

**APPENDIX D: Examples of Evidence for Promotion for Clinical Track (CT)**

Area/Criteria	Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
Demonstrates expertise in clinical practice and teaching	Presents evidence-based clinical/educational content in clinical and classroom activities.	Integrates analyses of evidence-based clinical/educational content in clinical and classroom activities.	Integrates syntheses of evidence-based clinical/educational content in clinical and classroom activities.
	Collaborates in the development, presentation and evaluation of courses as an active member of a teaching or clinical team.	Coordinates the development, presentation and evaluation of a course.	Coordinates course/Directs complex courses with multiple faculty.
	Assists in leading unit or practice based teams or workgroups.	Leads <u>unit or practice</u> based teams or workgroups.	Leads <u>system level</u> projects.
	Assists in planning, implementing, and evaluating unit/local evidence driven practice changes.	Plans, implements, and evaluates <u>unit/local</u> evidence driven practice changes.	Plans, implements, and evaluates <u>system level</u> evidence driven practice changes.
	Uses well organized, effective, and innovative methods of teaching.	Faculty of record/Specialty coordinator who models well-organized, effective and innovative methods of teaching undergraduate and graduate students.	Faculty of record/Program or specialty coordinator who models well-organized, effective and innovative methods of teaching undergraduate and graduate students.
	Demonstrates expert clinical judgment and practice skills.	Recognized as a clinical/practice expert at the <u>unit or clinical practice</u> level.	Recognized as a clinical/practice expert at the <u>national and/or global</u> level.
	Incorporates policy and leadership in clinical practice and teaching.	Engages with professional organizations to lead changes in policy regarding clinical practice and teaching.	Shapes policies related to clinical practice or teaching.
	Collaborates on curricular changes that contribute to the design, organization, and/or presentation of a course or clinical program.	Leads collaboration on curriculum development and in the design, organization, and/or presentation of a course or clinical program.	Leads program curricular development and collaboration on design, organization, and/or presentation of a course or clinical program.

Area/Criteria	Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
	Collaborates to improve the quality of patient care and workflow in clinical practice environment.	Leads collaboration in rapid cycle change or continuous process improvement in <u>clinical setting</u> and disseminates results.	Leads <u>system-wide</u> rapid cycle change or continuous process improvement in clinical setting.
	Includes students in clinical practice activities.	Integrates students into own clinical practice and mentors students in clinical practice.	Leads development of clinical practice opportunities and mentor faculty and students in clinical practice.  Evaluates methods and disseminates results.
	Evaluates and advises students in the classroom and/or clinical setting.	Develops and facilitates evaluation and advisement practices and tools.	Leads development and facilitation of evaluation and advisement practices and tools.
	Plans and teaches healthcare education and continuing education activities <u>locally</u> .	Plans and teaches healthcare education and continuing professional development activities <u>regionally and nationally</u> .	Leads and presents in healthcare educational and professional development activities <u>nationally and globally</u> .
Demonstrates expertise in scholarship/research	Participates in scholarly activities such as research, evidence-based performance improvement projects, and scholarly dissemination.	Increases quality and quantity of scholarly productivity.	Continued trajectory of scholarly productivity and mentors others in development of a scientific, scholarly approach to a major field of clinical/educational endeavor.
	Invites students to participate in scholarly projects.	Mentors students to engage in scholarly projects; is identified as faculty expert in the topic or method.	Mentors students, faculty, and peers in scholarly projects; is identified across the clinical/teaching specialty as an expert in the topic or method.
	Disseminates results of scholarly activity through poster and podium presentations locally and regionally.  Publishes occasionally in peer-reviewed journals.	Disseminates results of scholarly activity through poster and podium presentations regionally and nationally.  Publishes regularly in peer-reviewed journals.	Disseminates results of scholarly activity through poster and podium presentations nationally and globally.  Publishes regularly in peer-reviewed journals.

Area/Criteria	Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
	Disseminates results in alternative or lay media to limited audiences.	Disseminates results in alternative or lay media to multiple and varied audiences.	Disseminates results to national audiences in alternative or lay media, often by request.
Contributes to Nursing Through Involvement in Professional Service	Possesses certification or its equivalent in specialty area.	Possesses certification or its equivalent. Is recognized as an expert in specialty locally, regionally, or nationally.	Possesses certification or its equivalent. Is recognized as an expert in specialty nationally or globally.
	Actively participates in local, regional or national professional specialty organizations.	Holds leadership positions in local, regional or national professional specialty organizations.	Holds leadership positions in national or global professional specialty organizations.
	Collaborates with community partners to promote healthcare in the community.	Collaborates with community partners, faculty and students to promote healthcare in the community, and disseminate results.	Leads partnerships with community partners to promote healthcare in the community, and disseminate results.
	Actively participates in committees and task forces in the School of Nursing.	Leads committees and task forces in the School of Nursing, and participates in University committees.	Leads committees in the School of Nursing and the University.
	Contributes to the operation and development of the School of Nursing.	Contributes to the operation and development of the School of Nursing and mentors colleagues in these activities.	Provides leadership in the operation and development of the School of Nursing, and the University.

