# 2020 Performance Evaluation Instructions for Faculty

<table>
<thead>
<tr>
<th><strong>Who is evaluated?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All full-time faculty (.75 FTE or greater) will have a full performance review in 2020.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is reported?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-tenured faculty: All workload activities occurring from <strong>July 1, 2019 – June 30, 2020.</strong></td>
</tr>
<tr>
<td>Tenured faculty and senior lecturers: All workload activities occurring from <strong>July 1, 2018 – June 30, 2020.</strong></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th><strong>April 27 Deadline – Clinical Practice Faculty Only</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>April 20 to April 27 – All Faculty (.75 FTE or)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Watch for email from your program administrative assistant with your Performance Evaluation (PE) document.</td>
</tr>
<tr>
<td>2) Review PE document and send updates/corrections to your program administrative assistant.</td>
</tr>
<tr>
<td>3) The program administrative assistant will return the PE document with updates/corrections.</td>
</tr>
<tr>
<td>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 <strong>July 1, 2019 to June 30, 2020</strong> highlighted to your reporting administrator no later <strong>May 31, 2020.</strong></td>
</tr>
<tr>
<td>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 <strong>July 1, 2018 to June 30, 2020</strong> highlighted to your reporting administrator no later than <strong>June 30, 2020.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>July 1 to September 30 – Full-time faculty with 10, 11, or 12-month appointments meet for PE review</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Confirm appointment for meeting with reporting administrator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>September 1 to October 30 – Full-time faculty with 9-month appointments meet for PE review</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Confirm appointment for meeting with reporting administrator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>November 16 – High Merit Application Deadline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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
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]

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2020</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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]

<table>
<thead>
<tr>
<th>Intern Name</th>
<th>Role</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Role</th>
<th>Committee Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Dates</th>
<th>Institution/Location</th>
<th>Degree/Field of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 2010 – May 2012</td>
<td>University of Kentucky College of Nursing Lexington, KY</td>
<td>PhD, Nursing</td>
</tr>
<tr>
<td>Aug. 2009 – May 2010</td>
<td>University of Kentucky College of Nursing Lexington, KY</td>
<td>MSN, Nursing</td>
</tr>
<tr>
<td>Aug. 2005 – May 2009</td>
<td>Eastern Kentucky University College of Health Science, Richmond, KY</td>
<td>BSN, Nursing</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dates</th>
<th>License Type</th>
<th>State of Licensure</th>
<th>License/ID Number</th>
<th>Accrediting Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2009 – present</td>
<td>Nurse Registration</td>
<td>KY</td>
<td>1089460</td>
<td>Kentucky Board of Nursing</td>
</tr>
<tr>
<td>June 2010 – present</td>
<td>Advanced Practice Nurse Registration</td>
<td>KY</td>
<td>3123456</td>
<td>Kentucky Board of Nursing</td>
</tr>
<tr>
<td>July 2010 – June 2015</td>
<td>Psychiatric/Mental Health Nursing Certification</td>
<td>Adults, KY</td>
<td>456789</td>
<td>American Nurses Credentialing Center</td>
</tr>
</tbody>
</table>

PROFESSIONAL EXPERIENCE

Academic

<table>
<thead>
<tr>
<th>Dates</th>
<th>Institution and Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2012 – present</td>
<td>University of Kentucky College of Nursing Lexington, KY</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>
### Clinical/Other

<table>
<thead>
<tr>
<th>Dates</th>
<th>Institution and Location</th>
<th>Title</th>
</tr>
</thead>
</table>

### 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)


### 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


- Invited

#### Editorials

#### Books
Book Chapters


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
(Including 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:
Journal of Cardiovascular Nursing, 21(1).

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

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

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

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

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

Date CV Revised
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.

