



OHSU SCHOOL OF NURSING PROMOTION AND TENURE GUIDELINES

Appendix A: SON Policy 60.01-10

The elements of scholarship, effectiveness/competence, and service provide a guiding framework for P&T in the school of nursing. Faculty will meet specified criteria corresponding to these elements in their respective missions including scholarly teaching, practice, and research. The definitions scholarly teaching, practice, and research are as follows:

Scholarly teaching captures the interplay between knowledge of teaching and learning and educational practice. The scholarly teacher is engaged and steeped in the current knowledge of his/her field and demonstrates the ability to build bridges between his/her own understanding and the student's learning. Scholarly teaching is characterized by ongoing reflective critique, effective use of pedagogical procedures, and provision of service to the community.

Scholarly nursing practice captures the interplay between knowledge and professional practice and is rooted in the faculty member's specialty field of knowledge. Scholarly practice is characterized by ongoing reflective practice, clinical excellence, and provision of service to the community.

Research contributes to the advancement of nursing through the development of new knowledge. This pattern of scholarship is demonstrated through a record of progressive research expertise, leadership in the advancement of knowledge, and engagement in collaborative research activities. Scholarly research practice is characterized by ongoing reflective critique, effective conduct and dissemination of original research, and provision of service to the community.

Faculty on the academic series seeking promotion and/or tenure must meet selected criteria in two or more missions. Although faculty in the clinical and research professor series may choose to engage in more than one mission they are required to meet rank criteria for one mission only. Meeting criteria at rank assumes that faculty member has already met the criteria specified at lower ranks.

Clinical series faculty who are going up for promotion in the teaching mission must meet two criteria from each element (i.e. scholarship, effectiveness, service). Academic series faculty must meet 1 criterion from each element. Presentation of one or more evidence options is required for each criterion. Evidence options are not exclusive. Other applicable evidence may be used to demonstrate proficiency.

ELEMENT /CRITERIA	RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<p>TEACHING SCHOLARSHIP Criterion 1: Contributes to development and implementation of innovative nursing curricula.</p>	<p>Criterion 1: Understands SON curriculum. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Contributes to development of course syllabi that reflect linkages between courses. • Informs the work of curriculum committees. 	<p>Criterion 1: Contributes to development, implementation, or evaluation of innovative curricula. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Develops course syllabi that reflect linkages between courses. • Serves on SON curriculum committees or task forces. • Participates in the implementation of training grants and funded educational programs. • Contributes to development of papers or presentations related to curriculum development, implementation, or evaluation. • Contributes to development and/or implementation of new nursing curricula at the SON. 	<p>Criterion 1: Demonstrates beginning leadership in innovative curriculum development, implementation, or evaluation. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Chairs or provides substantive contribution to curriculum-related SON committees or councils. • Serves on curriculum focused committees or task forces at the university or statewide levels. • Contributes to development of training grants. • Serves as an author/presenter on papers or presentations related to curriculum development, implementation, or evaluation. • Contributes to development and/or implementation of new nursing curricula at state/regional levels. 	<p>Criterion 1: Demonstrates substantive leadership in innovative curriculum development, implementation, or evaluation. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Chairs or substantively contributes to curriculum related committees, councils, or organizations at the university, national, and/or international level. • Contributes to the development of national curricular standards. • Serves as PI or co-investigator on training grants. • Serves as first author/presenter on data-based papers or presentations related to nursing curriculum development, implementation, and/or evaluation. • Leads development and/or implementation of new nursing curricula at the national/international levels.