(2015 update)

**APPENDIX E: Criteria for Promotion for Research Track (RT)**

Area	Assistant Professor	Associate Professor	Professor
Demonstrates expertise in functional area and teaching	Presents knowledge of functional area in a variety of forums including clinical and/or classroom activities	Analyzes knowledge of functional area in a variety of forums including clinical and/or classroom activities	Synthesizes knowledge of functional area in a variety of forums including clinical and/or classroom activities
	Possesses well organized, effective methods of teaching undergraduate/graduate students	Prepares and presents material in a well organized, current, and engaging manner to individuals and groups locally and nationally	Prepares and presents material in a well organized, current, and engaging manner to individuals and groups nationally and internationally
	Presents knowledge of functional area in clinical and/or classroom activities	Participates in the design, organization, and/or presentation of a course	Provides leadership in the design, organization, and/or presentation of a course
	Consults with nursing students and faculty about research-related issues in functional area	Consults with nursing students, faculty, and members of the University community about research-related issues in functional area	Consults with members of the healthcare community locally, nationally, and internationally about research-related issues in functional area
Demonstrates expertise in scholarship/research	Demonstrates potential for independent research activity and supports the research activities of others	Demonstrates ability to maintain a scholarly research program through independent intramural funding and through collaboration in externally funded projects	Demonstrates consistent ability to maintain a scholarly research program funded largely by external agencies
	Collaborates in setting research objectives that show promise for external research support	Sets research objectives that have evidence of past or future prospects for external research support	Provides leadership in setting research objectives that have evidence of past or future prospects for external research support

Area	Assistant Professor	Associate Professor	Professor
	Collaborates in School of Nursing research programs	Collaborates with School of Nursing and other University research programs	Provides leadership in University interdisciplinary research programs
	Participates in publications demonstrating research expertise	Serves as first or second author in publications demonstrating research expertise	Serves as first or second author; provides leadership in preparing publications demonstrating research expertise
Contributes to Nursing Through Involvement in Professional Service	Serves as a professional research role model for nursing students	Serves as a professional research role model for nursing students and faculty	Serves as a professional research role model for nursing students, faculty, and members of other healthcare disciplines
	Maintains membership in local, regional or national professional societies in faculty member's functional area	Participates actively in local, regional or national professional societies in faculty member's functional area	Takes leadership positions in local, regional or national professional societies in faculty member's functional area
	Participates in committees of the School of Nursing	Participates in committees of the School of Nursing, & the University	Assumes leadership of committees of t, the School of Nursing, & the University
	Contributes to the operation and development of the School of Nursing	Contributes to the operation and development of the School of Nursing and mentors colleagues in these activities	Provides leadership to the operation and development of the School of Nursing

**APPENDIX F: CLINICAL AND RESEARCH FACULTY PROMOTION ACTION CHECK LIST**

Candidate's Name and Academic Unit: \_\_\_\_\_

Proposed Rank/Title: \_\_\_\_\_ Proposed Effective Date: \_\_\_\_\_

**DOSSIER**

Your electronic application (dossier) should include the following documents:

- \_\_\_\_\_ Candidate's full curriculum vitae (use SON template)
- \_\_\_\_\_ One-page summary curriculum vitae (use SON template)
- \_\_\_\_\_ Candidate's personal statement on contributions to clinical practice and teaching (if applicable), scholarship/research, and nursing through involvement in professional service. (5 pages maximum)
- \_\_\_\_\_ Clinical Practice and Teaching Portfolio, if applicable
- \_\_\_\_\_ Scholarship/Research Portfolio
- \_\_\_\_\_ Professional Service Portfolio
- \_\_\_\_\_ Copy of three to four representative publications from refereed journals
- \_\_\_\_\_ Contact information and brief biographical description of six reviewers:
  - Three internal to the School of Nursing and/or Emory University and/or Emory Healthcare
  - Three external to the University
  - Reviewers should be selected based on their familiarity with the candidate's scholarship and their own qualifications to evaluate the candidate's potential to contribute to the discipline and to Emory University.

**Note: Send all electronic documents to the ADAA. Suggested filename format:**

- 1 last name, first initial Full CV
- 2 last name, first initial One page CV
- 3 last name, first initial Personal Statement
- 4 last name, first initial Clinical Practice and Teaching Portfolio
- 5 last name, first initial Scholarship and Research Portfolio
- 6 last name, first initial Service Portfolio
- 7 last name, first initial Publications
- 8 last name, first initial Reviewer List

**APPENDIX G: Mid-cycle Review Materials Guidelines for Clinical Track Assistant Professors  
Nell Hodgson Woodruff School of Nursing**

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- What to submit:** Submit the dossier electronically with one PDF file for each section.
- When:** Due by no later than November 1 in the fifth year.
- To whom:** The office of Academic Advancement.
- Resources:** The office of Academic Advancement is available to help with any questions or concerns. Designated support staff members will help with assembling packet materials.

**The packet should include:**

1. **3-5 page personal statement/self-assessment.**
  - a. **Clinical Practice and Teaching:** Include a summary of clinical practice and teaching activities, teaching evaluations, and plans for the next four years.
  - b. **Scholarship:** Address their development as a scholar and clinical investigator since appointment to the clinical track. Include an overview of the overall program of scholarship and clinical inquiry as well as specific goals for the next four years and plans/strategies to achieve these goals.
  - c. **Service:** Include a summary of service and activities planned for the next four years.
2. **Current CV in the School of Nursing format.**
3. **Clinical Practice and Teaching Section** (see CCFP Guidelines for Preparing Your Dossier)
4. **Scholarship Section** (see CCFP Guidelines for Preparing Your Dossier)
5. **Service Section** (see CCFP Guidelines for Preparing Your Dossier)

**After packet is submitted:**

The ADAA and/or ADCA will review your packet and forward it to the CCFP. CCFP and the ADAA and/or ADCA will review the performance to date against the criteria for promotion, and will provide the Dean with a detailed summary of their review and recommendations. These recommendations will be included in the formal faculty review process and planning for continued professional development toward promotion.