

University of Central Florida College of Nursing—Departments of Nursing Practice and Nursing Systems  
Annual Evaluation Standards and Procedures (AESP)

**Purpose:**

The Annual Evaluation Standards and Procedures (AESP) is an evaluation system designed for the College of Nursing (CON) faculty evaluations for the Departments of Nursing Practice and Nursing System. The AESP Guidelines were developed by departmental committees in accordance with the current UCF Collective Bargaining Agreement (CBA).

**Criteria:**

The criteria recognize progression through the ranks within instructor/lecturer, clinical and tenure-earning/tenured faculty lines.

Tenure and promotion guidelines and requirements may differ from the benchmarks described in this document. It is the responsibility of all participants in the evaluation process to review this document together with the approved promotion and tenure guidelines, and the current CBA. Faculty members are responsible for addressing any variance from the criteria listed below.

**Assessment of Performance:**

Each faculty member will earn a performance assessment score based on the ratings in teaching, research, and service for tenure-earning/tenured and clinical faculty; and teaching and service for instructor/lecturer faculty. Evaluations will also include other assigned activities commensurate with workload assignment. The number of activities required for a *satisfactory* rating is specified for each rank/position.

Publications will be counted if they appear “in press in a peer-reviewed publication” or online ahead of published copy. Presentations will be counted based on the date the podium or poster presentation was made. Publications and/or presentations in journal or conferences that are considered predatory will not be counted (Resources include: [Identify trusted publishers](#); [Predatory Conferences](#)).

Once the faculty member meets minimum criteria for a satisfactory rating for teaching, service, and/or research/scholarship (if applicable), additional points will be assigned for achievements in each area of review, which can lead to ratings of *above satisfactory* and *outstanding*. Activities are categorized as high (2 points) or moderate (1 point) impact and significance, to reflect both work involved and alignment with CON and UCF goals. Any combination of achievements may be used to earn the *above satisfactory* or *outstanding* rating. The list of additional activities in each category is not considered exhaustive. The faculty member may document other achievements that support college and university strategic plans and goals, which may be counted toward evaluation in discussion with the department chair.

Evaluation ratings will be weighted to be consistent with each faculty member’s workload assignment. Department Chairs will complete ratings and send them to individual faculty members for review before the chair and faculty member meet formally to finalize the evaluation.

Each faculty member will be given an overall performance assessment based on the ratings earned in teaching research, and service activities. A point value will be given for the rating in each category (Evaluation Scale). The overall rating will be determined using a weighted formula that accounts for the rating and the FTE assigned to each category (Examples 1, 2 & 4).

A satisfactory or better is required in all categories with at least .05 FTE in order to receive an overall rating of satisfactory or above (Examples 1, 2 & 4).

A conditional rating in any category with at least .05 FTE will result in an overall rating of conditional, regardless of total score (Example 3).

In addition to the scoring system above, each faculty member is expected to submit an Impact Statement that will be rated by the department chair (*see next page*).

**College of Nursing Annual Evaluation Standards and Procedures (AESP)**  
**Impact Statements (1,500 words maximum for each)**

For each of the evaluation categories (research/scholarly, teaching, service), provide a summary of the overall impact you have made **during this academic year** (Summer, Fall, Spring) with specific metrics and exemplars. Example metrics are included in Appendices – all are not required. It is the faculty member's responsibility to articulate impact based on evidence. Additionally, faculty are encouraged to align impact statements with the UCF Strategic Plan and the CON Strategic Plan. The following guidelines provide structure and details for the chair's evaluation of the impact statements.

**Research and Scholarship (0-3 points) - \*Not applicable to Instructor/Lecturer\***

**Evaluation Scale**

<b>Evaluation</b>	<b>Rating</b>
Outstanding	2-3
Above Satisfactory	1-1.99
Satisfactory	0-0.99

