

2020 Performance Evaluation Instructions for Faculty

Who is evaluated?

All full-time faculty (.75 FTE or greater) will have a full performance review in 2020.

What is reported?

Non-tenured faculty: All workload activities occurring from July 1, 2019 – June 30, 2020.

Tenured faculty and senior lecturers: All workload activities occurring from July 1, 2018 – June 30, 2020.

New this review cycle. As part of the performance review of the service component of the PE, faculty will include in their Reflective Statement on Service the expected service to the college and university not in their CV including participation in faculty meetings, committees for which the faculty member ran for office but was not elected, and written evaluations for appointment and promotion for all faculty members at ranks for which they were required to provide a written evaluation.

April 27 Deadline – Clinical Practice Faculty Only

- 1) Submit the name of an individual in the clinical agency who is the appropriate person to provide performance evaluation feedback to your reporting administrator.

April 20 to April 27 – All Faculty (.75 FTE or)

- 1) Watch for email from your program administrative assistant with your Performance Evaluation (PE) document.
- 2) Review PE document and send updates/corrections to your program administrative assistant.
- 3) The program administrative assistant will return the PE document with updates/corrections.
- 4) Faculty with a 9-month appointment will finalize PE document and submit electronically along with an updated CV (not from DM) with your accomplishments during July 1, 2019 to June 30, 2020 highlighted to your reporting administrator no later **May 31, 2020.**
- 5) Faculty with 10, 11, or 12-month appointment finalize PE document and submit electronically along with an updated CV (not from DM) with your accomplishments during July 1, 2018 to June 30, 2020 highlighted to your reporting administrator no later than **June 30, 2020.**

July 1 to September 30 – Full-time faculty with 10, 11, or 12-month appointments meet for PE review

- 1) Confirm appointment for meeting with reporting administrator.

September 1 to October 30 – Full-time faculty with 9-month appointments meet for PE review

- 1) Confirm appointment for meeting with reporting administrator.

November 16 – High Merit Application Deadline

- 1) The terms “merit” and “high merit” refer to two distinctly different types of merit increases. “Merit” is given to full-time faculty based on satisfactory job performance. “High merit” refers to an additional incentive that is given only to faculty members who apply for it and are recognized for outstanding achievements during the time period. In order to be eligible for “high merit”, the faculty member must have received “merit” for the period of time reviewed.
- 2) Faculty members who choose to apply for high merit submit a one paragraph *Summary of Accomplishments Statement for High Merit* to reporting Associate Dean.

December 1 – Associate Dean submits list of Faculty Applying for High Merit to Dean

Attachments:

Performance Evaluation Documents

- 1) Performance Evaluation Instructions
- 2) General Guidelines for Merit Ratings
- 3) Appeals Process
- 4) High Merit and Summary of Accomplishments
- 5) High Merit Examples
- 6) Tips on Writing Personal Statements
- 7) CON CV Template

Checklist of Documentation to be Submitted

If any of the following items are not included in the PE document, it will be returned to the faculty member to complete.

- ___ Section I.A.2. Qualitative and quantitative summary of students' evaluations
- ___ Section I.F.2. Reflective statement of contributions to teaching and mentorship
- ___ Section II. Reflective statement of contributions to research and/or scholarship
- ___ Section IIIa. Reflective statement of contributions to service
- ___ Section IIIb. Reflective statement of contributions to practice if appropriate
- ___ Section V. Goals from previous PE and progress made
- ___ Section VI. Strengths
- ___ Section VII. Areas for professional growth
- ___ Section VIII. New goals

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

Performance Evaluation Documentation
Fall ___ to Spring 2020

I. INSTRUCTION AND EDUCATION

A. Academic instruction - for each semester of the evaluation period, list:

- 1) All courses taught. [from Digital Measures (DM)] [NOTE - *new faculty need to enter current year Fall course assignments on this report*]

- 2) Qualitative and quantitative summary of student evaluations

- 3) Guest lectures - course number, presentation topic, and venue

- 4) Graduate student precepting

B. Academic advising

- 1) List nursing practice, research, and/or lab interns [DM]

- 2) List of College of Nursing and other (specify) students for whom faculty member serves as DNP capstone project or PhD dissertation committee chair or member

3) Service as an outside examiner on dissertation or project committees [*faculty member prepares*]

