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| **College** | **Edson College of Nursing and Health Innovation** |
| **Document** | **Clinical Track Faculty Criteria** |

**College Approval**

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| **Approved by the faculty** | **11/18/2019** |
| **Reviewed by the dean** | **10/8/2020** |

**Provost office approval**

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| **Vice Provost for Academic Personnel** | **Date** |

**No Unit Criteria**

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| **Qualifications for**  **Initial Appointment** | **Clinical Assistant Professor** | **Clinical Associate Professor** | **Clinical Professor** |
| **Education** | Graduate degree in nursing or respective discipline required | Graduate degree in nursing or respective discipline required  Earned doctoral degree preferred | Earned doctorate in nursing or related discipline required |
| **Clinical experience** | Three years clinical/professional experience | Four years clinical/professional experience | Five years clinical/professional experience |
| **Teaching experience** | Two years teaching (adult education, college and/or university) experience preferred | At least five years of excellent teaching and mentoring is needed for promotion from clinical assistant professor to clinical associate professor\* | Substantial and sustained record of excellent performance since the previous promotion. The  majority of that service should be at ASU\* |
| **Credentialing** | Depending on position:   * Arizona RN license or licensure in other discipline, if required. * National certification when standard within respective discipline and appropriate for assigned role (National board certification in clinical specialty, education certification, professional certification) | Depending on position:   * Arizona RN license or licensure in other discipline, if required. * National certification when standard within respective discipline and/or appropriate for assigned role (National board certification in clinical specialty, education certification, professional certification) | Depending on position:   * Arizona RN license or licensure in other discipline, if required. * National certification when standard within respective discipline and/or appropriate for assigned role (National board certification in clinical specialty, education certification, professional certification) |

\*Approved by CONHI Academic Assembly 11-18-19

\*From *Guidance for Instructional Faculty Appointments* posted 1-25-16, available at https://provost.asu.edu/promotion\_tenure

**Teaching, scholarship, and service are the three major criteria on which initial appointments, retention, and promotion are based. Persons appointed to the Clinical Track are evaluated in accordance to their workload distribution in each applicable area.**

| **TEACHING** | **Clinical Assistant Professor** | **Clinical Associate Professor** | **Clinical Professor** |
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| **Criteria** | Expectations:  Demonstrates expert knowledge in the respective field and the ability to transmit and extend that knowledge to students and others through dynamic, stimulating, and creative strategies. Exhibits the ability to develop critical, innovative thinkers through continuous analysis, planning, implementation, evaluation, and revision of courses, clinical and/or professional programs.  **Examples to demonstrate the teaching criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | Expectations:  Demonstrates established expert knowledge in the field and the ability to transmit and extend that knowledge to students, clients, colleagues, and others through dynamic, stimulating, and innovative strategies. Demonstrates the ability to develop critical, innovative thinkers through development and continuous analysis, planning, intervention, evaluation, and revision of courses and clinical practice. Exhibits ability to synthesize research, evidence, and clinical outcomes from across disciplines and integrate these into innovative and effective teaching or practice methods.  **Examples to demonstrate the teaching criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | Expectations:  Demonstrates nationally recognized expert knowledge in education, professional, and/or practice setting and the ability to transmit and extend that knowledge to students, colleagues, clients, and others through dynamic, stimulating, and innovative strategies. Demonstrates the ability to develop critical, innovative thinkers through development, continuous analysis, planning, intervention, evaluation, and revisions of courses, professional strategies, and/or clinical practice activities. Has an established record of effectiveness and leadership in the classroom, clinical area, and/or professional setting. Exhibits ability to synthesize research, evidence, and clinical outcomes from across disciplines and integrate these into innovative and effective teaching or practice methods.  **Examples to demonstrate the teaching criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** |

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| **Examples to demonstrate the criteria for hiring, retention, and promotion may include these examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | • Assesses, plans, teaches, and evaluates curriculum for effective student learning.  • Plans and provides clinical/professional mentorship for positive student outcomes.  • Demonstrates teaching, clinical, and/or professional effectiveness through student and peer evaluation, or clinical practice effectiveness through client and peer evaluations.  • Utilizes evidence-based interventions in teaching, clinical, and/or professional activities.  • Mentors students and professional colleagues.  • Serves on applied project or honors thesis committees.  • Engages in activities to maintain and increase clinical/professional expertise and teaching effectiveness. | Examples from column A plus:   * Revises curriculum for effective student learning. * Serves as course coordinator. * Leads course, curriculum, community program, and/or health program development, implementation, revision, and evaluation. * Mentors students, faculty, professional colleagues, preceptors, and/or team members. * Develops and/or implements innovative teaching, professional, and/or practice strategies. * Demonstrates local or state impact in teaching, clinical practice, and/or professional activities (e.g., presentations, papers, posters, publications). | Examples from columns A and B plus:   * Serves as course coordinator, health team leader, specialty coordinator, and/or program director * Provides leadership in curriculum and program revision and evaluation, organizational program revision and evaluation, and/or health agency policy and program revision and evaluation. * Serves as chairperson on applied project or honors thesis committees. * Demonstrates national/international impact in teaching, clinical practice, and/or professional activities (e.g., presentations, papers, posters, publications). |

