

UNIVERSITY OF COLORADO DENVER
COLLEGE OF NURSING

Policies and Procedures for
Appointment, Reappointment and Promotion
For the Clinical Teaching Track

Approved by College of Nursing (SON) General Faculty:

SON Criteria for CTT Instructor Rank – May 21, 2001
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CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

**UNIVERSITY OF COLORADO DENVER
COLLEGE OF NURSING (CON)**

Policy and Procedures Statement

TITLE:	<u>CON Policies and Procedures for Appointment, Reappointment, and Promotion for the Clinical Teaching Track</u>
Sources:	<p><u>Policy:</u> Standards, Processes and Procedures for Appointment, Reappointment, Tenure & Promotion (Appendix A of the University of Colorado <u>Laws of the Regents</u>)</p> <p><u>Policy:</u> Appointment, Reappointment, Promotion, and Tenure Procedures: The Standards, Processes and Procedures Document & the Clinical/Non-Tenure Specialty Track in Schools of Medicine, Dentistry, Pharmacy (University of Colorado <u>Faculty Handbook</u>)</p> <p>UCD Campus and College of Nursing Name Changes – Approved by University of Colorado Board of Regents during 2008 Year</p>
Prepared by:	CON Appointment, Promotion and Tenure Committee (APT)
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CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

I. BOARD OF REGENTS POLICIES ON CLINICAL/TEACHING TRACK

Source: Regent Action: 12/86; 8/87; 6/89; 10/97

Definition. Faculty members in the School of Dentistry, Nursing, and Pharmacy whose primary responsibilities are teaching and service within the clinical setting will be appointed to the Clinical Teaching Track. Such faculty will not be eligible for tenure.

Faculty in the Clinical Teaching Track may be appointed to the rank of Instructor, Senior Instructor, Assistant Professor, Associate Professor or Professor. For purposes of personnel administration, the departmental and school records for such faculty will include the designation (C/T) after the designation of rank. Such a designation will also be used in reporting such appointments to the Chancellor's Office, President's Office and the Board of Regents.

In making appointment, reappointment, and/or promotion recommendations within the Clinical Teaching Track, the criteria of teaching and service within the clinical setting will be taken into account. The following criteria will govern appointment and promotion to the various ranks:

- A. Instructor (C/T):** This title will be used for persons holding the Master's degree or its equivalent and who are otherwise well qualified to participate in the clinical instructional program.
- B. Senior Instructor (C/T):** This title gives higher recognition and salary and longer periods of appointment than that of Instructor. It is awarded to faculty members who do not have the prerequisites for promotion to the ranks of Assistant Professor, but who have special abilities, usually in teaching.
- C. Assistant Professor (C/T):** This title will be parallel to the faculty rank of Assistant Professor. It will be used for persons possessing the terminal degree and who are qualified to participate in the clinical instructional program.
- D. Associate Professor (C/T):** This title will be parallel to the faculty rank of Associate Professor. It will be used for persons holding the terminal degree who also have meritorious contributions in both teaching and service within the clinical setting.
- E. Professor (C/T):** This title will be parallel to the rank of Professor. It will be used for persons who hold the terminal degree and who have outstanding contributions in teaching and service within the clinical setting.

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Appointment, Reappointment and Promotion. All faculty members appointed to the Clinical Teaching Track will serve on the basis of limited appointments which may be made for periods of up to a maximum of four years. Appointments may be renewed subject to satisfactory performance; however, the faculty member is not eligible for tenure. Notice of non-reappointment will be given in accordance with the policies for other instructional faculty.

Upon appointment to the rank of Assistant Professor there will be a maximum seven year probationary period for promotion to Associate Professor. Faculty who are not promoted to Associate Professor will be terminated after the appropriate notification as provided in paragraph 1 above.

Evaluation Procedures. Every faculty member in the Clinical Teaching Track below the rank of Associate Professor will be evaluated in a comprehensive manner at least once during the probationary period apart from the review for promotion to Associate Professor. All Associate Professors and Professors will be subject to a comprehensive peer review and evaluation at least once every five years in order to facilitate continuing faculty development.

Rights and Benefits. Faculty members in the Clinical Teaching Track will be eligible to participate in university benefit programs consistent with other instructional faculty appointments; i.e., health/life insurance programs, retirement benefits (excluding the University Supplemental Annuity Program), sabbatical leave, vacation and sick leave, and faculty governance. The cost of retirement and other benefits will be borne by the funding agency.

Transfer Between Tenure Track and Clinical Teaching Track. Full time faculty members with tenure or in the tenure track may elect to accept a full-time appointment in the Clinical Teaching Track. This decision must be made in writing with the consent of the faculty member, department chairperson, and the dean. In the case of tenure track faculty the decision must be made prior to the comprehensive review for tenure.

A faculty member in the Clinical Teaching Track may be offered a full-time tenure track position. Such a decision must be made in writing with the consent of the faculty member, department chairman, and the dean and depends upon the availability of a tenure track position. The probationary period for tenure will begin with the date of the new appointment.

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II. COLLEGE OF NURSING POLICIES ON FACULTY APPOINTMENT TO CLINICAL TEACHING TRACK

The College of Nursing, University of Colorado Denver, is committed to diversity and inclusion in every facet of its mission. Teaching research, practice, and public service contributions that promote diversity and inclusion are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and inclusion can take a variety of forms including efforts to advance equitable access to education or health care, public service that addresses the needs of Colorado's diverse population, or research in a scholar's area of expertise that highlights inequities or health disparities. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions.

Faculty members in the College of Nursing whose primary responsibilities are teaching and practice are eligible to be appointed to the Clinical Teaching Track. Faculty in the Clinical Teaching Track are not eligible for tenure. The emphasis of the track is on faculty involvement in nursing practice broadly defined. It is primarily designed for clinically expert professional nurses who contribute their advanced clinical expertise to teaching students at all levels. In addition to direct patient care, practice may include administration, consultation, or other functional activities. Faculty appointed to this track must present evidence of current expertise in an area of practice.

The Clinical Teaching Track reflects the School's beliefs that teaching requires not only substantive knowledge of a field, but also considerable practice experience appropriate to student learning needs. This belief is based on the premise that competence in practice requires judgment that must be developed and maintained through both knowledge and relevant practice experience. Further, this judgment must be role modeled for the student.

Faculty ranks in the Clinical Teaching Track include Instructor, Senior Instructor, Assistant Professor, Associate Professor, and Professor. For purposes of personnel, administration, the departmental and college records for such faculty will include the designation (C/T) after the designation of rank.

College of Nursing Policy Statement: The number of paid, full-time faculty positions at the rank of Assistant Professor or above in the Clinical Teaching Track for the College of Nursing will be limited to 40% of the total Tenure Track faculty positions (*Approved General Faculty Policy 3-23-92*).

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Consistent with Regential policy, the following qualifications will govern initial appointment to the various ranks:

Instructor (C/T). This title will be used for persons holding the Master's degree or its equivalent and who are otherwise well-prepared to participate in the clinical instructional program. Except in unusual circumstances, a minimum of two years practice experience as a registered nurse and at least one-year of experience as an advanced practice nurse (if appropriate for anticipated teaching assignment) is required for those assigned to clinical teaching responsibilities. Certification in a relevant practice area is required for nurse practitioner/nurse midwifery faculty and is preferred for all other faculty actively engaged in clinical teaching. Faculty appointed to teaching areas not requiring a nursing degree should have the appropriate degree in that field.

Senior Instructor (C/T). The title of senior instructor gives higher recognition and salary and longer periods of appointment than that of instructor. It is awarded to faculty members who do not have the prerequisites for promotion to the rank of Assistant Professor but who have previous experience in teaching.

Assistant Professor (C/T). This title will be used for persons who hold an earned doctoral degree (e.g., PhD, DNS, EdD, ND), evidence successful formal or informal teaching, and have a minimum of two years of practice experience in nursing and at least one-year of experience as an advanced practice nurse if their teaching responsibilities involve students pursuing advanced practice preparation. Except under unusual circumstances, it is expected that candidates for this rank will have advanced formal education in nursing (e.g., MS or post-graduate certificate program in a specialty area). In cases where the individual's academic preparation is not in nursing, there should be evidence of competence appropriate to the area of academic function. All candidates for this rank must provide evidence of ability to assume high quality independent teaching, practice, and service.

Associate Professor (C/T). This title will be used for persons who hold an earned doctoral degree appropriate to their field, have four to five years teaching experience at the baccalaureate or higher level, and meet the College of Nursing's criteria for Associate Professor (C/T).

Professor (C/T). This title will be used for persons who hold an earned doctoral degree appropriate to their field and meet the College of Nursing's criteria for Professor (C/T).

Note: Appointment at a higher rank presumes that all qualifications for lower rank(s) within track have been met.

