Pass rate by exam for respondents*	100%	100%	100%

*Benchmark is a pass rate of 80%; benchmark met for all respondents/all options.

Table IV-C.2 Certification Exam Pass Rates by Exam Taken, Program Option, and Year for Respondents (2012-2014)

Year	Certification Organization	Certification Exam (by specialty area)	# Graduates Taking Exam (Respondents) (MSN, PM=Post-masters)	Certification Pass Rate for Respondents
2012	ANCC	ANP	MSN 3 PM 1	3/3 or 100% 1/1 or 100%
2012	ANCC	FNP	MSN 0 PM 0	n/a n/a
2012	AANP	ANP	MSN 1 PM 1	1/1 or 100% 1/1 or 100%
2012	AANP	FNP	MSN 2 PM 0	2/2 or 100% n/a
2012 TOTAL			8	100%
2013	ANCC	ANP	MSN 0 PM 0	n/a n/a
2013	ANCC	FNP	MSN 2 PM 0	2/2 or 100% n/a
2013	AANP	ANP	MSN 2 PM 0	2/2 or 100% n/a
2013	AANP	FNP	MSN 13 PM 4	13/13 or 100% 4/4 or 100%
2013 TOTAL			21	100%
2014	ANCC	ANP	MSN 0 PM 0	n/a n/a
2014	ANCC	FNP	MSN 0 PM 0	n/a n/a
2014	ANCC	AGNP	MSN 2 PM 0	2/2 or 100% n/a
2014	AANP	ANP	MSN 0 PM 0	n/a n/a
2014	AANP	FNP	MSN 16 PM 1	16/16 or 100% 1/1 or 100%
2014	AANP	AGNP	MSN 2 PM 0	2/2 or 100% n/a
2014 TOTAL			21	100%

Program Plan: As described in our Self-Study, our Associate Dean is instituting a new plan for exit interviews of our graduates. Students will be notified of the exit interview plan prior to graduation which we anticipate will improve response rates overall.

IV-D. Employment rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

- *The employment rate is collected separately for each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion. For example, employment data may be collected at the time of program completion or at any time within 12 months of program completion.*
- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.

Program Response:

Master's and Post-Master's Certificate Programs

The Master's and Post-Master's Certificate Programs demonstrate achievement of the required employment rate outcomes. As shown, 100% of respondents were employed in the field of professional nursing within 12 months of graduation. The benchmark for employment rates within 12 months of program completion is 70%. To obtain these data, faculty personally contacted graduates from 2012, 2013 and 2014 by telephone and email. For those we could not reach, we used employment data obtained through self-report of graduate to the Program Assistant after graduation if available. Aggregate MSN and Post-Master's Alumni employment data by graduation year are shown in table IV-D.1. The analysis is conducted for total graduates and for respondents separately and by MSN or Post-masters.

Table IV-D.1 MSN/Post-Master's Employment Rates

Program completion		Employed in any field within 12 months	No data available	Employed in professional nursing within 12 months	**Respondents** employed in professional nursing within 12 months
2012	PM	7/8 or 88%	1	88%	100%
	MSN	6/9 or 67%*	3	67%	100%
2013	PM	4/4 or 100%	0	100%	100%
	MSN	29/34 or 85%	5	85%	100%
2014	PM	3/4	1	75%	100%
	MSN	22/30	8	73%	100%

*We were unable to reach 3 of the 9 MSN graduates from 2012. Thus, the employment rate for the total graduating cohort of 9 MSN graduates is 67%. Using the total number of respondents (6), the employment rate is 100% for those we were able to reach on multiple attempts.

IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of expected faculty outcomes. Expected faculty outcomes:
- *are identified for the faculty as a group;*
- *incorporate expected levels of achievement;*
- *reflect expectations of faculty in their roles and evaluation of faculty performance;*
- *are consistent with and contribute to achievement of the program's mission and goals; and*
- *are congruent with institution and program expectations.*

Actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.

Program Response:

Aggregate Graduate Faculty Outcomes

The program demonstrates achievement of expected faculty outcomes. The benchmarks for faculty outcomes are:

Tenure-Track Faculty (Appendix IV-F.1)
- Teaching: Faculty Course Questionnaire (FCQ) mean score of 4.0
- Research and Scholarship:
  - Publications: aggregate total 15; individual benchmarks determined by rank and noted in Table IV-F.4
  - Grant proposal submissions: aggregate total 16 intramural or 8 extramural *submitted* OR 8 intramural or 4 extramural *received;* individual benchmarks determined by rank and noted in Table IV-F.5
  - Presentations: at least 1 presentation or as required by RPT criteria
- Service: membership on at least two Department and one College level Committee per year per individual faculty member

Non-Tenure Track Faculty (Appendix IV-F.2)
- Teaching: Faculty Course Questionnaire (FCQ) mean score of 4.0
- Scholarship: Achievement of meritorious as determined by rank; see Appendix IV-F.2 pages 28-30 for points required.
- Service: Membership on at least two Department and one College level Committee per year per individual faculty member
- Clinical Practice: Maintaining National Board Certification is the benchmark or, for those not nationally board certified, to practice in one's specialty area on a schedule that meets workload requirements as designated by the contract

Tenure-track faculty are evaluated on outcomes based on Teaching, Research/Scholarship and Service. Non-tenure track clinical faculty are also evaluated on these criteria and on the Clinical component of their workload. Requirements for faculty performance and outcomes are found in the RPT and other documents. Workload may differ based on role within the college and is defined in the Faculty Responsibility Statement. Faculty, in their respective roles, serve to fulfill the mission and goals of the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences, and in particular, the Graduate Nursing Programs. The following describes the expected and actual outcomes, both individually, and in aggregate in each of the above evaluation areas.

These outcomes are presented only for those in the Nursing Department who teach in the MSN, Post-Master's Certificate and the DNP programs. Their roles are identified within the presented tables. Teaching specifically for the Graduate Programs offered in the College of Nursing, there are currently 7 faculty on the tenure track (TT) (one started Spring 2015, after the self-study was written). This is comprised of 1 assistant professor, 4 associate professors and 2 professors. There are 8 faculty on the non-tenure clinical teaching track (NTT). This is comprised of 1 instructor, 1 senior instructor, 4 assistant clinical professors, 1 associate clinical professor (started Fall 2015; assisted with DNP Capstones during the time period of the report), and 1 visiting Professor. All except the Instructor hold a doctoral degree (DNP or PhD). The Instructor is currently pursuing a DNP. All except the Instructor and Visiting Professor teach in both the MSN and DNP programs.

Individual faculty outcomes are evaluated according to whether they are on the TT or NTT. The Helen and Arthur E. Johnson Beth-El College of Nursing and Health Science has documents that evaluate both tracks (Appendix IV-F.1 and IV-F-2). The Faculty Affairs Council of the College Assembly is responsible for reviewing expected levels of achievement for the tenure track, clinical teaching track, and instructor level faculty. The foundation for faculty achievement is the mission and goals of the college and UCCS. Final approval of the faculty expectations is made by a vote of the College Assembly. The Reappointment, Promotion, and Tenure (RPT) document that identifies expected faculty outcomes for those on the TT, or those who are tenured, is found in Appendix IV-F.1. The College has a similar document for faculty who are on the NTT. This latter document was developed and voted on by the College Assembly in April 2015 and is still in the University Approval Process. This is found in Appendix IV-F.2. Highlights of both sets of criteria are found in Tables IV-F.1 and IV-F.2. All faculty are expected to meet the minimum criteria set forth in the evaluation documents, however, this can vary from year to year and is based on contract workload percentages.

Table IV-F.1 Requirements for Faculty Who Are on the Tenure-Track or Who are Tenured**.

**Point values are based on a typical workload of 40% teaching, 40% scholarship, and 20% service. They may differ if faculty is on differentiated workload.

	Included activities	1st Year	4th Year Compre-hensive	Tenure and Promotion to Associate Professor	5 Year Post Tenure	Promotion to Professor
Teaching	FCQs Effectiveness Course Development and Revision Curriculum/Program Development and Evaluation Professional Practice	4-6 points	14-16 Points	24-28 points	Meet expectations of performance plan	32-38 points
Scholarship	Publications Extramural Grants/Contracts Intramural Grants/Contracts Professional Presentations Professional Publications and Technical Reports Grant or Journal Editorial Reviewer Scholarship of Practice Application	1-3 points, on the scholarship grid and identified program of research	4-6 points on scholarship grid to include 2 publications and submission of one extramural grant or two intramural grants	6-9 points on scholarship grid to include 3-4 publications and submission of two extramural grants or four intramural grants, or receipt of 1 extramural grants or 2 intramural grants	Meet expectations of performance plan	8-10 points on scholarship grid *since tenure and promotion to associate professor* to include 5 publications and submission of one or two extramural grants or receipt of 2 extramural grants
Service	Department Service College Service University Service Community Service Professional Service	3-5 points	8-10 points	16-18 points	Meet expectations of performance plan	20-26 points

Table IV-F.2 Requirements for Faculty Who are on The Non-Tenure or Clinical Teaching Track. * &**.

*Non-tenure track (NTT) faculty have different criteria based on highest degrees held. Those with an earned doctorate are qualified to hold professorial rank in clinical teaching track positions. These ranks are outlined in the NTT document at Appendix IV-F-2**.

**Point values are based on a typical workload of 40% teaching, 20% practice, 20% scholarship, and 20% service. They may differ if faculty is on differentiated workload.

	Activities	Instructor	Sr. Instructor	Assistant Professor	Associate Professor	Professor
Minimum Education		Master's Degree	Master's Degree	Earned Doctorate	Earned Doctorate	Earned Doctorate
Teaching	FCQs Additional methods of teaching evaluation Awards Honors Mentoring students and other faculty Course Development and Revision Curriculum evaluation	Evidence of Successful teaching experience, clinical or academic	3 years academic teaching experience Demonstration of expertise, initiative and creativity in teaching, plus 4-5 points	8-10 points	6 years teaching at baccalaureate or higher level, plus 10-12 points	Evidence of mastery of teaching activities
Practice	National Certification Preceptor Consultation Peer Evaluation Continuing Education	2 years clinical experience	Demonstration of expertise, initiative and creativity clinical practice	2000 hours and/or service, plus 3 -3.5 points	3.5-4 points	Evidence of mastery of clinical activities and contributions in teaching arena
Scholarship	Publications Extramural Grants/Contracts Intramural Grants/Contracts Professional Presentations Professional Publications and Technical Reports Grant or Journal Editorial Reviewer Scholarship of Practice Application			2-3 points on scholarship grid to include 1-2 publications and submission of one extramural grant or two intramural grants	3 points on scholarship grid to include 1-2 publications and submission of one extramural grant or two intramural grants	Evidence of sustained substantial research or creative work, clinical scholarship and publications
Service	Department Service College Service University Service Community Service Professional Service	4-8 points	8-10 points	8-10 points	10-12 points	Sustained professional and/or community service. Recognition of professional competence Leadership in healthcare arena

Teaching

Faculty teaching effectiveness for all faculty in both the MSN, Post-Master's Certificate, and the DNP programs is evaluated using Faculty Course Questionnaires (FCQs). These are sent to all UCCS students for each course at the end of each course period. The FCQs provide an opportunity for students to give timely feedback on both course and faculty quality. The FCQs are comprised of a set of questions developed by the University of Colorado system. Each course instructor has the opportunity to add course specific questions to the FCQ. Student results are aggregated for each course and provided to faculty. The benchmark for the College is a 4.0 on a 1.0 to 6.0 scale with a 6.0 being the higher rating. The reports are returned to the Department and are initially reviewed by the Chair prior to being forwarded to the individual faculty. The feedback is then used to evaluate student feedback for both the course and the faculty. Course and curricular changes are made based on the feedback. University mandated FCQ questions are shown in Appendix IV-F.3. The aggregated FCQ data for the Graduate Nursing in Beth-El College over a four year period is shown in Table IV-F.3. Individual Data is presented in Table IV.F-4. The identified benchmark is that 90% of faculty will achieve the minimum average of 4.0 on FCQ Course and Instructor ratings. Our Graduate faculty is currently at 93%. The only faculty not meeting this benchmark is a new faculty member teaching a new course during her first semester of teaching. A mentoring program is being carried out to assist that faculty member.

Table IV-F.3 Aggregate Graduate Nursing Faculty Course Questionnaire (FCQ) Data over Four Years

	Total Number of Courses	Course Overall Mean Score	Instructor Overall Mean Score
2011-2012	48	4.95	4.73
2012-2013	48	5.34	5.38
2013-2014	56	4.89	4.96
2014-2015	47	4.74	4.86
Average		**4.98**	**4.98**

Range = 1.0-6.0. The aggregate faculty and course benchmark is 4.0

Table IV-F.4 Averaged Individual Graduate Nursing Faculty Course Questionnaire (FCQ) Data over Four Years

	Program	Track	Course Overall 2011-2014	Instructor Overall 2011-2014
Professor 1 NS	MSN, PM + DNP	TT	No Classes	No Classes
Professor 2 KB	MSN, PM + DNP	TT	4.7	4.8
Assoc Prof 1 MB	MSN, PM + DNP	TT	4.2	4.6
Assoc Prof 2 DK	MSN, PM + DNP	TT	4.9	4.9
Assoc Prof 3 DP	MSN, PM + DNP	TT	5.3	5.7
Assoc Prof 4 AS	MSN, PM + DNP	TT	5.5	5.6
Asst Prof HG	MSN, PM + DNP	TT	2.5	3.1
Assoc Prof Clinical JS	MSN, PM + DNP	NTT	5.0	5.1
Asst Prof Clinical 1 VB	MSN, PM +	NTT	5.0	5.0

	DNP			
Asst Prof Clinical 2 GK	MSN, PM + DNP	NTT	4.7	4.7
Asst Prof Clinical 3 KP	MSN, PM + DNP	NTT	5.2	5.5
Asst Prof Clinical 4 CT	MSN, PM + DNP	NTT	5.2	4.7
Senior Instructor RB	MSN, PM + DNP	NTT	4.4	5.1
Instructor SM	MSN, PM Only	NTT	5.3	5.6
Visiting Professor CT	MSN, PM Only	NTT	4.2	4.8

Faculty members have mentored students by serving on well over 100 MSN Comprehensive Exam committees (three members each) and 20 Post Masters DNP Capstone Committees (three members each) from 2011 - 2015. Additionally, faculty have been asked to serve on 9 PhD Dissertation Committees at Universities outside UCCS.

Research/Scholarship

Faculty are expected to produce scholarly works and have identified programs of research commensurate with their rank and assigned workload. The outcomes by which faculty are measured include publications, both peer-reviewed and non-peer reviewed, grant submissions and funding, presentations, and peer reviews. Table IV-F.4 shows the individual (by faculty rank and positon) and aggregate faculty publication outcome data for the years 2011 through 2014. These included journal articles, books, book chapters, and conference proceedings. Publications appeared in multiple journals including: Journal of Gerontological Nursing, The Gerontologist, Preventive Medicine, Issues in Mental Health Nursing, Qualitative Health Research, Heart & Lung, Western Journal of Nursing Research, Annals of Behavior Medicine, Journal for Nurses in Professional Development, and Clinical Nursing Research. *The identified benchmark is that 100% of faculty will achieve the minimum number of publications over the time frame from one rank to the next.* Our Graduate faculty is currently at 100% in meeting publication expectations, both individually and aggregated. Time in rank and workload differs among faculty, so numbers of required publications may differ and this is reflected in the Table below.