- C. Description of curriculum and course development activities (include curriculum committee work and other activities to improve, add to, or modify instructional offerings) and/or innovative instructional materials
- D. Continuing education preparation/instruction
- E. Other instruction (time allocated on DOE for UG Course Coordinator, UG Clinical Coordinator, BSN Residency Facilitator, BSN Residency Coordinator, RN-BSN Option Coordinator, Second Degree BSN Option Coordinator, or DNP Track Coordinator)
- F. Sponsored instruction and education

Reflective Summary: Contributions to Teaching and Mentorship

For all contributions to teaching and mentorship, include statements on impact of your contributions. See document on tips for writing personal statements.

II. SCHOLARSHIP

Reflective Summary: Contributions to Research and Scholarship

For contributions to research and/or scholarship, include statements on the impact of your contributions. See document on tips for writing personal statements.

III. SERVICE

Reflective Summary: Contributions to Service

Professional service-related activities both inside and outside of the College/University should be included in your statement. For service included in your CV, provide statements regarding the leadership, consequences, or impact of your service for each activity. See document on tips for writing personal statements. Provide evidence of your expected service to the College/University that is not in your CV including participation faculty meetings, committees for which you ran for office but were not elected, and written evaluations for appointment and promotion for all faculty members at ranks for which you were required to provide a written evaluation.

Reflective Summary: Contributions to Practice (if applicable)

For service related to clinical practice, provide statements regarding the leadership, consequences, or impact of your clinical practice. See document on tips for writing personal statements.

IV. ADMINISTRATION

V. PROFESSIONAL DEVELOPMENT

If appropriate, describe the professional development activities undertaken (e.g., such as conference, continuing education, workshops, advanced degrees or certification) at the request of the college and/or that directly contribute to the missions of the college.

Conference Attendance:

V. GOALS FROM PREVIOUS PERFORMANCE EVALUATION AND PROGRESS MADE IN ACHIEVING THE GOALS [*faculty member prepares*]

VI. STRENGTHS

VII. AREAS FOR PROFESSIONAL GROWTH

VIII. GOALS & PLAN FOR PROFESSIONAL GROWTH FOR NEXT REVIEW PERIOD

IX. SUMMARY EVALUATION [*reporting administrator prepares*]

Reporting administrator – Faculty meets merit rating of 2.0 or higher: Yes No

Signature of Evaluator: _____ Date: _____

Signature of Faculty Member: _____ Date: _____

Signature of Dean: _____ Date: _____

Dean's Comments, if any:

College of Nursing CV Template Example
Name, CREDENTIALS
Curriculum Vitae

University of Kentucky
College of Nursing
315 CON Building
Lexington, KY 40536-0232

Email:
Office Phone:
Office Fax:
Cell Phone:

EDUCATION

Dates	Institution/Location	Degree/Field of Study
Aug. 2010 – May 2012	University of Kentucky College of Nursing Lexington, KY	PhD, Nursing
Aug. 2009 – May 2010	University of Kentucky College of Nursing Lexington, KY	MSN, Nursing
Aug. 2005 – May 2009	Eastern Kentucky University College of Health Science, Richmond, KY	BSN, Nursing

LICENSURES AND CERTIFICATIONS

(Include dates, type, state of licensure, license/certification number, and accrediting body)

June 2009 – present	Nurse Registration, KY 1089460, Kentucky Board of Nursing
June 2010 – present	Advanced Practice Nurse Registration, KY 3123456, Kentucky Board of Nursing
July 2010 – June 2015	Psychiatric/Mental Health Nursing of Adults, Certification No. 456789, American Nurses Credentialing Center

PROFESSIONAL EXPERIENCE

Academic

Dates	Institution and Location	Title
Sept. 2012 – present	University of Kentucky College of Nursing Lexington, KY	Assistant Professor

Clinical/Other

Dates	Institution and Location	Title
Sept. 2008 – Aug. 2012	UK HealthCare, Lexington, KY	Psychiatric/Mental Health Nurse Practitioner

HONORS AND AWARDS

(Include month and year received, name of organization bestowing the award, and title of award)

October 2012 Kentucky Nurses' Association Nurse Research Utilization Award

RESEARCH GRANTS FUNDED

(Include date funded, title of research grant, your role, funding agency, assigned grant number, and funding amount)

Sept. 2002 – June 2009 Schizophrenia and Informal Caregiving, Principal Investigator,
The American Nurses Foundation, No. 007, \$25,700

OTHER GRANTS FUNDED

(Example would be a training grant. Include date funded, title of grant, your role, funding agency, assigned grant number, and funding amount)

July 2008 – June 2010 Advanced Education Nursing Traineeship, Principal Investigator,
Dept. of Health and Human Services, Health Resources and Services
Administration, Division of Nursing, CDFA 93.358, \$51,000

GRANTS SUBMITTED

(Include date submitted, title of grant, your role, proposed funding agency, and proposed funding amount)

PUBLICATIONS

Journal Articles (*Data-based publications)

Peer-Reviewed

*Wu, J. R., Corley, D. J., Lennie, T. A., & Moser, D. K. (2012). Effect of a medication-taking behavior feedback theory-based intervention on outcomes in patients with heart failure. *Journal of Cardiac Failure, 18*(1), 1-9. PMID: 3246219

Invited

Editorials

Books

Book Chapters

Howard, P. B. (2000). Mental health issues. In M. Stanhope & J. Lancaster (Eds.), *Community and Public Health Nursing* (5th ed., pp. 714-731). St. Louis, MO: Mosby

Published Abstracts

Other Scholarly Work

PRESENTATIONS (*Data-based presentations)

List presenters, year and month presented, title, type of presentation (poster, paper), conference name, location)

Peer-Reviewed

International

National

Regional/Local

Invited

International

National

Regional/Local

PROFESSIONAL MEMBERSHIPS

(List dates and memberships in professional organizations; do not include offices held or committee work under this category)

SERVICE

Professional

(List by organization with dates and include the following: Abstract reviewer for programs or organizations including the organization title, the program title and the year

Accreditation Site Visitor including dates of visit, accrediting body, and location of site visit

Grant reviewer including the organization, dates of review, study section name and number when applicable

Offices held in professional organizations including dates

Professional board memberships including dates of service

Professional service on committees and appointments including organization and dates

Scholarship reviews for organizations including organization name and dates)

American Heart Association

2010 Abstract Reviewer: Scientific Sessions
2007-2009 Behavioral Science, Epidemiology, & Prevention Grant Peer Review Committee Member

American Association of Heart Failure Nurses

2006-2008 Chair, Research Committee
2005-2006 Chair, Research Task Force

Consulting

(Include consulting related to your professional expertise with dates and name of organization consulted)

Editorial Activities

Editorial Board:

2006 – Present Archives of Psychiatric Nursing

Guest Editor:

Lennie, T. A. (2006). Issue Editor. Current perspectives in nutrition and cardiovascular disease. *Journal of Cardiovascular Nursing, 21*(1).

Manuscript Reviewer:

2007 – Present Journal of Health Care for the Poor and Underserved

University

(Include dates, role (committee member, chair), name of committee or task force)

College

(Include dates, role (committee member, chair), name of committee or task force)

Department

(Include dates, role (committee member, chair), name of committee or task force)

Public/Community

(Include community activities related to your professional expertise with dates, name of community organization, role, and memberships on community advisory boards)

Date CV Revised

University of Kentucky
College of Nursing

Mini-Review for Performance Evaluation (PE) in Off PE Year

Faculty NAME _____

Reporting Administrator _____

Date of MINI Review _____

- I. List your ***stated goals*** and plan for professional growth you identified ***last performance evaluation period*** (Item X. on Performance Evaluation Document) and describe progress in achieving them (goals and/or professional growth) to include whether met/not met/in progress.

- II. List your ***new/revised goals*** and plan for professional growth for the ***upcoming performance evaluation period***.

- III. Provide comments /recommendations on how we (CON Administration) can better support your success in meeting your goals.

General Guidelines for Merit Ratings

Teaching

1. Overall mean ratings for faculty teaching Undergraduate and Graduate courses will be used to compare mean ratings of individual faculty. Advising evaluations will be included.
2. Difficulty of courses taught will be considered in overall evaluation of teaching.
3. Innovative methods used to enhance teaching will be considered.
4. Curriculum development will be included if applicable. Faculty member would receive an outstanding rating if the work done enhances the overall work of the College.
5. Consistency in all areas of teaching (mean ratings, curriculum development, enhancement of teaching, and advising) will be considered.