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III. COLLEGE OF NURSING POLICIES ON EVALUATION OF CLINICAL TEACHING TRACK FACULTY

As non-tenure track appointments, all Clinical Teaching Track contracts are renewed annually. However, the appointment to rank is for a specified term, which varies for periods of up to a maximum of four years. Appointments can be renewed subject to satisfactory performance, needs of the School, and availability of state or other sources of funding. Notice of non-reappointment will be given in accordance with University policy (Laws of the Regents, Article XIV).

Initial Appointment Review

A complete application including a curriculum vitae, letters of recommendation and other related materials (e.g., currency of their practice knowledge and skills, student evaluations of previous teaching experience(s), faculty interview data) will be reviewed by an appropriate faculty group (e.g. Faculty Search Committee, Division faculty) who will make a written recommendation. The Appointment, Promotion and Tenure Committee will review and make a recommendation for rank to be forwarded to the Dean of the College of Nursing.

Reappointment and Promotion

Faculty appointed as Instructors or Senior Instructors at 0.60 FTE or more will be reviewed at the end of every three consecutive years of employment. Faculty members at professorial ranks will be reviewed for renewal of currently held ranks during the last year of the current appointment term. Faculty below the rank of Associate Professor will have a midpoint, comprehensive formal review upon completion of the second year of the initial appointment as Assistant Professor; this evaluation shall include extramural evaluation of the candidate.

Promotion is dependent upon documentation that one has met the criteria for the next rank. Assistant Professors will have a mandatory formal review for promotion to Associate Professor during the seventh year in that rank, although a faculty member may request to be reviewed for promotion earlier if one believes he/she meets criteria. Faculty members who are not promoted to Associate Professor will be terminated after the appropriate notification.

Comprehensive Review of Associate Professors and Professors

Associate Professors and Professors in the Clinical Teaching Track will have a formal comprehensive review every five years by the Appointment, Promotion and Tenure Committee. Materials to be submitted include the five previous annual performance evaluation reports, curriculum vitae, teaching evaluations, the faculty member's Professional Plan and any amendments to the plan, and the differentiated workload agreement. Following the comprehensive review, the Appointment, Promotion, and Tenure Committee will write a report summarizing their findings and conclusions about his/her productivity and contributions to the University in teaching, practice, scholarship, and service. When differentiated workload has included research work, this area will also be evaluated. This report will be forwarded to the Dean and a copy of the report will be placed in the faculty member's personnel file.

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IV. COLLEGE OF NURSING CRITERIA FOR REAPPOINTMENT AND PROMOTION OF CLINICAL TEACHING TRACK FACULTY

Criteria for promotion in the Clinical Teaching Track differ from the tenure track in several ways. The focus on accomplishment in the Clinical Teaching Track can be evaluated by the achievements of individuals as well as groups or teams. The goal of improving the health of individuals and communities requires a paradigm shift from an individual based reward structure to a relationship focused reward structure (Suchman et al., 1998). In the relationship paradigm inter and intra-disciplinary associations by definition cannot be hierarchical. Merit and promotion criteria reflect the process of relationship.

Nursing practice application is demonstrated by task and relationship competency across disciplines. These qualities are evidenced in complex clinical practice and teaching milieu's. Leadership is defined as a way of demonstrating skill and abilities essential to facilitate working with people across a variety of situations and contexts. Effectiveness is characterized by influence, communication, group process, and goal attainment. In the context of collegial relationships, leadership can be demonstrated by the capacity of influencing people to accomplish goals.

Clinical Teaching Track faculty are expert practitioners of the discipline of nursing and are prepared to teach the principles of the discipline to others, and scholars working to expand the knowledge that makes up the discipline (Riesch, 1987). Gillis (1996) asserts that the academic clinician in a faculty practice site should demonstrate excellence to students and the community. "They ground clinical research questions and provide the opportunity for evaluation of practice outcomes" (p31).

For reappointment or promotion, all faculty in the clinical/ teaching rack will be evaluated for their competence and performance in the teaching, practice, and service missions (Appendix A) and their documentation of a program of scholarship (Appendix B). To the extent that they have been assigned to contribute to the research mission, they will be evaluated in this area.

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Criteria for Reappointment as Instructor (C/T)
(Approved May 21, 2001)

TEACHING (Instructor)

Overall criterion: A record of teaching effectiveness, informal leadership, and collegiality contributing to the teaching mission of the School.

Criterion 1: Demonstrates competence and self-development in relation to area of teaching.

Examples:

1. Participates in identifying clinical content relevant to assigned course responsibilities.
2. Uses theory-guided, evidenced-based content and teaching materials.
3. Uses a variety of teaching methods to meet individual student and patient needs.
4. Demonstrates understanding of philosophy, framework, and course structure of the program in which they teach (BS, ND, MS).
5. Mentors and advises students appropriately within context of course responsibilities.
6. Uses evaluative feedback to make recommendations regarding course revision and teaching strategies.

Criterion 2: Participates in the School's educational programs through informal leadership related to the teaching mission.

Examples:

1. Contributes to the evaluation of student clinical competencies.
2. Participates in the revision of course content or teaching strategies.
3. Communicates observations of student clinical performance to modify course competencies.
4. Contributes observations of student clinical performance to modify curriculum.

Criterion 3: Collaborates with clinical/faculty colleagues and constituencies related to the teaching mission.

Examples:

1. Uses colleagues (i.e., faculty, clinical) as resources to improve clinical teaching expertise.
2. Collaborates with colleagues in revision of course offerings and educational strategies.
3. Involves clinical preceptors in planning student learning experiences.

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RESEARCH (Not Expected) (Instructor)

(While Research is not an expectation of the Instructor rank in the Clinical Teaching Track, those who are engaged in these activities may provide evidence/documentation of research efforts and incorporate them into the areas of Teaching and/or Scholarship for this rank.)

SERVICE (Instructor)

Overall criterion: A record of participation in institutional, professional, and community service.

Criterion 1: Demonstrates service-related activities.

Examples:

1. Demonstrates involvement in governance activities in the College of Nursing.
2. Demonstrates active participation in professional organizational or community activities at the local level.

Criterion 2: Demonstrates informal leadership in service-related activities.

Examples:

1. Serves on task forces or subcommittees related to teaching responsibilities.
2. Serves on committees for community or professional organizations.
3. Articulates nursing's position on selected health care issues.

Criterion 3: Engages in collaborative activities with colleagues and constituencies related to service initiatives.

Examples:

1. Shares own expertise related to service initiatives.
2. Contributes to work goals of group.

PRACTICE (Instructor)

Overall criterion: A record of practice expertise and collaborative activities within the School and with professional or community organizations.

Criterion 1: Demonstrates competence and self-development in relation to practice area of expertise.

Examples:

1. Maintains certification in area of specialty practice.
2. Monitors own practice competencies and initiates practice refinements.
3. Demonstrates theory-guided, evidence-based practice.
4. Participates in learning experiences in practice activities directed towards maintaining and advancing clinical competence.
5. Receives positive peer reviews of practice.

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Criterion 2: Demonstrates informal leadership in practice activities.

Examples:

1. Documents individual contributions to practice initiatives.
2. Uses quality indicators to monitor and improve practice.
3. Participates in fiscal responsibility related to practice activities.

Criterion 3: Collaborates with colleagues, students, and constituencies to facilitate practice initiatives.

Examples:

1. Mentors students in practice activities.
2. Maintains collaborative relationships with nursing colleagues and other health care providers.
3. Shares practice expertise with others.

SCHOLARSHIP (Instructor)

Overall criterion: A beginning record of scholarship.

Criterion 1: Demonstrates engagement in scholarly activities.

Examples related to teaching:

1. Integrates pertinent theory and research in developing teaching content and materials for classroom or clinical setting.
2. Participates in evaluative activities that serve as a basis for academic decision making.
3. Serves as content expert for developing competency performance examinations.

Examples related to service:

1. Participates in service-related evaluation projects with professional or community constituencies.
2. Serves as content expert for professional organizations on local issues.

Examples related to practice:

1. Applies theory and research findings in implementing practice role.
2. Participates in quality improvement/evaluation or research projects in practice setting.

Criterion 2: Disseminates results of scholarship.

Examples related to teaching:

1. Participates in development of teaching materials (e.g., videotape series, CD-ROM, case studies).
2. Contributes to chapters in textbooks.
3. Presents papers related to teaching scholarship at local conferences.

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Examples related to service:

1. Participates in presentations concerning service activities or initiatives.
2. Prepares scholarly report for school, professional organization or community project.

Examples related to practice:

1. Co-authors articles on clinical applications of theory/knowledge/research to patient care or evaluation of patient outcomes.
2. Designs teaching materials for patients (pamphlets, videotapes).
3. Presents papers on clinical applications of theory/knowledge/research to patient care or evaluation of patient outcomes at local or regional conferences.
4. Contributes to development of practice standards for patient care.