Table IV-F.4 Faculty Publications Tenure Track and Non-Tenure Track

Faculty	Program	Track	Benchmark for Promotion to next rank	Actual years in rank	Individual Publications	Benchmark Met
Prof 1 NS	MSN, PM + DNP	TT	Meet Performance Plan Expectation		1	YES
Prof 2 KB	MSN, PM + DNP	TT	Meet Performance Plan Expectation		6	YES
			Benchmark for promotion to Next Rank			
Assoc Prof 1 MB	MSN, PM + DNP	TT	5	2	11	YES

Assoc Prof 2 DK	MSN, PM + DNP	TT		4.6	5	6	YES
Assoc Prof 3 DP	MSN, PM + DNP	TT		1	0.5	4	YES
Assoc Prof 4 AS	MSN, PM + DNP	TT		3.9	5	6	YES
Asst Prof HG	MSN, PM + DNP	TT		1	0/0	1	YES
7out of 7 (100%) of Tenure track faculty met publication expectation. Individual benchmark is denoted in the table. Aggregate Benchmark is 15.4 publications overall. Benchmark is met.					Total = 31		
Asst Prof Clinical JS	MSN, PM + DNP	NTT		1-2	0	0	YES
Asst Prof Clinical 1 VB	MSN, PM + DNP	NTT		1-2	1	3	YES
Asst Prof Clinical 2 GK	MSN, PM + DNP	NTT		1-2	6	1	YES
Asst Prof Clinical 3 KP	MSN, PM + DNP	NTT		1-2	4	4	YES
Asst Prof Clinical 4 CT	MSN, PM + DNP	NTT		1-2	4	2	YES
Sr. Instructor RB	MSN, PM + DNP	NTT		0	1	1	YES
Instructor SM	MSN, PM Only	NTT		0	1	0	YES
Visiting Prof CT	MSN, PM Only	NTT		0	1	21	YES
8 out of 8 (100%) of Tenure track faculty met publication expectation. Individual benchmark is denoted in the table. Aggregate Benchmark is 5 publications overall. Benchmark is met.					Total = 31		

*Includes invited, book chapters, and in press.

Consistent with faculty rank and track, faculty are required to submit grant proposals to support their programs of research. Through support provided by the Associate Dean for Research and the campus Office of Sponsored Programs, nursing faculty have applied for increasing grant funding over the past four years. Total grant funding for the period from 2011 through 2014 totaled $3,858,573. Table IV-F.5 illustrates numbers of Intramural (I) and Extramural (E) grants submitted and grants received. The contributions of the faculty are also evident in research, training, and service grants in the areas of behavioral interventions for cardiovascular and stroke risk reduction, COPD secondary prevention, nursing faculty education in rural settings, smoking cessation and prevention, health information technology and DNP education, violence intervention and prevention, military women's health, successful aging, and the availability of geriatric-trained nurse practitioners. Our Graduate faculty is currently at 100% compliance in meeting grant writing expectations, both individually and aggregated. Aggregate benchmark for tenure track faculty is 16 Intramural **or** 8 Extramural grants submitted and 8 intramural **or** 4 extramural received. Tenure Track faculty submitted 14 Intramural **and** 13 Extramural grants. They received 7 Intramural **and** 9 Extramural grants. Again, time in rank and workload differs among faculty, so numbers of required grants may differ. For non-tenure track faculty, the benchmark is 10 intramural **or** 5 Extramural grants submitted. Our non-tenure track faculty submitted 2 intramural **and** 6 extramural grant applications. They received 2 intramural and 2 extramural grants.

Table IV-F.5   Faculty Grants Tenure Track and Non-Tenure Track

	Program	Track	Benchmark	Individual Grant Submissions Intramural/ Extramural(I/E)	Individual Grants Funded Intramural/ Extramural (I/E)	Benchmark Met
				Actual # over period 2011-2014	Actual # over period 2011-2014	
Prof 1 NS**	MSN, PM + DNP	TT	Meet Performance Plan Expectation	0/2	0/2	YES
Prof 2 KB	MSN, PM + DNP	TT	Meet Performance Plan Expectation	0/0	0/0	YES
			Benchmark for promotion to Next Rank			
Assoc Prof 1 MB	MSN, PM + DNP	TT	4I **or** 2E submitted, 2I **or** 1E received	3/0	3/0	YES
Assoc Prof 2 DK**	MSN, PM + DNP	TT	4I **or** 2E submitted, 2I **or** 1E received	3/8	1/3	YES
Assoc Prof 3 DP	MSN, PM + DNP	TT	4I **or** 2E submitted, 2I **or** 1E received	1/0	1/0	YES
Assoc Prof 4 AS**	MSN, PM + DNP	TT	4I **or** 2E submitted, 2I **or** 1E received	5/3	0/4	YES
Asst Prof HG	MSN, PM + DNP	TT	Identify Program of research	2/0	2/0	YES
7 out of 7, of tenure-track faculty submitted and received grants, resulting in 100% compliance with this benchmark.				Total # Submitted = 27 Total Funded = 16		
Asst Prof Clinical JS	MSN, PM + DNP	NTT	2I **or** 1E submitted,	0/1	0/0	YES
Asst Prof Clinical 1 VB	MSN, PM + DNP	NTT	2I **or** 1E submitted,	1/3	1/1	YES
Asst Prof Clinical 2 GK	MSN, PM + DNP	NTT	2I **or** 1E submitted,	0/1	0/0	YES
Asst Prof Clinical 3 KP**	MSN, PM + DNP	NTT	2I **or** 1E submitted,	1/1	1/1	YES
Asst Prof Clinical 4 CT	MSN, PM + DNP	NTT	2I **or** 1E submitted,	0/1	0/0	YES
Sr. Instructor	MSN, PM + DNP	NTT	0	0/0	0/0	YES
Instructor	MSN, PM Only	NTT	0	0/0	0/0	YES
Visiting Prof	MSN, PM + DNP	NTT	0	0	0/0	YES
5 out of 5, of those non-tenure track faculty who are required to submit grants did submit them, resulting in 100% compliance with this benchmark				Total Submitted = 8	Total Funded = 4	

**Differentiated Workload

Faculty members are expected to disseminate their research in venues other than professional publication. During 2011 through 2014, 15 faculty members made 131 presentations at more than 53 local, regional, national, and international conferences, seminars, and events as shown in Table IV.F-6. These included: National Organization of Nurse Practitioner Faculty, International Nurse Practitioner/Advanced Practice Nursing Network Conference, National League of Nursing Technology Conference, Western Institute of Nursing Research, Gerontological Society of America, National Primary Care Nurse Practitioner Symposium, Council for the Advancement of Nursing Science, Veterans Administration, TriService Nursing Research and the American Nurses Informatics Association. It is expected that all our faculty participate in dissemination presentations. 100% of our faculty are currently earning points toward promotion for work in this manner. Table IV-F.6 depicts the number of presentations made by faculty members.

Table IV-F.6 Faculty Presentations

Faculty	Program	Track	Desired Benchmark	# of Presentations	Benchmark Met
Prof 1 NS	MSN, PM + DNP	TT	At least 1 presentation	1	YES
Prof 2 KB	MSN, PM + DNP	TT	At least 1 presentation	4	YES
Assoc Prof 1 MB	MSN, PM + DNP	TT	At least 1 presentation	34	YES
Assoc Prof 2 DK	MSN, PM + DNP	TT	At least 1 presentation	20	YES
Assoc Prof 3 DP	MSN, PM + DNP	TT	At least 1 presentation	3	YES
Assoc Prof 4 AS	MSN, PM + DNP	TT	At least 1 presentation	12	YES
Asst Prof HG	MSN, PM + DNP	TT	At least 1 presentation	2	YES
7 out of 7, of tenure-track faculty presented at least once, resulting in 100% compliance with this benchmark				Total # Presentations = 71	
Asst Prof Clinical JS	MSN, PM + DNP	NTT	At least 1 presentation	6	YES
Asst Prof Clinical 1 VB	MSN, PM + DNP	NTT	At least 1 presentation	11	YES
Asst Prof Clinical 2 GK	MSN, PM + DNP	NTT	At least 1 presentation	3	YES
Asst Prof Clinical 3 KP	MSN, PM + DNP	NTT	At least 1 presentation	18	YES
Asst Prof Clinical 4 CT	MSN, PM + DNP	NTT	At least 1 presentation	3	YES
Sr. Instructor RB	MSN, PM + DNP	NTT	At least 1 presentation	2	YES
Instructor SM	MSN, PM Only	NTT	At least 1 presentation	1	YES
Visiting Prof CT	MSN, PM Only	NTT	At least 1 presentation	21	YES
8 out of 8, of non-tenure track faculty presented at least once, resulting in 100% compliance with this benchmark				Total # Presentations = 60	

Service

There is an expectation that faculty will serve on committees, beginning with Department Committees, then gradually moving out to College, University, CU System, and Community Committees. The faculty fulfill the mission and expectations of UCCS and the College through local, state, national, and international service positions in the following organizations and or groups: National Organization of Nurse Practitioner Faculty, Sigma Theta Tau International, American Academy of Nurse Practitioners, American Association of Colleges of Nursing, Society for the Arts in Health Care, Memorial Hospital Arts Advisory Council, Colorado Center for Nursing Excellence WELLS Center Simulation Development Advisory Committee, Colorado State Board of Nursing Advanced Practice Committee. In addition, faculty members serve on editorial boards for journals, consult with programs locally, nationally and internationally, and provide legal consultation to the state of Colorado. The Benchmark is that faculty will serve on at least two Department and One College level Committee per year. 100% of our faculty served on multiple committees at all levels and met the required benchmark. Table IV-F.7 depicts faculty committee and community service.

Table IV-F.7 Faculty Service

Faculty	Program	Track	Desired Benchmark	Service					Benchmark Met
				Dept	College	UCCS	CU System	Community	
Prof 1 NS	MSN, PM + DNP	TT	At least 2 Dept and 1 College Committee	3	1	3	1	4	YES
Prof 2 KB	MSN, PM + DNP	TT	At least 2 Dept and 1 College Committee	3	3	1	0	0	YES
Assoc Prof 1 MB	MSN, PM + DNP	TT	At least 2 Dept and 1 College Committee	5	2	2	1	1	YES
Assoc Prof 2 DK	MSN, PM + DNP	TT	At least 2 Dept and 1 College Committee	6	4	5	0	5	YES
Assoc Prof 3 DP	MSN, PM + DNP	TT	At least 2 Dept and 1 College Committee	3	13	3	0	3	YES
Assoc Prof 4 AS	MSN, PM + DNP	TT	At least 2 Dept and 1 College Committee	4	3	7	2	0	YES
Asst Prof HG	MSN, PM + DNP	TT	At least 2 Dept and 1 College Committee	2	1	0	0	0	YES
7 out of 7, of tenure-track faculty performed required committee work, resulting in 100% compliance with this benchmark			Individual # Committees	28	27	21	2	13	
			Average Faculty #	4.00	3.86	3.00	0.29	1.86	
Asst Prof Clinical JS	MSN, PM + DNP	NTT	At least 2 Dept and 1 College Committee	3	9	12	0	2	YES
Asst Prof Clinical 1 VB	MSN, PM + DNP	NTT	At least 2 Dept and 1 College Committee	3	6	7	1	1	YES

Asst Prof Clinical 2 GK	MSN, PM + DNP	NTT	At least 2 Dept and 1 College Committee	5	1	2	2	1		YES
Asst Prof Clinical 3 KP	MSN, PM + DNP	NTT	At least 2 Dept and 1 College Committee	9	0	5	0	2		YES
Asst Prof Clinical 4 CT	MSN, PM + DNP	NTT	At least 2 Dept and 1 College Committee	4	1	1	0	3		YES
Sr. Instructor RB	MSN, PM + DNP	NTT	At least 2 Dept and 1 College Committee	1	2	0	0	0		YES
Instructor SM	MSN, PM Only	NTT	At least 2 Dept and 1 College Committee	4	2	0	0	0		YES
Visiting Prof CT	MSN, PM Only	NTT	At least 2 Dept and 1 College Committee	4	1	4	0	1		YES
8 out of 8, of non-tenure track faculty performed required committee work, resulting in 100% compliance with this benchmark			Individual # Committees	33	22	31	3	10		
			Average Faculty #	4.13	2.75	3.88	0.38	1.25		

Clinical

All UCCS Nursing Faculty are expected to hold an unencumbered current license to practice nursing in the State of Colorado. This benchmark is achieved. All faculty who are assigned to the Non-Tenure Clinical Track are given a 20% workload to practice in their clinical area. Of the 8 NTT Clinical faculty, 5 are nationally certified nurse practitioners, two are clinical nurse specialists, and one has no advanced clinical certification, but meets requirement for the clinical teaching track as a Senior Instructor, having demonstrated more than 3 years of academic teaching. Only those NTT Clinical Teaching track who are certified as Nurse Practitioners teach clinical courses to the MSN, Post-Master's Certificate or DNP students. The benchmark for these faculty is that 100% of those who teach in clinical courses will maintain their National Board Certification. This benchmark is achieved.

UNIVERSITY OF COLORADO COLORADO SPRINGS
HELEN AND ARTHUR E. JOHNSON
BETH EL COLLEGE OF NURSING AND HEALTH SCIENCES

CRITERIA, STANDARDS AND EVIDENCE
FOR REAPPOINTMENT, PROMOTION AND TENURE

This document was approved by the Provost on August 25, 2014.

The University of Colorado policies and criteria for personnel actions are defined in the University of Colorado Administrative Policy Statements, and the University of Colorado Colorado Springs Reappointment, Promotion and Tenure Document *(Policy Number 200-001 2009, available on the website http://web.uccs.edu/vcaf/).* The following Criteria, Standards and Evidence for Reappointment, Promotion and Tenure guidelines are designed to provide more specific guidance concerning the interpretation of those activities expected of a faculty member in the Beth-El College of Nursing and Health Sciences (CONHS), specifically, the Departments of Undergraduate Nursing, Graduate Nursing, and Health Sciences. The College frames its requirements and expectations based on the guidelines and rules outlined by the University of Colorado System and the University of Colorado Colorado Springs (UCCS) Policies. Candidates should be well versed in these documents.

These criteria are published to 1) assist the faculty in interpreting the Regents standards for reappointment, promotion and tenure by clarifying the conditions under which candidates meet requirements for advancement; 2) provide CONHS Primary Unit Committee with well-defined criteria on which to determine a faculty member's accomplishments; 3) provide the Dean's Review Committee and the Vice Chancellor's RPT Committee with College standards for RPT; 4) provide criteria for external reviewers to evaluate candidate's accomplishments towards RPT. In addition to the UCCS requirements in the dossier, CONHS requires the candidate to submit a copy of their initial contract, any revised contracts, and any subsequent differential workload documents.

This document was approved by the tenured faculty on March 4, 2013, and replaces all previous standards, criteria, and examples for faculty achievement.

The indicators of faculty achievements in teaching, research/scholarship/creative works, and service are outlined, in addition to a grid system for evaluation of meritorious and excellent rankings. The indicators apply to all faculty, regardless of the appointment status, with the expectation that the performance of an individual faculty member takes into account an approved differentiated workload distribution of responsibilities assigned as defined by the Faculty Responsibility Statement (FRS) and/or a differential workload document to that faculty member over the time being evaluated. It is expected that the faculty achieve at their current rank with an increasing number of indicators over the time in rank. In addition, they are expected to be moving to fully achieve the indicators for the rank above their current rank. These indicators serve as a guide to the faculty for self-assessment and peer review as well as indicators for appropriate rank at the time of appointment, reappointment, promotion and tenure. Faculty members are expected to provide a supportive, safe learning environment, and exemplary ethical standards in teaching, scholarship/research/creative works, and service.

FIRST RENEWAL (Second year)

At this level of review, candidates should provide evidence of the initiation of efforts to establish effective programs of teaching, research/scholarship/creative works, and demonstrate willingness to serve in department and professional capacities (*UCCS RPT Policy, 200-001*).

SECOND RENEWAL (Fourth year):

At this level, the candidate should have demonstrated meritorious or excellent evaluations as a teacher and researcher, and established himself/herself as a contributor to the Department, and to some extent, to the campus or wider community (*UCCS RPT Policy, 200-001*).

PROMOTION AND TENURE TO ASSOCIATE PROFESSOR

At UCCS, the review for promotion to Associate Professor occurs at the same time as the tenure review. There is no consideration for promotion to Associate Professor separate from consideration for tenure unless warranted by special circumstances. When these special circumstances exist, the candidate will be evaluated based on the criteria for appointment of Associate Professors that are defined in University policy" (*UCCS RPT Policy, 200-001*).

At this level, the candidate must be judged "meritorious" in each of the three areas of teaching, research, and service, and "excellence" in either teaching or research/creative works. That is, tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research/scholarship/creative works, and service, and demonstrated excellence in either teaching or research/scholarship/creative works. Candidates and evaluators are referred to UCCS RPT Policy, Section VII, Standards for Review, and subsections: A) Tenure, and B) Early Tenure (*UCCS RPT Policy, 200-001*).

If a candidate chooses to apply for early tenure, the standards of performance that apply to faculty on the seven-year tenure clock apply to faculty who apply for early tenure review. They must have a record of achievement in teaching, research or creative work, clinical activity, and service that is equal to the record expected of a faculty member applying in the seventh year. Regent policy calls for meritorious performance in teaching, research/creative work and service and excellence in either teaching or research/creative work. Additional criteria or higher standards cannot be applied to candidates for early tenure review. Department chairs and colleagues have a responsibility to advise tenure-track faculty on the wisdom of coming up for early tenure review and should not encourage any colleague to stand for early tenure review unless they are confident that their record is tenureable. An unsuccessful candidate for early tenure may reapply within the existing tenure clock. (*Standards Processes and Procedures for Appointment, Reappointment, Tenure and Promotion [Appendix A of the Laws of the Regents] and UCCS RPT Policy, 200-001*)

PROMOTION TO FULL PROFESSOR

Under University policy, promotion to Professor requires a record that, taken as a whole, is judged to be excellent; a record of significant contributions to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to Associate Professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, and service (*UCCS RPT Policy, 200-001*).

Promotion to Full Professor requires that the candidate must be judged as making significant progress in all three areas of teaching, research and service since receiving tenure and promotion to Associate

Professor. The evaluation for promotion to Professor is to be based largely on activities and progress since the award of tenure. Differentiated workloads should be considered based on needs of the Department, College and University. Differentiated workloads need to be documented by the Dean of the College, and will be evaluated based on actual percentages of the differentiation, for example, 10% research/scholarship/creative works = 1 point from category 1 & 2.

SELECTION OF EXTERNAL REVIEWERS

Candidates for comprehensive and promotion and tenure will submit suggestions for external reviewers (if needed) to the Dean's office. The Dean's office is responsible for soliciting external letters of evaluation. Note: external review letters are not required for initial reviews or post tenure reviews. The number of letters required for review shall be the minimum number required by the UCCS RPT Policy *(UCCS RPT Policy, 200-001)*.

It is the candidate's responsibility to clearly specify his or her relationship to the external reviewers (e.g., co-author, etc.). External reviewers are expected to give an "arm's length objective" review. The solicitation of co-authors, mentors, and former colleagues must not constitute a majority of the solicitation letters. Care must be taken to exclude any reviewers whose evaluations might constitute a conflict of interest. Candidates may indicate specific scholars to exclude from consideration because their evaluations may be prejudiced against the candidate. Persons recommended by the applicant to write evaluation letters *must not* be relatives or current or former students since evaluations from these individuals might constitute a conflict of interest. *(UCCS Policy 200-001, section VIII. Dossiers, D. Reviewer Responsibilities, I. Primary Unit's Responsibility, b.(4) Letters of Evaluation from External Reviewers.)*

FACULTY RESPONSIBILITY STATEMENT (FRS)

The FRS identifies the proportion of effort by the faculty in 1) teaching, 2) scholarship, 3) professional practice and 4) service. This statement is negotiated by the individual and the Department Chair and approved by the Dean for a specified period. If faculty member re-negotiates workload then a proportional point system reflecting that workload will be used. It is strongly recommended that pre-tenured faculty not vary from the traditional 40-40-20 (teaching, scholarship, and service, respectively). Differentiated workloads need to be documented by the Dean of the College, and will be evaluated based on actual percentages of the differentiation, for example, 10% research/scholarship/creative works = 1 point from category 1 & 2.

DETERMINATION OF PRIOR ACADEMIC WORK AT PREVIOUS INSTITUTIONS AND CREDIT TOWARD TENURE

When a candidate is appointed with credit towards tenure and rank the years of credit will be evaluated by using the grid and points assigned based on the criteria adopted by the College for the tenure process. The Primary Unit Committee (PUC) will review the new faculty member's work and will provide a letter to the candidate clarifying the points awarded on the grid and identifying when the milestones on the grid will be completed (e.g., evaluation schedule). Based on this evaluation, the PUC will make a recommendation of rank to the Dean to review and document in the letter of offer.

When a candidate is appointed with credit towards tenure and rank, the candidate must continue to demonstrate significant progress in the areas of teaching, research/scholarship/creative works and service since their initial appointment at UCCS based on the criteria adopted by the College for the tenure process.

APPOINTMENT OF THE PRIMARY UNIT COMMITTEE (PUC) AND DEAN'S REVIEW COMMITTEE (DRC)

Reappointment, promotion and tenure reviews shall be conducted by 2 review committees. The PUC will consist of tenured members at the rank being reviewed for or higher from the candidate's primary unit and the DRC will consist of tenured members at the rank being reviewed for or higher from the candidate's college. Tenured Department Chairs will not serve on the review committees for faculty in their department. Tenured Department Chairs may serve on the review committees for faculty from other departments in the college. Tenured faculty members may serve on the PUC or DRC for a tenure-track department chair from their department. If it is necessary to have non-CONHS faculty members serve on a PUC or DRC, the non-CONHS faculty members should be a minority representation, and should be UCCS tenured faculty members at the rank being reviewed for or higher. The PUC and DRC shall consist of at least 3 members and will be appointed by the CONHS Faculty Affairs Council. If the Faculty Affairs Council determines that a larger committee is desired, a committee of more than 3 members may be appointed as long as the committee consists of an odd number of members. The Chair of the Faculty Affairs Council (or a designated representative of the Tenured Faculty subgroup if the Chair of the Faculty Affairs Council is not a tenured faculty member) identifies members of the PUC and DRC. The list is then shared with the Beth-El Faculty Affairs Council and assignments are reviewed. Once approved by the Faculty Affairs Council the committee list will be sent to the Dean for approval.

RESPONSIBILITY OF THE PRIMARY UNIT COMMITTEE (PUC) AND DEAN'S REVIEW COMMITTEE (DRC)

After all letters of recommendation are completed, the letters will be reviewed with the faculty members. The order of the review process is as follows:

1) Once the PUC letter has been signed by all committee members and submitted to the Dean's office, the chair of the PUC promptly informs the applicant orally of the PUC's recommendation and provides the applicant with a copy of the PUC's recommendation letter. There must be no identification of the external reviewers in this or any other communication with the candidate.

2) Once the DRC letter has been signed by all committee members and submitted to the Dean's office, the chair of the DRC promptly informs the applicant orally of the DRC's recommendation and provides the applicant with a copy of the DRC's recommendation letter. There must be no identification of the external reviewers in this or any other communication with the candidate.

3) Once the Dean's letter has been submitted to the Executive Vice Chancellor for Academic Affairs, the Dean promptly informs the applicant orally of the Dean's recommendation and provides the applicant with a copy of the Dean's recommendation letter. There must be no identification of the external reviewers in this or any other communication with the candidate.

The letters of evaluation and recommendations should be shared via a face-to-face meeting with the faculty being reviewed. After the letters are reviewed, the faculty should receive a copy of each letter. *(See policy https://www.cu.edu/policies/aps/academic/1022.pdf.)*

TEACHING

The College recognizes that individual teachers have a personal philosophy of teaching-learning and it is expected that these philosophies will be congruent with the values of the College and of the profession. Values of the College include creating a safe, stimulating and supportive environment. Relevant values of the profession include a respect for autonomy and human dignity, and an emphasis on altruism, integrity and social justice. It is expected that engagement of students in the teaching-learning process will be reflected in both philosophy and practice. Teaching is evaluated by examining teaching effectiveness, course development, evaluation, and curriculum development.

The College recognizes that teaching accomplishments can be demonstrated through several different venues; therefore, the College faculty has developed a point based grid-system to assess and evaluate meritorious or excellent ranking of teaching activities. Evaluation expectations are presented based on rank and review status. Points are cumulative over tenure review period (e.g., entire tenure review).

To gain points related to teaching activities, the candidate will articulate the specific item(s) in the teaching statement, provide evidence in the dossier and document on the grid. There are multiple methods of teaching evaluation: please note, in the narrative teaching statement, candidate should address FCQ's response rate (high or low), reflect on mean scores relative to response rate, and address the results of other methods of teaching evaluation used during the review period. Points indicated as per semester or per year are not to be awarded per capita.

DOCUMENTS & DOSSIER SUBMITTED AT THE BEGINNING OF 2ND YEAR

First Year Review

In the area of teaching effectiveness, the candidate is expected to demonstrate the skills of an advanced beginner in classroom and/or clinical teaching, demonstrating acceptable performance focusing on acquisition of teaching skills. This includes organized presentations that reflect current knowledge, promote critical thinking, and utilize several teaching and learning evaluation strategies. Candidates are expected to evaluate texts and technology for currency and relevance. A majority of peer reviews of teaching will be conducted by tenure-track or tenured faculty who are at or above the rank of the candidate and will be tenured.

In the area of curriculum development and evaluation, candidates are expected to adopt or develop course materials, insure that courses reflect the College philosophy and mission, and meet the accreditation and/or professional curriculum requirements.

The candidate serves as an effective liaison between education, nursing and health science service. The candidate will also maintain a positive working relationship with peers, staff and administration.

Meritorious ranking is demonstrated by a total of 4 points on the Teaching Evaluation Grid.

Excellent ranking is demonstrated by a total of 6 or more points on the Teaching Evaluation Grid.

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has

been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:

    1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and

    2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—1st year Review

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Teaching	Meritorious	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Excellent	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
Scholarship	Meritorious	0.5	0.5	1.0	1.0	1.5	1.5	2.0	2.0	2.5	2.5
	Category 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Category 2 or 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Excellent	1.0	1.5	2.5	3.0	4.0	4.5	5.5	6.0	7.0	7.5
	Category 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Category 2 or 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Service	Meritorious	1.5	3.0	4.5	7.0	7.5	9.0	10.5	12.0	13.5	15.0
	Excellent	2.5	5.0	7.5	11.5	12.5	15.0	17.5	20.0	22.5	25.0

Note: Points are rounded to ½ points.

DOCUMENTS & DOSSIER SUBMITTED AT THE BEGINNING OF 4TH YEAR

Comprehensive Review

In the area of teaching effectiveness, the candidate is expected to demonstrate competence in the classroom and/or clinical teaching, as demonstrated by the ability to set priorities and goals, the proficiency to convey both abstract and analytical content, and the capability to organize and coordinate teaching/learning activities.

This may include development of new courses, revision and/or development of teaching strategies, effective course administration as lead faculty or course coordinator. The candidate will seek peer review from faculty other than their assigned mentor and incorporate suggestions.

In curriculum development and evaluation, candidates will demonstrate participation in course review and evaluation, accreditation processes, and curriculum development and evaluation.

Meritorious ranking will be demonstrated by 14 points on the Teaching Evaluation Grid.

<u>Excellent ranking</u> will be demonstrated by 16 points on the Teaching Evaluation Grid.

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:
1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and
2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—Comprehensive Review
Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Teaching	Meritorious	3.5	7.0	10.5	14.0	17.5	21.0	24.5	28.0	31.5	35.0
	Excellent	4.0	8.0	12.0	16.0	20.0	24.0	28.0	32.0	36.0	40.0
Scholarship	Meritorious	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Category 1	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	Category 2 or 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Excellent	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
	Category 1	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	Category 2 or 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Service	Meritorious	4.0	8.0	12.0	18.0	20.0	24.0	28.0	32.0	36.0	40.0
	Excellent	5.0	10.0	15.0	22.5	25.0	30.0	35.0	40.0	45.0	50.0

Note: Points are rounded to ½ points.

DOCUMENTS & DOSSIER SUBMITTED AT THE BEGINNING OF THE 6TH YEAR

Tenure and Promotion to Associate Professor
In teaching effectiveness, the candidate is expected to demonstrate proficiency in the classroom and/or clinical setting. This may include course development (i.e., course materials, teaching/learning strategies, mentoring new faculty and/or clinical faculty, and mentoring students in professional development.) Candidates may obtain funding for innovative teaching practices and can serve as guest lecturers outside the College or University.

<u>Meritorious ranking</u> is demonstrated by a total of 24 points on the Teaching Evaluation Grid.

Excellent ranking is demonstrated by a total of 28 or more points on the Teaching Evaluation Grid.

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:
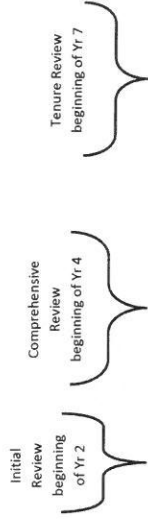
1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and

2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—Tenure and Promotion to Associate Professor Review

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Teaching	Meritorious	6.0	12.0	18.0	24.0	30.0	36.0	42.0	48.0	54.0	60.0
	Excellent	7.0	14.0	21.0	28.0	35.0	42.0	49.0	56.0	63.0	70.0
Scholarship	Meritorious	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
	Category 1	1.0	1.5	1.5	3.0	4.0	4.5	5.5	6.0	7.0	7.5
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	Excellent	2.5	4.5	7.0	9.0	11.5	13.5	16.0	18.0	20.5	22.5
	Category 1	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Service	Meritorious	8.0	16.0	24.0	36.0	40.0	48.0	56.0	64.0	72.0	80.0
	Excellent	9.0	18.0	27.0	40.5	45.0	54.0	63.0	72.0	81.0	90.0

Note: Points are rounded to ½ points.

Teaching Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 1: Teaching Effectiveness FCQ's Definition: A mean score for instructor rating on each semester's FCQ's will be calculated. A year mean will be derived from all semesters. FCQ means to determine the year instructor mean FCQ since a ranking of 3.5 to 4.5 = 1 pt. and 4.6 to 6.0 = 2 points *Example:* a) *Fall 08 - instructor rating only mean of 3.6* b) *Spg 09 – instructor rating only mean of 4.2* $\underline{7.8/2} = 3.9;$ *1 point received*								
Additional multiple methods of teaching evaluation required (e.g., peer review, mid-course evaluations, etc.; provide documentation of evaluation(s) utilized and articulate response to evaluations in teaching statement) *(CU Administrative Policy Statement #1009 Multiple Means of Teaching Evaluation.)* --1-2 methods = 1 point --3 or more methods = 2 points								
Awards/Honors = *0.50 point for each award/honor*								
Mentoring graduate or undergraduate student teaching = *0.50 point/semester**								
Mentoring Faculty Teaching = *0.50 point/semester** Letter(s) from protégé(s)/mentee(s) or documentation of involvement								
Mentoring/advising graduate thesis/project/comprehensive exam; mentoring/advising undergraduate honors project = *0.50 point/semester**								

Table column group labels:
- Initial Review beginning of Yr 2 (spans Yr 2, Yr 3)
- Comprehensive Review beginning of Yr 4 (spans Yr 4, Yr 5)
- Tenure Review beginning of Yr 7 (spans Yr 6, Yr 7)

Teaching Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 2: Course Development & Revision (based on College philosophy, mission or external accreditation standards)								
Revision of existing courses [provide examples of revisions or course documents developed and articulate in teaching statement) 50% of credits/year = 0.5 point 75% of credits/year = 1 point 100% of credits/year = 2 points								
Development of a new course (provide examples of syllabus developed, course assignments developed and articulate in teaching statement); document approval by department curriculum committee 1-3 credits/year = 1 point 4-6 credits/year = 2 points								
Dynamic in approach to content, students and instructional methods as articulated in teaching statement with supporting documentation in dossier. 0.50point/year*								
Creates the integration of theory, research and practice as articulated in teaching statement with supporting documentation in dossier. Examples: case studies, evaluation, research, scholarly paper, oral presentation 0.50 point/year*								

Teaching Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 3: Curriculum/Program Development and Evaluation (Note: Typically, this category is not addressed pre-tenure.) Point distribution for Category 3: Participates = 0.50 point *Examples: letter from Chairs, appointment as Chair,* Develops = 1 point *minutes with contributions, policies initiated* Leads = 2 points								
Program review/evaluation and/or accreditation process as member of task force, accreditation report author, etc. *0.5 – 2 points* (Articulate with supporting documentation involvement in statement.)								
Curriculum development and evaluation *0.5 – 2 points* (Articulate with supporting documentation involvement in statement.)								
Leadership in curriculum development (e.g., Chairs, Curriculum Committee, develop new program or clinical site, major program review, council leadership internal/external) *0.5 – 2 points* (Articulate with supporting documentation involvement in statement.)								
Leadership on university, state or national committees regarding curriculum development, professional standards, and/or certification. *0.5 – 2 points* (Articulate with supporting documentation involvement in statement.)								

Teaching Evaluation Grid

	Points Earned Yr 1	Points Earned Yr 2	Points Earned Yr 3	Points Earned Yr 4	Points Earned Yr 5	Points Earned Yr 6	Points Earned Yr 7	Total Points
CATEGORY 4: Professional Practices								
Certification (Any national professional certification in practice/or education.) *(1 point per year certification held.)*								
Professional Practice Preceptor *(0.50 point/year*)*								
Consultation in a professional role *(0.50 point/year*)* (Articulate with supporting documentation.)								
Clinical Practice *(0.50 point/year*)* (Articulate with supporting documentation and provide peer review documentation.)								
Service Learning *(0.50 point/year*)* (Incorporation of service learning into student experiences. Articulate with supporting documentation.)								
* Points indicated as per semester or per year are not to be awarded per capita.								
Total Teaching Points								

RESEARCH/SCHOLARSHIP/CREATIVE WORKS

The College recognizes scholarship as research, knowledge development, and clinical scholarship that adds to the body of knowledge and understanding in nursing and the health sciences. The College respects different research methods (i.e., qualitative and quantitative research methods) as well as theoretical and philosophical development.

Scholarship which applies theory or guides nursing and health science practice and professional behavior, administrative and/or policy analysis, clinical-based development, innovations and practice are all valued by the College. Scholarship mentoring and consultation is also valued by the College.

Creative works are considered when used as a method to translate research/scholarship through methods such as multi-media presentations, photography, art, and poetry in nursing and health sciences peer reviewed journals, conference/workshop presentations, abstracts, or juried exhibitions.

The College looks with favor upon candidates who involve students in their research/scholarship/creative works, as well as peer reviewed dissemination. Student contributions should be documented when appropriate. Work to improve clinical laboratory facilities, development of new research techniques and software, and development of collaborative relationships may also be considered as evidence of reasonable progress toward tenure. However, progress in these areas alone will not overcome the lack of publications or the prospect of forthcoming publications.

The College recognizes that research/scholarship/creative works can be accomplished and demonstrated through several different venues; therefore, the College faculty have developed a point based grid-system to assess and evaluate meritorious or excellent ranking of research/scholarship/creative works activities. Evaluation expectations are presented based on rank and review status. Points are cumulative up to the promotion/tenure award, and then start over for promotion to full professor.

First Year Review
The candidate is expected to present evidence of progress toward publication, presentation and funding. This might include drafts of work in progress or submitted for publication, internal or external grant applications, and/or evidence of research/scholarship in progress.

As part of the dossier personal statement, the candidate should outline a five year professional plan to meet research goals in the candidate's discipline. This may include plans for research/scholarship funding, setting up a research lab or data collection site, or research proposal development. Grant writing that supports research start up or funds early development of programs for research environment is strongly encouraged.

Meritorious ranking must have at least 1 point on the scholarship grid and demonstrate a plan as stated above.

Excellent ranking must have at least 3 points on the scholarship grid.

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:

1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and

2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—1st year Review

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	20	30	40	50	60	70	80	90	100
Teaching	Meritorious	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Excellent	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
Scholarship	Meritorious	0.5	0.5	1.0	1.0	1.5	1.5	2.0	2.0	2.5	2.5
	Category 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Category 2 or 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Excellent	1.0	1.5	2.5	3.0	4.0	4.5	5.5	6.0	7.0	7.5
	Category 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Category 2 or 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Service	Meritorious	1.5	3.0	4.5	7.0	7.5	9.0	10.5	12.0	13.5	15.0
	Excellent	2.5	5.0	7.5	11.5	12.5	15.0	17.5	20.0	22.5	25.0

Note: Points are rounded to ½ points.

Comprehensive Review

The candidate must demonstrate reasonable progress toward tenure as demonstrated by presentations of scholarly work at peer-reviewed conferences/workshops, publications in refereed professional journals, and progress towards external funding. The candidate's progress toward tenure will be supported by the external letters of evaluation of his/her work. There should be clear evidence that a focused research program has been defined that will produce rigorous, publishable research (or research in progress) that makes a meaningful contribution to the candidate's discipline. Reappointment will not occur if minimal opportunity exists that publications will be forthcoming within the next two years.

Meritorious ranking must have a total of 4 points on the scholarship grid, of which at least 2 points must be earned in Category 1 and 0.25 point from Category 2 or 3.

Excellent ranking must have a total of 6 points on the scholarship grid, of which at least 2 points must be earned in Category 1 and 0.5 point from Category 2 or 3.

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:

    1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and

    2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—Comprehensive Review

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Teaching	Meritorious	6.0	12.0	18.0	24.0	30.0	36.0	42.0	48.0	54.0	60.0
	Excellent	7.0	14.0	21.0	28.0	35.0	42.0	49.0	56.0	63.0	70.0
Scholarship	Meritorious	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
	Category 1	1.0	1.5	1.5	3.0	4.0	4.5	5.5	6.0	7.0	7.5
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	Excellent	2.5	4.5	7.0	9.0	11.5	13.5	16.0	18.0	20.5	22.5
	Category 1	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Service	Meritorious	8.0	16.0	24.0	36.0	40.0	48.0	56.0	64.0	72.0	80.0
	Excellent	9.0	18.0	27.0	40.5	45.0	54.0	63.0	72.0	81.0	90.0

Note: Points are rounded to ½ points.

Tenure and Promotion to Associate Professor

For tenure and promotion, the candidate must demonstrate significant peer reviewed (refereed) publications (or accepted publications), presentations, and grant proposals (internal or external) that make a scholarly contribution to nursing/health sciences based upon work done since the initial appointment.

Meritorious ranking must have a total of 6 points on the scholarship grid, of which 3 points must be earned in Category 1, and 2 points from Category 2 or 3.

Excellent ranking must have a total of 9 points, of which 4 points must be earned in Category 1, and 2 points from Category 2 or 3.

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated

workload has been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:

1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and
2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—Tenure and Promotion to Associate Professor Review

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Teaching	Meritorious	7.0	14.0	21.0	28.0	35.0	42.0	49.0	56.0	63.0	70.0
	Excellent	16.0	16.0	49.0	32.0	81.0	48.0	114.0	64.0	146.0	80.0
Scholarship	Meritorious	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
	Category 1	1.0	1.5	1.5	3.0	4.0	4.5	5.5	6.0	7.0	7.5
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	Excellent	2.5	4.5	7.0	9.0	11.5	13.5	16.0	18.0	20.5	22.5
	Category 1	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Service	Meritorious	8.0	16.0	24.0	36.0	40.0	48.0	56.0	64.0	72.0	80.0
	Excellent	9.0	18.0	27.0	40.5	45.0	54.0	63.0	72.0	81.0	90.0

Note: Points are rounded to ½ points.

Publications

Examples of publications include but are not limited to the following: peer-reviewed, refereed publications in professional journals, books, book chapters, monographs, professional handbooks, reference books, governmental documents, administrative and policy statements, accreditation reports, needs assessment reports, and conference proceedings of entire manuscripts. Outside reviewers will be asked to review the candidate's scholarship in this area.

Due to the specialty nature of nursing and health sciences professional fields, circulation numbers of journal publications will be varied, and not reflected in database use of the journal. Online peer-reviewed publications are extremely valued in nursing and health sciences due to the necessity to get professional, policy and clinical materials from the academic bench to practice as quickly as possible. Frequently material is time sensitive, therefore the online method of publication is considered appropriate. Evidence-based practice and research is highly valued as it sets the stage for clinical practice. College faculty members are dedicated to moving the practice of the professions forward, thus valuing knowledge development in the professions. Since nursing and health sciences professions have unique approaches to theoretical, philosophical and knowledge development, the faculty value qualitative and quantitative research methods.

Team research/scholarship endeavors, such as principal and co-investigator researchers and co-authorships in publications/presentations are an acceptable method due to the multiple expertise involved in scholarship. In addition, interdisciplinary research/scholarship/creative works by a candidate is valued by the College. The candidate is responsible for translating the work for his/her own discipline through peer-reviewed, refereed publications and presentations.

Grant/Funding Proposals
Grant proposals for internal and external funding should include the candidate as a co-investigator or the primary investigator. Emphasis is placed on external grant writing to fund research projects. Program grant funding is considered scholarly when the investigator is directly involved in the project development to enhance program delivery (educational or clinical service), innovations, or needs assessment investigations. Fee for service grants that advance the program, University or community service are forms of scholarship as well. Grant proposal(s) and letter(s) of acceptance/denial should be included in the dossier supportive materials section. Team research/scholarship/program grant writing (principle and co-investigators) and authorships are an acceptable method due to the multiple expertise involve in scholarship.

Presentations
Peer-reviewed presentations or juried exhibits accepted for professional conference/workshops are also valued as it demonstrates dissemination of research, scholarship and creative works at multiple levels: local, state and/or national, and international levels (including, papers, symposium panels and poster session presentations, and creative works exhibits). Letters of acceptance and/or conference brochure should be included as evidence. Team research/scholarship/creative work presentations are an acceptable method due to the multiple expertise involve in scholarship.

Practice of Clinical Scholarship
The College recognizes the practice of scholarship, including the development, maintenance and recognition of clinical expertise and scholarship application and development within the practice settings. Examples of scholarship include certification by a national professional organization, clinical practice (outside of clinical teaching assignment), and professional consultation. Clinical scholarship includes the development of new practice models, protocols, administrative and policy development or reviews, and patient outcome reviews. In addition, the College recognizes the role of scholarship in the editorial review process for grant funding agencies, professional organizations, and referred publications (book, journal and conference proceedings). The College recognizes the role of scholarship in professional organizations, including funding projects within a professional organization, publications on behalf of the professional organization, and development of conference materials.

Scholarship Evaluation Grid

(Points are allocated for each individual publication, presentation, etc.)

	Initial Review beginning of Yr 2		Comprehensive Review beginning of Yr 4				Tenure Review beginning of Yr 7	
	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 1: Publications (Print or online journals equally weighted)								
- **Peer Reviewed Publication** (does not include abstracts) = 1 point/publication								
Examples:								
-Articles								
-Books								
-Book chapters								
-Monographs								
-Exhibitions								
-Professional handbooks								
-Reference books								
-Study instructor guides								
-Conference proceedings of entire manuscript								
-Published Governmental Documents								
-Published Administrative and Policy Statements								
-Accreditation Professional Reports								
-Needs Assessment reports (when based on scholarship)								
(Provide example and articulate in statement.)								
CATEGORY 2: Extramural Grants & Contracts								
- Unfunded = 0.50 point/grant								
- Funded =1 point/grant								
(Provide example and articulate in statement.)								

Scholarship Evaluation Grid	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
(Points are allocated for each individual publication, presentation, etc.)								
CATEGORY 3: Intramural (UCCS or System) Grants & Contracts - Unfunded = 0.25 point/grant - Funded = 0.50 point/grant *(Provide example and articulate in statement.)* *Grant proposals that must be approved internally prior to being submitted to an extramural agency count as an intramural submission (Category 3) if the proposal is not approved for submission to the external agency. If the proposal is approved for submission to the external agency, then the point for submission of this proposal is counted under Category 2 only.*								
CATEGORY 4: Professional Presentations **(points awarded for presentation includes published abstracts from the professional presentation. Published abstracts are not counted separately from the presentation.)** Peer reviewed Local, state level = 0.25 point per item Regional level = 0.50 point per item National, international level = 0.75 point per item *Examples:* *-Podium presentations* *-Symposium panelist* *-Poster presentations* *(Provide example and articulate in statement.)*								

Scholarship Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
(Points are allocated for each individual publication, presentation, etc.)								
CATEGORY 5: Professional Publications and Technical Reports Non-Peer reviewed - *0.50 point per publication* (Print or online media equally weighted) -Published Governmental Documents -Published Administrative and Policy Statements -Accreditation Professional Reports -Needs Assessment reports (when based on scholarship) *(Provide example and articulate in statement.)*								
CATEGORY 6: Grant or Journal Editorial Reviewer - Editor or Associate Editor for peer-reviewed journal, textbooks, handbooks, media or professional conference *(1 point)* - Editorial review panel member for peer-reviewed journal, textbook, handbooks, media or professional conference *(0.5 point)* - Chief Grant Reviewer, chair or co-chair/associate *(1 point)* - Grant reviewer panel member *(0.5 point)* *(Provide contribution and articulate in statement.)*								

CATEGORY 7: Scholarship of Practice Application

Examples: (0.50 point per item)
-Clinical practice guidelines
-Creating modality
-Personal narrative
-Interdisciplinary endeavors

(Provide contribution and articulate how this application contributes to scholarship in statement. Articulate why this application contributes to scholarship rather than teaching or service.)

Scholarship Evaluation Grid

(Points are allocated for each individual publication, presentation, etc.)

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points

Total Scholarship Points

SERVICE

Service consists of five components: (a) service to the Department, (b) service to the College, (c) service to the University, (d) service to the community, and (e) service to the profession. Service to the Department, College, and University are those activities that a faculty member contributes to the mission of the unit. For each area identified, the faculty member should validate their service based on these components. The faculty member will be required to demonstrate evidence of service in their evaluation documents. Administrative and practice service that is remunerated will have the same value as other service. Service should apply to the candidate's expertise in nursing or the health sciences professions, and activities should help promote professional or public well-being as well as the mission and vision of the University, College and Department. Service activities should be performed as a representative of the University, College or Department.

The College recognizes that service can be accomplished and demonstrated through the five venues outlined above; therefore, the College faculty has developed a point based grid-system to assess and evaluate meritorious or excellent ranking of service activities. Evaluation expectations are presented based on rank and review status.

