



College of Nursing

College of Nursing Policies and Procedures for Clinical Track Promotion

I. Purpose/Philosophy

A candidate for promotion in the clinical track (non-tenure) is expected to meet the teaching, scholarship/practice, and service requirements, but meeting minimum expectations or criteria herein does not guarantee successful promotion. The candidate must have achieved distinction in relation to their present rank and must demonstrate substantial contributions beyond that expected of the rank to which they aspire.

II. Faculty Ranks for Clinical Track in the College

- A. The CON uses the following clinical ranks:
1. Clinical Assistant Professor
 2. Clinical Associate Professor
 3. Clinical Professor

III. General Guidelines:

- A. Clinical track faculty will be expected to perform with distinction in the areas of teaching, scholarship, and service. While these criteria help to establish minimum expectations that are typically met and exceeded for promotion, the qualitative evaluations and expert opinions of the review process are paramount. For example, it is conceivable, although perhaps rare, that a candidate's work may not meet the quantitative minimum expectations, yet the qualitative impact of the candidate's work may be so sufficiently high that it is judged by the review process to meet or exceed promotion expectations. This is stated to emphasize the importance of the review process, meeting quantitative minimum expectations, and most importantly, achieving a sufficiently high qualitative impact to the field for reviewers to deem the candidate worthy of promotion.
- B. The process and timeline for promotion in the clinical track is similar to the process and timeline for tenure-track faculty.
1. Clinical track faculty representatives will be included in departmental and college reviews of the candidate per University regulations.
 2. Clinical track faculty are normally eligible to apply for promotion to Clinical Associate Professor or Clinical Professor following their 5th year of full-time service in the rank. Eligible faculty must be in a regular 1.0 FTE non-visiting position at time of application. Promotion earlier than 5 years in the rank will be considered if the faculty member believes they have a sustained record required for the rank of Clinical Associate Professor or Clinical Professor, and they have the support of their Department Chair.
 3. Each clinical track faculty member planning to seek promotion must have at least one Cumulative Progress Evaluation (CPE) completed prior to seeking promotion.
 4. Each faculty member being considered for promotion will engage in an external review process using University guidelines.
- C. The faculty member's assigned areas of responsibility shall be considered in all annual and formal reviews. Achieving a satisfactory or higher on annual performance evaluations does not guarantee promotion. Rather, the University, through its faculty and administrators, assesses the employee's

potential for growth and future scholarly contribution as well as past meritorious performance through annual evaluations.

- D. The faculty member is responsible for collecting and submitting data for their dossier. Dossiers are submitted through **Interfolio**. Dossier Contents are updated annually and listed on the Faculty Excellence Website within the Evaluations & Promotion Tab, Promotion, then listed by faculty category.

Promotion to Clinical Associate Professor

E. Teaching

1. Criteria Statement

- a. Demonstrates leadership in teaching, planning, revising, and/or evaluating existing or new courses.
- b. Demonstrates teaching excellence
- c. Facilitates student success using college, university, and community resources.

2. Examples of Evidence: May include, but are not limited to:

- a. Receives "Good" or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments.
- b. Participates in peer evaluation of classroom, online, or clinical teaching.
- c. Develops innovative activities that facilitate student learning.
- d. Receives local and/or state-level awards for teaching and/or mentoring.
- e. Integrates teaching/learning strategies from participation in Faculty Center for Teaching and Learning (FCTL) or professional development activities.
- f. Submits grant/project applications for student training and academic programs.
- g. Disseminates innovative teaching methods in publications and professional conference presentations (as first, second or last author).
- h. Mentors students to author publications and presentations.
- i. Serves as chair or major advisor on students' honors undergraduate theses and /or DNP evidence-based practice projects.
- j. Serves as a committee member on dissertation committees.

F. Clinical Scholarship

1. Criteria Statement

- a. Demonstrates excellence in research and/or scholarship in a defined area.
- b. Participates in nursing and/or interdisciplinary research, evidence-based practice projects, or other scholarly or creative activities related to area of expertise.
- c. Demonstrates consistent and continuing record of scholarly productivity. Typically, an average of two peer-reviewed publications and one refereed presentation at a state, regional, national, or international conference are expected per year.