Criteria for Promotion to Senior Instructor (C/T) **(Approved – May 21, 2001)**

TEACHING (Senior Instructor)

Overall criterion: A record of progressive teaching effectiveness, leadership and collegiality contributing to the teaching mission of the School.

Criterion 1: Demonstrates increasing competence and self-development in relation to area of teaching.

Examples:

1. Identifies clinical content relevant to assigned course responsibilities.
2. Uses theory-guided, evidenced-based content and teaching materials.
3. Demonstrates selectivity and flexibility in use of teaching methods to meet individual student and patient needs.
4. Demonstrates understanding of philosophy, framework, and course structure of the program in which they teach (BS, ND, MS).
5. Mentors and advises students appropriately within context of program responsibilities.
6. Uses evaluative feedback to revise course content and teaching strategies.

Criterion 2: Participates in the School's educational programs through informal or formal leadership related to the teaching mission.

Examples:

1. Contributes to the evaluation of student clinical competencies.
2. Leads/coordinates in the revision or development of new courses or modules.
3. Participates actively in curriculum development and /or revision.
4. Contributes observations of student clinical performance to modify curriculum.
5. Serves as course coordinator for clinical courses involving multiple faculty/clinical preceptors.

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Criterion 3: Collaborates with clinical/faculty colleagues and constituencies related to the teaching mission.

Examples:

1. Serves as resource to colleagues (i.e., instructors, clinical preceptors) to improve teaching expertise.
2. Collaborates with colleagues in revision of course offerings and educational strategies.
3. Mentors clinical preceptors in planning student learning experiences.

RESEARCH (Not Expected) (Senior Instructor)

(While Research is not an expectation of the Senior Instructor rank in the Clinical Teaching Track, those who are engaged in these activities may provide evidence/documentation of research efforts and incorporate them into the areas of Teaching and/or Scholarship for this rank.)

SERVICE (Senior Instructor)

Overall criterion: A record of progressive participation in institutional, professional, and community service.

Criterion 1: Demonstrates increased involvement in service-related activities.

Examples:

1. Demonstrates increased involvement in governance activities in the College of Nursing.
2. Demonstrates active participation in professional organizational or community activities at the local/regional level.

Criterion 2: Demonstrates informal or formal leadership in service-related activities.

Examples:

1. Serves on task forces or subcommittees related to teaching responsibilities.
2. Leads community or professional organization committees.
3. Articulates nursing's position on selected health care issues.

Criterion 3: Engages in collaborative activities with colleagues and constituencies related to service initiatives.

Examples:

1. Shares own expertise related to service initiatives.
2. Contributes to work goals of group.

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PRACTICE (Senior Instructor)

Overall criterion: A record of progressive practice expertise and collaborative activities within the School and with professional or community organizations.

Criterion 1: Demonstrates increasing competence and self-development in relation to practice area of expertise.

Examples:

1. Maintains certification in area of specialty practice.
2. Monitors own practice competencies and initiates practice refinements.
3. Demonstrates theory-guided, evidence-based practice.
4. Participates in learning experiences in practice activities directed towards maintaining and advancing clinical competence.
5. Receives positive peer reviews of practice.

Criterion 2: Demonstrates informal or formal leadership in practice activities.

Examples:

1. Develops practice initiatives.
2. Develops quality indicators to monitor and improve practice.
3. Participates in fiscal responsibility related to practice activities.

Criterion 3: Collaborates with colleagues, students, and constituencies to facilitate practice initiatives.

Examples:

1. Mentors students in practice activities.
2. Maintains collaborative relationships with nursing colleagues and other health care providers.
3. Shares practice expertise with others.

SCHOLARSHIP (Senior Instructor)

Overall criterion: An increasing record of scholarship.

Criterion 1: Demonstrates engagement in scholarly activities.

Examples related to teaching:

1. Integrates pertinent theory and research in developing teaching content and materials for classroom or clinical setting.
2. Participates in evaluative activities that serve as a basis for academic decision making.
3. Serves as content expert for developing test questions for licensure/certification exams.

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Examples related to service:

1. Participates in service-related evaluation projects with professional or community constituencies.
2. Serves as content expert for professional organizations on local/regional issues.

Examples related to practice:

1. Applies theory and research findings in implementing practice role.
2. Participates in quality improvement/evaluation or research projects in practice setting.

Criterion 2: Disseminates results of scholarship.

Examples related to teaching:

1. Participates in development of teaching materials that have application/impact beyond a specific course (e.g., videotape, CD-ROM, case studies).
2. Contributes to chapters in textbooks.
3. Presents papers related to teaching scholarship at local or regional conferences.

Examples related to service:

1. Participates in presentations concerning service activities or initiatives.
2. Prepares scholarly report for school, professional organization or community project.

Examples related to practice:

1. Co-authors articles on clinical applications of theory/knowledge/research to patient care or evaluation of patient outcomes.
2. Designs teaching materials for patients (pamphlets, videotapes).
3. Presents papers on clinical applications of theory/knowledge/research to patient care or evaluation of patient outcomes at local/regional conferences.
4. Contributes to development of practice standards for patient care.

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Criteria for Reappointment as Assistant Professor (C/T)
(Approved April 17, 2000)

TEACHING (Assistant Professor)

Overall criterion: A record of progressive teaching effectiveness, leadership, and collegiality contributing to the teaching mission of the School.

Criterion 1. Demonstrates competence and self-development in relation to an area of teaching.

Examples:

1. Demonstrates expertise in identifying clinical content in area of teaching responsibility.
2. Uses theory-guided, evidence-based content and teaching materials.
3. Demonstrates selectivity and flexibility in the use of teaching methods based on educational theory and research and patient needs.
4. Demonstrates understanding of philosophy, framework, and course structure of the School's curriculum.
5. Mentors and advises students appropriately within context of their program.
6. Uses evaluative feedback to modify course organization and teaching strategies.

Criterion 2. Participates in the School's educational programs through informal or formal leadership activities.

Examples:

1. Contributes to the evaluation of student clinical competencies.
2. Participates in the development of new courses or modules.
3. Participates actively in curriculum development and/or revision.
4. Communicates observations of student clinical performance to modify curriculum.
5. Participates in supervising independent studies or student research projects.

Criterion 3. Collaborates with clinical/faculty colleagues and constituencies related to the teaching mission.

Examples:

1. Serves as a resource to colleagues (i.e., faculty, clinical) in relation to area of clinical teaching expertise.
2. Collaborates with colleagues in development of new educational strategies and course offerings.
3. Engages in productive planning with clinical preceptors.
4. Participates in developing and implementing grants that support the teaching mission.
5. **Mentors students and instructors.**

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RESEARCH (Optional) (Assistant Professor)

Overall criterion: A record of progressive research expertise, leadership in advancing knowledge, and research collaborative activities that contribute to the development of disciplinary and professional knowledge.

Criterion 1. Demonstrates competence and self-development in substantive and methodological issues related to a program of research.

Examples:

1. Demonstrates competence in using appropriate methods of inquiry to address questions of significance to the discipline of nursing.
2. Documents identifiable unique contributions when working collaboratively with others.
3. Participates in learning experiences to enhance substantive and/or methodological expertise.

Criterion 2. Documents progressive leadership roles related to knowledge generation.

Examples:

1. Conducts pilot study in preparation for proposal seeking external funding.
2. Serves as co-investigator on major grant initiative led by more experienced researcher.
3. Seeks/obtains internal or external funds for proposed research.

Criterion 3. Collaborates with clinical colleagues and students in research activities.

Examples:

1. Serves as resource to clinical colleagues in area of research scholarship or in research methods.
2. Supervises student research activities as member of thesis and/or dissertation committees
3. Collaborates with students on research or evaluation projects.

SERVICE (Assistant Professor)

Overall criterion: A record of progressive participation and accomplishments in institutional, professional, and community service.

Criterion 1. Demonstrates competence and continued growth in service-related activities.

Examples:

1. Demonstrates progressive contributions to policy development and governance in the College of Nursing.
2. Demonstrates active participation in professional organizational activities at the local or regional level.

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Criterion 2. Demonstrates informal and beginning formal leadership in service related activities.

Examples:

1. Serves on task forces and committees within College of Nursing.
2. Advocates nursing's position in selected health related legislation.
3. Serves on committees or in elected role (e.g., Secretary, Treasurer) for community or professional organizations.
4. Documents significant contributions to committee and organizational activities.

Criterion 3. Engages in consultative and collaborative activities with colleagues and constituencies related to service initiatives.

Examples:

1. Serves as resource to others in area of expertise.
2. Effectively contributes to work goals of group.
3. Provides consultation to other individuals or organizations in areas of expertise.

PRACTICE (Assistant Professor)

Overall criterion: A record of progressive practice expertise, leadership, and collaborative activities within the School and with professional or community organizations.