First Year Review
Meritorious ranking demonstrated by 3 points on Service Evaluation Grid

Excellent ranking demonstrated by 5 or more points on Service Evaluation Grid

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:
1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and
2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—1st year Review
Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Teaching	Meritorious	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Excellent	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
Scholarship	Meritorious	0.5	0.5	1.0	1.0	1.5	1.5	2.0	2.0	2.5	2.5
	Category 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Category 2 or 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

	Excellent	1.0	1.5	2.5	3.0	4.0	4.5	5.5	6.0	7.0	7.5
	Category 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Category 2 or 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Service	Meritorious	1.5	3.0	4.5	7.0	7.5	9.0	10.5	12.0	13.5	15.0
	Excellent	2.5	5.0	7.5	11.5	12.5	15.0	17.5	20.0	22.5	25.0

Note: Points are rounded to ½ points.

Comprehensive Review

Meritorious ranking demonstrated by 8 points on Service Evaluation Grid

Excellent ranking demonstrated by 10 or more points on Service Evaluation Grid

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:
1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and
2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—Comprehensive Review

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	20	30	40	50	60	70	80	90	100
Teaching	Meritorious	6.0	12.0	18.0	24.0	30.0	36.0	42.0	48.0	54.0	60.0
	Excellent	7.0	14.0	21.0	28.0	35.0	42.0	49.0	56.0	63.0	70.0
Scholarship	Meritorious	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
	Category 1	1.0	1.5	1.5	3.0	4.0	4.5	5.5	6.0	7.0	7.5
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	Excellent	2.5	4.5	7.0	9.0	11.5	13.5	16.0	18.0	20.5	22.5
	Category 1	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Service	Meritorious	8.0	16.0	24.0	36.0	40.0	48.0	56.0	64.0	72.0	80.0
	Excellent	9.0	18.0	27.0	40.5	45.0	54.0	63.0	72.0	81.0	90.0

Note: Points are rounded to ½ points.

Tenure and Promotion to Associate Professor
Meritorious ranking demonstrated by 16 points on Service Evaluation Grid

Excellent ranking demonstrated by 18 or more points on Service Evaluation Grid

The points provided for Meritorious and Excellent rankings in the Teaching category reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has been documented appropriately with a letter from the Dean, then the points required for Meritorious and Excellent rankings will be determined by:
1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and
2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-2nd Year Review (below).

Differentiated Workload Grid—Tenure and Promotion to Associate Professor Review
Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Category	Level of Performance	% time									
		10	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Teaching	Meritorious	7.0	14.0	21.0	28.0	35.0	42.0	49.0	56.0	63.0	70.0
	Excellent	16.0	16.0	49.0	32.0	81.0	48.0	114.0	64.0	146.0	80.0
Scholarship	Meritorious	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
	Category 1	1.0	1.5	1.5	3.0	4.0	4.5	5.5	6.0	7.0	7.5
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	Excellent	2.5	4.5	7.0	9.0	11.5	13.5	16.0	18.0	20.5	22.5
	Category 1	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
	Category 2 or 3	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Service	Meritorious	8.0	16.0	24.0	36.0	40.0	48.0	56.0	64.0	72.0	80.0
	Excellent	9.0	18.0	27.0	40.5	45.0	54.0	63.0	72.0	81.0	90.0

Note: Points are rounded to ½ points.

Service Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
		Initial Review beginning of Yr 2		Comprehensive Review beginning of Yr 4			Tenure Review beginning of Yr 7	
CATEGORY 1: Departmental Service								
Examples a) Formal academic advising – 1 point/semester								
b) Department standing committee member (e.g. admissions and recruitment, curriculum) - 1 point/committee/year								
c) Task Force or Ad Hoc Committee = 0.5 point/committee/year								
d) Faculty advisor to student organization – 1 point/organization/year								
CATEGORY 2: College Service								
Examples a) Associate Dean, Chair or Director of Department – 2 points/year								
b) Chair/member of standing College Council or committee:, Faculty Affairs, Student Affairs, Scholarship, Entrepreneurial and Clinical, Resource and Budget and Strategic Planning Councils; President/Vice President of Faculty Organization - Chair = 2 points/council/year - Member = 1 point/council/year								
c) Chair/member of College Task Force - Chair = 1 point/task force/year - Member = 0.5 point/task force/year								
d) Mentors faculty = 0.5 point/year								
e) Recruiting/retention activities = 0.5 point/year								
f) Writes reports/proposal for College = 1 point /proposal								

Service Evaluation Grid

	Points Earned Yr 1	Points Earned Yr 2	Points Earned Yr 3	Points Earned Yr 4	Points Earned Yr 5	Points Earned Yr 6	Points Earned Yr 7	Total Points

CATEGORY 3: University Service (UCCS and CU System)
 	
Examples
a) Chair/member of University committee (i.e., UBAC, Faculty Assembly, EPUS)
  - Chair = 2 points/year
  - Member = 1 point/year
 	
b) Chair/member of University task force
  - Chair = 2 points/year
  - Member = 1 point/year
 	
c) University administrative appointment = 2 points
 	
d) CU system committee chair/member
  - Chair = 2 points/year
  - Member = 1 point/year
 	
e) CU system administrative appointment (non-faculty committee) = 2 points								

CATEGORY 4: Community Service (as a representative of the University, College, or Department)
 	
Examples
a) Community Service board chair/member
  - Chair or Officer= 2 points/year
  - Member = 1 point/year
 	
b) Advisory board
  - Chair or Officer = 2 points/year
  - Member = 1 point/year
 	
e) Develop professional/community program = 1 point/program/year
 	
f) Community/professional service reflect interdisciplinary partnerships = 1 point/year								

Service Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 5: Professional Service (local, state, national and international)								
Examples a) Professional organization officer/committee chair = 1 point - Local = 1 point/year - State = 2 points/year - National/international = 3 points /year								
b) Political representative/governmental appointment/office = 2 points/year								
c) Evidence of professional service - Local = 0.5 point/year - State = 1 point/year - National/international = 2 points/year								
d) Maintains professional competency through continuing education program & activities - 8 hours = 0.5 point/year - 8-25 hours = 1 point/year - more than 25 hours = 2 points/year								
e) Serves as expert witness (paid or unpaid) - Local = 0.5 point each time - State = 1 points each time - National/international = 2 points each time								
f) Serves as consultant (paid or unpaid) - Local = 0.5 point each time - State = 1 points each time - National/international = 2 point each time								
g) Invitational keynote speaker - Local = 0.5 point each time - State = 1 points each time - National/international = 2 points each time								

27

Service Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
Evidence: Committee minutes indicating attendance/involvement, documents, letters of appointment, letters from committee, council, task force chairs indicating involvement in council, committee, task force work, CEU awards								
Total Service Points								

PROMOTION TO FULL PROFESSOR

Promotion to full professor is self-initiated and the evaluation starts from when the individual is first awarded tenure and Associate Professor status. Promotion to full Professor requires that the candidate must be judged as having made significant progress in all three areas of teaching, research and service since receiving tenure and promotion to Associate Professor. The evaluation for promotion to Professor is to be based largely on activities and progress since the award of tenure; therefore, the accumulation of points starts over for the promotion to full Professor.

The College has adopted the University's standard for tenure which state that a candidates dossier must reflect " a record that taken as a whole, is judged excellent; a record of significant contribution to both graduate and undergraduate education unless individual or department circumstances require a stronger emphasis or singular focus on one or the other; and a record since receiving tenure and promotion to Associate Professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, and service."

Differentiated workloads are considered based on needs of the Department, College and University. Differentiated workloads need to be documented by a letter from the Dean of the College, and will be evaluated based on actual percentages of the differentiation during the time period under review.

In the Teaching, Scholarship and Service sections listed below, the points provided for Meritorious and Excellent rankings reflect a 40% teaching, 40% scholarship and 20% service workload distribution. If a differentiated workload has been documented appropriately, then the points required for Meritorious and Excellent rankings will be determined by:

1. Determining a simple average of the % teaching, % scholarship and % service workload distribution for the time under review and
2. Applying the simple average of the % teaching, % scholarship and % service workload distribution for the time under review to the Differentiated Workload Grid-Promotion to Full Professor (below).

For example: An Associate Professor is applying for promotion to full professor in their 8th year after received tenure and promotion to Associate Professor. During the 7 years under review, the Associate Professor has had the following workload distributions:

Year 1: 30% teaching; 60% scholarship; 10% service
Year 2: 30% teaching; 60% scholarship; 10% service
Year 3: 30% teaching; 50% scholarship; 20% service
Year 4: 20% teaching; 50% scholarship; 30% service
Year 5: 20% teaching; 50% scholarship; 30% service
Year 6: 40% teaching; 40% scholarship; 20% service
Year 7: 40% teaching; 40% scholarship; 20% service

The Associate Professor's simple average of the % teaching, % scholarship and % service workload distribution for these 7 years under review would be 30% teaching, 50% scholarship and 20% service. Therefore, based on the Differentiated Workload Grid, this person would need the following points:

Teaching, meritorious	37.5 points
Teaching, excellent	49 points
Scholarship, meritorious	10 points
(6 points in Category 1 and 1 point in Category 2)	
Scholarship, excellent	12.5 points
(7.5 points in Category 1 and 2.5 points in Category 2)	
Service, meritorious	20 points
Service, excellent	26 points

Exceptions to these guidelines will be determined by the Faculty Affairs Council.

Teaching
In the area of teaching effectiveness, the candidate is expected to demonstrate expert teaching skills. Candidates are dynamic and excel in substantial development/ implementation of courses, teaching materials and strategies, and assessment of learning and program outcomes. They model for students the relationship of theory, research and practice. They are recognized by peers and others as master teachers and may receive honors for teaching. Candidates may design and test innovative teaching strategies.

In the area of curriculum/program development and evaluation, candidates are expected to demonstrate leadership in curriculum development, and mentor others in course development, and provide leadership on university, state or national committees (i.e. curriculum development, professional standards, certification). Candidates should be invited speakers at professional meetings and/or peer institutions in the area of teaching.

Meritorious ranking is demonstrated by a total of 32 points on the Teaching Effectiveness Grid since tenure and promotion to Associate Professor review.

Excellent ranking is demonstrated by a total of 38 or more point on the Teaching Effectiveness Grid since tenure and promotion to Associate Professor review.

Scholarship
The candidate must demonstrate evidence of intellectual growth as a scholar (i.e. the work needs to extend beyond accomplishments since the promotion to Associate Professor). A steady rate of peer-reviewed publications and peer reviewed conference presentations is expected. The candidate is expected to demonstrate significant efforts towards obtaining external funding, as evidenced by being primary investigator and/or co-investigator on major grant proposals. Other indications of scholarly maturity include publication of a scholarly book, publication of review articles, monographs, abstracts, external contributions to handbooks, and reference books in the candidate's specialty area. Professional and governmental documents, administrative and policy statements, and needs assessment reports will be judged based on their scholarship

Meritorious ranking will be based on a total of 8 points on the scholarship grid, of which 5 points must be from Category 1, and 1 point from Category 2, since tenure and promotion to Associate Professor review.

Excellent ranking is based on 10 points, of which 6 points must be from Category 1, and 2 points from Category 2, since tenure and promotion to Associate Professor review.

Service
Meritorious ranking demonstrated by 20 points on Service Evaluation Grid since tenure and promotion to Associate Professor review.

Excellent ranking demonstrated by 26 or more points on Service Evaluation Grid since tenure and promotion to Associate Professor review.

Differentiated Workload Grid—Promotion to Full Professor

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship and Service based on average differentiated workload percentages during time under review.

Promotion to Full Professor

Category	Level of Performance		% time									
			10	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Teaching	Meritorious		8.0	16.0	24.0	32.0	40.0	48.0	56.0	64.0	72.0	80.0
	Excellent		9.5	19.0	28.5	38.0	47.5	57.0	66.5	76.0	85.5	95.0
Scholarship	Meritorious		2.0	4.0	6.0	8.0	10.0	12.0	14.0	16.0	18.0	20.0
		Category 1	1.3	2.5	4.0	5.0	6.0	7.5	9.0	10.0	11.0	12.5
		Category 2	0.5	0.5	1.0	1.0	1.0	1.5	2.0	2.0	2.0	2.5
	Excellent		2.5	5.0	7.5	10.0	12.5	15.0	17.5	20.0	22.5	25.0
		Category 1	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0
		Category 2	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Service	Meritorious		10.0	20.0	30.0	40.0	50.0	60.0	70.0	80.0	90.0	100.0
	Excellent		13.0	26.0	39.0	52.0	65.0	78.0	91.0	104.0	117.0	130.0

Note: Points are rounded to ½ points.

POST TENURE REVIEW

Beth El College of Nursing and Health Sciences faculty adopts the UCCS campus Post Tenure Review Administrative policy with the following additions:

1) The candidate will submit a personal statement addressing the current professional plan. The personal statement should articulate how the faculty member has met or has made significant progress toward meeting the goals and performance objectives that were established in the faculty member's current professional plan. Reasons that goals and performance objectives have not been (or will not be) met should be explained. If goals and performance objectives were changed during the period under review, reasons for the change should be explained (e.g., change in differentiated workload, change in administrative duties, etc.).

2) The candidate will prepare a single binder with the following:

   a) Curriculum vitae

   b) Faculty differentiated workload statement(s) (if applicable)

c) Current professional plan (established per UCCS Post-Tenure Review Policy 200-016); The professional plan developed by the faculty member at the time of tenure or at the last post-tenure review shall be the main focus of the review. The professional plan is a qualitative document which provides an overview of the likely areas of professional accomplishment over the next five years. The committee will review the faculty member's self-set goals from the professional plan, the personal statement, and the curriculum vita to determine whether accomplishments are evident in the areas outlined in those goals. The outcome of the review will be a determination of whether appropriate effort was made in the targeted areas selected by the faculty member.

e) Annual summary evaluation reports from previous 5 years, including evaluation letters from all levels of review

f) Summary sheets from FCQ's, peer review of teaching evaluations and other methods of teaching evaluation from previous 5 years

   g) Professional Plan addressing next 5 years

Faculty who receive a "below expectations" rating on their Annual Performance Rating must develop a Performance Improvement Agreement (PIA) with their supervisor. If the goals of the PIA are met, the faculty member continues in the regular 5 year review cycle. If the goals are not being met, an extensive review process shall be conducted *(UCCS Post-Tenure Review Policy 200-016).*

Since post tenure appointments are subject to workload differentiations, the dossier should be evaluated based on approved workload distributions. If no evidence of approved workload distribution is provided (via letter from the Dean), the faculty will be evaluated on Teaching (40%), Research/Scholarship/Creative Works (40%), and Service (20%). See Tenure Track Faculty Workload Distribution document attached.

Post-tenure reviews shall be conducted by one review committee consisting of tenured members of the candidate's primary unit. Tenured faculty members may serve on the post-tenure review committee for the department chair of their department. The committee shall consist of at least three members and will be appointed by the Faculty Affairs Council. If the Faculty Affairs Council determines that a larger committee is desired, a committee of more than 3 members may be appointed as long as the committee consists of an odd number of members.

During the Post-Tenure Review, faculty members will be considered to "meet expectations" if the faculty member has met or has made significant progress toward meeting a majority of the goals and performance objectives that were established in the faculty member's current professional plan.

The purpose of the post-tenure review is to (1) facilitate continued faculty development consistent with the academic needs and goals of CONHS; and (2) ensure professional accountability.

Post-tenure reviews shall be conducted by one review committee consisting of tenured members of the candidate's primary unit. Tenured faculty members may serve on the post-tenure review committee for the department chair of their department. The committee shall consist of at least three members and will be appointed by the Faculty Affairs Council. If the Faculty Affairs Council determines that a larger committee is desired, a committee of more than 3 members may be appointed as long as the committee consists of an odd number of members.

TIMETABLE AND RESPONSIBILITIES FOR REAPPOINTMENT, PROMOTION AND TENURE, PROMOTION TO FULL PROFESSOR AND POST-TENURE REVIEW

<u>Note to all parties involved in the review process</u>: The **DEADLINES** in this document are to be **STRICTLY** followed. The deadlines are set in order to allow all parties involved an appropriate amount of time to carry out the assignment in a quality fashion. Each candidate and participant deserves the opportunity to have materials reviewed in a comprehensive manner and timely manner. If there is a situation that makes it impossible for the evaluators/participants to meet the deadlines stated below, the individual should notify the Dean **PRIOR** to the due date in order that other arrangements might be made.

Deadline Date	Activity or Document(s) Due	Person(s) responsible
April 1st	Candidate meets with the Department Chair for annual merit review and determines intent to apply for reappointment, promotion, and tenure the following academic year. Candidate notifies the Dean's office by letter of intent.	Chair and Candidate
April 1st	The Dean's office notifies the Chair of the Beth-El Faculty Affairs Council and the Department Chairs of candidates up for reappointment, promotion, and tenure review. The Dean's office will also notify all candidates who are eligible for review.	Dean's Office
April 17th	The candidate will be asked to provide a list of at least 15 potential external reviewers. Note: external review letters are not required for initial reviews or post tenure reviews. (At least 3 letters are required for comprehensive review, at least 4 for promotion and tenure.)	Dean's Office
April 23rd	Candidate's suggestions for external reviewers (if needed) are due to the Dean's office. **SUGGESTIONS FOR EXTERNAL REVIEWERS MUST BE RECEIVED IN THE DEAN'S OFFICE NO LATER THAN APRIL 23.**	Candidate
April 30th	The Chair of the Faculty Affairs Council, on behalf of the Dean, must approve the external reviewers lists that are received from the candidates. The Dean's office notifies external reviewers of request for review by letter of request, and asks the reviewers to provide a response regarding their willingness and availability for review.	Dean's Office

May 1st	The Chair of the Faculty Affairs Council (or a designated representative of the Tenured Faculty subgroup if the Chair of the Faculty Affairs Council is not a tenured faculty member) identifies members of the Primary Unit Committee and the Dean's Review Committee. The list is then shared with the Beth-El Faculty Affairs Council, and assignments are reviewed. These sub-committees are to be tenured faculty members. Non-Beth-El faculty members on the committees should be a minority representation, and should be UCCS tenured faculty members. This list is submitted to the Dean's office for Dean's approval.	Chair of the Faculty Affairs Council (or designated tenured faculty representative from this council)
Aug. 3rd	Candidate's dossier for 1st year review, comprehensive review, tenure and promotion review, promotion to full professor review, or post-tenure review is due to the Dean's office. DOSSIER MUST BE RECEIVED IN THE DEAN'S OFFICE NO LATER THAN AUGUST 3rd.	Candidate
Aug. 3rd	Dean's office contacts the approved external reviewers to see if they are willing to serve.	
Aug. 10th	The Dean's office sends the College Criteria, Standards and Evidence for Reappointment, Promotion and Tenure, the candidate's curriculum vitae, personal statements (summary statement, teaching statement, research/scholarship statement, service statement), teaching, research/scholarship and service summary grids, and samples of scholarly work to the reviewers who have responded that they would be willing to provide a review. The due date for response is 3 weeks from when sent. The Dean's office will distribute the candidate's dossier and letters to the Primary Unit Committee.	Dean's Office
Sept. 1st	Primary Unit Committee meets to evaluate candidate's documents for 1st year review, comprehensive review, tenure and promotion review, promotion to full professor review, or post-tenure review, votes on recommendation, and writes a letter addressed to the Dean regarding their recommendation/votes/evaluation. Must include Primary Unit Criteria and candidate's dossier. Dean's office will distribute to the Dean's Review Committee. RECOMMENDATION MUST BE RECEIVED IN THE DEAN'S OFFICE NO LATER THAN SEPTEMBER 30th	Primary Unit Committee
Sept. 30th	Once the Primary Unit Committee recommendation letter has been signed by all committee members and submitted to the Dean's office, the Primary Unit Committee chair meets with the candidate to provide ORAL notification regarding the Primary Unit Committee's recommendation.	Primary Unit Committee Chair
Oct. 1st	Dean's Review Committee meets to evaluate candidate's documents for 1st year review, comprehensive review, tenure and promotion review, or promotion to full professor review, votes on recommendation, and writes letter addressed to the Dean regarding	Dean's Review Committee

	their recommendation/votes/evaluation. RECOMMENDATION MUST BE RECEIVED IN THE DEAN'S OFFICE NO LATER THAN OCTOBER 29th.	
Oct. 30th	A copy of the Primary Unit Committee letter is sent to the candidate.	Dean's Office
Oct. 30th	Once the Dean's Review Committee's recommendation letter has been signed by all committee members and submitted to the Dean's office, the Dean's Review Committee chair meets with the candidate to provide ORAL notification regarding the Primary Unit Committee's recommendation.	Dean's Review Committee Chair
Nov. 1st	Dean reviews candidate's documents for 1st year review, comprehensive review, tenure and promotion review, promotion to full professor review, or post-tenure review and writes letter addressed to the Executive Vice Chancellor for Academic Affairs regarding his/her recommendation.	Dean
Jan. 15th	The Dean's letter is completed. A copy of the Dean's Review Committee letter is given to the candidate.	Dean's Office
Jan. 15th	Dean meets with the candidate to provide a copy of the letter and discuss the results of the recommendation to the Provost.	Dean
Feb. 1st	Candidate's document folders are due to the Provost's office.	Dean's Office

TIME LINE FOR STANDARD REVIEW PROCESS FOR REAPPOINTMENT, PROMOTION AND TENURE

See UCCS RPT Policy 200-001, section V for Schedule of Reviews, including appointment lengths and exceptions (starting without terminal degree, arriving with prior academic experience, mid-year appointments), timing of reviews, failure to submit a dossier, request for early consideration for tenure, and deadlines.

Note: every full time faculty member undergoes an annual review every year (January-March), regardless of present status or submissions with the Reappointment/Promotion/Tenure process. Annual reviews are mandated by UCCS policy.

Appointment year	Calendar Year	Evaluation Stage	Notes to Candidate
First year		Annual review	
Second year		First Year Review: Renewal Evaluation Annual Review	No External Review
Third year		Annual review	
Fourth year		Comprehensive Renewal Annual review	External Review Occurs
Fifth year		Annual Review	
Sixth Year		Annual Review	
Seven Year		Promotion and Tenure to Associate Professor Annual Review	External Review Occurs
Five years later		Post Tenure Review Annual Review	No external Review
Candidate must apply		Promotion to Full Professor Review Annual Review	External Review Occurs

Tenure Track Appointments with Credit for Prior Service

It is standard practice for new tenure-track faculty to be hired on a three-year initial contract. Procedures require a comprehensive pre-tenure review. The following schedules will apply depending upon the years of credit granted. Note: it is important to do a careful analysis of a candidate's potential for success in an early review and to discuss alternatives with the candidate before proceeding.

Actual Year Of Employment	Virtual Year (= actual year) No credit	Virtual Year 1 year credit	Virtual Year 2 years credit	Virtual Year 3 years credit
1	1			
2	2 – Init Reappt Rev	2		
3	3	3 – Init Reappt Rev	3	
4	4 – Comp Rev	4	4 – Comp Rev	4
5	5	5 – Comp Rev	5	5 – Comp Rev
6	6	6	6	6
7	7 – Tenure Rev	7 – Tenure Rev	7 – Tenure Rev	7 – Tenure Rev
Contracts:	3 - 2 - 2	3 – 2 - 1	3 - 2	3 - 1

TENURE TRACK FACULTY WORKLOAD DISTRIBUTION

Prior to tenure appointment, most faculty are evaluated based on the following workload:

40% Teaching
40% Research/Scholarship
20% Service

The Department Chair and Dean may adjust faculty workload distribution. A differentiated workload distribution of responsibilities defined by the Faculty Responsibility Statement (FRS) will be approved by the Department Chair and Dean and used for evaluation, and should be submitted with the dossier. If there are senior faculty (full Professors) for whom a different distribution would be appropriate, the Chair, in conjunction with the faculty member and Dean, will develop an agreement documenting a differentiated workload and assignment. Because review is done each spring, the agreement must be in place prior to <u>March 1</u> for the subsequent calendar year. If no agreement is in place, the faculty member will be evaluated based on the 40/40/20 percentages above.

Department Chair Workload (following award of tenure)

30% Teaching
30% Research
40% Service

- Variations may be negotiated with the Dean.
- Since Department Chair may serve in some academic years and not others, the semester in which the individual is Chair, the above weightings will be used. For semesters in which the person is NOT a Chair, the 40% Teaching, 40% Research, and 20% Service weightings will be used unless otherwise negotiated and documented.

Sabbatical Assignments:

Faculty members who are on sabbatical are on an assignment and are not to be penalized for their absence from campus. Because sabbatical is a work assignment, chairs doing annual evaluations of such faculty should use the individual's rating for the semester the faculty member is on campus, unless another arrangement has been negotiated. If the individual is gone for a year, evaluation distribution must be negotiated between the faculty member and the Chair. Because a yearlong sabbatical may affect service participation, the faculty member's previous year's service and other considerations may be used in determining the rating.

CRITERIA, STANDARDS AND EVIDENCE FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION FOR THE NON-TENURE TRACK FACULTY AND CLINICAL TEACHING TRACK FACULTY
HELEN AND ARTHUR E. JOHNSON
BETH-EL COLLEGE OF NURSING AND HEALTH SCIENCES
Revision August 27, 2015

**Approved by the Helen and Arthur E. Johnson
Beth-El College of Nursing and Health Sciences Faculty on _____
and the Office of the Provost on August 27, 2015**

INTRODUCTION

This document defines and describes the respective roles, rights and responsibilities of Clinical Teaching Track (C/T) and Non-Tenure Track (NTT) Faculties at the University of Colorado Colorado Springs. The diversification of teaching needs within the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences (hereafter Beth-El) requires support for the diversity of faculty roles within the four missions-teaching, scholarly works, practice and service.

I. DEFINITIONS

A. Faculty on the Non-Tenure Track

Faculty members on the non-tenure track participate in teaching and service activities and are not eligible for tenure. Faculty ranks in the NTT consist of Instructor and Senior Instructor.

B. Clinical Practice

Clinical practice is the application of clinical knowledge with diverse populations in a variety of settings. Practice is broadly defined; practice roles for faculty may include direct client interaction, consultant, practice administrator, or other functional roles. Practice models may include: various practice environments (e.g., nursing centers, health & wellness centers, orthopedic rehabilitation centers, joint appointments with external agencies); practice roles (e.g., practitioner, administrator, consultant); specialty practice arrangements encompassing all types of clinical expertise in nursing and health sciences (e.g., community health, health and wellness promotion, orthopedic rehabilitation, high performance training, nutrition consultation, primary care, midwifery services, clinical specialties, international health); and administrative approaches including volunteer, collaborative, revenue-generating, and contractual service modes. Clinical practice incorporates biophysical and/or psycho/social assessment and intervention.

C. Faculty on the Clinical Teaching Track

Faculty members on the clinical teaching track participate in a broad range of teaching and/or clinical activities and provide service to the department, college, university and community. Faculty members on the C/T are not eligible for tenure however, faculty ranks in the C/T are parallel to the faculty ranks in the Tenure Track; Instructor, Senior Instructor, Assistant Professor, Associate Professor, and Professor. For administrative purposes, Clinical Teaching Track ranks will be designated as C/T.

D. Research Faculty

Faculty members whose primary duties are to conduct research will be given a title within the Research Associate or Research Professor series. Faculty members who are not involved in the instructional program will be appointed within the research associate series; those who are involved in the instructional program will be given a title within the research professor series. All faculty members who carry research titles will be supported by non-general funds.

Faculty appointments to the Research Professor series must be sponsored by an academic primary unit or by research institutes that have been authorized by the campus chancellor to make such appointments. Appointments sponsored by research institutes must be co-sponsored by an academic primary unit that will be a beneficiary of the instructional contributions of the research faculty member. Faculty appointed to the research associate or research professor series are employees at will, and they are not eligible for tenure.

II. FACULTY APPOINTMENTS

Appointments of applicants are based on preparation and experience relevant to the position designated. Faculty appointments are at-will appointments for one year. Letters of intent or multi-year contracts may be awarded by the campus following UCCS policies. An initial letter of appointment is given to the applicant in accordance with UCCS polices and procedures. The applicant's written agreement to the terms of the letter completes the appointment except for final Board of Regents approval.

III. FACULTY ORIENTATION

See Beth-El Faculty Handbook

IV. FACULTY WORKLOADS

A. Typical Faculty Workload Distribution

The typical faculty workload distribution for C/T is 40% teaching, 20% service, and the remaining 40% divided between research and clinical practice depending on the faculty

member's clinical obligations; however this workload may be adjusted further according to the employment contract.

The typical faculty workload distribution for NTT faculty is 80% teaching and 20% service; however, this workload may be adjusted according to the employment contract. An 80% teaching workload is equivalent to 24 credit hours per year.

B. Differentiated Workload

Rostered C/T and NTT faculty workloads may vary from the typical teaching, scholarship, service and clinical practice formula when the needs of the academic unit and of the faculty member justify it. A differentiated workload might be appropriate to allow a faculty member to develop new curriculum, take on administrative duties in the department, college or campus, etc. The department chair should ensure that what constitutes a 100% workload is equitable among all faculty members in the unit.

Each year, department chairs are expected to meet with each rostered C/T and NTT faculty member, discuss end-of-the-year evaluations and determine if there are any changes in workload expectations for the next year, which will be documented in a Faculty Responsibility Statement (FRS). The FRS identifies the proportion of effort by the faculty in 1) teaching, 2) service 3) scholarship (CT only), and 4) clinical practice (CT only). This statement is negotiated by the individual and the Department Chair and approved by the Dean for a specified period. If a faculty member re-negotiates workload then a proportional evaluation reflecting that workload will be used. Differentiated workloads need to be documented by the Dean of the College and will be evaluated based on actual percentages of the differentiation.

V. RIGHTS AND BENEFITS

Faculty members with a 50% or more appointment will be eligible to participate in University benefit programs consistent with other instructional faculty appointments; i.e., health/life insurance programs retirement benefits (excluding the University Supplemental Annuity Program), sick leave, vacation, and faculty governance. Each faculty person employed will attend a general UCCS orientation. In addition they will meet with Human Resources department and will be oriented in aspects of policy and employee benefits. Teaching expectations, and job responsibilities will be the responsibility of the Department Chair and faculty teaching in the new faculty member's discipline.

VI. MERIT REVIEW

The merit review process follows the Beth-El College and University procedures. The review for C/T faculty includes clinical practice in addition to the standard categories of teaching, service and scholarship. Merit review is used for consideration of annual reappointment of both NTT and C/T faculty. Merit is only used for promotion consideration for NTT faculty and for merit raises.

VII. CHANGING FACULTY TITLE

A. Change from C/T to TT Title -Change of a faculty member from the C/T to the TT will be negotiated with the Department Chair and the Dean, followed by a formal search process for the position. Change will be dependent upon the availability of a TT line position. Change will be based upon eligibility (Assistant, Associate, Full Professor qualifications), requisite knowledge, expertise and contributions of the applicant as determined by a review of a Primary Unit Committee.