Example of how overall mean ratings of teaching would translate to merit ratings:

If 3.5 is mean teaching rating for all Undergraduate faculty, any rating ≥ 3.6 = outstanding/merit rating of 3.0

Based on the above 3.5 mean teaching rating, a 3.0 – 3.5 mean rating for all Undergraduate faculty would translate as a good/satisfactory merit rating of 2.0.

In this example, a rating below 3.0 would translate as an unsatisfactory merit rating of 1.0.

Research/Scholarship

1. Refer to College's Evidence of High Merit document for annual expectations to achieve merit and for examples of outstanding research and scholarship (list is not all inclusive).
2. Depending on research allocation, applying for grants is expected of faculty; obtaining grant funding is difficult given the very competitive climate.
3. Amount of DOE allocated to research/scholarship should be taken into account when determining merit rating. As an example, expectations for someone with 60% DOE research effort would be higher than someone with the usual allocation of 50% in a Regular Title Series.

Service

1. Refer to College's Evidence of High Merit document for examples of outstanding service (list is not all inclusive).
2. There are 2 components of service (general and clinical practice): on average, faculty are given a 5% allocation for general service and faculty with a clinical practice are usually given a 20-25% allocation.
3. To receive a merit rating of outstanding in general service, activity both inside and outside of the College/University related to service should be included. Good service to College or University and outstanding service outside of the University would receive a merit rating of 3.0/Outstanding. If a faculty member contributes outside of the College but has minimal contributions inside the College related to service, documentation is important to determine if this issue has been discussed previously with the faculty member and the appropriate Associate Dean.

4. Clinical practice is the second part of service and College uses a *Clinical Practice Evaluation Form* that is given to the appropriate supervisor of the faculty member's clinical practice for feedback. The rating scale used on the *Clinical Practice Evaluation Form* is: Not at all, Below Expectations, Meets Expectations, Above Expectations, and Outstanding. Translated to the College's merit rating scale, Not at all/Below Expectations would equal a 1.0 merit rating; Meets Expectations/Above Expectations would equal a 2.0 merit rating; Outstanding would equal a 3.0 merit rating.

Professional Development

1. Refer to College's Evidence of High Merit document for examples of outstanding professional recognition (list is not all inclusive).
2. In general, faculty would have to exceed the goals set for professional development or do something within the set goal that is outstanding. For example, if a faculty member attended a conference, she/he would have to do something with the information gained to enhance the work of the College or the work of other faculty.

University of Kentucky
College of Nursing Appeals Process

- A. “All faculty employees must be provided the opportunity to lodge a formal appeal with the college dean. The appeal may be based on a claim of procedural error and/or contested merit score(s) in the faculty employee’s performance review” (see attached 2017-2018 Faculty Performance Review: Second Year of Biennium dated July 25, 2017 from Provost Tracy).

- B. Appeals should be forwarded to the Dean within the timeframe provided by the Provost’s Office and after receipt of the merit score from the Dean. The Dean will appoint 3 faculty members, not to include members of PATA, to review the appeal and make a recommendation to the Dean. The Dean will determine whether to adjust the merit score(s).

- C. “If a faculty employee appeals at the college level and is dissatisfied with the decision of the dean, an appeal may be made to the Provost. A faculty appeals committee will be appointed after seeking advice about the committee composition from the Senate Council. This appeal committee will make its recommendation to the Provost, whose decision will be final. The procedural steps for Provost-level appeals have been posted on the Office for Faculty Advancement website” (July 25, 2017 Memo).

UNIVERSITY OF KENTUCKY COLLEGE OF NURSING
EVIDENCE OF HIGH MERIT RELATED TO SCHOLARSHIP BY TITLE SERIES AND RANK

Faculty members are reviewed for high merit in the scholarship category using guidelines by title series and rank. The following suggested examples are not hard and fast criteria but rather reflect what faculty members are expected to accomplish annually related to one category of scholarship: publications and presentations. Faculty will likely exceed what is listed in the boxes below to be seriously considered for high merit in the scholarship category. While first authorship of publications and presentations is desirable, consideration for participation in scholarly activities with others will also be considered in review for high merit. In addition, it is important to note that data-based, senior authored manuscripts (i.e., senior author is typically listed as last, if not first) are considered to have equal weight as first authored papers if the manuscript is based on data from the senior author’s program of research. Please note that other modes of scholarship are also considered (e.g., DVDs, social media). Excellence in instruction (e.g., development of new courses), service, and clinical practice are also evaluated for high merit.