Criterion 1. Demonstrates increasing competence and self-development in relation to practice area of expertise.

Examples:

1. Maintains certification in area of specialty practice.
2. Monitors own practice competencies and initiates practice refinements.
3. Demonstrates theory-guided, evidence-based practice.
4. Assesses appropriateness of current practice model for needs of clients.
5. Participates in learning experiences in practice activities directed towards maintaining and advancing clinical competence.
6. Receives positive peer reviews of practice.

Criterion 2. Demonstrates beginning leadership in an area of practice.

Examples:

1. Participates in developing new practice initiatives.
2. Documents individual contributions to collaborative relationships.
3. Develops and monitors quality indicators to improve practice.
4. Participates in fiscal responsibility related to practice activities.
5. Demonstrates efforts to secure resources to sustain practice.

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Criterion 3. Collaborates with colleagues, students, and constituencies to facilitate practice initiatives.

Examples:

1. Mentors students and colleagues in practice activities.
2. Serves as a resource to others in area of practice expertise.
3. Fosters collaborative relationships with nursing colleagues and other health care providers.
4. Serves as a clinical expert for research or teaching activities.

SCHOLARSHIP (Assistant Professor)

Overall criterion: A record of progressive commitment to a program of scholarship and dissemination of that scholarship.

Criterion 1. Demonstrates commitment to a program of scholarship.

Examples related to teaching:

1. Uses scholarship of application to apply educational standards and research findings to clinical teaching/learning activities.
2. Uses the scholarship of integration in developing effective teaching methods and materials for classroom or clinical settings.
3. Initiates evaluation studies that serve as a basis for academic decision making.
4. Seeks/obtains funding for program of scholarship in teaching.

Examples related to research:

1. Engages scholarship of discovery to produce disciplinary and professional knowledge.
2. Demonstrates initiative in developing research or other knowledge development projects.
3. Seeks/obtains funding for program of scholarship in research.

Examples related to service:

1. Uses scholarship of application in designing and implementing service activity.
2. Conducts service-related evaluation projects.
3. Prepares scholarly position paper in support of professional or community organizations' mission.
4. Seeks/obtains funding for program of scholarship in service.

Examples related to practice:

1. Applies theory and research findings to development of theory-based and evidence-based practice initiative.
2. Uses scholarship of integration to develop new knowledge for practice.
3. Seeks/obtains funding for program of scholarship in practice.
4. Conducts service-related research or evaluation projects.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

Criterion 2. Disseminates results from program of scholarship.

Examples related to teaching:

1. Shares knowledge of teaching through publications in refereed professional journals.
2. Authors chapters or makes other contributions to the development of textbooks.
3. Shares knowledge of teaching through peer-reviewed presentations at regional and national/international scholarly conferences.
4. Develops curriculum or teaching materials (e.g., videotape series, CD-ROM).
5. Presents papers related to teaching scholarship at regional and national/international conferences.

Examples related to research:

1. Publishes research findings in refereed journals (e.g., data-based, methodological, or theory articles).
2. Publishes articles on methodological issues.
3. Authors articles explicating clinical applications of research findings in refereed and non-refereed journals or books.
4. Presents papers related to research scholarship at regional and national/international conferences.

Examples related to service:

1. Publishes position papers or other documents concerning service activities or initiatives.
2. Publishes articles on policy issues.
3. Authors articles explicating organizational or other service-related issues in refereed and non-refereed journals or books.
4. Presents at regional or national conferences on scholarship related to service.

Examples related to practice:

1. Publishes in refereed journals related to area of practice expertise.
2. Authors chapters or textbooks on practice phenomenon.
3. Presents papers related to practice scholarship at regional and national conferences.
4. Is invited as speaker, panel leader, moderator or discussant for regional and national meetings in area of clinical scholarship.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

Criteria for Promotion to Associate Professor (C/T)
(Approved April 17, 2000)

TEACHING (Associate Professor)

Overall criterion: A sustained and consistent record of teaching effectiveness, leadership, and collegiality including substantial contribution to the teaching mission of the School.

Criterion 1. Is recognized as an expert teacher within the School.

Examples:

Demonstrates teaching expertise in a subject area, including use of evidence-based and theory-based teaching approaches.

Demonstrates skill in communicating knowledge.

3. Documents the ability to stimulate and challenge the intellectual capacity of students in classroom and clinical settings.
4. Demonstrates versatility in clinical teaching strategies.
5. Demonstrates competence in teaching a broad range of courses within area of expertise.
6. Evaluates and modifies own teaching performance.
7. Participates in clinical learning experiences to assure current knowledge of teaching theory or practice.

Criterion 2. Demonstrates leadership related to the School's teaching mission.

Examples:

1. Designs and implements innovative instructional strategies and clinical teaching materials.
2. Originates and develops new courses or programs.
3. Takes initiative in programmatic and teaching innovations focused in clinical areas.
4. Participates actively in curriculum development, evaluation, and/or revision.
5. Supervises student clinical and research activities.
6. Chairs thesis and/or dissertation committees.

Criterion 3. **Mentors and** collaborates in curriculum development and teaching innovations.

Examples:

1. Serves as a resource to colleagues (i.e., faculty, clinical, and/or interdisciplinary colleagues) regarding teaching/learning.
2. Collaborates with colleagues in development of educational strategies and offerings.
3. Mentors others in programmatic and teaching innovations.
4. Participates in developing and implementing grants that support programmatic or innovative teaching projects.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

RESEARCH (Optional) (Associate Professor)

Overall criterion: An sustained and consistent record demonstrating research expertise, leadership in advancing knowledge, and research collaboration that contributes to the development of disciplinary and professional knowledge.

Criterion 1. Demonstrates expertise in substantive and methodological issues related to an area of research.

Examples:

1. Is recognized by peers for research competence.
2. Receives regional/national awards for research expertise from professional or public groups.
3. Incorporates learning experiences to enhance substantive and/or methodological expertise.

Criterion 2. Demonstrates leadership in advancing knowledge generation and dissemination.

Examples:

1. Provides leadership in the development and implementation of research projects (e.g., principal investigator or co-investigator).
2. Is recognized for impact on the field.
3. Shapes knowledge development in area of research.

Criterion 3. Collaborates effectively with disciplinary and/or interdisciplinary colleagues in research activities.

Examples:

1. Serves as a resource to faculty colleagues, students, and clinical colleagues in nursing and other disciplines in area of research scholarship or in research methods.
2. Collaborates colleagues in their research activities.
3. Consults on research projects in the discipline.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

SERVICE (Associate Professor)

Overall criterion: A sustained and consistent record of accomplishments in service that includes providing effective contributions, demonstrating leadership, and facilitating others through collaborative service at the University, community, and regional/national professional organization levels.

Criterion 1. Demonstrates sustained contributions and continued growth in service-related activities.

Examples:

1. Documents range, frequency, and quality of contributions to the mission and functioning of the School and/or University.
2. Contributes substantively to professional and/or community organizations.
3. Demonstrates initiative in developing skills in group work to advance institutional or professional service.
4. Receives positive evaluations from others regarding participation in and contributions to committee or other organizational work.
5. Is recognized by awards for service contributions.

Criterion 2. Demonstrates formal and informal leadership related to the service mission.

Examples:

1. Serves on or chairs committees or task forces within the School.
2. Serves on committees, task forces, study groups, review committees of local, state, and/or national professional or community organizations.
3. Serves in elected leadership roles (e.g., President, Board of Directors) for community or professional organizations.
4. Represents the nursing profession to selected constituencies.
5. Advocates nursing's position in selected health related legislation.
6. Exercises initiative in defining and assuming institutional or professional responsibilities.
7. Is recognized as a leader in areas related to service.
8. Is appointed to state or national panels focusing on issues of health care delivery by elected officials (e.g., governor).

Criterion 3. Extends contributions to broader community by collaborating and consulting with colleagues and constituencies.

Examples:

1. Contributes to creating an effective working relationship in School committees or other work groups.
2. Serves as a resource to faculty colleagues or clinical colleagues regarding service initiatives.
3. Collaborates with others within the discipline to achieve service outcomes.
4. Provides consultation to other individuals, groups, or organizations.
5. Mentors others in committee, task force, or board roles.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

PRACTICE (Associate Professor)

Overall criterion: A sustained and consistent record demonstrating practice expertise, leadership and collaborative activities that have an impact on the profession at the regional or national level.

Criterion 1. Demonstrates expertise in relation to a practice area.

Examples:

1. Documents broad range, frequency, and quality of contributions to the practice mission.
2. Maintains and expands certification(s) applicable to area of practice.
3. Participates in learning experiences and/or practice activities directed toward expanding clinical competence.
4. Receives regional and/or national recognition/awards for practice expertise from professional and public groups.
5. Positive peer reviews of practice (intra and inter-disciplinary).

Criterion 2. **Mentors and** demonstrates leadership in an area of practice expertise.