B. Change between NTT faculty titles - Change of a faculty member from the NTT faculty to the C/T will be negotiated with the Department Chair and the Dean. Change will be dependent upon the availability of a position. Change will be based upon eligibility, requisite knowledge, expertise and contributions of the applicant as determined by a review of a representative faculty committee, preferably made of C/T faculty. In the absence of sufficient number of C/T faculty to constitute a committee, tenured/tenure-track faculty will make up the remainder of the committee.

VIII. NON-CONTINUATION OF APPOINTMENT

Non-reappointment, termination, suspension or dismissal of non-tenure track faculty will follow the terms stated in the faculty member's contract, the policies and procedures that are outlined in the CU System Faculty Handbook, and applicable Regent Laws, Regent Policies, CU System Administrative Policy Statements and UCCS Policies.

VIX. GRIEVANCES

Faculty in disagreement with a non-reappointment, termination, suspension or dismissal should reference the University Grievance policies through the UCCS Human Resources Department.

Faculty in disagreement with a promotion recommendation may write a formal response to be reviewed by the ad-hoc committee of C/T faculty and the Dean. The ad-hoc committee of C/T faculty will bring a recommendation to the Dean with the Dean making the final decision.

NON-TENURE TRACK FACULTY

I. EVALUATION PROCEDURES FOR NTT FACULTY

All faculty members appointed to the NTT will serve on the basis of limited, at-will one-year appointments. Longer term appointments that may be made for periods of up to a maximum of three years may be awarded according to UCCS policy. Appointments can be renewed subject to satisfactory performance and availability of state or other sources of funding. As stated in the letter of offer templates, rostered faculty will receive a Notification of Intent to Continue or a Notification of Non-continuation for the following academic year no later than June 1 of the current year. Evaluation of NTT faculty is based on teaching, service, and professional development.

Teaching activities may include but are not limited to:

1. Classroom Instruction
2. Course development and/or revision
3. Curriculum/Program development and/or evaluation

Service activities may include but are not limited to:
1. Participation in department/program meetings
2. Participation in college meetings
3. Participation in curriculum meetings
4. Participation in university committees
5. Participation in activities of the larger community
6. Student advising not directly associated with current courses being taught

Professional development activities may include but are not limited to:
1. Interdisciplinary Educational Sessions
2. Attendance at Professional Conferences
3. University Educational Sessions
4. Maintenance of professional certification

II. CRITERIA FOR INITIAL APPOINTMENT TO RANK NTTF

A. Instructor
1. Must have a master's degree.
2. Evidence of successful teaching experience, clinical or academic.
3. Minimum of two years' experience in field.
4. Certification/licensure/registration in relevant practice area

B. Senior Instructor
1. Meets the requirements of Instructor.
2. Demonstration of special expertise, initiative and creativity in the area of teaching and/or clinical contributions.
3. Minimum of 3 years of academic teaching experience.

III. REAPPOINTMENT

Reappointments will be based on annual merit reviews and reappointment contracts issued by June 1 or the next day of business if this date falls on a weekend. NTT faculty must receive a minimum of meeting expectations (3.0-3.9 out of 5) on their annual merit evaluation as outlined in the Beth-El merit review procedure.

IV. CRITERIA FOR PROMOTION: INSTRUCTOR TO SENIOR INSTRUCTOR

The guidelines set forth below aim to insure that the promotion from Instructor to Senior Instructor is meaningful for both the faculty member and the College. The

promotion from Instructor to Senior Instructor will entail both greater expectations and expanded opportunities for the faculty member. Reappointment is not dependent upon promotion to Senior Instructor, thus an Instructor who is denied promotion to Senior Instructor may continue their employment as an Instructor. In all cases, NTT faculty, regardless of title or rank, are subject to the at-will conditions of employment.

In order to be considered for promotion from Instructor to Senior Instructor, NTT faculty must first meet the following criteria:

1. Be employed at UCCS full-time as an instructor in Beth El College of Nursing and Health Sciences for a minimum of 3 years (time towards this can be negotiated at time of initial appointment).
2. The Instructor must have received an annual merit evaluation rating of "exceeding expectation" or "outstanding" as outlined in the Beth-El merit review procedure. Outstanding is defined as 4.7-5.0 and Exceeds Expectations is 4.0 to 4.69.
3. The instructor must have demonstrated consistent and significant accomplishment in teaching and be considered an excellent teacher.
    - Consistency is defined as demonstrating a pattern of accomplishments for a minimum of two of the most recent three years that shows progressive growth in teaching effectiveness.
    - Significant accomplishments include but are not limited to:
        - Re-designing course materials based on societal and health care trends and/or learner or programmatic needs. Including substantial changes in content and/or delivery methods as well as a plan for evaluation.
        - Collaboration with external constituents to continually ensure the relevance of learning experiences for students.
        - Development of new courses based on learner or programmatic needs.
4. The instructor must have demonstrated consistent and significant accomplishment in service and commitment to their professional field.
    - Consistency is defined as demonstrating a pattern of accomplishments for a minimum of two of the most recent three years that shows participation in service.
    - Significant accomplishments include but are not limited to:
        - Involvement with department, college or university governance.
        - Assuming leadership roles within the department, college or university.
        - Modeling professional behaviors for learners including, but not limited to involvement in scholarly presentations, professional advocacy/coalitions and dissemination of professional information.

    ○ Consulting with internal and external constituencies to provide expertise and leadership.
  5. The instructor must have demonstrated consistent commitment to professional growth

The faculty member seeking promotion will submit a portfolio, to the Dean's office for processing according to policy, that includes copies of the annual merit review packets and a letter by the Department Chair directly speaking to the teaching abilities and teaching successes of the instructor.

  1. The Department Chair must discuss and provide specific evidence that the instructor has the potential for continued excellence in teaching.
  2. The Department Chair will discuss the contributions to the Department, College and University related to service.

CLINICAL TEACHING TRACK FACULTY

I. EVALUATION PROCEDURES FOR CLINICAL TEACHING TRACK FACULTY

All faculty members appointed to the C/T will serve on the basis of limited appointments. All C/T appointments are one-year at-will appointments. Longer term appointments that may be made for periods of up to a maximum of three years may be awarded according to UCCS policy. Appointments can be renewed subject to satisfactory performance and availability of state or other sources of funding. As stated in the letter of offer, rostered faculty will receive a Notification of Intent to Continue or a Notification of Non-continuation for the following academic year no later than June 1 of the current year.

  A. Initial Appointment Review

  For initial appointments to Associate or Full Professor, a complete application including curriculum vitae, letters of recommendation and other related materials (such as student evaluations of previous teaching experience, faculty interview data, and teaching presentation) will be reviewed by an ad-hoc committee of C/T faculty at Beth El (In the absence of sufficient number of C/T faculty to constitute a committee, tenured/tenure-track faculty will make up the remainder of the committee), a recommendation for rank will then be forwarded to the Dean of Beth-El for action.

  B. Reappointment

  Reappointments will be based on annual merit reviews and reappointment contracts issued by June 1 or the next day of business if this date falls on a weekend. C/T faculty must receive a minimum of meeting expectations (3.0-3.9 out of 5) on their annual merit evaluation as outlined in the Beth-El merit review procedure.

  C. Promotion

Promotion is dependent upon meeting the criteria for the next rank. C/T faculty may request a formal review for feedback prior to official application for promotion. A committee of C/T faculty will be assembled to review the application. If there are not sufficient numbers of C/T faculty at appropriate rank to serve on the committee, TT faculty within the college may be asked to serve.

While all C/T faculty members are encouraged to consider promotion, promotion may not be a required condition for continued employment. All faculty members who are promoted will receive a salary increase as established by campus-wide policy.

II. CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION REVIEW IN CLINICAL TEACHING TRACK

A. PREAMBLE TO CRITERIA FOR CLINICAL TEACHING TRACK

Faculty seeking appointment, reappointment, and/or promotion in the C/T at the Assistant level or above will be reviewed in four areas: 1) teaching, 2) service, 3) scholarly works, and 4) clinical practice. Faculty who are evaluated at the instructor and senior instructor level will be reviewed based on 1) teaching 2) service, and 3) clinical practice. Areas of performance evaluation are dependent upon the agreed upon Faculty Responsibility Statement (FRS).

The C/T criteria frames the review process for appointments, retention, promotion, and provides a guide for faculty self-evaluation and planning. New faculty will be given a copy of these criteria for their review. If a faculty member has questions about the criteria or the review process or if they would like their progress toward promotion reviewed, they should consult with the Department Chair and Associate Dean for Academics who may then ask the ad-hoc committee of C/T faculty to review the faculty member's portfolio.

The following criteria will be used for appointment, reappointment, and/or promotion recommendations within the C/T. There should be evidence of substantial work in every category. Each successive rank assumes the qualifications of the previous rank.

III. CRITERIA FOR INITIAL APPOINTMENT C/T

INSTRUCTOR (C/T)	SENIOR INSTRUCTOR (C/T)	ASSISTANT PROFESSOR (C/T)	ASSOCIATE PROFESSOR (C/T)	PROFESSOR (C/T)
1) Has a master's degree 2) Minimum of two years clinical experience 3) Certification/licensure/registration in relevant practice area 4) Evidence of successful teaching experience, clinical or academic	1) Meets the requirements of Instructor 2) Demonstration of expertise, initiative and creativity in the area of teaching and/or clinical practice 3) Minimum of 3 years academic teaching experience.	1) Earned doctorate from an accredited institution of higher learning 2) Documented evidence of successful clinical practice, a minimum of 2000 hours experience and/or service 3) Demonstrates teaching effectiveness in the classroom or clinical setting 4) Documented evidence of research utilization in scholarly/and or clinical	1) Earned Doctorate from an accredited institution of higher learning 2) Minimum of six years: a) Teaching experience at the Baccalaureate or higher level AND b) Clinical experience that includes teaching responsibilities in the chosen field 3) Documented evidence	1) Earned Doctorate from an accredited institution of higher learning 2) Evidence of mastery of teaching and or clinical activities 3) Evidence of extensive contributions or responsibility for teaching, research, and/or clinical practice 4) Evidence of sustained substantial research or creative work, clinical scholarship and publications 5) Sustained professional

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activities 5) Documented evidence of contributions to the identified profession such as: presentations at workshops, conferences, publications in peer reviewed journals 6) Documented evidence of involvement in professional/and or community organizations 7) Recognized professional competence as appropriate to the areas of academic and clinical function	of contributions to the identified profession such as: presentations at workshops, conferences, publications in peer reviewed journals AND/OR b) Regional or national recognition for scholarly, scientific, or creative contributions 4) Documented evidence of leadership in professional/and or community organizations. 5) Recognized professional competence and/or certification as appropriate to the areas of academic and clinical function and/or teaching	and/or community service 6) Recognized as a leader in clinical and other health care programs 7) Recognized professional competence and/or certification as appropriate to the areas of academic and clinical function and/or teaching

IV. CRITERIA FOR PROMOTION

In order to objectively evaluate persons seeking promotion within the clinical teaching track a point system for evaluation has been developed to ensure that candidates for promotion have met the minimum requirements for promotion. *(See appendix A for Evaluation Grids for Teaching, Service, Scholarship and Practice and appendix B for the Differentiated Workload Grid for Promotion from Assistant to Associate Professor and Associate to Full Professor)*

A. SENIOR INSTRUCTOR

Criteria for Evaluation for Promotion

In order to be considered for promotion from Instructor to Senior Instructor, C/T faculty must first meet the following criteria:

1. Be employed at UCCS full-time as an instructor in Beth El College of Nursing and Health Sciences for a minimum of 3 years.
2. The Instructor must have received an annual evaluation rating of "exceeding expectation" or "outstanding."
3. The instructor must have demonstrated substantial and significant accomplishment in teaching and/or professional field and be considered an excellent teacher.

The dossier will include a letter by the Department Chair directly speaking to the teaching abilities and teaching successes of the instructor.

1. The Department Chair must discuss and provide specific evidence that the instructor has the potential for continued excellence in teaching.
2. The Department Chair will discuss the contributions to the Department, College and University related to service.

B. ASSISTANT PROFESSOR – CLINICAL TEACHING TRACK

Criteria for Evaluation for Promotion

1. Has met the initial appointment requirements for an Assistant Professor.
2. At this level, the candidate must be judged "meritorious" in each of the four areas of teaching, scholarship, service and clinical practice, and "excellence" in either teaching or clinical practice.

Teaching

1. Applies appropriate teaching effectiveness, leadership and collegiality.
2. Operates collaboratively in curriculum development by integrating the College's philosophy, framework and course structure into curriculum.
3. Evaluates and modifies own teaching performance through self-evaluation and peer review.

Practice

1. Applies appropriate professional competence in academic and clinical practice settings.
2. Incorporates evidence-based practice in the clinical setting.
3. Participates in learning experiences and practice activities directed towards maintaining and advancing clinical competence.

Scholarship

1. Utilizes evidence-based practice in scholarly activities.
2. Begins to engage in scientific, creative and other scholarly activities, such as podium and poster presentations, grant writing, and journal publications.
3. Develops programs to increase health care knowledge in the community.

Service

1. Engages in professional and/or community organizations that promote health and wellness.
2. Participates on committees at the department and college level.

C. ASSOCIATE PROFESSOR

Criteria for Evaluation for Promotion

1. Requires that the candidate must be judged "meritorious" in each of the four areas of teaching, scholarship, service and clinical practice, and "excellent" in either teaching, scholarship or clinical practice.
2. Minimum of 6 years of teaching experience at the baccalaureate or higher level **and** clinical practice experience.
3. The evaluation for promotion to Associate Professor is based on the activities and progress the candidate has made since the date of submission of a successful portfolio for the rank of Assistant Professor.

Teaching

1. Establishes a distinguished record of teaching effectiveness, leadership and collegiality.
2. Demonstrates substantial contribution to the teaching mission of the College.
3. Identifies a subject area platform, integrating evidence-based and theory-based applications.
4. Mentors colleagues in teaching innovations and program development.

Practice

1. Establishes professional competency in the areas of academic and clinical practice.
2. Assumes leadership roles in the development of new clinical practice opportunities.
3. Initiates and influences positive change in health care at local or regional level.

Scholarship

1. Collaborates with other experts in clinical studies specifically designed to improve wellness and health care for individuals and populations.
2. Conducts scientific, creative or scholarly activities for the purpose of enhancing clinical practice in their particular field.
3. Engages in scientific, creative and other scholarly activities, such as podium and poster presentations, grant writing, and journal publications at a regional and/or national level.

Service

1. Assumes leadership role in initiating positive change in health care at a local or regional level.
2. Takes an active leadership role when serving on committees or task forces within the Department, College and University.

D. PROFESSOR

Criteria for Evaluation for Promotion

1. Requires that the candidate must be judged as "excellent" and making significant progress in all four areas of teaching, scholarship, service and clinical practice. Differentiated workloads should be considered based on needs of the Department, College and University. Differentiated workloads need to be documented by the Dean of the College, and will be evaluated based on actual percentages of the differentiation, for example, 10% scholarship = 1 point from category 1 & 2.
2. The evaluation for promotion to Professor is based on the activities and progress the candidate has made since the date of submission of a successful portfolio for the rank of Associate Professor.
3. Minimum of 6 years of teaching experience at the baccalaureate or higher level and clinical practice experience.

Teaching

1. Evidence of generating significant contributions to teaching within the College.
2. Demonstrates an outstanding record of teaching effectiveness leadership and collaboration, including substantial contributions to the teaching mission of the College with demonstrated impact beyond the University.
3. Exemplifies consistent excellence in teaching.
4. Maintains leadership roles related to the College's teaching mission.
5. Serves as an expert or consultant in curriculum development and teaching innovations within and beyond the University.

Practice

1. Is a recognized leader in clinical practice.
2. Continues to influence positive change in health care at a national and/or international level.

Scholarship

1. Continues to demonstrate research expertise and leadership in advancing knowledge.
2. Exhibits sustained substantial research or creative work, clinical scholarship and publications.
3. Is recognized nationally/internationally as contributing to the development of disciplinary and professional knowledge.

Service

1. Documents sustained professional and/or community service.
2. Demonstrates quality accomplishments that validate leadership and collaborative service at the department, College, University, broader community and national/international levels.

Appendix A: C/T Evaluation Grids

Service Evaluation Grid	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 1: Departmental Service								
Examples a) Formal academic advising – 1 point/semester b) Department standing committee member (e.g. admissions and recruitment, curriculum) - 1 point/committee/year c) Task Force or Ad Hoc Committee = 0.5 point/committee/year d) Faculty advisor to student organization – 1 point/organization/year								
CATEGORY 2: College Service								
Examples a) Associate Dean, Chair or Director of Department – 2 points/year b) Chair/member of standing College Council or committee:, Faculty Affairs, Student Affairs, Scholarship, Entrepreneurial and Clinical, Resource and Budget and Strategic Planning Councils; President/Vice President of Faculty Organization - Chair = 2 points/council/year - Member = 1 point/council/year c) Chair/member of College Task Force - Chair = 1 point/task force/year - Member = 0.5 point/task force/year d) Mentors faculty = 0.5 point/year e) Recruiting/retention activities = 0.5 point/year f) Writes reports/proposal for College = 1 point /proposal								

Service Evaluation Grid

		Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 3: University Service (UCCS and CU System)									

Examples	a) Chair/member of University committee (i.e., UBAC, Faculty Assembly, EPUS)
	   - Chair = 2 points/year
	   - Member = 1 point/year
	
	b) Chair/member of University task force
	   - Chair = 2 points/year
	   - Member = 1 point/year
	
	c) University administrative appointment= 2 points
	
	d) CU system committee chair/member
	   - Chair =2 points/year
	   - Member = 1 point/year
	
	e) CU system administrative appointment (non-faculty committee) = 2 points								

CATEGORY 4: Community Service (as a representative of the University, College, or Department)									

Examples	a) Community Service board chair/member
	   - Chair or Officer= 2 points/year
	   - Member = 1 point/year
	
	b) Advisory board
	   - Chair or Officer = 2 points/year
	   - Member = 1 point/year
	
	c) Develop professional/community program = 1 point/program/year
	
	d) Community/professional service reflect interdisciplinary partnerships = 1 point/year								

Service Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 5: Professional Service (local, state, national and international)								

Examples

a) *Professional organization officer/committee chair = 1 point*
   - *Local = 1 point/year*
   - *State = 2 points/year*
   - *National/international = 3 points /year*

b) *Political representative/governmental appointment/office = 2 points/year*

c) *Evidence of professional service*
   - *Local = 0.5 point/year*
   - *State = 1 point/year*
   - *National/international = 2 points/year*

d) *Maintains professional competency through continuing education program & activities*
   - *8 hours = 0.5 point/year*
   - *8-25 hours = 1 point/year*
   - *more than 25 hours = 2 points/year*

e) *Serves as expert witness (paid or unpaid)*
   - *Local = 0.5 point each time*
   - *State = 1 points each time*
   - *National/international = 2points each time*

f) *Serves as consultant (paid or unpaid)*
   - *Local = 0.5 point each time*
   - *State = 1 points each time*
   - *National/international = 2point each time*

g) *Invitational keynote speaker*
   - *Local = 0.5 point each time*
   - *State = 1points each time*
   - *National/international = 2 points each time*

Service Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
Evidence: Committee minutes indicating attendance/involvement, documents, letters of appointment, letters from committee, council, task force chairs indicating involvement in council, committee, task force work, CEU awards								
Total Service Points								

Scholarship Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
(Points are allocated for each individual publication, presentation, etc.)								
CATEGORY 1: Publications (Print or online journals equally weighted) - **Peer Reviewed Publication** (does not include abstracts) = 1 point/publication *Examples:* -*Articles* -*Books* -*Book chapters* -*Monographs* -*Exhibitions* -*Professional handbooks* -*Reference books* -*Study instructor guides* -*Conference proceedings of entire manuscript* -*Published Governmental Documents* -*Published Administrative and Policy Statements* -*Accreditation Professional Reports* -*Needs Assessment reports (when based on scholarship* *(Provide example and articulate in statement.)*								
CATEGORY 2: Extramural Grants & Contracts - Unfunded = *0.50 point/grant* - Funded =*1 point/grant* *(Provide example and articulate in statement.)*								

Scholarship Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
(Points are allocated for each individual publication, presentation, etc.)								
CATEGORY 3: Intramural (UCCS or System) Grants & Contracts - Unfunded = 0.25 point/grant - Funded = 0.50 point/grant *(Provide example and articulate in statement.)* *Grant proposals that must be approved internally prior to being submitted to an extramural agency count as an intramural submission (Category 3) if the proposal is not approved for submission to the external agency. If the proposal is approved for submission to the external agency, then the point for submission of this proposal is counted under Category 2 only.*								
CATEGORY 4: Professional Presentations **(points awarded for presentation includes published abstracts from the professional presentation. Published abstracts are not counted separately from the presentation.)** Peer reviewed Local, state level = 0.25 point per item Regional level = 0.50 point per item National, international level = 0.75 point per item *Examples:* *-Podium presentations* *-Symposium panelist* *-Poster presentations* *(Provide example and articulate in statement.)*								

Scholarship Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
(Points are allocated for each individual publication, presentation, etc.)								
CATEGORY 5: Professional Publications and Technical Reports Non-Peer reviewed - 0.50 point per publication (Print or online media equally weighted) -Published Governmental Documents -Published Administrative and Policy Statements -Accreditation Professional Reports -Needs Assessment reports (when based on scholarship) *(Provide example and articulate in statement.)*								
CATEGORY 6: Grant or Journal Editorial Reviewer - Editor or Associate Editor for peer-reviewed journal, textbooks, handbooks, media or professional conference *(1 point)* - Editorial review panel member for peer-reviewed journal, textbook, handbooks, media or professional conference *(0.5 point)* - Chief Grant Reviewer, chair or co-chair/associate *(1 point)* - Grant reviewer panel member *(0.5 point)* *(Provide contribution and articulate in statement.)*								
CATEGORY 7: Scholarship of Practice Application *Examples: (0.50 point per item)* *-Clinical practice guidelines* *-Creating modality* *-Personal narrative* *-Interdisciplinary endeavors* *(Provide contribution and articulate how this application contributes to scholarship in statement. Articulate why this application contributes to scholarship rather than teaching or service.)*								

Scholarship Evaluation Grid

(Points are allocated for each individual publication, presentation, etc.)	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points

Total Scholarship Points

Teaching Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 1: Teaching Effectiveness FCQ's Definition: A mean score for instructor rating on each semester's FCQ's will be calculated. A year mean will be derived from all semesters. FCQ means to determine the year instructor mean FCQ since a ranking of 3.5 to 4.5 = 1 pt. and 4.6 to 6.0 = 2 points *Example:* a) *Fall 08 – instructor rating only mean of 3.6* b) *Spg 09 – instructor rating only mean of 4.2* *7.8/2 = 3.9; 1 point received*								
Additional multiple methods of teaching evaluation required (e.g., peer review, mid-course evaluations, etc.; provide documentation of evaluation(s) utilized and articulate response to evaluations in teaching statement) *(CU Administrative Policy Statement #1009 Multiple Means of Teaching Evaluation.)* --1-2 methods = 1 point --3 or more methods = 2 points								
Awards/Honors = 0.50 point for each award/honor **Recognition for local, regional or national honor (Nightingale award)**								
Mentoring graduate or undergraduate student teaching = *0.50 point/semester**								
Mentoring Faculty Teaching = *0.50 point/semester** Letter(s) from protégé(s)/mentee(s) or documentation of involvement								
Mentoring/advising graduate thesis/project/Capstone *Capstone Chair= 0.5 point per student per semester*								

Teaching Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 2: Course Development & Revision (based on College philosophy, mission or external accreditation standards)								
Revision of existing courses [provide examples of revisions or course documents developed and articulate in teaching statement) 50% of credits/year = 0.5 point 75% of credits/year = 1 point 100% of credits/year = 2 points								
Development of a new course (provide examples of syllabus developed, course assignments developed and articulate in teaching statement); document approval by department curriculum committee 1-3 credits/year = 1 point 4-6 credits/year = 2 points								
Dynamic in approach to content, students and instructional methods as articulated in teaching statement with supporting documentation in dossier. 0.50 point/year* Insert list of multiple teaching methods								
Creates the integration of theory, research and practice as articulated in teaching statement with supporting documentation in dossier. Examples: case studies, evaluation, research, scholarly paper, oral presentation 0.50 point/year*								

Teaching Evaluation Grid

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 3: Curriculum/Program Development and Evaluation								
Point distribution for Category 3: Participates = 0.50 point *Examples: letter from Chairs, appointment as Chair,* Develops = 1 point *minutes with contributions, policies initiated* Leads = 2 points								
Program review/evaluation and/or accreditation process as member of task force, accreditation report author, etc. *0.5 – 2 points* (Articulate with supporting documentation involvement in statement.)								
Curriculum development and evaluation *0.5 – 2 points* (Articulate with supporting documentation involvement in statement.)								
Leadership in curriculum development (e.g., Chairs, Curriculum Committee, Accreditation process, develop new program or clinical site, major program review, council leadership internal/external) *0.5 – 2 points* (Articulate with supporting documentation involvement in statement.)								
Leadership on university, state or national committees regarding curriculum development, professional standards, and/or certification. *0.5 – 2 points* (Articulate with supporting documentation involvement in statement.)								
Total Teaching Points								

Practice Evaluation Grid*

*PRACTICE CAN ONLY ACCOUNT FOR UP TO 40% OF THE FRS

	Yr 1 Points Earned	Yr 2 Points Earned	Yr 3 Points Earned	Yr 4 Points Earned	Yr 5 Points Earned	Yr 6 Points Earned	Yr 7 Points Earned	Total Points
CATEGORY 1: Professional Practice **National Certification in a professional role** *(0.5 point per certification held.)*								
Professional Practice Preceptor *(0.5 point per student per semester)*								
Consultation in a professional role *(0.25 per consult - 2 points maximum)* (Articulate with supporting documentation)								
Peer Review/Supervisor Evaluation Summary *(1.0 point meets expectations, 2.0 point exceeds expectations)*								
Continuing Educational Hours (10 educational hours = 1 point) *Maximum of 2 points a year*								
Total Practice Points								

Appendix B

Differentiated Workload Grid—Promotion to Senior Instructor Clinical Teaching Track

Point expectations for Meritorious and Excellent ranking in Teaching and Service based on average differentiated workload percentages. **(BASED ON A SINGLE YEAR EVALUATION)**

Category	Level of Performance		10	20	30	40	50	60	70	80	90	100
		Percentage of Time										
Teaching	Meritorious		1.5	2.5	3.5	4	5	5.5	6.5	7.5	8	9
	Excellent		2	3	4	5	6	7.5	8	9	10.5	11.5
Service	Meritorious		4	8	12	16	20	24	28	32	36	40
	Excellent		5	10	15	20	25	30	35	40	45	50

Note: Points are rounded to ½ points.

Differentiated Workload Grid—Promotion to Assistant Professor – Clinical Teaching Track

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship, Service and Practice based on average differentiated workload percentages. **(BASED ON A SINGLE YEAR EVALUATION)**

Category	Level of Performance	Percentage of Time									
		10	20	30	40	50	60	70	80	90	100
Teaching	Meritorious	1	3.5	5.5	7.5	9.5	11.5	13.5	15.5	17.5	19.5
	Excellent	2	4.5	7	9.5	12	14.5	17	19.5	22	24.5
Scholarship	Meritorious	1	1.5	3	3.5	5	6.5	8	9.5	11	12.5
	Category 1	.5	1	2	2	3	4	5	6	7	8
	Category 2 or 3	0.5	.5	1	1.5	2	2.5	3	3.5	4	4.5
	Excellent	1.5	2.5	4	5.5	7	8.5	10	11.5	13	14.5
	Category 1	1	1.5	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5
	Category 2 or 3	.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Service	Meritorious	3.5	7.5	11.5	15.5	19.5	23.5	27.5	31.5	35.5	39.5
	Excellent	4.5	9.5	14.5	19.5	24.5	29.5	34.5	39.5	44.5	49.5
Practice	Meritorious	2	2.5	3	3.5						
	Excellent	2.5	3	4	5						

Note: Points are rounded to ½ points.

Differentiated Workload Grid—Promotion to Associate Professor – Clinical Teaching Track

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship, Service and Practice based on average differentiated workload percentages. **(BASED ON A SINGLE YEAR EVALUATION)**

Category	Level of Performance	Percentage of Time									
		10	20	30	40	50	60	70	80	90	100
Teaching	Meritorious	2	4	6	8	10	12	14	16	18	20
	Excellent	2.5	5	7.5	10	12.5	15	17.5	20	22.5	25
Scholarship	Meritorious	1.5	2	3.5	4	5.5	7	8.5	10	11.5	13
	Category 1	1	1	2	2	3	4	5	6	7	8
	Category 2 or 3	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
	Excellent	2	3	4.5	6	7.5	9	10.5	12	13.5	15
	Category 1	1	2	3	4	5	6	7	8	9	10
	Category 2 or 3	1	1	1.5	2	2.5	3	3.5	4	4.5	5
Service	Meritorious	4	8	12	16	20	24	28	32	36	40
	Excellent	5	10	15	20	25	30	35	40	45	50
Practice	Meritorious	2.5	3	3.5	4						
	Excellent	3	3.5	4.5	5.5						

Note: Points are rounded to ½ points.

Differentiated Workload Grid—Promotion to Full Professor – Clinical Teaching Track

Point expectations for Meritorious and Excellent ranking in Teaching, Scholarship, Service and Practice based on average differentiated workload percentages. (**BASED ON A SINGLE YEAR EVALUATION**)

Category	Level of Performance	Percentage of Time									
		10	20	30	40	50	60	70	80	90	100
Teaching	Meritorious	2.5	5	7.5	10	12.5	15	17.5	20	22.5	25
	Excellent	3	6	9	12	15	18	21	24	27	30
Scholarship	Meritorious	2	3	5	7	9	10	12	14	15	17
	Category 1	1	2	3	4	5	6	7	8	9	10
	Category 2 or 3	1	1	2	3	4	4	5	6	6	7
	Excellent	2.5	3	6	8.5	10	12	14.5	16	18	20
	Category 1	1	2	3	4	5	6	7	8	9	10
	Category 2 or 3	1.5	1	3	4.5	5	6	7.5	8	9	10
Service	Meritorious	5	10	15	20	25	30	35	40	45	50
	Excellent	6	12	18	24	30	36	42	48	54	60
Practice	Meritorious	3	3.5	4.5	5.5						
	Excellent	3.5	4	5	6						

Note: Points are rounded to ½ points.

Appendix IV-E

Faculty Course Questionnaires

1. Hours per week spent on course: Scale = Hours/week spent on course

2. Personal interest before enrolled: Scale of 1-6

3. Instructor effectiveness encouraging interest: Scale of 1-6

4. Instructor availability for assistance: Scale of 1-6

5. Intellectual challenge of course: Scale of 1-6

6. How much you learned in course: Scale of 1-6

7. Course overall: Scale of 1-6

8. Instructor overall: Scale of 1-6

9. Instructor respect/professional treatment: Scale of 1-6