Peer Reviewed Publications and Presentations
Annual Expectations by Title Series (includes typical DOE time assigned for Scholarship¹) and Rank

Rank	Clinical Title Series (scholarship 10%, if applicable)	Special Title Series (scholarship 20-25%)	Regular Title Series (research 50%)	Research Title Series (research 100%)
Assistant Professor				
Presentation	1 st author every 2 years, regional OR	1 st author ever 2 years, regional or national	1 st author every year, 1 regional or national	1 st author every year, 1 regional or national
Publication ²	1 publication every 2 years, substantive contribution	1 publication every year with pattern of 1 st authorship	2 data-based every year with 1 as 1 st author	3 data-based every year with 1 as 1 st author
Associate Professor				
Presentation	1 st author every 2 years, regional or national	1 st author every 2 year, 1 national or international	1 st author every year, 1 national or international	1 st author every year, national or international
Publication ²	1 st author every 2 years	1 publication every year with pattern of 1 st authorship	2 data based every year with 1 as 1 st author	3 data based every year with 1 as 1 st author
Professor				
Presentation	1 st author every 2 years national	1 st author every year, 1 national or international	1 st author every year, 1 national or international	1 st author every year, 1 national or international
Publication ²	1 st author every 2 years	1 publication every year with 1 st author every 2 years	2.5 data based every year with 1 as 1 st author	3.5 data based each year with 1 as 1 st author

¹ When a faculty member’s DOE scholarship time is less or more than the “typical assigned” percentage, annual expectations for presentation and publication will be adjusted accordingly.

² For Clinical Title Series and Special Title Series, in press or published manuscripts in peer reviewed journals, book chapters, and monographs will be considered. It is expected that across years that a faculty member in one of these title series will publish in peer reviewed journals. For Regular and Research Title Series, it is expected that publications will be in peer reviewed journals and will be in press or published.

Examples of Evidence in Support of High Merit

Faculty who elect to apply for “high merit” should provide evidence for exceeding rank expectations in one or more mission – teaching, research/scholarship, and service, which includes practice, for the period under review. High merit is awarded for accomplishments within the calendar year(s) under review.

Examples include but are not limited to:

1. Professional recognition, including at the
 - a. local level for Lecturer and Clinical Instructor
 - b. state level for Senior Lecturer
 - c. regional for Assistant Professor (all series)
 - d. national Associate Professor (all series) or Clinical Professor
 - e. international for Professor (all series)
2. Creative pedagogy which has been sustained and disseminated in peer reviewed venues
3. Substantive participation in a public organization because of expertise (for example, American Cancer Society), including at the
 - a. local level for Lecturer and Clinical Instructor
 - b. local or state level for Senior Lecturer
 - c. state or regional for Assistant Professor (all series)
 - d. national level for Associate Professor (all series)
 - e. national or international level for Professor (all series)
4. Leadership in a public organization because of expertise (for example, American Cancer Society), including at the
 - a. local or state level for Assistant Professor (all series)
 - b. regional level for Associate Professor (all series)
 - c. national level for Professor (all series)
5. Leadership in professional organization, including at the
 - a. local level for Lecturer and Clinical Instructor
 - b. state level for Senior Lecturer
 - c. regional level for Assistant Professor (all series)
 - d. national level for Associate Professor (all series)
 - e. international level for Professor (all series)
6. Participation in clinical initiatives that strengthens College's relationships across disciplines and settings for Lecturer
7. Engage in clinical practice innovation that positively impacts patient and/or delivery system outcomes and that strengthens College's relationships across disciplines and settings for Clinical Instructor
8. Influence clinical practice beyond assigned clinical setting (e.g., practice guidelines adopted across multiple settings, statewide conference on best-practices)
9. Active engagement in research/scholarship (for example, collaborate with established research team) that exceeds expectations for rank and title series, as applicable
 - a. Substantive contribution to peer reviewed presentations and/or publications for Lecturer, Senior Lecturer and Clinical Instructor
 - b. Substantive contribution to scholarly creativity that produces book chapters, audiovisual learning tools, or other published/manufactured educational materials for Lecturer and Senior Lecturer
 - c. Substantive contribution to peer reviewed publication(s)² that describes practice innovation, teaching innovation, and/or unique contribution to the literature that exceeds expectations for rank within Clinical and Special Title Series and for Lecturers/Senior Lecturers
 - d. Substantive contribution to peer reviewed, data-based publications² that exceeds expectations for rank and Regular and Research Title Series
10. Serving on an editorial board for an Associate Professor (all title series) or as editor of a journal for Professor (all title series)
11. Service on regional research grant review panels for Assistant Professor and national research grant review panels for Associate Professor
12. Invited and serve as consultant on a funded grant for Assistant Professor
13. Invited and serve as a Visiting Professor for an Associate Professor
14. Participate in policy initiatives related to health care, including at the
 - a. local level for Lecturer, Senior Lecturer, Clinical Instructor, and Assistant Professor (all title series)
 - b. state level for Associate Professor (all title series)
 - c. national level for Professor (all title series)
15. Sustained mentorship of others (e.g., students, pre- or post-doctoral fellow, other health care professionals) in scholarship, research, practice innovation, or teaching innovation