- 1. Provide a summary statement regarding the overall impact of your research and scholarly activities.** Include supporting metrics for the expected performance criteria found under your rank and link your impact to the University and College of Nursing Strategic Plans. Expected elements in your Research/Scholarship Impact Statement include:
  - The **impact of the articles** that you submitted for publication or published as first or co-author. Discuss the potential impact these works have on your area(s) of science or practice, meet a gap in the literature, and/or further define you as an expert nurse scientist or clinician in this area.
  - The **impact of the professional local/regional, state, national, and/or international presentations** as first or co-author. For presentations that have been accepted but not yet presented, discuss the potential impact these presentations have on your area(s) of science or clinical expertise, address crucial professional needs, and/or further define you as an expert nurse scientist/clinician.
  - The **impact of the research proposals** you submitted for funding or grants received. Indicate your role. Describe the impact you anticipate your study will have on your area(s) of science, meet a gap in the literature, and/or further define you as an expert in advancing nursing science. For proposals not funded, describe how you plan to improve the proposals to increase your future funding opportunities.
  - Other information** you'd like to add to describe the impact you have made in the areas of research/scholarship in addition to above expectations. Add information to demonstrate satisfactory performance if gaps exist to justify meeting satisfactory criteria.
- 2. Alignment with UCF Strategic Plan:**
  - Innovation:** Describe how your research contributes to innovative solutions in healthcare. Highlight any groundbreaking studies or projects that address critical issues in your field.
  - Interdisciplinary Collaboration:** Explain how you collaborate with researchers from other disciplines. Mention any interdisciplinary projects that enhance the impact of your research and align with UCF's emphasis on collaborative innovation.
  - Community Impact:** Discuss how your research addresses community health needs. Highlight any studies that have direct implications for improving health outcomes in the local or broader community.
- 3. Alignment with College of Nursing Strategic Plan:**
  - Excellence in Research:** Detail your commitment to conducting high-quality research. Mention any awards, grants, or recognitions you have received that reflect your dedication to research excellence.
  - Translational Research:** Explain how you translate research findings into practice. Describe any initiatives that bridge the gap between research and clinical practice.
  - Student Involvement:** Highlight how you involve students in your research projects. Discuss any mentorship roles you take on and how you support students in developing their research skills and contributing to scholarly work.

4. **Personal Research Practices:**

- a. **Research Methodology:** Describe your approach to research methodology. Highlight any specific techniques or methodologies you use that set your research apart and contribute to its rigor and reproducibility.
- b. **Publication and Dissemination:** Explain your strategies for disseminating research findings. Mention any publications, or presentations where you share your work with the academic and professional community.
- c. **Continuous Learning:** Discuss your commitment to continuous learning and staying updated with the latest research trends. Mention any professional development activities, such as workshops or courses, that you engage in to enhance your research skills.

**Teaching Evaluation Scale (0-3 points)**

Evaluation	Rating
Outstanding	2-3
Above Satisfactory	1-1.99
Satisfactory	0-0.99

1. Provide a **summary statement regarding the overall impact of your teaching activities**. Include supporting metrics for the expected performance criteria found under your rank and link your impact to the University and College of Nursing Strategic Plans. Expected elements in your Teaching Impact Statement include:
  - a. Student successes
  - b. Learner evaluation ratings
  - c. Peer evaluation ratings
  - d. Innovative teaching strategies
  - e. Course development or refinement
  - f. Faculty development towards excellence
  - g. Add information to demonstrate satisfactory performance if gaps exist to justify meeting satisfactory criteria.
2. **Alignment with UCF Strategic Plan:**
  - a. **Student Success:** Describe how your teaching methods support student success. Mention specific strategies you use to engage students, foster critical thinking, and ensure they are well-prepared for their nursing careers.
  - b. **Innovation:** Explain how you incorporate innovative teaching techniques and technologies in your classroom, clinical setting, and/or the simulation center. This could include simulation-based learning, online resources, or other cutting-edge methods such as AI, and gaming.
  - c. **Community Engagement:** Highlight any community-based projects or partnerships you involve your students in, demonstrating your commitment to community engagement and service learning. Examples include IPE, study abroad, and disaster preparedness exercises.
3. **Alignment with College of Nursing Strategic Plan:**
  - a. **Excellence in Education:** Discuss how you strive for excellence in nursing education. Mention any awards, recognitions, or feedback from students that reflect your dedication to high-quality teaching.
  - b. **Research and Scholarship:** If applicable, describe how you integrate your research and evidence-based practice into your teaching. Explain how this enhances the learning experience and keeps the curriculum current with the latest advancements in nursing.
  - c. **Interprofessional Collaboration:** Emphasize your efforts to promote interprofessional education. Describe any collaborative projects with other departments or healthcare professionals that prepare students for teamwork in their future careers.
  - d. **Student-Centered Approach:** Detail your approach to creating a student-centered learning environment. Mention how you accommodate diverse learning styles and provide support to all students.
  - e. **Assessment and Feedback:** Explain your methods for assessing student performance and providing constructive feedback. Highlight how these practices help students improve and achieve their academic goals. You may also describe how formal and informal UCF teaching evaluation such as DASH-student version, SPI's, peer evaluation (online, clinical, in-person), student comments (e.g., email communication), or other objective metrics reflect your impact.