<p>TEACHING SCHOLARSHIP Criterion 2: Incorporates research or practice into teaching.</p>	<p>Criterion 2: Coordinates courses that incorporate research or practice of course faculty. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Course syllabi with faculty research or practice contributions highlighted. • Annotated bibliography of key educational articles used in teaching. 	<p>Criterion 2: Incorporates beginning scholarship into teaching. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Course syllabi with sections incorporating his/her own research or practice highlighted. • Selected copies of own publications/media used in teaching. • Annotated bibliography of key educational/content related research articles used in teaching accompanied by a syllabus exemplifying application of this knowledge (with sections highlighted). 	<p>Criterion 2: Incorporates research or practice in ways that deepen course content and stimulates student learning. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Written reflection of relationships between his/her own research or practice and teaching scholarship. • Course syllabi with sections incorporating his/her own research or practice highlighted. Syllabi should reflect use of research or practice in ways that deepen course content and stimulate student learning. • Gives invited presentations/teaching on own research to students at different levels. • Annotated bibliography of own publications or presentations in area of expertise. Include selected copies of own publications/media used in teaching. • Written statement describing linkages between current pedagogical/content related science and theory and teaching practice. Examples of application provided in portfolio of syllabi with sections highlighted. • Annotated bibliography of publications or presentations on conceptual work that brings new insight to pedagogy. 	<p>Criterion 2: Incorporates research or practice in ways that helps students bridge the gap between theory and practice. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Written reflection describing the ways in which he/ she uses own research or practice to help students bridge theory and practice and/or promote student development. • Course syllabi with sections incorporating his/her own research or practice highlighted. Syllabi should demonstrate the ways in which faculty research or practice informs and extends student praxis. • Annotated bibliography of own publications or presentations in area of expertise. Include selected copies of own publications/media used in teaching. • Written statement describing linkages between cutting edge pedagogical/content-related science and theory and teaching practice. Examples of application provided in portfolio of syllabi with sections highlighted. • Annotated bibliography of first author publications or presentations on conceptual work that brings new insight to pedagogy. • Provides consultation as a site visitor to evaluate educational effectiveness of other institutions. • Serves as principal investigator on funded educational research projects.
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<p>TEACHING SCHOLARSHIP Criterion 3: Shows progression in educational impact and leadership.</p>	<p>Criterion 3: Demonstrates beginning impact on teaching at the SON. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Serves as clinical coordinator. • Participates in educational research projects. 	<p>Criterion 3: Demonstrates beginning leadership in education at the SON. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Serves as course coordinator • Revises existing courses. Provides examples of syllabi with relevant sections highlighted. • Contributes to academic committees or councils at the SON. • Letters of support attesting to teaching impact and leadership abilities commensurate with rank. • Contributes to pedagogical papers or presentations, development of electronic media. • Contributes to workshops for faculty; helps develop materials, outline, or summary. • Contributes to the development/dissemination of innovative educational strategies, programs, or tools. • Gives local presentations about teaching and educational programs. • Contributes to design, implementation, or dissemination of educational research projects at SON. 	<p>Criterion 3: Demonstrates leadership in education at the SON or university level. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Designs new courses or introduces innovative changes to existing courses/curricula. Provide examples of syllabi with relevant sections highlighted. • Serves on academic and related supportive committees/boards at the SON, university, or statewide levels. • Serves on local community boards/committees and/or statewide committees related to nursing education and/or nursing leadership and administration. • Letters of support attesting to teaching impact and leadership abilities commensurate with rank. • Authors pedagogical papers, presentations, or publications/electronic media. • Publishes manuscripts, chapters, in area of content expertise. Links scholarship to progression in teaching impact and leadership. • Leads workshops for faculty; development of materials, outline, or summary. • Leads development/dissemination of new educational strategies, programs, or tools at the SON. • Gives regional or national presentations about teaching and educational programs. • Written reflection on progression in teaching impact and leadership at the SON. • Serves as a resource person in educational programs, i.e., specialty contact, course coordinator, representative of content area to a larger group. • Designs, implements, or disseminates educational research projects at the statewide or national levels. 	<p>Criterion 3: Demonstrates leadership in education at the university, statewide, national, or international levels. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Demonstrates excellence and leads/ advises others regarding course/curriculum development, implementation, and evaluation. • Evidence of pedagogical leadership at the university, statewide, national, or international levels. • Chairs academic committees and related supportive committees or councils at the SON. • Serves as chairperson on school of Nursing or OHSU committees or councils and/or local/state/national boards and /or committees related to nursing education, leadership, and /or administration. • Letters of support attesting to teaching impact and leadership abilities commensurate with rank. • Copies of teaching awards or recognition. • Serves as first author on pedagogical papers, presentations, and publications/electronic media. • Publishes first author manuscripts, books, or book chapters in area of content expertise. Links scholarship, to significant impact and leadership in teaching. • Serves as first author on publications or presentations on conceptual work that brings new insight to pedagogy. • Bibliography of institutions, organizations, publications utilizing his/her pedagogical and/or content area publications/publications, materials. • Leads development/dissemination of new educational strategies, programs, or tools at the university, state, national, or international levels. • Gives national or international presentations about teaching and educational programs. • Written reflection on progression in teaching impact and leadership at the university, national, or international levels. • Provides expert teaching services beyond the school, such as consulting, serving as a visiting professor or invited scholar at other schools. • Serves on a national educational review board, certification examination committee, national educational standards group, educational policy group, or similar body.
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<p>TEACHING EFFECTIVENESS/COMPETENCE Criterion 1: Shows progression in teaching effectiveness.</p>	<p>Criterion 1: Demonstrates beginning level of teaching effectiveness. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> Receives "average" to "good" peer and/or student evaluations of teaching effectiveness. 	<p>Criterion 1: Demonstrates good teaching effectiveness. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> Receives "good" to "very good" peer and /or student evaluations of teaching effectiveness. Plans pedagogical procedures carefully and with assistance from others, evaluates them and revises them appropriately with assistance from others to ensure that they are effective. Peer evaluations of teaching effectiveness commensurate with rank. Example of student work demonstrating competence in facilitating student learning. 	<p>Criterion 1: Demonstrates very good teaching effectiveness. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> Receives "very good" to "outstanding" peer and /or student evaluations of teaching effectiveness. Syllabi demonstrate very good planning of pedagogical procedures, continuous evaluation of procedures, and appropriate revision as needed to ensure that they are effective. Peer evaluations of teaching effectiveness commensurate with rank. Examples of student work demonstrating proficiency in facilitating student learning. 	<p>Criterion 1: Demonstrates excellent teaching effectiveness. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> Receives "outstanding" peer and/or student evaluations of teaching effectiveness. Consistently plans pedagogical procedures carefully, continuously evaluates them, and revises them appropriately to ensure that they are effective. Peer evaluations of teaching effectiveness commensurate with rank. Examples of student work demonstrating expertise in facilitating student learning.
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<p>TEACHING EFFECTIVENESS/COMPETENCE</p> <p>Criterion 2: Facilitates student development toward significant educational goals (e.g. intellectual development, personal autonomy, sense of social responsibility).</p>	<p>Criteria 2: Contributes to student development toward significant educational goals.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Self-reflection on teaching strategies that promote student development and progress toward educational goals. • Student and/or peer review of teaching and learning pedagogy. 	<p>Criterion 2: Demonstrates beginning proficiency in facilitating student development toward educational goals.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Reflection on/documentation of teaching that helps students construct their own frameworks of understanding. • Demonstrates capacity to use pedagogical strategies that address diversity of student learning styles. • Demonstrates beginning progress using creative teaching strategies (e.g. experiential learning, small group discussion, collaboration, role play). • Student and/or peer review of creative teaching modes of delivery and methods commensurate with expectations for rank. • Demonstrates capacity to facilitate student construction of a sense of caring that is rooted in concern for others. • Demonstrates capacity to build bridges between his/her own understanding and the students' learning. • Work samples reflecting capacity to facilitate student growth in personal development, autonomy, and/or sense of social responsibility. • Demonstrates capacity to incorporate student feedback to facilitate student development. 	<p>Criterion 2: Demonstrates proficiency in facilitating student development toward educational goals.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Reflection on/documentation of teaching that helps students integrate affective and experiential knowledge with theoretical concepts. • Demonstrates consistent use of a variety of pedagogical strategies to address diversity of student learning styles. • Demonstrates consistent and proficient use of creative teaching strategies (e.g. experiential learning, small group discussion, collaboration, role play). • Student and/or peer review of creative teaching modes of delivery and methods commensurate with expectations for rank. • Recognition for facilitating student construction of a sense of caring that is rooted in concern for others. • Recognition for consistently building effective bridges between his/her own understanding and students' learning. • Student work samples reflecting consistent facilitation of student growth in personal development, autonomy, and/or sense of social responsibility. • Consistently incorporates student feedback to facilitate student development. 	<p>Criterion 2: Demonstrates expertise in facilitating student development toward educational goals.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Reflection on/ documentation of teaching that helps students integrate affective and experiential knowledge with theoretical concepts; teaching helps students understand and attend to the politics of positionality and acknowledge the impact of power relations on knowledge production. • Demonstrates consistent expertise in the use of a variety of pedagogical strategies that address the diversity of student learning styles. • Consistently demonstrates expert use of creative teaching strategies (e.g. experiential learning, small group discussion, collaboration, role play). • Student and/or peer review of creative teaching modes of delivery and methods commensurate with expectations for rank. • Recognition for consistently facilitating student construction of a sense of caring that is rooted in concern for others. • Recognition for consistently building effective and innovative bridges between his/her own understanding and the students' learning. • Student work samples reflecting expert ability to facilitate student growth in personal development, autonomy, and/or sense of social responsibility. • Incorporates student feedback to facilitate students' acquisition of the skills, attitudes, dispositions and knowledge needed to be active and responsible citizens. • Systemically incorporates student feedback for programmatic improvement.
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<p>TEACHING EFFECTIVENESS/COMPETENCE Criterion 3: Demonstrates understanding of intrapersonal cultural views and their impact on teaching.</p>	<p>Criterion 3: Demonstrates beginning understanding of intrapersonal cultural views and their impact on teaching. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Contributes to syllabi that address cultural influences on teaching and learning. • Written reflection on intrapersonal cultural views and their impact on teaching. • Peer review of cultural awareness in relation to pedagogy. 	<p>Criterion 3: Demonstrates good understanding of intrapersonal cultural views and their impact on teaching. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Syllabi demonstrate beginning understanding of cultural influences on teaching and learning. • Written reflection on intrapersonal cultural views and their impact on teaching. • Peer review of cultural awareness in relation to pedagogy practice commensurate with expectations for rank. • Letters of support attesting to cultural awareness in relation to pedagogical practice commensurate with rank. • Contributes to papers or presentations related to cultural aspects of pedagogical practice. 	<p>Criterion 3: Demonstrates strong understanding of intrapersonal cultural views and their impact on teaching. Demonstrates good interpersonal cultural skills as part of everyday educational practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Syllabi demonstrate proficiency in addressing cultural influences on teaching and learning. • Written reflection on intrapersonal cultural views and their impact on teaching. Reflection also addresses use of good interpersonal cultural skills as part of educational practice. • Peer review of cultural awareness in relation to pedagogy commensurate with expectations for rank. • Letters of support attesting to cultural awareness in relation to pedagogical practice commensurate with rank. • Serves as first author on papers or presentations related to cultural aspects of pedagogical practice. 	<p>Criterion 3: Demonstrates strong understanding of intrapersonal cultural views and their impact on teaching. Demonstrates strong interpersonal cultural skills as part of everyday educational practice. Provides leadership related to social justice in the context of educational practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Syllabi demonstrate strong expertise in addressing cultural influences on teaching and learning. • Written reflection demonstrating deep understanding of intrapersonal cultural views and their impact on teaching. • Peer review of cultural awareness in relation to pedagogy commensurate with expectations for rank. • Letters of support attesting to cultural awareness in relation to pedagogical practice commensurate with rank. • Serves as first author on data-based papers or presentations related to cultural aspects of pedagogical practice.
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<p>TEACHING EFFECTIVENESS/ COMPETENCE Criterion 4: Demonstrates competence in area of content expertise.</p>	<p>Criterion 4: Meets minimum requirements for competent practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Maintains required RN or advanced practice licensure for teaching. • Obtains and maintains board or specialty certification. • Reads current literature related to his or her area of expertise. 	<p>Criterion 4: Maintains competence in area of content expertise. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Is intellectually engaged and familiar with current knowledge in his/her area of expertise. • Beginning record of authorship of theoretical, synthesis or data-based publications in peer reviewed journals and/or book chapters. 	<p>Criterion 4: Demonstrates ongoing growth in area of content expertise. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Is intellectually engaged and steeped in his/her area of expertise. • Consistent record of authorship of theoretical, synthesis or data-based publications in peer reviewed journals and/or book chapters. 	<p>Criterion 4: Is a recognized expert in area of content expertise. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Is intellectually engaged and steeped in the current knowledge of his/her area of content expertise. • Consistent record of first authorship of data-based peer reviewed publications in area of content expertise.
<p>TEACHING SERVICE Criteria 1: Incorporates service to the school or community into teaching and learning activities.</p>	<p>Criterion 1: Contributes to courses/activities that incorporate service to the school or community. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Contributes to opportunities for students to engage in service learning or community-based education. 	<p>Criterion 1: Demonstrates beginning ability to incorporate service to the school or community into teaching and learning activities. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Contributes to student learning related to civic and moral responsibility. • Serves on SON committees to provide services to faculty. • Serves as peer reviewer or related to teaching or area of content expertise. 	<p>Criterion 1: Consistently incorporates service to the school or community into teaching and learning activities. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Designs and implements to student learning related to civic and moral responsibility. • Serves on local or statewide committees/councils to provide services to the community. • Serves as peer reviewer or editorial board member related to teaching or area of content expertise. • Contributes to teaching services beyond the school, i.e. continuing education. 	<p>Criterion 1: Systematically incorporates service to the school or community into teaching and learning activities. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Leads design and implementation of student learning experiences related to civic and moral responsibility. • Provides service on statewide, national, or international boards/committees/councils. • Participates in external reviews for promotion and tenure of faculty at other schools. • Leads teaching services beyond the school, (e.g. consulting, development and implementation of continuing education.