NOTES:

1. Revised Evidence of High Merit document removed from Appointment, Reappointment, Promotion, and Tenure Criteria by Title Series document and approved by College of Nursing Faculty and Dean March 2011.
2. Revised Examples of High Merit approved by College of Nursing Faculty and Dean September 2012.

Personal statements are the opportunity to brag on yourself by highlighting your accomplishments. In these statements, describe not only what you did but, more importantly, the impact of your work. Think of these as statements that can be used to justify high merit, to nominate you for an award, and included in your dossier for promotion. In each of these cases, you want the reader to know just how fabulous you are. Below are a few examples of how to strengthen personal statements.

Don't Just State What You Did	State the Reason You Did Something and/or the Consequences/Impact of What You Have Done
<p><u>Service</u></p> <p>I served as a grant reviewer for the ____</p> <p>I was asked by ____ organization to participate in a project called ____.</p> <p>I chaired the ____ committee</p> <p>I was a member of ____ committee.</p>	<p>I served as a grant reviewer for the ____, which is evidence of my regional, national or international recognition of expertise in ____.</p> <p>Because of my expertise in ____, I was invited by ____ to participate in ____. The results of the project were ____</p> <p>I chaired the ____ committee. Under my leadership, we ____ <i>state mission and/or accomplishments as was well as consequences of these accomplishments</i></p> <p>I was an active member of ____ committee. The mission of this committee and or major accomplishments over the past year(s) were ____ <i>state consequences of these accomplishments</i></p>
<p><u>Curriculum</u></p> <p>I created or revised a course ____.</p> <p>I led the curriculum revision of ____ . We revised ____.</p>	<p>Responding to the need for ____, I created/ revised a course ____ . As a consequence__</p> <p>Here is a full examples: Responding to the need for a course that students could take in their major during freshman year, I created a new course ____ . As a consequence, freshmen students are able for the first time to earn credits in their major while being introduced to the basic concepts of ____</p> <p>Recognizing that the curriculum for ____ was not preparing graduates for ____ or roles in ____ or faculty positions for ____ . I led the revision of the ____ curriculum. This revised curriculum will better prepare graduates to ____ . In addition, it makes our program more competitive and should increase enrollment.</p>

<p><u>Advising</u></p> <p>I chaired three graduate student committees</p>	<p>I successfully mentored 3 doctoral students who completed their ____ on time. All of them have ____</p>
<p><u>Scholarship</u></p> <p>I published an article in____ I presented a paper or poster at____</p>	<p>I published an article in ____. I presented a paper/poster at ____ <i>state the contribution it made to the literature eg.. provided a new perspective; introduced a new method or improved an existing one; provided a synthesis of the literature; made an important contribution to our understanding of____</i></p> <p>Here is an example: The current information about ____ or understanding of ____ is limited, thus this manuscript or study provides a significant contribution to the ____ literature that can be used by____ to ____.</p>