Examples:

1. **Serves as mentor/resource in area of practice for faculty colleagues, clinical colleagues, and students.**
2. Demonstrates initiatives to develop practice standards or improve quality.
3. Advocates nursing's position on selected health related legislation through expert testimony or preparation of position papers.
4. Administers practice or programs effectively.
5. Develops new innovative practice intervention or care delivery model using the scholarship of integration and application to address needs of selected clinical population.
6. Facilitates implementation of graduate student practice-related projects and clinical experiences.
7. Develops and revises clinical competency assessments.

Criterion 3. Develops significant collaborative practice initiatives.

Examples:

1. Collaborates with colleagues in initiation of interdisciplinary practice-related activities or projects.
2. Serves on interdisciplinary health care-related work groups or committees at the regional and national level.
3. Collaborates with others in seeking funding for practice-related projects.
4. Consults with individuals, groups, or institutions at the regional or national level regarding practice issues and initiatives.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

SCHOLARSHIP (Associate Professor)

Overall criterion: A sustained and consistent record demonstrating commitment to a program of scholarship and documenting effective dissemination of that scholarship.

Criterion 1. Demonstrates sustained commitment to a program of scholarship.

Examples related to teaching:

1. Uses the scholarship of integration in developing effective teaching methods, materials, and evaluative techniques.
2. Uses the scholarship of application to apply educational standards and research findings to teaching/learning.
3. Seeks/obtains external funding for scholarship of teaching program.
4. Conducts well designed evaluation studies that serve as a basis for academic decision making.
5. Develops new knowledge related to the scholarship of teaching using the scholarship of integration or scholarship of application.
6. Uses the scholarship of teaching to implement teaching initiatives.

Examples related to research:

1. Uses the scholarship of discovery to conducts well-designed research studies addressing questions of significance to the discipline of nursing.
2. Formulates theoretical paradigms or models.
3. Seeks/obtains external funding for a program of knowledge development for the discipline or profession.
4. Uses the scholarship of application to develop innovative methodology related to area of research expertise.
5. Implements focused program(s) of research.

Examples related to service:

1. Uses scholarship of application to employ knowledge of one's field of professional competency in providing service.
2. Seeks/obtains external funding for service-related program of scholarship.
3. Conducts integrative reviews of literature regarding service-related projects.
4. Conducts service-related research or evaluation projects.
5. Prepares scholarly position papers or policy analyses in support of professional or community organization's mission.

Examples related to practice:

1. Uses scholarship of application to apply theory and research findings to development of theory-based and evidence-based practice initiatives.
2. Seeks/obtains external funding for practice-related program of scholarship.
3. Develops new knowledge related to clinical area of expertise using the scholarship of application or scholarship of integration.
4. Provides leadership for practice-related research/evaluation project(s).
5. Conducts demonstration projects involving new models of nursing care delivery
6. Evaluates the effectiveness of alternative practice strategies.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

Criterion 2. Presents a sustained record of peer-reviewed publications and presentations.

Examples related to teaching:

1. Shares knowledge of teaching through publications in refereed professional journals.
2. Authors chapters or makes other contributions to the development of textbooks.
3. Shares knowledge of teaching through peer-reviewed presentations at regional and national/international scholarly conferences.
4. Develops curriculum or teaching materials (e.g., videotape series, CD-ROM) that are adopted by other colleagues.
5. Presents papers related to teaching scholarship at regional and national/international conferences.

Examples related to research:

1. Publishes results of a program of research in refereed journals (e.g., data-based, methodological, or theory articles).
2. Publishes articles on methodological issues.
3. Writes an integrative review of literature in substantive area.
4. Authors articles explicating clinical applications of research findings in refereed and non-refereed journals or books.
5. Presents papers related to research scholarship at regional and national/international conferences.
6. Receives invitations to be invited speaker, panel leader, or discussant at regional or national/international meetings in area of research scholarship.

Examples related to service:

1. Publishes position papers or other documents concerning service activities or initiatives.
2. Publishes articles on policy issues.
3. Authors articles explicating organizational or other service-related issues in refereed and non-refereed journals or books.
4. Presents at regional or national/international conferences on scholarship related to service.
5. Sought as a speaker, panel leader, moderator or discussant at state and national/international meetings in relation to service activities.

Examples related to practice:

1. Publishes in refereed journals related to area of practice expertise.
2. Authors chapters or textbooks on practice phenomenon.
3. Presents papers related to practice scholarship at regional and national/international conferences.
4. Is invited as speaker, panel leader, moderator or discussant for regional and national/international meetings in area of clinical scholarship.
5. Coordinates invited or peer-reviewed symposium at regional and national conference related to area of clinical scholarship.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

Criteria for Promotion to Professor (C/T)
(Approved April 17, 2000)

TEACHING (Professor)

Overall criterion: A sustained and consistent record of teaching effectiveness, leadership, and collegiality including substantial contribution to the teaching mission of the School with demonstrated impact beyond the University.

Criterion 1. Is recognized as a master teacher within and outside the University.

Examples:

1. Is recognized for mastery of expertise in a subject area, including use of evidence-based and theory-based teaching approaches.
2. Is recognized by others for skill in communicating knowledge.
3. Is acknowledged for stimulating and challenging the intellectual capacity of students in classroom and/or clinical settings.
4. Provides advisement to students that results in career success.
5. Is recognized at national/international levels for teaching expertise.

Criterion 2. Demonstrates sustained leadership related to the School's teaching mission.

Examples:

1. Is recognized for designing/implementing innovative instructional strategies and materials.
2. Originates and develops new courses or programs.
3. Is recognized for formal or informal leadership in curriculum development and evaluation.
4. Is sought out to supervise student research activities.
5. Chairs thesis and/or dissertation committees.

Criterion 3. Serves as an expert or **mentor** in curriculum development and teaching innovations within and beyond the University.

Examples:

1. Is sought out as a resource by colleagues (i.e., faculty, clinical, and/or interdisciplinary colleagues) or policy makers regarding teaching/learning.
2. Collaborates effectively with colleagues in developing educational strategies and offerings.
3. Mentors others in programmatic and teaching innovations within and beyond the University.
4. Serves as a consultant on a educational or training grant.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

RESEARCH (Optional) (Professor)

Overall criterion: A sustained and consistent record demonstrating research expertise, leadership in advancing knowledge, and research collaboration that is recognized nationally/internationally as contributing to the development of disciplinary and professional knowledge.

Criterion 1. Is recognized nationally/internationally for significant substantive and methodological expertise in an area of research.

Examples:

1. Is recognized by national/international peers for research competence.
2. Receives national awards for research expertise from professional or public groups.
3. Is invited to participate in prestigious groups because of substantive and/or methodological expertise.

Criterion 2. Is recognized nationally/internationally for sustained contributions that provide leadership in knowledge generation for a particular substantive area of the discipline.

Examples:

1. Is recognized for developing and implementing research projects (e.g., principal investigator or co-investigator).
2. Is recognized for impact on the field.
3. Shapes knowledge development in area of research.
4. Influences the work of other scholars directly or indirectly through explication of germinal ideas.

Criterion 3. Is recognized for collaborative activities with students and disciplinary and/or interdisciplinary colleagues.

Examples:

1. Serves as a resource to faculty colleagues, students, and clinical colleagues in nursing and other disciplines in area of research scholarship or in research methods.
2. Mentors colleagues in their research activities.
3. Is invited to consult on intra- and inter-disciplinary research projects.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

SERVICE (Professor)

Overall criterion: A sustained and consistent record of significant accomplishments in service that includes providing effective contributions, demonstrating leadership and facilitating others through collaborative service at the University, broader community, and national/international levels.

Criterion 1. Is recognized for competence in expanding scope of service-related activities.

Examples:

1. Documents broad range, frequency, and quality of contributions to the mission and functioning of the University.
2. Contributes substantively to professional organizations at the national/international level.
3. Demonstrates greater involvement and expanded responsibilities in community organizations.
4. Is recognized for outstanding quality contributions to organizational work.
5. Is recognized by awards for service contributions.

Criterion 2. Is recognized for sustained leadership contributions to the University, profession, and community.

Examples:

1. Provides leadership in School and University activities.
2. Serves on committees, task forces, study groups, or review committees of state and/or national/international professional or community organizations.
3. Serves in elected leadership roles (e.g., President, Board of Directors) for broad community or national/international professional organizations.
4. Advocates nursing's position in selected health related legislation.
5. Is recognized as a leader in areas related to service.
6. Is appointed to state or national panels focusing on issues of health care delivery by elected officials (e.g., governor).

Criterion 3. Is recognized for collaborative contributions to broader community.

Examples:

1. Is actively sought after as a resource regarding service initiatives.
2. Collaborates with disciplinary and interdisciplinary colleagues to achieve service outcomes.
3. Provides expert consultation to other individuals, groups, or organizations.
4. Mentors others in committee, task force, or board roles.
5. Is invited to be reviewer for foundation grants.

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PRACTICE (Professor)

Overall criterion: A sustained and consistent record demonstrating practice expertise, leadership, **mentoring**, and collaborative activities that have an impact on the profession at the national level.

Criterion 1. Is recognized nationally for substantial practice expertise.

Examples:

1. Is recognized for significant, sustained contributions to the practice mission.
2. Maintains certification(s) applicable to area of practice.
3. Initiates practice activities directed toward maintaining clinical competence of self and others.
4. Receives national recognition/awards for practice expertise from professional or public groups.

Criterion 2. Is recognized nationally for leadership in area of practice expertise.

Examples:

1. **Serves as mentor/resource in area of practice for faculty colleagues, clinical colleagues, and students.**
2. Demonstrates impact of practice initiatives on improved quality.
3. Advocates nursing's position on selected health related legislation through expert testimony or preparation of position papers.
4. Administers practice or programs that are cost efficient and effective.
5. Develops new innovative practice intervention or care delivery model using the scholarship of integration and application to address needs of selected clinical population.
6. Facilitates design, implementation, and evaluation of practice-related projects.

Criterion 3. Documents impact of collaborative practice initiatives.

Examples:

1. Demonstrates influence of practice scholarship on colleagues and institutions.
2. Collaborates with colleagues in initiation of effective, innovative interdisciplinary practice-related activities or projects.
3. Serves on interdisciplinary health care-related work groups or committees at the national level.
4. Seeks/obtains funding for practice-related projects.
5. Consults with individuals, groups, or institutions at the national/international level regarding practice issues and initiatives.

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SCHOLARSHIP (Professor)

Overall criterion: A sustained and consistent record demonstrating commitment to a program of scholarship and documenting effective dissemination of that scholarship.

Criterion 1. Is recognized nationally for a sustained commitment to a program of scholarship.

Examples related to teaching:

1. Is recognized for using the scholarship of integration in developing effective teaching methods, materials, and evaluative techniques.
2. Is recognized for using the scholarship of application to apply educational standards and research findings to teaching/learning.
3. Seeks/obtains external funding for scholarship of teaching program.
4. Conducts well designed evaluation studies that serve as a basis for academic decision making.
5. Develops new knowledge related to teaching using the scholarship of integration, scholarship of application, or scholarship of teaching.

Examples related to research:

1. Is recognized for scholarship of discovery through conducting well-designed research studies addressing questions of significance to the discipline of nursing.
2. Is recognized for theoretical paradigms or models.
3. Seeks/obtains external funding for a program of knowledge development for the discipline or profession.
4. Is recognized for developing innovative methodology related to area of research expertise.
5. Documents impact of focused program(s) of research.

Examples related to service:

1. Is recognized for scholarship of application in using knowledge of one's field of professional competency in providing service.
2. Seeks/obtains external funding for service-related program of scholarship.
3. Uses scholarship of integration to conduct integrative reviews of literature regarding service-related projects.
4. Is recognized for service-related research or evaluation projects.
5. Is recognized for scholarly position papers or policy analyses in support of professional or community organization's mission.

Examples related to practice:

1. Is recognized for the scholarship of application in using theory and research findings to develop theory-based and evidence-based practice initiatives.
2. Seeks/obtains external funding for practice-related program of scholarship.
3. Is recognized for using the scholarship of application or scholarship of integration for developing new knowledge related to clinical area of expertise.
4. Is recognized for practice-related research/evaluation project(s).
5. Demonstrates impact of innovative models of nursing care delivery.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

Criterion 2. Presents a sustained, substantial record of peer-reviewed publications and presentations.

Examples related to teaching:

1. Shares knowledge of teaching through publications in refereed professional journals.
2. Authors chapters or textbooks.
3. Shares knowledge of teaching through peer-reviewed presentations at national/international scholarly conferences.
4. Develops curriculum or teaching materials (e.g., videotape series, CD-ROM) that are adopted by other universities.
5. Presents papers related to teaching scholarship at national/international conferences.

Examples related to research:

1. Publishes results of a program of research in refereed journals (e.g., data-based, methodological, or theory articles).
2. Writes an integrative review of literature in substantive area.
3. Authors articles explicating clinical applications of research findings in refereed and non-refereed journals or books.
4. Presents research papers at national/international conferences.
5. Is invited to be speaker, panel leader, or discussant at national/international meetings in area of research scholarship.

Examples related to service:

1. Publishes position papers or other documents concerning service activities or initiatives.
2. Publishes articles on policy issues.
3. Authors articles explicating organizational or other service-related issues in refereed and non-refereed journals or books.
4. Presents at national/international conferences on scholarship related to service.
5. Is sought as a speaker, panel leader, moderator or discussant at national/international meetings in relation to service activities.

Examples related to practice:

1. Publishes in refereed journals related to area of practice expertise.
2. Authors chapters or textbooks on practice phenomenon.
3. Presents papers related to practice scholarship at national/international conferences.
4. Is invited as speaker, panel leader, moderator or discussant for national/international meetings in area of clinical scholarship.
5. Coordinates invited or peer-reviewed symposium at national/international conferences related to area of clinical scholarship.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

V. COLLEGE OF NURSING SUBMISSION REQUIREMENTS AND PROCEDURES FOR REAPPOINTMENT AND PROMOTION IN THE CLINICAL TEACHING TRACK

Faculty Responsibilities

A faculty member who is seeking reappointment and/or promotion will assume responsibility for:

1. Submitting an **up-to-date curriculum vitae** in the prescribed College of Nursing format.
2. Submitting a **self-evaluation letter** to support his/her reappointment and/or promotion. The letter should be organized according to the criteria for rank and should include a self-evaluation of teaching, practice, service, research (if applicable) and scholarship. Please limit this letter to five (5) pages.
3. Requesting from Division Chair, Project Director, and/or Principal Investigator, a **letter of evaluation** which embodies his/her assessment of the faculty member's performance within the criteria for rank.
4. Requesting **letters of evaluation** from two or three colleagues within the College of Nursing, who are sufficiently knowledgeable about the candidate's work to assess his/her's performance within the criteria for rank. Colleagues writing recommendations should hold the appropriate academic rank, i.e., same rank or higher as the individual they are recommending.
5. Submitting **evidence** which supports his/her reappointment and/or promotion (Appendix C, Appendix D).
6. Providing the summarized **results of merit review ratings** since the last reappointment.
7. Notifying the APT Committee of the **names of those persons from whom he/she has requested letters of evaluation**, and the types of documentation to be supplied by these persons.
8. **Delivering these materials by the assigned deadline** to the Office of the Dean, College of Nursing for the APT Committee. The letter of self-evaluation and the requested letters of evaluation should be addressed to the Dean of the College of Nursing.

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In the case of a request for promotion to Associate Professor (C/T) or Professor (C/T), the faculty member is expected to:

9. External References. Identify eight (8) colleagues outside the College of Nursing and the University of Colorado system who could serve as external references for purposes of this review.
 - Select at least half of these names from the discipline of nursing
 - Select colleagues qualified by area of expertise to review and evaluate a sample of your scholarly work.
 - Identify persons at Associate Professor or Professor rank at academic institutions comparable to the College of Nursing, University of Colorado Denver.
 - Include a few sentences regarding the characteristics of the selected individuals that qualify them for the review and your relationship with each individual.
 - Contact each individual to ascertain his/her willingness to do this review before submitting the list of names to the APT Committee.
 - Provide a complete address on each individual (i.e., academic rank and position title, institution, address, and phone number).

APT Committee Responsibilities

Mid-point Comprehensive Review of Assistant Professors

For the mid-point comprehensive review of Assistant Professors, the APT Committee will invite one external clinical faculty member at the rank of Associate Professor or higher from within the University of Colorado system to serve as the extramural evaluator. Materials compiled and submitted by the faculty member for this review (items 1-7 above) along with SON documents explicating criteria for rank and scholarship will be provided to the external faculty member.

Promotion

In the case of faculty being considered for promotion to Associate or Professor, the APT Committee will invite five to six of the individuals identified by the candidate in item #9 above to serve as external reviewers. APT Committee's responsibilities include soliciting a minimum of two additional external reviewers. The first will be an external reviewer within the University of Colorado system who is knowledgeable and able to evaluate your academic achievements. Other external reviewers will be from outside the University of Colorado system. All of these reviewers will be sent the same materials and instructions as items #1 and 2.

1. Procedures for External References:

The APT Committee will formally request these external references and will send the following documents provided by the applicant to the selected reviewers (*it is helpful for both reviewing and mailing purposes to bind items a, b, and c below in a spiral-bound format. The Committee will need 10 copies of these bound materials*):

 - a) current curriculum vitae,
 - b) letter of self evaluation,
 - c) supporting materials related to declared area of scholarship, and
 - d) SON criteria for rank documents.

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2. External reviewers will be asked to address:
 - a) the quality and quantity of the candidate's work,
 - b) the impact of this work on the field,
 - c) the degree of creativity and originality of scholarship,
 - d) how the candidate compares with others in this field with similar training and experience, and
 - e) how the candidate's performance would be categorized (below average, average, above average, or outstanding) compared to others in this field at a similar point in their careers.

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

VI. COLLEGE OF NURSING POLICY AND PROCEDURE FOR REQUESTING TRANSFER BETWEEN CLINICAL TEACHING AND TENURE TRACKS

Identification with one track is negotiated at the time of initial appointment based on anticipated role in the School and available positions. Transfer of a faculty member from the Clinical/Teaching to the Tenure Track will be negotiated upon requisite knowledge, expertise and contributions of the applicant relative to each track. Reasons for transfer are for a better “fit” between the career goals, expertise of the individual, or the needs of the College of Nursing.

Request for transfer to another track is an option after two, but not after more than five years of the initial appointment. Transfers between the Clinical/Teaching and Tenure Tracks (in either direction) shall be limited to two transfers. Requests for transfer will be considered in accord with the criteria listed below and pending availability of a position. A faculty member in the Clinical Teaching Track may be offered a full-time tenure track appointment. Such a decision must be made in writing with the consent of the faculty member, Division Chair, and the Dean. The probationary period for tenure will begin with the date of the new appointment.

Criteria for Track Transfer

1. History (track record) of activities/interests/achievements to justify track transfer.
2. Proposal for teaching, research, practice and service responsibilities congruent with requested track.
3. Long-range goals compatible with the requested track.

Procedure for Requesting Track Transfer

1. The faculty member initiates the request for track transfer in writing to his/her Division Chair. The written request should address the above criteria for track transfer explicitly and specifically.
2. The faculty member's Division Chair reviews the track transfer request, taking into consideration the applicant's career trajectory, available positions in the track, and academic program needs. The Division Chair makes a recommendation to the APT Committee.
3. The APT Committee reviews the track transfer request, taking into account the above criteria and the Division Chair's recommendation.
4. The APT Committee makes a recommendation to the Dean.
5. Transfer and reappointment into a different track needs final approval by the University Board of Regents.

VII. RIGHTS AND BENEFITS

Faculty members in the Clinical Teaching Track will be eligible to participate in University benefit programs consistent with other instructional faculty appointments, i.e., health/life insurance programs, retirement benefits (excluding the University Supplemental Annuity Program), sabbatical leave, sick leave, vacation, and faculty governance. The cost of retirement and other benefits will be borne by the funding agency.

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Appendix A

CON Policies & Procedures for Appointment, Reappointment, Promotion for Clinical Teaching Track

APT: Definitions of Four Missions
Approved 9/27/1999

Rationale: During May 1999 the faculty voted to develop APT criteria in four areas (separating Service and Practice) consistent with the four missions of the College of Nursing and the Health Sciences Center campus. The primary source document for these definitions is AACN, 1999.

Teaching fosters and enhances learning. It includes the transfer of the science and art of nursing from the teacher to the novice through expert learner, building bridges between the teacher's understanding and the student's learning. Components of teaching include knowledge and mastery of the subject area, use of theory-guided and evidence-based content and teaching approaches, student-teacher interactions, skill in communication and presentation, curricular knowledge and expertise, program development and evaluation, and the ability to challenge the intellectual capacity of students in formal and informal environments. Teaching includes developing educational environments that embrace diverse learning styles, student-centered strategies, and interdisciplinary strategies.

Research is systematic inquiry that advances scientific knowledge, and more specifically, produces disciplinary and professional knowledge. It includes the conduct of: 1) primary empirical research, 2) historical research, 3) health services research, 4) theory development, 5) methodological studies, and 6) philosophical inquiry. In *primary empirical research* data are systematically collected to answer an empirical question or test a hypothesis. Various quantitative and qualitative designs are used (e.g., experimental, quasi-experimental, descriptive, exploratory, ethnographic, phenomenological), and source materials include primary empirical measurements, observations, and specimens, as well as databases created for other purposes. *Historical research* includes original investigations using manuscript, documents, oral narrative, and other printed and non-printed material. *Health services research* focuses on the health of populations and health care delivery systems, asking questions from an interdisciplinary perspective about access, acceptability, effectiveness, quality, cost, and financing of health care. *Theory development* is the process of drawing together knowledge, assumptions, and principles into a systematic set of statements that have descriptive, explanatory, or predictive power. *Methodological studies* include the development and testing of new or revised methods of inquiry that have utility in generating knowledge. *Philosophical inquiry* in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. Whether arguments are inductive or deductive in nature, assumptions are thoroughly examined and principles of logical thought are followed. Although research is increasingly interdisciplinary and collaborative in nature, the contributions of individual faculty must be identifiable and significant. Research endeavors must be developed in ways that are documented and peer reviewed.

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Service is work performed by faculty members that promotes the interests of the University of Colorado, advances the goals of the College of Nursing and the professional discipline of nursing, and contributes to the broader community. The service mission encompasses two types of service: *institutional service* and *professional service*. Institutional service is work that contributes to the organizational functioning of the College of Nursing and the University. It includes faculty governance contributions (e.g., faculty committees) and administrative contributions (e.g., task force membership, search committees, steering committees, specialty coordinators, division chairs, program/project directors, liaisons with external agencies). Institutional service includes special assignments designed to promote the quality and effectiveness of all types of academic programs and services. Professional service is citizenship work that supports the work of professional, community, government, health care agencies, and other relevant public, private and non-profit organizations. It includes activities such as membership on boards and committees, consultation, review activities, and visiting professorships.

Practice is the application of nursing knowledge in a variety of settings. Practice is broadly defined; practice roles for faculty may include direct caregiver, consultant, administrator, or other functional roles. Practice models may include: structural typologies for practice (e.g., nursing centers, joint appointments with external agencies); faculty role approaches (e.g., practitioner, administrator, consultant); specialty practice arrangements encompassing all types of clinical expertise in nursing (e.g., community health, primary care, midwifery services, clinical specialties, international health); and administrative approaches including volunteer, collaborative, revenue-generating, and contractual service modes. Practice activities include the development of practice knowledge through theoretical work or evaluation studies; professional development to improve competency; application of technical/research skills that develop and test practice knowledge; mentoring of professional staff; leadership roles in developing practice; the development of practice standards; interdisciplinary practice, and the creation of delivery system models.

ms:Definitions of Four Missions
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Appendix B

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APT: Statement on Scholarship
Approved 9/27/1999

Rationale: The term ‘scholarship’ in higher education has been an elusive term with many definitions. In recent years, Boyer’s treatise (1990) has been embraced and many national associations have used it to define their discipline-specific scholarship. In 1999, AACN adopted such a position statement providing a definition of scholarship for nursing and describing a full range of scholarship for the discipline of nursing. Although the faculty adopted AACN’s position statement in principle during the 1998-99 academic year, this Statement on Scholarship restates the essential elements for our documents. Consensus regarding the use of the term scholarship and the types of scholarship is foundational for revising College of Nursing appointment, promotion, and tenure documents.

Scholarship is required of all faculty members regardless of rank or track. Several documents are foundational to the College of Nursing’s definition of scholarship. *Defining Scholarship for the Discipline of Nursing*, a position statement adopted by the American Association of Colleges of Nursing (AACN) in 1999, provided a definition of scholarship for nursing and described a full range of scholarship for the discipline of nursing. This document builds on the work of Boyer (1990), Diamond and Adam (1995), and other documents related to the discipline and profession. With minor modification, the College of Nursing has adopted AACN’s definition of scholarship in nursing as follows: Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, service, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods. Thus, scholarship work must be significant and creative, and products of all scholarship must be in a format that can be evaluated, which would normally mean in a written format, but could include video or computer formats.

Boyer (1990) proposed that scholarship involves four areas that are critical to academic work. These are the scholarship of teaching, the scholarship of discovery, the scholarship of application, and the scholarship of integration. These four types of scholarship as they relate to nursing were elaborated in AACN’s Position Statement (1999) on scholarship and are summarized in the paragraphs that follow.

The *scholarship of teaching* increases the effectiveness of the transfer of nursing’s discipline-specific knowledge, and it adds to a deeper understanding of both the discipline and pedagogy. The scholarship of teaching is inquiry that produces knowledge to support the teaching mission in these areas: application of knowledge of the discipline or specialty area in the teaching-learning process (e.g., authorship of textbooks or learning aids, technology application, theory building in teaching-learning context), the development of innovative teaching and evaluation methods (e.g., research on teaching

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methods, outcome evaluation, evaluation innovations, creation of innovative learning environments), program development and learning outcome evaluation (e.g., educational grant proposals, disciplinary and interdisciplinary programs, accreditation reports), and professional role modeling (e.g., mentoring of students, leadership in curriculum/instruction, leadership in shaping educational policy).