| **SERVICE** | **Clinical Assistant Professor** | **Clinical Associate Professor** | **Clinical Professor** |
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| **Criteria** | Participates in appointed and voluntary activities that contribute to the mission and the work of the college, professional community, and/or the health of the community.  **Examples to demonstrate the service criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | Provides leadership through appointed and voluntary activities that contribute to the mission and work of the college, university, professional organization and/or the health of the community.  **Examples to demonstrate the service criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | Provides sustained leadership through appointed and voluntary activities that contribute to the mission and work of the college, the university, the professional community, and/or the health of the community.  **Examples to demonstrate the service criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** |
| **Examples to demonstrate the service criteria for hiring, retention, and promotion may include these examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | • Serves as a member of college committee(s).  • Serves as a member of community, and/or health agency committee(s).  • Participates in professional organizations.  • Participates in community service, professional service, and/or faculty practice.  • Engages in clinical practice and/or continuing education to maintain certification if required. | Examples from column A plus:   * Serves as a member or chair of college and/or university committee(s). * Serves as a member or chair of a community and/or health agency committee at the local or state level. * Serves as an officer or committee chair in a professional organization at the local or state level. * Serves as a consultant or peer reviewer for local/state agencies or organizations. | Examples from columns A and B plus:   * Serves as chair and mentors members on college and/or university committee(s). * Serves as a member or chair of a community and/or health agency committee at the regional, national or international level. * Serves as an officer or committee chair in a professional organization at a regional, national, or international level. * Provide leadership in program/college/university activities that contribute toward the college or university goals. * Serves as a consultant or peer reviewer for regional, national, or international agencies or organizations |

**Teaching, scholarship, and service are the three major criteria on which initial appointments, retention, and promotion are based. Persons appointed to the Clinical Track are evaluated in accordance to their workload distribution in each applicable area.**

| **SCHOLARSHIP** | **Clinical Assistant Professor** | **Clinical Associate Professor** | **Clinical Professor** |
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| **Criteria** | Emphasis is on the scholarship of teaching, integration, and application of expert knowledge. The Clinical Assistant Professor will incorporate scholarly and creative strategies into teaching, clinical, and/or professional activities. The Clinical Assistant Professor demonstrates impact on a local/state level through development and dissemination of scholarly and innovative work related to teaching, professional, and/or clinical practice.  **Examples to demonstrate the scholarship criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | Emphasis is on the scholarship of teaching, integration, and application of expert knowledge. The Clinical Associate Professor will incorporate scholarly and creative strategies into teaching, clinical, and/or professional activities. The Clinical Associate Professor demonstrates impact on a state, regional or national level through development and dissemination of scholarly and innovative work related to teaching, professional, and/or clinical practice.  For promotion to Clinical Associate Professor, peer-reviewed scholarship is expected.  **Examples to demonstrate the scholarship criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | Emphasis is on the scholarship of teaching, integration, and application of expert knowledge. The Clinical Professor demonstrates excellence in scholarship and creative activities as evidenced by national/international recognition as an expert in development of innovative teaching, clinical practice, and/or professional activities. Consistent and sustained contribution to scholarship is expected at this rank.  For promotion to Clinical Professor, first author peer-reviewed publications are expected.  **Examples to demonstrate the scholarship criteria for hiring, retention, and promotion may include the following examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** |
| **Examples to demonstrate the scholarship criteria for hiring, retention, and promotion may include these examples.**  **Candidates are not expected to accomplish all of the examples to meet the criteria.** | • Disseminates scholarly and creative works on a local or state level (e.g., poster or podium presentations)   * Authors/co-authors peer or non-peer reviewed publications (e.g., clinical or education-based articles, research-based articles, case studies, book chapters, literature reviews, evidence-based practice or teaching guidelines, patient education columns, practice columns for professional journals or newsletters, video/simulation production).   • Integrates EBP and/or research findings into teaching, professional, and/or clinical practice.  • Applies innovative tools to teaching, clinical practice, and/or professional activities. | Examples in column A plus:   * Disseminates peer-reviewed scholarly and creative works at state, regional, or national levels (e.g. presents papers, posters, grand rounds, serves as faculty on interprofessional programs and training programs). * Authors/co-authors peer-reviewed publications (e.g., clinically-based articles, research- based articles, case studies, book chapters, literature reviews, evidence-based practice guidelines, patient education columns, practice columns for professional journals or newsletters, video/simulation productions). * Participates in developing funding proposals * Creates innovative, original products related to professional, teaching, and/or clinical activities. * Serves as a reviewer for scholarly activities (e.g. abstracts, manuscripts, and/or poster presentations) * Provides consultation (clinical, quality improvement, professional, education) | Examples in columns A and B plus:   * Disseminates peer-reviewed scholarly and creative works at national or international levels (e.g. presents papers, posters, grand rounds, serves as faculty on interprofessional programs and training programs). * Authors peer-reviewed publications as first author (required). * Authors or Co-Authors funding proposals. * Mentors students, faculty, professional colleagues in scholarship activities. * Provides evidence of collaborative scholarship by co-authoring publications or presentations with students, faculty and/or professional colleagues. * Authors books or book chapters. * Serves as invited speaker/presenter at national/international conferences and meetings. * Provides leadership in developing innovative educational, interprofessional, and/or clinical practice programs within the college/university and/or national level. * Takes leadership role in other scholarly activities (e.g., editorial boards, expert panels, training programs, interprofessional programs/projects). |