July 2013
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).
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 Scholarship) and Rank**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Clinical Title Series (scholarship 10%, if applicable)</th>
<th>Special Title Series (scholarship 20-25%)</th>
<th>Regular Title Series (research 50%)</th>
<th>Research Title Series (research 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistant Professor</strong></td>
<td>1st author every 2 years, regional OR 1 publication every 2 years, substantive contribution</td>
<td>1st author every 2 years, regional or national</td>
<td>1st author every year, 1 regional or national</td>
<td>1st author every year, 1 regional or national</td>
</tr>
<tr>
<td>Presentation</td>
<td>1st author every 2 years, regional or national</td>
<td>1st author every year with pattern of 1st authorship</td>
<td>2 data-based every year with 1 as 1st author</td>
<td>3 data-based every year with 1 as 1st author</td>
</tr>
<tr>
<td>Publication²</td>
<td>1st author every 2 years, substantive contribution</td>
<td>1 publication every year with pattern of 1st authorship</td>
<td>2 data-based every year with 1 as 1st author</td>
<td>3 data-based every year with 1 as 1st author</td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td>1st author every 2 years, regional or national</td>
<td>1st author every year, 1 national or international</td>
<td>1st author every year, 1 national or international</td>
<td>1st author every year, 1 national or international</td>
</tr>
<tr>
<td>Presentation</td>
<td>1st author every 2 years, regional or national</td>
<td>1st author every year with pattern of 1st authorship</td>
<td>2 data based every year with 1 as 1st author</td>
<td>3 data based every year with 1 as 1st author</td>
</tr>
<tr>
<td>Publication²</td>
<td>1st author every 2 years, substantive contribution</td>
<td>1 publication every year with pattern of 1st authorship</td>
<td>2 data-based every year with 1 as 1st author</td>
<td>3 data-based every year with 1 as 1st author</td>
</tr>
<tr>
<td><strong>Professor</strong></td>
<td>1st author every 2 years national</td>
<td>1st author every year, 1 national or international</td>
<td>1st author every year, 1 national or international</td>
<td>1st author every year, 1 national or international</td>
</tr>
<tr>
<td>Presentation</td>
<td>1st author every 2 years national</td>
<td>1st author every year, 1 national or international</td>
<td>1st author every year, 1 national or international</td>
<td>1st author every year, 1 national or international</td>
</tr>
<tr>
<td>Publication²</td>
<td>1st author every 2 years</td>
<td>1 publication every year with 1st author every 2 years</td>
<td>2.5 data based every year with 1 as 1st author</td>
<td>3.5 data based each year with 1 as 1st author</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Don’t Just State What You Did</th>
<th>State the Reason You Did Something and/or the Consequences/Impact of What You Have Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
<td></td>
</tr>
<tr>
<td>I served as a grant reviewer</td>
<td>I served as a grant reviewer for the ___, which is evidence of my regional, national or international recognition of expertise in ___.</td>
</tr>
<tr>
<td>for the ___</td>
<td></td>
</tr>
<tr>
<td>I was asked by ___ organization to participate in a</td>
<td>Because of my expertise in ___, I was invited by ___ to participate in ___. The results of the project were ___</td>
</tr>
<tr>
<td>project called ___.</td>
<td></td>
</tr>
<tr>
<td>I chaired the ___ committee</td>
<td>I chaired the ___ committee. Under my leadership, we stated mission and/or accomplishments as was well as consequences of these accomplishments</td>
</tr>
<tr>
<td>I was a member of ___ committee.</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>I created or revised a course</td>
<td>Responding to the need for ____, I created/revised a course ___. As a consequence ___</td>
</tr>
<tr>
<td>___</td>
<td></td>
</tr>
<tr>
<td>I led the curriculum revision</td>
<td>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 ___</td>
</tr>
<tr>
<td>of ___. We revised ___.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Advising</strong></td>
<td></td>
</tr>
<tr>
<td>I chaired three graduate student committees</td>
<td>I successfully mentored 3 doctoral students who completed their ___ on time. All of them have ___</td>
</tr>
</tbody>
</table>

| **Scholarship** |  |
| I published an article in ___ | I published an article in ___. |
| I presented a paper or poster at ___ | I presented a paper/poster at ___. |

*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 ___*  

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 ___.