The *scholarship of discovery* is inquiry that produces disciplinary and professional knowledge that is at the heart of academic pursuits. The scholarship of discovery includes the conduct of primary empirical research (e.g., qualitative and quantitative designs including experimental, quasi-experimental, descriptive, exploratory, ethnographic, phenomenological, grounded theory research), historical research (e.g., original investigations using printed and nonprinted material), theory development (e.g., drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power), methodological studies (e.g., development and testing of new methods), and philosophical inquiry (e.g., epistemological, ethical).

The *scholarship of integration* refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas and brings new insight to bear on original concepts and research. Critical analysis and interpretation are two common methodologies employed. Original work in the scholarship of integration responds to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights. Integrative review of the literature, analysis of health policy, development of interdisciplinary education programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

The *scholarship of application* arises out of the vital interaction between the discovery of knowledge and its use in service to the nation and the world. Components of the scholarship of application include: development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas; application of technical or research skills that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models; professional activity including the mentoring of professional staff and students, work performed to advance the profession and contribute to the broader community, leadership roles in developing practice, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve health care. To be considered scholarship, service and practice activities must be presented as products.

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These four areas of scholarship are related to the four missions of the College of Nursing and the Health Sciences Center campus. The scholarship of teaching relates most directly to the teaching mission. The scholarship of discovery is manifested in the research mission. The scholarship of application can be documented in the service and/or practice missions. The scholarship of integration can be demonstrated in relevant faculty activities in all missions.

Statement on Scholarship

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Appendix C

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APT: Types of Evidence
Approved 9/27/1999

Rationale: Clarity regarding the School's four missions and adoption of the Statement on Scholarship require a reconsideration and greater elaboration of the types of evidence that could be submitted for evaluating performance in each of the four mission areas. The adoption of these statements concerning types of evidence will facilitate revising appointment, promotion, and tenure documents.

Teaching

Evidence that can be submitted in support of competence and accomplishment in *Teaching* includes, but is not limited to: instructional materials (e.g., syllabi, learning materials, web-based modules); peer-reviewed publications related to teaching or learning (e.g., teaching methodology, learning outcomes, teaching learning-theory, development of educational models, curriculum design); published textbooks or other learning aids; presentations related to teaching-learning at local, state, regional, national, and international professional meetings; accreditation or other comprehensive program reports; successful applications of technology to teaching and learning; peer assessment of teaching, teaching materials, and/or innovations in teaching; formal and informal student ratings of classroom or clinical instruction; student performance on standardized professional examinations; grant and contract applications and awards in support of the teaching mission; teaching honors and awards; supervision of master's theses and/or doctoral dissertations; supervision of student research projects, student advising; and invitations that recognize one's expertise in content area or in teaching/learning. Teaching-related products are evaluated for quality and significance, not merely enumerated.

Research

Evidence that can be submitted in support of competence and accomplishment in *Research* includes, but is not limited to: peer-reviewed publications of research, theory, or results of other systematic inquiry (e.g., journal articles, chapters); peer-reviewed research or theoretical presentations at local, state, regional, national, or international professional meetings; research-related reports (e.g., grant reports, research/evaluation reports); published research materials; grant and contract applications and awards in support of research (i.e., sponsored research); unsponsored research; peer evaluations of a body of research work; professional reputation in research both inside and outside the University; regional, national, or international recognition for research work; research awards or honors; and invitations to make presentations or consult in area of research expertise. Research-related products are evaluated for quality and significance, not merely enumerated.

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Service

Evidence that can be submitted in support of competence and accomplishment in *Service* includes, but is not limited to: service materials (e.g., committee documents, policy statements); peer-reviewed publications related to service (e.g., journal articles on faculty governance or health care policy); published service manuals or other service projects; reports (consultation reports, significant committee/board reports); presentations related to service at local, state, regional, national, and international professional meetings; peer assessment of institutional service and professional service; appointments/elections to service positions (e.g., committees, boards, fellowships, administrative positions); review activities (e.g., manuscript reviewer, grant reviewer); service honors and awards; grant and contract applications and awards in support of service; state, regional, national, or international recognition for service work; and invitations that recognize one's expertise in service arena. Service-related products are evaluated for quality and significance, not merely enumerated.

Practice

Evidence that can be submitted in support of competence and accomplishment in *Practice* includes, but is not limited to: practice materials (e.g., protocols, practice tools); peer reviewed publications related to practice (e.g., journal articles or chapters reporting case studies, technical applications, practice models, or outcome indicators; review articles); reports (e.g., consultation reports, reports compiling and analyzing patient or health services outcomes, reports of clinical demonstration projects, accreditation or other comprehensive program reports); policy papers related to practice; products, patents, licenses, or copyrights; published practice manuals or other practice aids; presentations related to practice at local, state, regional, national, and international professional meetings; successful applications of technology to practice; evaluation of practice materials; peer assessment of innovations in practice; formal and informal student/peer ratings of practice activities; practice awards or honors; professional certifications or other specialty credentials; grant and contract applications and awards in support of practice; state, regional, or national recognition for work as practitioner; and invitations to participate in practice-related activities because of one's expertise. Practice-related products are reviewed for quality and significance, not merely enumerated.

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Appendix D

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Clinical Portfolio

The purpose of the clinical portfolio is to make your life's work understandable to a diverse group of people who may or may not understand how nursing is practiced currently, but are charged with the promotion of faculty. There is no single "portfolio" that can equitably capture the full extent of each faculty member's clinical activities. Thus, the quality of the portfolio is highly dependent on the faculty member's own effort in preparation and presentation. A portfolio is a highly individualized product, and you should recognize that the following is an aide describing potential components of the portfolio rather than a cookbook, a set of parameters rather than fixed guidelines.

Material from Oneself

1. A statement of clinical responsibilities that includes the type of clinical work performed, the amount of time spent in this activity, the sites of practice and or groups or communities impacted.
2. A reflective statement by the faculty member of her/his goals for her/his practice over the next five years.
3. A sample weekly calendar that demonstrates a typical work week.
4. A description of steps taken to evaluate and improve one's clinical practice. This might include CE courses completed, recertification examinations, changes in practice that resulted from self-evaluation, etc.
5. A description of the professor's role in teaching others. Numbers and types of students in some tabular form, on a monthly or yearly basis. Didactic sessions given outside of the assigned courses, such as guest lectures, community based lectures, etc.
6. Contributions to professional journals, book chapters, clinical teaching modules, clinical information systems.
7. The development of new techniques that have changed practice.
8. Contributions to professional societies, community organizations and committees.
9. Contributions to the delivery of health care such as redesigning a clinic structure, developing a quality improvement activity, or reorganizing care to improve efficiency.

Material from Others

1. Statements from colleagues who observed the professor at the clinical site or who have mutual patients. For example, letters from colleagues that emphasize commitment to continuity of care and accessibility of services.
2. A statement from collaborative agencies that clearly defines the role of the faculty member within the clinical enterprise, how this person compares to practitioners within and outside the College of Nursing, enunciates the quantity and value of the faculty member's teaching, practice and service.
3. Any statements from student that has direct relevance to the faculty member's clinical behaviors as opposed to teaching. Restructured evaluation forms may be needed to provide more explicit assessment.
4. Local, regional, and national invitations from other campuses, outside agencies, or health care providers to discuss a clinical topic or health care providers to discuss a

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clinical topic or health care delivery issue (policy, delivery systems, ethics, practice, etc.). Documentation of any invitations from the laity, including the press, that would reflect on the professor's standing as a clinician within the community.

5. Documentation of clinical activity through records, if applicable.
6. Copies of any published material relating to the care of patients, including case reports and reviews as well as articles in peer reviewed journals.
7. Documentation of any clinical research with which the faculty member participates or is principle investigator.
8. Documentation of continued funding from industrial or governmental sources to pursue clinical and health services research.

The Products of Good Clinical Care

1. Results of quality improvement and utilization reviews that directly evaluate the faculty member's personal care of patients or groups of individuals and ability to provide care.
2. Letters from patients, other professionals, or delivery system administrators that describe the faculty member's clinical activities.
3. Patient satisfaction surveys that relate to a service provided by a faculty member.
4. Small area analysis of the faculty member's practice, whether derived from internal or external sources. Particularly helpful would be comparisons with peers within and outside of institution.
5. Studies of clinical outcomes of patients or communities for whom you have cared.

Demonstration of Leadership

Developing and documenting leadership qualities is an essential component of promotion. The following are some components of the development of a clinical leader.

1. Membership on committees within the College of Nursing.
2. Management of a specific clinical enterprise. Clinical director of a group of faculty. Supportive letters documenting quality of management would be helpful.
Membership on regional or national task forces relevant to health care delivery.