**Service Evaluation Scale (0-3 points)**

\*May include research and scholarly activities if outside of your assignment as instructor/lecturer\*

Evaluation	Rating
Outstanding	2-3
Above Satisfactory	1-1.99
Satisfactory	0-0.99

- 1) Provide a **summary statement regarding the overall impact** of your service activities. Include supporting metrics for the expected performance criteria found under your rank and link your impact to the University and College of Nursing Strategic Plans. Expected elements include:
  - a. Local CON committee/initiative participation
  - b. Local University committee/initiative participation
  - c. Leading CON and/or university initiatives
  - d. Service to organizations locally, regionally, nationally and internationally (as appropriate to rank)
  - e. Service to practice advancements
  - f. Community volunteerism
  - g. Review for specialty practice expertise
  - h. Add information to demonstrate satisfactory performance if gaps exist to justify meeting satisfactory criteria.
- 2) **Alignment with UCF Strategic Plan:**
  - a. **Community Engagement:** Describe your involvement in community service projects. Highlight any initiatives that address local health needs, promote wellness, or provide educational outreach. This may include involvement in activities such as AHA Heart Walk, Public Health Day, etc.
  - b. **Partnerships:** Explain how you foster partnerships with local healthcare organizations, non-profits, or other community groups. Mention any collaborative efforts that enhance the impact of your service activities.
  - c. **Student Involvement:** Discuss how you engage students in service activities. Highlight any programs or projects where students can apply their nursing skills in real-world settings, thereby enhancing their learning and contributing to the community. This can include activities such as student organization advisement.
- 3) **Alignment with College of Nursing Strategic Plan:**
  - a. **Professional Service:** Detail your involvement in professional organizations, committees, or boards related to nursing. Explain how these roles contribute to the advancement of the nursing profession and align with the college's goals.
  - b. **Advocacy and Leadership:** Highlight any advocacy work you do for nursing education, healthcare policy, or patient care standards. Describe how you take on leadership roles to influence positive changes in the healthcare system.
  - c. **Interprofessional Collaboration:** Emphasize your efforts to promote interprofessional collaboration through service. Describe any initiatives that bring together different healthcare professionals to improve patient outcomes and community health.
- 4) **Personal Service Practices:**
  - a. **Mentorship:** Discuss your role in mentoring students, junior faculty, or colleagues. Highlight how you support their professional development and contribute to a culture of mentorship within the college.
  - b. **Volunteer Work:** Describe any volunteer work you do outside of your professional responsibilities. Mention how these activities reflect your commitment to service and align with the values of the College of Nursing and UCF.
  - c. **Continuous Improvement:** Explain your commitment to continuous improvement in your service activities. Mention any training, workshops, or conferences you attend to enhance your service skills and knowledge.

**Other**

- 1) Faculty may provide a summary statement that encompasses major impacts and contributions that have not already been outlined in your research, teaching, or service statements.

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**Overall Evaluation Scale**

<b>Evaluation</b>	<b>Rating</b>	<b>Overall Rating</b>
Outstanding	4.00	3.50 – 4.00
Above Satisfactory	3.00	2.50 – 3.49
Satisfactory	2.00	1.50 – 2.49
Conditional	1.00	0.50 – 1.49
Unsatisfactory	0.00	0.00 – 0.49

**Examples**

**Example 1:** *Assignments in Teaching, Research, and Service*

<b>Category</b>	<b>Evaluation</b>	<b>Points</b>	<b>FTE</b>	<b>Overall Rating (Points * FTE)</b>
Teaching	Outstanding	4	.75	3.0
Research	Above Satisfactory	3	.15	0.45
Service	Above Satisfactory	3	.10	0.3
<b>Total</b>	<b>Outstanding</b>			<b>3.75</b>

**Example 2:** *Assignments in Teaching and Service only*

<b>Category</b>	<b>Evaluation</b>	<b>Points</b>	<b>FTE</b>	<b>Overall Rating (Points * FTE)</b>
Teaching	Above Satisfactory	3	.90	2.7
Research	--	--	--	--
Service	Outstanding	4	.10	0.4
<b>Total</b>	<b>Above Satisfactory</b>			<b>3.1</b>

**Example 3:** *Conditional rating in one category*

<b>Category</b>	<b>Evaluation</b>	<b>Points</b>	<b>FTE</b>	<b>Overall Rating (Points * FTE)</b>
Teaching	Outstanding	4	.70	2.8
Research	Conditional	1	.20	0.2
Service	Outstanding	4	.10	0.4
<b>Total</b>	<b>Conditional</b>			<b>3.4</b>

**Example 4:** *Assignments in Teaching, Research, and Service*

<b>Category</b>	<b>Evaluation</b>	<b>Points</b>	<b>FTE</b>	<b>Overall Rating (Points * FTE)</b>
Teaching	Above Satisfactory	3	.70	2.1
Research	Satisfactory	2	.20	0.4
Service	Outstanding	4	.10	0.4
<b>Total</b>	<b>Above Satisfactory</b>			<b>2.9</b>