<p>TEACHING SERVICE Criterion 2: Provides mentorship related to teaching and learning.</p>	<p>Criterion 2: Works effectively with others as part of a course team.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Self-reflection (with examples) on collaboration with course team. • Peer review of collaboration. 	<p>Criterion2: Works effectively with others as part of a course team or program. Provides service to students.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Self-reflection (with examples) on collaboration with course team or program. • Supervisor/peer review of collaboration. • Co-advises students. • Serves on committees related to student support/services. 	<p>Criterion 2: Provides beginning mentorship related to teaching and/or learning within the school.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Evidence of formal or informal mentoring of faculty related to teaching and/or faculty role at the SON. • Chairs/leads committees related to student support/services. • Advises students. • Serves on student thesis/dissertation committees. 	<p>Criterion 2: Provides mentorship related to teaching and/or learning at the university, national, or international levels.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Evidence of formal or informal mentoring of students (undergraduate and graduate) and/or post-doctoral fellows. • Evidence of formal or informal mentoring of faculty at the university, national, or international levels related to teaching and/or faculty role. • Serves as faculty sponsor and mentor for visiting scholars or postdoctoral scholars. • Serves and/or chairs student thesis/dissertation committees. • Mentors graduate students in educational practicum and/or research practicum related to teaching. • Sponsors or co-sponsors F31.
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Clinical series faculty who are going up for promotion in the practice mission must meet two criteria from each element (i.e. scholarship, effectiveness, service criteria. Academic series faculty must meet 1 criterion from each element. Presentation of one or more evidence options is required for each criterion. Evidence options are not exclusive. Other applicable evidence may be used to demonstrate proficiency.

ELEMENT/ CRITERIA	RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<p>PRACTICE SCHOLARSHIP Criterion 1: Demonstrates progressive productivity in clinical scholarship.</p>	<p>Criterion 1: Applies theory and research to practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Annotated bibliography of key specialty practice articles used to inform practice. • Works with members of the community to deliver health care knowledge. 	<p>Criterion 1: Contributes to an area of clinical scholarship. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Contributes to clinically focused research projects. • Contributes to development, implementation, and evaluation of practice innovations in collaboration with members of the community/target population. • Review by supervisor/peers indicates he/she is recognized as a clinical expert in area of specialty. • Participate as a co-author in peer-reviewed publications and/or presentations. 	<p>Criterion 1: Demonstrates beginning leadership in an area of clinical scholarship. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Demonstrates beginning leadership in the development, implementation, and evaluation of practice innovations in collaboration with members of the community/target population. • Serves as an investigator on clinically-focused research. • Contributes to development of measures of care quality; health-related policy. • Serves as an author on paper/and or poster presentations related to clinical scholarship at regional or national meetings. • Demonstrates track record of authorship of peer reviewed publications related to clinical scholarship. 	<p>Criterion 1: Demonstrates substantive leadership in an area of clinical scholarship. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Leads development of innovative practice models and/or development of national/international clinical practice guidelines. • Initiates clinically oriented projects, as principal investigator. • Provides leadership in developing and implementing measures of care quality; health-related policy. • Demonstrates substantial leadership in the development, implementation, and evaluation of practice innovations in collaboration with members of the community/target population. • Serves as first author on paper/and or poster presentations related to clinical scholarship at national or international meetings. • Demonstrates track record of serving as first author on peer reviewed data-based publications related to clinical scholarship.

<p>PRACTICE SCHOLARSHIP</p> <p>Criterion 2: Demonstrates synthesis of best practices in the provision of care for clients and/or administration of care for clients in diverse groups.</p>	<p>Criterion 2: Participates syntheses of best practices in the provision of care for clients in diverse groups.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Contributes to best practices related projects. Participates in workshops or continuing education in specialty area. 	<p>Criterion 2: Demonstrates synthesis of best practices in the provision of care for clients and/or administration of care in diverse groups.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Contributes to the development of best practice syntheses locally. • Written reflection describing how he/she systematically synthesizes and applies best practices in the provision of care for clients in diverse groups. • Paper/and or poster presentations at local or statewide meetings related to best practices. • Contributes to workshops or continuing education presentations related to best practices in specialty area. 	<p>Criterion 2: Contributes to development, implementation, and evaluation of syntheses of best practices in the provision of care for clients and/or administration of care in diverse groups.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Participates in co-construction of programs for disseminating best practices with members of the community/target population. • Contributes to the development of best practice syntheses at the state or regional level. • Serves as an author on papers and poster presentations at statewide or regional meetings related to best practices. • Serves as an author on peer-reviewed publications and book chapters related to best practices. • Presents workshops or continuing education presentations related to best practices in specialty area. 	<p>Criterion 2: Leads development, implementation, and evaluation of syntheses of best practices in the provision of care for clients and/or administration of care in diverse groups.</p> <p><u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> • Provides leadership in co-construction of programs for disseminating best practices with members of the community/target population. • Leads the development of best practice syntheses at the national or international levels. • Serves as first author on papers and poster presentations at national and international meetings related to best practices. • Serves as first author on peer-reviewed publications and book chapters related to best practices. • Designs, implements, and evaluates continuing education programs/systems.
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<p>PRACTICE SCHOLARSHIP Criterion 3: Demonstrates progression in the impact of clinical scholarship and leadership.</p>	<p>Criterion 3: Demonstrates beginning impact on practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Serves as course coordinator. • Participates in educational research projects. 	<p>Criterion 3: Demonstrates beginning leadership in practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Contributes to practice committees or councils at the SON/university levels. • Letters of support attesting to practice impact and leadership abilities commensurate with rank. 	<p>Criterion 3: Demonstrates leadership in practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Chairs practice committees or councils at the SON/university levels. • Serves practice committees/organizations at statewide or regional levels. • Contributes to efforts to create and implement health policies that address disparities and social justice in health care. • Contributes to development of new practice initiatives for SON faculty. • Letters of support attesting to teaching impact and leadership abilities commensurate with rank. • Written reflection on progression in practice impact and leadership at the SON. 	<p>Criterion 3: Demonstrates substantive and sustained leadership in practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Chairs statewide practice committees/councils. • Serves on a national practice review board, certification examination committee, national practice standards group, educational policy group, or similar body. • Leads efforts to create and implement health policies that address disparities and social justice in health care. • Leads development of new practice initiatives for SON faculty. • Letters of support attesting to practice impact and leadership abilities commensurate with rank. • Copies of practice awards or recognition. • Written reflection on progression in practice impact and leadership at the university, national, or international levels. • Serves as an expert evaluator of clinical practice. • Demonstrates leadership in the development of health policy at the local, national, or international level.
<p>PRACTICE EFFECTIVENESS /COMPETENCE Criterion 1: Shows progression in clinical practice competence and expertise.</p>	<p>Criterion 1: Demonstrates competence in practice. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Demonstrates competence in practice through peer, patient, and/or supervisor evaluations. • Achieves certification in area of specialty 	<p>Criterion 1: Demonstrates good clinical expertise. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Demonstrates competence as a clinician and/or practice administrator through peer, patient, and supervisory evaluations. • Provides local consultation in area of clinical expertise. 	<p>Criterion 1: Demonstrates very good clinical expertise. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Is recognized as an outstanding clinical expert/administrator through peer, patient, and supervisory evaluations. • Provides state/regional consultation outside of the SON in specialty area. 	<p>Criterion 1: Is nationally recognized as an outstanding expert clinician. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Is recognized nationally for excellence in clinical specialty through honors and awards. • Provides national or international consultation in specialty area.

<p>PRACTICE EFFECTIVENESS /COMPETENCE Criterion 2: Collaborates with peers, other disciplines in the provision, evaluation and improvement of care.</p>	<p>Criteria 2: Participates in collaborative practice partnerships. Selected Evidence Options:</p> <ul style="list-style-type: none"> Participates in collaborative practice. 	<p>Criterion 2: Contributes to inter-disciplinary practice partnerships in the provision, evaluation and improvement of care. Selected Evidence Options:</p> <ul style="list-style-type: none"> Collaborates with peers/other disciplines in the provision, evaluation and improvement of care. Letters of support describing and evaluating quality of his/her collaboration commensurate with rank. 	<p>Criterion 2: Demonstrates beginning leadership in inter-disciplinary practice partnerships in the provision, evaluation and improvement of care. Selected Evidence Options:</p> <ul style="list-style-type: none"> Demonstrates beginning leadership in developing and implementing systems of collaboration with peers/other disciplines in the provision, evaluation and improvement of care. Letters of support from peers describing and evaluating quality of his/her collaboration commensurate with rank. 	<p>Criterion 2: Demonstrates consistent leadership in developing and implementing inter-disciplinary practice partnerships in the provision, evaluation and improvement of care. . Selected Evidence Options:</p> <ul style="list-style-type: none"> Demonstrates substantive and sustained leadership in developing and implementing systems of collaboration with peers/other disciplines in the provision, evaluation and improvement of care. Letters of support from peers describing and evaluating quality of his/her collaboration commensurate with rank.
<p>PRACTICE SERVICE Criterion 1: Incorporates service to the school or community into practice activities.</p>	<p>Criterion 1: Participates in practice related service activities. Selected Evidence Options:</p> <ul style="list-style-type: none"> Participates in clinical practice activities that provide a direct benefit to the school and community. Maintains membership in professional organization(s) 	<p>Criterion1: Collaborates with others in serving practice initiatives. Selected Evidence Options:</p> <ul style="list-style-type: none"> Serves on clinically relevant committees/boards, programs. Contributes to SON and community practice partnerships that provide a direct benefit to the school and/or community. 	<p>Criterion 1: Demonstrates beginning leadership in serving practice initiatives. Selected Evidence Options:</p> <ul style="list-style-type: none"> Provides beginning leadership on clinically relevant committees/boards. Provides beginning leadership in developing and maintaining academic/community practice partnerships that provide a direct benefit to the school and/or community. Demonstrates beginning leadership in professional organizations and/or statewide or regional committees/boards related to clinical specialty. 	<p>Criterion 1: Demonstrates substantive leadership in serving practice initiatives. Selected Evidence Options:</p> <ul style="list-style-type: none"> Provides substantive and sustained leadership on clinically relevant SON committees and community boards. Provides substantive and sustained leadership in developing and maintaining academic/community practice partnerships that provide a direct benefit to the school and/or community. Provides leadership on, professional, national/international boards/committees related to clinical specialty.

<p>PRACTICE SERVICE Criterion 2: Provides mentorship related to practice.</p>	<p>Criterion 2: Provides clinical mentorship to students. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> Serves on committees related to student/clinician support/services. 	<p>Criterion 2: Provides mentorship to peers. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> Mentors beginning clinicians. 	<p>Criterion 2: Serves as effective role model and mentor to clinicians and new faculty. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> Mentors clinicians and faculty new to their academic roles. Demonstrates beginning leadership in clinical mentorship development. Serves on PhD dissertation committees or DNP capstone committees related to their area of expertise. 	<p>Criterion 2: Provides substantive and sustained mentorship to developing clinicians and faculty members. <u>Selected Evidence Options:</u></p> <ul style="list-style-type: none"> Provides leadership in mentoring developing clinicians and faculty. Develops, implements, and evaluates systems for clinical mentorship. Serves as chair person on PhD dissertation committees or DNP capstone committees related to their area of expertise.
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Research series faculty who are going up for promotion must meet two criteria from each element (i.e. scholarship, effectiveness, service criteria). Academic series faculty must meet 2 criteria from scholarship (criterion #2 is required) and 1 criterion from the remaining elements. Presentation of one or more evidence options is required for each criterion. Evidence options are not exclusive. Other applicable evidence may be used to demonstrate proficiency.

ELEMENT /CRITERIA	RANK		
	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
RESEARCH SCHOLARSHIP Criterion 1: Demonstrates progressive productivity in research scholarship.	<p>Criterion 1: Demonstrates beginning ability to design, implement, and disseminate findings from research in a focused area.</p> <p>Selected Evidence Options:</p> <ul style="list-style-type: none"> • Conducts pilot studies in preparation for seeking external funding. • Develops and submits proposals for research funding. 	<p>Criterion 1: Demonstrates consistent progression in building an innovative program of research.</p> <p>Selected Evidence Options:</p> <ul style="list-style-type: none"> • Serves as principal investigator or co-investigator on funded research projects. • Submits successive research proposals to grow existing program of research using innovative designs and methods. • Letters of support demonstrating recognition from members of the target population and/or colleagues for significance and integrity of research scholarship. 	<p>Criterion 1 Maintains and grows a sustained program of research.</p> <p>Selected Evidence Options:</p> <ul style="list-style-type: none"> • Serves as principal investigator on successive externally funded research projects that serve as building blocks for growing and sustaining a program of research. • Demonstrates use of innovative research design and methods through publication or funded research proposals. • Letters of support demonstrating recognition from members of the target population and/or colleagues nationally and/or internationally for excellence in area of research. • Receives awards reflecting recognition from communities, colleagues nationally and/or internationally for contributions to the body of knowledge in area of research.
RESEARCH SCHOLARSHIP Criterion 2: Demonstrates progression in dissemination of research findings and contributions to the literature.	<p>Criterion 2: Demonstrates capacity for dissemination of research findings and contributions to the literature.</p> <p>Selected Evidence Options:</p> <ul style="list-style-type: none"> • Works with target community to report research findings. • Paper and/or poster presentations at local and regional meetings. • Peer reviewed data-based publications. • Publishes systematic and synthetic reviews in area of research. • Annotated bibliography of publications with copies of selected publications. 	<p>Criterion 2: Demonstrates consistent track record of disseminating research findings and contributions to the literature.</p> <p>Selected Evidence Options:</p> <ul style="list-style-type: none"> • Co-constructs findings and reports, and disseminates research findings in collaboration with community/target population. • Paper and/or poster presentations at national meetings. • Demonstrates track record of authorship on publications in peer reviewed journals in nursing. • Serves as an author on published papers on theory development, methodological issues, or policy related to area of research. • Annotated bibliography of publications with copies of selected publications 	<p>Criterion 2: Demonstrates consistent track record of leadership in disseminating research findings and contributions to the literature.</p> <p>Selected Evidence Options:</p> <ul style="list-style-type: none"> • Demonstrates consistent and systematic approaches to disseminate findings to community/target population. • Paper and/or poster presentations at international meetings. • Demonstrates track record of first author data-based publications in peer reviewed journals <i>in and outside</i> nursing. • Serves as first author on published papers on advanced theory, policy analysis, or complex methods issues. • Copies of key publications

<p>RESEARCH SCHOLARSHIP Criterion 3: Demonstrates progression of impact of research findings.</p>	<p>Criterion 3: Research demonstrates beginning impact on communities, organizations, area of scientific inquiry, and/or the academy. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Written reflection on the actual and planned impact of research scholarship. • Evidence of beginning impact which may include citation of his/her work by organizations or other authors. 	<p>Criterion 3: Research demonstrates growing and consistent impact on communities, organizations, area of scientific inquiry and/or the academy. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Written reflection on the relationships between his/her own research scholarship and benefits to communities, organizations, area of scientific inquiry and/or the academy. • Receives recognition from colleagues for contributions to the body of knowledge in area of research. • Demonstrates evidence of impact of research scholarship on communities, organizations, area of scientific inquiry and/or the academy. 	<p>Criterion 3: Research demonstrates significant, consistent, and positive impact on communities, organizations, area of scientific inquiry and/or the academy. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Written reflection on the relationships between his/her own research scholarship and significant benefits to communities, organizations, area of scientific inquiry and/or the academy. • Bibliography of institutions, organizations, other authors utilizing his/her published works. • Receives recognition from communities, national or international organizations for addressing health issue/disparities through research.
<p>RESEARCH EFFECTIVENESS /COMPETENCE Criterion 1: Demonstrates competence in the conduct of research.</p>	<p>Criterion 1: Demonstrates beginning ability to conduct research projects using sound ethical and methodological principles. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Holds external funding for pilot studies. • Receives positive peer review of research proposals. • Letters from colleagues reflecting his/her ethical and methodological rigor on research teams. 	<p>Criterion 1: Demonstrates ability to conduct research projects using sound ethical and methodological principles. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Demonstrates record of externally funded research. • Letters from colleagues reflecting his/her ethical and methodological rigor as a co-leader on research teams. • Written reflection on the innovative nature and significance of research program. 	<p>Criterion 1: Demonstrates consistent ability to conduct research projects using sound ethical and methodological principles. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Demonstrates consistent record of externally funded research. • Letters from colleagues reflecting his/her ethical and methodological rigor as a leader of research teams. • Written reflection on the ongoing evolution of innovation and significance of research program.
<p>RESEARCH EFFECTIVENESS /COMPETENCE Criterion 2: Collaborates in systematic inquiry.</p>	<p>Criterion 2: Serves as a member of an externally funded research team. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Serves as team member on funded research projects. • Develops collaborative relationships with researchers in focus area and/or in other disciplines. • Develops collaborative relationships with clinicians and/or program directors for program evaluation. 	<p>Criterion 2: Serves as PI or co-investigator on externally funded research projects. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Serves as consultant for funded research projects. • Collaborates on a research team in area of research and/or with other disciplines. • Collaborates with community members in the conduct of research. • Conducts evaluation studies of clinical practice and/or clinical programs. 	<p>Criterion 2: Serves as PI on externally funded research projects. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Leads a multidisciplinary research team. • Provides leadership in the implementation of evaluation findings for intervention programs or the evaluation of research findings for clinical practice. • Receives recognition from target population/community members for collaboration with key leaders. • Receives recognition from multidisciplinary colleagues for leadership of collaborative teams.

<p>RESEARCH SERVICE Criterion 1: Contributes to the community of scholars.</p>	<p>Criterion 1: Provides beginning level of service to community of scholars. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Serves on SON/local review committees, boards, or commissions. • Participates on school of nursing committees that support the research mission. • Provides research consultation to colleagues locally and regionally. • Serves as a member of dissertation committees. • Serves as co-sponsor for student research applications. 	<p>Criterion 1: Provides service to community of scholars. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Serves on regional review committees, boards, or commissions. • Serves as a reviewer for professional journals. • Participates in scholarly inquiry activities of professional organizations. • Serves on research councils and/or review committees within the institution or for specialty organizations. • Serves as chairperson of dissertation committees. • Serves as sponsor for student research applications. • Serves as core faculty for research training grants. 	<p>Criterion 1: Provides leadership in the service of a community of scholars. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Serves on national review committees, boards, or commissions.. • Serves as an editor or member of editorial board for scholarly journals. • Provides leadership in professional organizations whose primary focus is research. • Serves in a leadership position on research councils and/or committees within the institution or for specialty organizations. • Recognized by former mentees as having influenced their research achievement. • Collaborates in development and implementation of research training grants. • Serves as program director or co-director for research training
<p>RESEARCH SERVICE Criterion 2: Links research with service to the community.</p>	<p>Criterion 2: Participates in partnerships that provide service to the community. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Participates in the use of research findings to serve the educational, cultural, and economic needs of communities (e.g. school reform and improvement, cultural facilities, inner city housing, rural development and other service projects). • Contributes to the development of SON—community linkages through research. • Contributes to efforts to foster inclusion of community voices in setting of research priorities. • Demonstrates engagement in the consequences of his/her work. 	<p>Criterion 2: Consistently links research findings with service to the community. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Collaboratively designs and implements projects that use research findings to serve the educational, cultural, and economic needs of communities (e.g. school reform and improvement, cultural facilities, inner city housing, rural development and other service projects). • Fosters inclusion of community voices in setting research priorities. • Demonstrates engagement in the consequences of his/her work. 	<p>Criterion 2: Provides leadership academic-community partnerships that provide service to the community. Selected Evidence Options:</p> <ul style="list-style-type: none"> • Provides leadership on projects that use research findings to serve the educational, cultural, and economic needs of communities (e.g. school reform and improvement, cultural facilities, inner city housing, rural development and other service projects). • Leads efforts to foster inclusion of community voices in setting research priorities. • Demonstrates ongoing reflexive critique of the consequences of his/her work.