BENCHMARKS FOR PROMOTION OF CLINICAL TRACK FACULTY TO THE RANKS OF ASSOCIATE AND FULL PROFESSOR

A clinical track faculty candidate for promotion is expected to demonstrate and document strengths in the areas of learning, engagement, and discovery (typically scholarship of teaching and/or engagement/application). At least one of these areas will be identified as the basis of the nomination for promotion, and the candidate should demonstrate excellence in the selected area(s). The expectations for promotion to clinical associate professor and clinical full professor are described in the following subsections. Candidates for promotion are evaluated on professional achievements, including quality, productivity, and impact.

The official criteria and procedures for promotion are outlined in the West Lafayette Campus Academic Tenure and Promotion Policy I.B.2 and an annual provost memo (Office of the Provost, 2016). Clinical track faculty may be promoted, but are not awarded tenure. The expectations listed below are offered as a general guide for clinical faculty preparing for promotion in the School of Nursing and to provide external reviewers with context.

As experts in clinical practice, clinical faculty are fully assigned to teaching and/or practice in support of the mission of the School of Nursing. Teaching assignments may be in classroom and/or clinical settings. Clinical faculty are expected to demonstrate continued clinical competency through maintaining national certification and a combination of professional and scholarly activities. All faculty are expected to be effective educators, regardless of the basis of nomination.

Scholarship Defined
Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, 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 (AACN, 1999, para. 7).

PROMOTION TO CLINICAL ASSOCIATE PROFESSOR
Promotion to Clinical/Professional Associate Professor Required degrees, qualifications (e.g., certification), or experience shall be determined by the appointing department. Successful candidates for promotion must demonstrate evidence of excellence in teaching and clinical/professional practice and have a primary commitment to assist the college/school in meeting its programmatic needs for clinical/professional services and instruction. They also are expected to have accomplishments or potential for national prominence in their fields (Office of the Provost, 2016, p. 2).

PROMOTION TO CLINICAL PROFESSOR
Successful candidates must demonstrate an extremely high level of professional accomplishment in teaching, service, and clinical/professional practice and must be recognized by their peers at the national level (Office of the Provost, 2016, p. 2).

It is expected that a candidate for promotion to Clinical Professor will meet all the standards
for promotion to Associate Professor. In addition, the following are required:

- A clear indication that the candidate is a recognized expert in his or her area. The candidate should have an outstanding record of sustained contribution in the primary area identified for promotion. Impact and expertise of the candidate should be evident. Recognition of expertise (e.g., national academy fellowship, national or international awards and honors) are highly valued; however, not required for promotion to full professor.

- Candidates for Professor must possess a maturity in teaching and mentoring that goes beyond that shown at the associate level. There should be continued excellence in teaching, of course, as indicated by course evaluations and success at attracting and mentoring graduate students. Mentorship of junior faculty and teaching assistants is expected.

- Candidates for Professor should also have engaged in significant service that is beyond that expected at an earlier career stage. Evidence of Leadership is expected and may occur at local, state and/or national levels.

GENERAL CRITERIA FOR PROMOTION OF CLINICAL TRACK FACULTY
Clinical faculty candidates for promotion are expected to have demonstrated and documented excellence in teaching. In addition, consistent with the University's promotion criteria, candidates are to have demonstrated scholarship and engagement. Because of the practice nature of the nursing profession, clinical track faculty are expected to engage in the scholarship of teaching and learning and/or scholarship of application/engagement. It is not expected that clinical faculty serve as PI on research grants; however, participation as a member of a research team is encouraged.

Specific Standards:
1. Criteria for Promotion to Clinical Assistant Professor
A candidate for promotion to Clinical Assistant Professor must be nationally certified as evidence of their expertise. Successful candidates must exhibit expertise in clinical practice and be qualified to participate in the education program(s) of the School of Nursing. The primary commitment of this role is to support the School in meeting its programmatic need for clinical education and engagement.

2. Criteria for Promotion to Clinical Associate Professor
A candidate for promotion to Clinical Associate Professor must have current national certification, have a significant record of accomplishment as a faculty member, especially in the areas of teaching/learning and or practice/engagement and show promise of continued professional growth and recognition. Successful candidates must demonstrate excellence in teaching and/or clinical practice and demonstrate impact in one or both of these areas. Accomplishments should indicate potential for national prominence.

3. Criteria for Promotion to Clinical Professor
A candidate for promotion to Clinical Professor must hold current national certification and have a consistent history of impact in the role. Successful candidates must demonstrate a high level of professional accomplishment in teaching/learning and/or clinical professional practice, with evidence of scholarship in teaching and learning and/or practice/engagement that is recognized as impactful by peers at the national level.
Benchmarks for Excellence in LEARNING

Teaching is the primary focus of clinical faculty. It is expected that Learning will be a primary area of excellence for the basis of promotion; therefore, the majority of evidence for promotion will be from this area.

All faculty are expected to be effective educators, regardless of the basis of nomination. Expectations for effectiveness in LEARNING include:

1. Evidence that courses provide current information, are taught with appropriate depth and breadth of coverage, and provide a rigorous and challenging experience for students.
2. Favorable Purdue student course rating for each course taught in the preceding three years. These data are reviewed within the context of class size, level of student, whether the course is required or elective, and other factors known to influence ratings.
3. Positive contributions to student development (as appropriate to candidate’s teaching roles). This can be demonstrated through activities such as advising of graduate students (e.g., membership on student committees, and serving as chair or co-chair of graduate student committees). Level of involvement in graduate student advising is weighed in the context of the available pool of graduate students in the candidate’s area.

In addition to the required achievements listed above, the candidate whose nomination for promotion is based on LEARNING should demonstrate impact of innovations via the scholarship of teaching and learning. Activities should have relevance to the profession and healthcare and be in concert with the mission of the School of Nursing.

The following are ways to demonstrate excellence in LEARNING:

1. Excellence in instruction through implementation and scholarly evaluation of new pedagogical approaches (e.g., development of new course, development of new programs, mentorship of new clinical faculty, lecturers, adjuncts and/or graduate teaching assistants, major course redesign).
2. Significant contribution in advancing pedagogy, professional practice and dissemination of this contribution via:
   a. Selection for regional, national and/or international peer-reviewed podium and/or poster presentations and conference proceedings.
   b. Publishing educational materials such as study guides, case studies, media, professional materials, textbooks, etc.
   c. Course and curricular innovations with evidence of impact
   d. Publication of articles in peer-reviewed journals relevant to faculty member’s content expertise, (i.e., case study, clinical article, implementation/evaluation of evidenced based practice, etc.).
3. Nomination for and/or receipt of a competitive award(s) for excellence in teaching from a Purdue entity (e.g., school, college or university level) or a recognized professional organization. Criteria for the award and selection process must be articulated.
4. Facilitating and supervising an undergraduate honors thesis project or other
innovative educational programs.
5. Development and/or participation in transdisciplinary educational offerings.
6. Development and/or participation in study abroad programs.

Benchmarks for Excellence in DISCOVERY

The primary role of clinical faculty is the support of the School’s teaching mission. For this reason, discovery activities may be noted in those sections of the document as they are typically related to the scholarship of teaching and learning or engagement. Participation in funded or other research endeavors is typically limited to serving as a research team member. Typical scholarly productivity over a two year-period is one podium or poster presentation at state, regional, national or international meeting and at least one peer-reviewed publication or two non-peer-reviewed articles that reflect the clinical expertise of the faculty.

The following are ways to demonstrate excellence in DISCOVERY:

1. Dissemination of research at annual or biennial meetings of national/international, state or regional meetings of professional organizations. It is anticipated that conference presentations will serve as a basis of publications.
2. Serving as a committee member for graduate students achieving a clinical doctorate that generates clinical project reports, and publications.
3. Serving as a reviewer for textbooks, professional journals, or abstracts.
4. Development of instructional materials that support clinical practice or education.
5. Participation as an item writer for national certification exams.
6. Implementation of evidence-based practices in a clinical environment and evaluation of impact, and dissemination of results in a peer-reviewed forum.
7. Successful grantmanship to support curriculum development or innovations.

Benchmarks for Excellence in ENGAGEMENT

Internal service and citizenship is expected of all faculty. Citizenship is defined as positive contributions in assigned activities; participation in additional opportunities toward the development and advancement of the School, College of University; and interpersonal behaviors that promote a positive and productive work environment (AACU, 2015). The School of Nursing considers practice, service, and outreach activities as engagement. Optimally, engagement activities will be well integrated into the scholarly growth and development of each faculty member and will embrace community practice, public service activities, service to the academy, and service to professional associations. As a land grant university, Purdue also values outreach to the public.

All faculty with at least 60% FTE are expected to demonstrate:

1. Evidence of active participation in at least one committee of the School of Nursing is expected. Participation at College or University level committees (where appropriate) is optional. All faculty are expected to be citizens of the School of Nursing.
2. Active membership in state or national professional organizations. Impact of the work
should be evident in the document.

3. Presentations and/or consultation for community or state organizations in the area of the candidate’s expertise, i.e., Cooperative Extension Service (CES) or other campus centers (e.g., Regenstrief Center for Healthcare Engineering, Center for Instructional Excellence, Center on Aging and the Life Course, Center for Homeland Security, etc.).

*In addition to achievements listed above, the candidate whose nomination for promotion is based on ENGAGEMENT should demonstrate excellence through scholarship and leadership (see criteria on page 1 of this document). Activities should demonstrate impact and be in concert with the mission of the School of Nursing.*

The following are ways to demonstrate excellence in ENGAGEMENT:

1. Lay publications, including news media interviews that bring the candidate’s expertise to the general population.

2. Contribution to scholarly literature on outreach (e.g., published report of an outreach program evaluation or innovations in program design in a refereed publication) and/or the scholarly literature on the dissemination of expert knowledge.

3. Demonstrated skill in developing an innovative evidence-based educational outreach program on a topic related to healthcare or population health aimed at lay persons. It is expected the program will be implemented in a community and will be evaluated systematically for impact.

4. Other significant contributions that demonstrate the individual has achieved a clear position of state or regional leadership and impact (associate); other significant contributions that demonstrate individual has achieved clear position of national or international leadership and impact (full).
References


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