**Expectations for Tenure-Earning Assistant Professor, Tenured Associate Professor, or Tenured Professor Teaching**

**Rating Scale:**

- 0-3 points, Unsatisfactory
- 4-5 points, Conditional
- $\geq 6$  points plus completion of impact statements, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Follows university/college/department guidelines for course syllabi and objectives. ([Teaching Resources - \]Faculty Center \[ucf.edu\]](#)). (Required)
2. Incorporates teaching/learning methods, technology, and course materials
3. Receives “Good” or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments
4. Available for student advisement according to university and college policies, reflected in course syllabi
5. Demonstrates continued quality improvement in teaching, planning, revising, and evaluating courses
6. Facilitates professional development of students
7. Participates as committee member/chair for at least one student project, thesis, and/or dissertation committee (expectations vary by rank).

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points plus a minimum of 1 – 1.99 points from impact statements, *Above Satisfactory*
- 5 or more points plus 2 – 3 points from impact statements, *Outstanding*

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is specified)**

1. Submits and/or acquires program or educational grants for funding, which advance the teaching mission
2. Obtains national educator or other national certification (e.g., Certified Nurse Educator [CNE], Family Nurse Practitioner Certified [FNP-C], Clinical Nurse Specialist [CNS]) – upon year of certification)
3. Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants)
4. Develops a new course outside of assigned workload
5. Substantially assists with accreditation and/or program review activities
6. Receives national or international recognition for teaching or advising
7. Serves as a consultant to other institutions to promote the scholarship of teaching and learning
8. Participates as committee chair for additional student projects (HUT) or dissertation
9. Provides expertise beyond the CON, such as visiting professor or invited scholar to another college or university, in area of expertise
10. Assumes leadership in developing collaborative external relationships to promote student learning opportunities
11. Inducted as a Fellow in the Academy of Nursing Education or other education-related fellowship

**Moderate impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is specified)**

1. Mentors students in the research process through independent study outside of regular assignment (e.g., dissertation, DNP project, HUT)
2. Participates as committee chair for additional student projects (DNP)
3. Participates as committee member for additional student projects, thesis, or dissertation (PhD/DNP/HUT)

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4. Demonstrates leadership in CON curriculum process
5. Serves on exam/test development committees or item writer for national examinations (e.g., National Council Licensure Examination for Registered Nurses [NCLEX], CNE, specialty certification, or specialty subject review courses)
6. Earns CEUs towards national educator certification or national specialty certification according to certification guidelines to inform and enhance teaching
7. Receives local, state, or regional recognition for teaching or advising
8. Serves as course lead without FTE allocation (i.e., summer or when not teaching)
9. Makes significant course revisions based on student feedback and other data
10. Participates in interdisciplinary/interprofessional educational activities
11. Collaborates/contributes to new course development
12. Actively participates in CON curriculum process (e.g., participates on subcommittees, engages in continuous curricula improvement)
13. Mentors colleagues in teaching effectiveness
14. Conducts peer and/or external reviews of teaching quality of fellow faculty member(s) for the classroom, online, or clinical
15. Conducts external reviews of faculty from other schools seeking promotion and/or tenure
16. Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or Faculty Center for Teaching & Learning [FCTL] programs)
17. Develops and incorporates innovative teaching strategies into courses
18. Conducts teaching/learning activities in an academic setting outside of the semester assignments (e.g., on campus laboratory and simulation, or guest lectures; maximum 2 total points)
19. Contributes to position papers or policies related to education.
20. Publishes and/or presents with students, local or regional (non-data-based)
21. Creates other products that promote excellence in teaching (e.g., texts, reports, training grants, multimedia, FCTL or other presentations)

**Research/Scholarship**

**Rating Scale:**

- 0-1 points, Unsatisfactory
- 2-3 points, Conditional
- 4 points, plus completion of impact statements, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 points per criterion)**

**Tenure-Earning Assistant Professor**

1. Actively engaged in conducting research in a defined area
2. Submission of at least one new/revised intramural or extramural research application or Principal Investigator (PI), Multiple Principal Investigator (MPI), or Co-Investigator (Co-I) on a currently funded project (excluding year 1)
3. At least one presentation at a local, regional, or national meeting
4. One peer-reviewed manuscript accepted for publication

**Tenured Associate Professor**

1. Actively engaged in established program of scholarship/research in a focused area (e.g., PI or Co-I on current project)
2. Submission or resubmission of one external funding proposal
3. At least one peer-reviewed or invited presentation at a regional, national, or international meeting
4. One peer-reviewed manuscript accepted for publication and a second manuscript under peer-review

**Tenured Professor**

1. Actively engaged in established program of scholarship/research in a focused area (e.g., PI or Co-I on current project)
2. Submission or resubmission of one external funding proposal
3. At least one peer-reviewed or invited presentation at a national or international meeting
4. Two peer-reviewed manuscripts accepted for publication

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, plus a minimum of 1 – 1.99 points from impact statements, Above Satisfactory
- 5 or more points, plus 2 – 3 points from impact statements, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is specified)**

1. Submits an additional research application for funding from federal or national professional organization.
2. Receives external research funding from federal or national professional organization
3. Applies or receives a patent as an individual or team (co-inventor)
4. Has an additional peer-reviewed publication(s)
5. Authors, edits, or coauthors textbook
6. Presents at an additional (invited or peer-reviewed) at clinical/research conference, includes symposia
7. Receives a national or international award for research
8. Serves as editor for special issue of refereed journal outside of normal editor duty

**Moderate impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is specified)**

1. Demonstrates progress on funded project using self-reported productivity data
2. Edits or authors monograph, non-peer-reviewed article, evidence-based clinical practice brief, or white paper.
3. Publishes editorial (maximum 2 outside of journal editorial role)
6. Authors/coauthors textbook chapter
7. Publishes textbook ancillary resources for research/scholarship textbook (e.g., study guide, instructor manual)
8. Publishes online resources/publications
9. Presents work (invited or peer-reviewed) at additional clinical/research conference, including symposium
10. Includes students and/or junior colleagues in research, peer-reviewed publications, and/or scholarly projects
11. Receives award(s) for research from CON/university/local/regional organization
12. Submits an additional research application for funding outside of national/federal funding program.
13. Serves as consultant to promote research/scholarship

**Service**

**Rating Scale:**

- 0-1 points, Unsatisfactory
- 2-3 points, Conditional
- 4 points, plus completion of impact statements, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Active membership in at least one college standing committee/task force, or university-level committees or activities (if assigned)



2. Attends one commencement ceremony (Required)
3. Attend one recognition or white coat ceremony (Required)
4. Active membership/ engagement in a professional organization
5. Regularly attends department, faculty association, and other scheduled meetings

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, plus a minimum of 1 – 1.99 points from impact statements, Above Satisfactory
- 5 or more points, plus 2 – 3 points from impact statements, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence except where an upper limit is specified)**

1. Serves as liaison to student organization(s)
2. Review grant proposal(s) national/international professional organization(s)
3. Chairs university-level committee(s)
4. Serves as editor/associate editor of peer-reviewed professional journal.
5. Assumes leadership role in national/ international professional organization(s)
6. Participates in national/international professional organization activities (e.g., conference planning, nominating committee, task force)
7. Receives national/international award for service
8. Serves as external reviewer for promotion and tenure for other schools/colleges
9. Serves as expert consultant internal and external to the university
10. Serves on national/international review panel or federal study section member

**Moderate impact and significance: (1 point per occurrence except where an upper limit is specified)**

1. Serves on a peer-reviewed journal editorial board (maximum 2 points)
2. Reviews research proposals for university
3. Reviews research proposals for regional/state professional organizations
4. Reviews abstracts for local/regional conference
5. Assumes significant role in college and/or university partnership activities (e.g., Community Nursing Coalition [CNC] Day, alumni events, service-learning activities, undergraduate or graduate research activities, FCTL events)
6. Reviews article(s) for peer-reviewed journals (1 point per journal; maximum 2 points)
7. Reviews textbook(s) or textbook chapter(s) as content expert in uncompensated role.
8. Reviews other scholarly work (e.g., conference presentations, achievement award[s])
9. Assumes leadership role in civic/community/organizations related to health and wellness
10. Participates in planning for local conference(s) or other outreach activities
11. Receives local or regional award/recognition for service activities
12. Reviews research proposals for local/state professional organizations
13. Serves at community-related activities related to health and wellness (1 point per event; maximum 2 points)

**Expectations for Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor**  
**Teaching**

**Rating Scale:**

- 0-5 points, Unsatisfactory
- 6-7 points, Conditional
- 8 – 9 points, plus completion of impact statements, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Follows university/college/department guidelines for syllabi, objectives, and knowledge assessment
2. Uses appropriate teaching/learning methods, technological tools, and course materials to facilitate communication and active learning
3. Receives “Good” or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments
4. Available for student advisement according to university and college policies
5. Effectively uses resources to advise students and assist with resolving students’ academic problems
6. Participates in teaching, planning, revising, and evaluating courses
7. Applies or tests evidence-based research and educational innovations
8. Facilitates professional development of students
9. Participates/chairs student project, thesis, and/or dissertation committees (expectation of all ranks within reasonable time since hire)

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, plus a minimum of 1 – 1.99 points from impact statements, Above Satisfactory
- 5 or more points, plus 2 – 3 points from impact statements, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence except where an upper limit is specified)**

1. Submits and/or acquires program grants/funding which advances the teaching mission
2. Obtains national educator certification (e.g., CNE or national specialty certification) –upon year of certification
3. Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants)
4. Develops new course outside of assigned workload
5. Substantially assists with accreditation and/or program review activities
6. Serves as chair/mentor of an additional student’s project, thesis, or dissertation
7. Implements research projects to evaluate teaching innovation
8. Receives national or international award for teaching
9. Serves as a consultant to other institutions to promote the scholarship of teaching
10. Provides expertise beyond the CON, such as visiting professor or invited scholar

**Moderate impact and significance: (1 point per occurrence except where an upper limit is specified)**

1. Mentors students through independent study outside of regular assignment.
2. Demonstrates leadership in CON curriculum process.
3. Participates as member on an additional student's project, thesis, or dissertation (above expectation of role)
4. Serves on exam/test development committees for national examinations, such as NCLEX, specialty certification, or specialty subject review courses
5. Renews CNE or national specialty certification according to certification guidelines
6. Obtains national certification in area of expertise to inform and enhance teaching

7. Develops innovative teaching strategies
8. Receives local or regional award for teaching
9. Acts as course lead
10. Makes significant course revisions based on student feedback and other data
11. Participates in interdisciplinary educational activities
12. Collaborates/contributes to new course development
13. Makes significant course revisions based on student feedback and other data
14. Actively participates in CON curriculum process
15. Mentors colleagues in teaching effectiveness
16. Conducts peer and/or external reviews of teaching quality
17. Renews national certification in area of expertise to inform and enhance teaching (upon renewal year)
18. Serves as an item writer for national examinations (e.g., NCLEX, specialty certification, or specialty subject review courses)
19. Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or FCTL programs)
20. Incorporates innovative teaching strategies into classroom/online
21. Participates in teaching/learning activities outside of the semester assignments (e.g., on campus laboratory, simulation, or guest lecture opportunities)

### **Research/Scholarship**

#### **Rating Scale:**

- 0-1 points, Unsatisfactory
- 2-3 points, Conditional
- 4 points, plus completion of impact statements, Satisfactory

#### **Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

##### **Clinical Assistant Professor**

1. Actively engaged in scholarship of clinical practice
2. Participates in independent or team based scholarly projects or research
3. One scholarly product accepted for publication (can be Scholarship of Teaching and Learning [SOTL], clinical, or research)
4. One presentation at a local, regional, or national meeting

##### **Clinical Associate Professor**

1. Established area of research or clinical scholarship
2. Initiates scholarly project independently or as part of a team
3. One peer-reviewed manuscript accepted for publication, and an additional under review
4. One presentation at a national or international meeting

##### **Clinical Professor**

1. Leadership in an area of clinical practice scholarship; national or international reputation
2. Leadership of a scholarly project independently or as leader of a team
3. One peer-reviewed manuscript accepted for publication and one other scholarly work; or one peer-reviewed data-based publication
4. One presentation at a national or international meeting

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, plus a minimum of 1 – 1.99 points from impact statements, Above Satisfactory
- 5 or more points, plus 2 – 3 points from impact statements, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence except where an upper limit is specified)**

1. Submission of federal grant proposal (e.g., Centers for Disease Control [CDC] or Health Resources and Services Association [HRSA])
2. Receives substantial grant funding for clinical scholarship project, training, or traineeship
3. Submits grant proposal to national professional organization for clinical project
4. Received or applied for patent
5. Receipt of regional or national award for clinical scholarship or practice
6. Authored textbook
7. Additional presentations (invited or peer-reviewed) at clinical or scholarly conferences
8. Additional peer-reviewed publication

**Moderate impact and significance: (1 point per occurrence except where an upper limit is specified)**

1. Funded project demonstrates substantial and appropriate progress
2. Editor for special issue of refereed journal
3. Editor of monograph or other publication
4. Writes additional grant proposal for research or clinical project
5. Authors monograph or white paper
6. Authors editorial
7. Authors textbook chapter
8. Authors textbook ancillary resources (e.g., study guide, instructor manual)
9. Creates other online resources or publications
10. Serves as consultant to promote research/scholarship (must provide self-report examples)
11. Receives awards for research/scholarship (e.g., Research Incentive Award [RIA], CON/university excellence awards)

**Service**

**Rating Scale:**

- 0-3 points, Unsatisfactory
- 4-5 points, Conditional
- 6 points, plus completion of impact statements, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Active membership in at least one college committee
2. Attends one commencement ceremony (Required)
3. Attends one recognition/white coat ceremony (Required)
4. Active membership in at least one professional nursing organization
5. Participates in university-level committees or activities
6. Active engagement in local/state/regional professional organizations
7. Leadership in CON

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, plus a minimum of 1 – 1.99 points from impact statements, Above Satisfactory
- 5 or more points, plus 2 – 3 points from impact statements, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is specified)**

1. Serves as liaison to student organization
2. Reviews grant proposals for national/international professional organization
3. Chairs university committee
4. Serves on peer-reviewed journal editorial board (maximum 2)
5. Serves as editor/associate editor of peer-reviewed professional journal
6. Assumes national leadership role in a professional organization
7. Leadership in national level professional organization activities (e.g., committee, task force)
8. Receives national/international award for service
9. Serves as expert consultant internal and external to the university

**Moderate impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is specified)**

1. Reviews grant proposals for university
2. Reviews grant proposals for regional/state professional organization
3. Reviews abstracts for conference
4. Chairs college committee
5. Assumes significant role in college and/or university partnership activities (e.g., CNC day, alumni events, service-learning activities, undergraduate or graduate research activities, FCTL event)
6. Reviews article for peer-reviewed journals (1 point per journal; maximum 2)
7. Reviews textbook or textbook chapters (maximum 2)
8. Reviews other scholarly works (e.g., conference presentations, achievement award(s))
9. Assumes leadership role in community organizations
10. Participates in planning for conference or other outreach activities
11. Receives local or regional award/recognition for service activities
12. Reviews grant proposal for CON
13. Volunteers for community-related events (1 point per event; maximum 2)

**Expectations for Lecturer/Instructor, Associate Lecturer/Instructor, Senior Lecturer/Instructor**  
**Teaching**

**Rating Scale:**

- 0-5 points, Unsatisfactory
- 6-7 points, Conditional
- 8-9 points, plus completion of impact statements, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Follows university/college/department guidelines for syllabi, objectives, and knowledge assessment
2. Uses appropriate teaching/learning methods, technological tools, and course materials to facilitate communication and active learning
3. Receives “Good” or better university Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments
4. Receives generally positive written comments and majority of ratings in “agree” areas of Likert scales on CON of Nursing course evaluations as housed in LEAP\*RN
5. Is available for student advisement according to university and college policies
6. Effectively uses resources to advise students and assist with resolving students’ academic issues
7. Participates in teaching, planning, revising, and evaluating courses
8. Applies or tests evidence-based educational innovations to curriculum and teaching
9. Facilitates professional development of students as evidenced by participation in extracurricular activities (e.g., Student Nurses Association [SNA], Honors Undergraduate Thesis [HUT], Undergraduate Research Showcase, and other student activities)
10. Attends/participates in professional development endeavors outside of annual assignment 11. Participates in formal evaluations of teaching (e.g., peer review, instructional designer review)

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, plus a minimum of 1 – 1.99 points from impact statements, Above Satisfactory
- 5 or more points, plus 2 – 3 points from impact statements, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is specified)**

1. Submits and/or acquires program grants/funding which advances the teaching mission
2. Obtains/renews national educator or national specialty certification according to certification guidelines 3. Funded ongoing project
4. Leads a scholarship of teaching and learning (SOTL) project
5. Obtains national educator or other national certification (e.g., CNE, FNP, CNS)
6. Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants)
7. Authors textbook
8. Lead author on peer-reviewed data-based or scholarly publication
9. Develops a new course outside of assigned workload
10. Substantially assists with accreditation and/or program review activities
11. Serves as chair/mentor of a student’s project, thesis, or dissertation
12. Participates in research projects to evaluate teaching innovation
13. Receives regional or national recognition for teaching

14. Serves as consultant to other institutions to promote teaching excellence
15. Demonstrates leadership in CON curriculum process
16. Acts as course lead

**Moderate impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is specified)**

1. Mentors students through independent study outside of regular assignment
2. Serves on exam/test development or item writer committees for national examinations (e.g., NCLEX, specialty certification, or specialty subject review courses)
3. Serves as a consultant to other institutions to promote the scholarship of teaching and learning
4. Earns CEUs towards national educator certification or national specialty certification according to certification guidelines to inform and enhance teaching
5. Receives local recognition for teaching
6. Participates in interdisciplinary educational activities
7. Serves as member of a student's project, thesis, or dissertation committee
8. Collaborates/contributes to new course development
9. Makes significant course revisions based on student feedback and other data
10. Actively participates in CON curriculum process
11. Mentors colleagues in teaching effectiveness
12. Conducts external reviews of teaching quality
13. Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or FCTL programs; maximum of two points)
14. Incorporates innovative teaching strategies into classroom/online
15. Attends teaching/learning activities outside of the semester assignments (e.g., on campus laboratory, simulation, guest lecture opportunities, or consultant)
16. Author or co-author of a monograph or white paper
17. Author or contributor of a textbook chapter
18. Author or contributor of textbook ancillary resources (e.g., test bank questions, instructor manual, multimedia)
19. Authors online resources or publications

**Service**

**Rating Scale:**

**Instructor/Lecturer and Associate Instructor/Lecturer:**

- 0 points, Unsatisfactory
- 1 points, Conditional
- 2 points, plus completion of impact statements, Satisfactory

**Senior Instructor/Lecturer:**

- 0 points, Unsatisfactory
- 1-2 points, Conditional
- 3 points, plus completion of impact statements, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Active membership in at least one college committee
2. Attends one commencement ceremony (Required)
3. Attends one recognition or white coat ceremony (Required)
4. Active engagement in at least one professional organization

5. Participates in university-level committees or activities
6. Leadership in CON as appropriate to rank

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 3 points, plus a minimum of 1 – 1.99 points from impact statements, Above Satisfactory
- 4 or more points, plus 2 – 3 points from impact statements, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (3 points per occurrence of any of the examples below except where an upper limit is specified)**

1. Serves as liaison to student organization
2. Reviews grant proposals for national/international professional organization
3. Chairs a university committee
4. Serves on peer-reviewed journal editorial board (maximum 2)
5. Serves as editor/associate editor of peer-reviewed professional journal
6. Assumes leadership role in professional organization (maximum 2)
7. Participates in national level professional organization activities (e.g., conference planning, nominating committee, task force)
8. Serves as expert consultant internal and external to the university

**Moderate impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is specified)**

1. Reviews grant proposals for the university
2. Reviews grant proposals for regional/ state professional organization
3. Reviews abstracts for conferences
4. Chairs college committee, task forces, or work group
5. Assumes significant role in college and/or university partnership activities (e.g., CNC day, alumni events, service-learning activities, undergraduate or graduate research activities, FCTL events)
6. Reviews article for peer-reviewed journals (maximum 2)
7. Reviews textbook
8. Reviews other scholarly work (e.g., conference presentations, achievement awards)
9. Assumes leadership role in community organization
10. Participates in planning for conference or other outreach activities (1 point per instance)
11. Receives award/recognition for service activities
12. Review grant proposals for CON or for local/state professional organization
13. Reviews textbook chapter (maximum 2)
14. Serves at community-related activities (1 point per event; maximum 2)



## **Appendices**

### **Research/Scholarship Example Metrics**

- H-index, i-Index, or citations
- Invited talks/presentations/keynotes
- Publications (peer reviewed, invited)
- Editorials (indicate if invited)
- Potential clinical/scholarly impacts of international, national, regional, local posters and/or presentations
- Clinical guidelines, training programs
- Social media shares and mentions, blogs, mainstream media coverage
- Creative works, published or used by external groups
- Grants, research applications (national, state, regional, foundation, professional orgs, College, University)
  - Funded vs. submitted and under review grant applications
- Research studies changing practice or policy
- Reviewer invitations for research applications
- Interdisciplinary and/or external collaborations
- Inquiries received as a subject expert
- Research/scholarly-related editorials
- Editor work
- Research or scholarship consultations
- Invitations on other PI's grants
- Honors, recognitions, awards for research/ scholarship
- Panel invitations
- Supervision or mentoring of post-doctoral fellows and/or doctoral students in new or ongoing research project(s)
- Mentoring of PhD students (dissertation chair, committee member)
- Tool development and use by others
- Participation in or leading research or scholarship trainings/workshops
- Patents/Trademarks
- Commercial products
- Innovations
- Legislative work
- Other accomplishments captured in AESP criteria

### **Teaching Metric Examples**

- Student evaluation scores
- Peer teaching evaluation scores/feedback
- Course development and/or major course improvements
- Outcomes from mentoring and advising students
- Organizational, College, or University Award and/or formal recognition of teaching accomplishments
- Use of teaching expertise in curriculum revision and/or work towards accreditation
- Other accomplishments captured in AESP criteria

### **Service Metric Examples**

- External reviewer for grant proposal
- Served as external PhD committee member or evaluator
- Participated in an external research study based on expertise
- Participated on a data safety monitoring committee for a study
- Service as an active peer reviewer

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- Editor/Associate Editor/Consulting Editor for a journal or special issue
- Board or leadership duties in local, national and international organizations- be specific regarding individual contributions
- Other accomplishments captured in AESP criteria

Approved by Faculty, College of Nursing: Department of Nursing Practice May 7, 2025  
Approved by Faculty, College of Nursing: Department of Nursing Systems May 7, 2025  
Approved by Mary Lou Sole, Dean, College of Nursing, May 7, 2025

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