2. Examples of Evidence: May include, but are not limited to:

- a. Obtains intramural and/or extramural funding.
- b. Publishes research and/or scholarship in peer-reviewed journals.
- c. Presents scholarly work at refereed state, regional, national and/or international conferences.
- d. Publishes refereed conference proceedings.
- e. Receives awards and/or honors for research and/or scholarly activities.
- f. Co-authors publications with students.
- g. Collaborates on research projects.
- h. Participates in resolution of clinical practice problems and/or development of innovative models of care.
- i. Obtains and/or maintains national certification in area of expertise.
- j. Demonstrates leadership in local and/or state health policy development or position statements.

G. Service

1. Criteria Statement

- a. Contributes to department, college and/or university service activities.
 - b. Contributes to local, state, regional, national, international professional and/or community service organizations.
2. **Examples of Evidence:** May include, but are not limited to:
- a. Demonstrates a consistent record of contributions to department, college and/or university committees.
 - b. Demonstrates a consistent record of contributions to professional and/or community organizations.
 - c. Conducts peer-review activities (e.g., research proposals, journal articles, conference abstracts).
 - d. Participates in policy or program development or evaluation.
 - e. Provides examples of community projects, reports or coordinated activities.
 - f. Volunteers or is elected to task forces or committees.

IV. Promotion to Clinical Professor

A. Teaching

1. **Criteria Statement**
- a. Leads development, implementation and/or evaluation of courses, curricula, or programs.
 - b. Demonstrates teaching excellence
 - c. Promotes student success throughout the use of college, university, and community resources.
 - d. Mentors early-career faculty in teaching.
2. **Examples of Evidence:** May include, but are not limited to:
- a. Receives “Good” or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments.
 - b. Obtains peer evaluation of classroom, online, or clinical teaching.
 - c. Uses student or peer evaluation to improve teaching effectiveness as demonstrated by narrative describing changes to teaching strategies/behaviors and improvement in follow-up student or peer evaluation.
 - d. Creates products that have promoted excellence in teaching (e.g., texts, reports, training grants, multimedia, FCTL or other presentations).
 - e. Consults with external programs in area of expertise.
 - f. Develops activities that facilitate student learning.
 - g. Receives recognition for teaching and/or advising.
 - h. Assumes leadership in developing collaborative external relationships to promote student learning opportunities.
 - i. Disseminates innovative teaching methods.
 - j. Contributes to position papers or policies.
 - k. Publishes and/or presents with students.
 - l. Chairs student projects, thesis and/or dissertation committees.
 - m. Facilitates interdisciplinary activities.

B. Clinical Scholarship

1. **Criteria Statement**
- a. Demonstrates leadership in scholarship related to area of expertise.
 - b. Recognized for excellence within the faculty member’s area of expertise.
 - c. Participates in nursing and/or interdisciplinary research/clinical projects, or other scholarly

- or creative activities related to area of expertise.
- d. Integrates research and/or evidence-based practice findings into practice and/or teaching.
- e. Demonstrates consistent and continuing record of scholarly productivity. Typically, a minimum of two peer-reviewed publications and two refereed presentations at a state, regional, national, or international conference are expected per year.
- f. Demonstrates a record of obtaining extramural funding in area of expertise.

2. **Examples of Evidence:** May include, but are not limited to:

- a. Obtains extramural funding in area of expertise.
- b. Consults as a clinical expert or in area of expertise.
- c. Publishes research and/or scholarship in peer-reviewed journals.
- d. Presents scholarly work at refereed national and/or international conferences.
- e. Presents at national and/or international conferences as an invited or keynote speaker.
- f. Publishes refereed conference proceedings.
- g. Receives national and/or international awards and honors for research and/or scholarly activities.
- h. Co-authors publications with students and early-career faculty.
- i. Evaluates effectiveness of practice changes based on quality improvement initiatives.
- j. Demonstrates leadership in national and/or international health policy.
- k. Mentors early-career faculty and students in scholarly activity including obtaining extramural research funding.

Initial Approval:

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Faculty Excellence: