# COLLEGE OF NURSING TEACHING TRACK FACULTY

Faculty in the teaching career track have appointments that are primarily oriented toward teaching, with reduced expectations in service and limited (or no) expectations in research, scholarship, or creative activity. As such, promotion within this career track is determined largely by continuing excellence in teaching. Policies pertaining to promotion of teaching track faculty are derived from the policies governing such matters at Washington State University https://facsen.wsu.edu/documents/2018/08/faculty-manual.pdf/ .

## *The Importance of Excellence in Teaching in the College of Nursing*
At Washington State University excellence in teaching is of paramount importance in preparing future nursing professionals. In order to fulfill our mission to deliver excellent academic programs, the college is committed to operationalizing all teaching endeavors utilizing our core values of integrity, caring, altruism, social justice, and maximizing human potential. In order to fully realize these values, the college embraces diversity and equity, inquiry and scholarship, engagement and application, community partnerships, leadership, and stewardship.

## *Promotion to Teaching Associate Professor*
In considering a case for promotion in the teaching track, the College highly values a demonstrated record of excellence in achievement and growth, one that demonstrates evolution and innovation in a faculty member's teaching over time. The College also recognizes that teaching occurs in a variety of modes and environments outside of the formal classroom, clinical settings, individual or group lessons, and labs. Work such as independent studies, mentoring and advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness and leadership, can thus also be an element of a promotion case in this track.
Excellence in teaching should be presented and assessed through multiple measures and with an attention to the teaching that has occurred throughout a candidate's time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material, effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets.

The following guidelines are provided for faculty and their mentors to assist with progress towards *Promotion to Teaching Associate Professor in the College of Nursing.*

## Washington State University College of Nursing
## Annual Career Track (sub-track Teaching) Faculty Promotion Guidelines:

# Teaching Assistant Professor to Teaching Associate Professor

\*  **Master's degree** in nursing or related field required as minimal educational preparation for teaching in BSN or RN-BSN program.
WAC: https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-526. Doctoral degree required for teaching in graduate programs.
WAC: https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-527 .
\*\* **"Active nursing practice"** means engagement in paid, unpaid, or volunteer activity performing acts requiring substantial nursing knowledge, judgment, and skills described under RCW 18.79.040, 18.79.050, and 18.79.060. Active nursing practice may include, but is not limited to, working as an administrator, quality manager, policy officer, public health nurse, parish nurse, home health nurse, educator, consultant, regulator, and investigator or case manager (WAC https://app.leg.wa.gov/wac/default.aspx?cite=246-840-210).

| Outcomes | Guidelines Year 1 | Guidelines Year 2 | Guidelines Year 3 | Guidelines Year 4 | Guidelines Year 5 |
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| **Advising Effectiveness** | Orients to assigned faculty role and responsibilities including advising. (NLN 2) | Learns advising role. (NLN 2) | Serves as an effective student advisor. (NLN 2) | Demonstrates proficient advising. (NLN 2) | Demonstrates expertise in academic advising and mentoring of students. (NLN 2) |
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| **Teaching Effectiveness** | Connects faculty role to previous professional experiences via successful role transition. Learns instructional and evaluative procedures.(NLN 1) | Advances learning in instructional and evaluative procedures as competent nurse educator.(NLN 1) | Demonstrates growing proficiency and expertise in teaching as measured by self-evaluations, colleague evaluations, and student evaluations. (NLN 1,3,6,8) | Demonstrates teaching proficiency in teaching as measured by self-evaluations, colleague evaluations, and student evaluations. (NLN 1,3,6,8) | Demonstrates expertise and increasing proficiency in teaching as measured by self-evaluations, colleague evaluations, and student evaluations. (NLN 1,3,6,8) |
| | Develops plan for beginning use of student and faculty feedback to strengthen teaching skills (student evaluations, | Demonstrates advanced\* use of student and faculty feedback to strengthen teaching skills (student | Demonstrates competence\* in integration of student and colleague feedback to improve teaching | Demonstrates proficiency\* in integration of student and colleague feedback to improve teaching | Demonstrates expertise\* in integration of student and colleague feedback to improve |

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| colleague evaluations, self-assessment). (NLN 1,3,6,8) | evaluations, colleague evaluations, self-assessment) (NLN 1,3,6,8) | effectiveness. (NLN 1,3,6,8) | effectiveness. (NLN 1,3,6,8) | teaching effectiveness. (NLN 1,3,6,8) |
| Demonstrates beginning integration of theory and evidence-based practice activities into instructional approaches. (NLN 3,4,7) | Demonstrates advanced integration of theory and evidence based practice activities into instructional approaches. (NLN 3,4,7) | Demonstrates competence in integration of theory and evidence based practice activities into instructional approaches. (NLN 3,4,7) | Demonstrates proficiency in integration of theory and evidence based practice activities into instructional approaches. (NLN 3,4,7) | Demonstrates expertise in integration of theory and evidence based practice activities into instructional approaches. (NLN 3,4,7) |
| Participates in course group and/or semester group activities with other faculty to standardize and enhance assignments to meet student learning outcomes. (NLN 3,4) | Participates in course group and/or semester group activities with other faculty to standardize and enhance assignments to meet student learning outcomes. (NLN 3,4) | Participates in course group and/or semester group activities with other faculty to standardize and enhance assignments to meet student learning outcomes. (NLN 3,4) | Demonstrates informal leadership in course group or semester group activities with other faculty to standardize and enhance assignments to achieve student learning outcomes. NLN 3,4 | Demonstrates informal or formal leadership in course group or semester group activities with other faculty to standardize and enhance assignments to achieve student learning outcomes. (NLN 3,4) |
| Study pedagogical approach to teaching. (NLN 3) | Demonstrates beginning Integration of pedagogical approaches to teaching. (NLN 3). | Demonstrates beginning participation in instructional program and curricular development and evaluation activities. (NLN 4,5) | Demonstrates increasing proficiency in instructional program and curricular development and evaluation activities. (NLN 4,5) | Provides change advocacy and leadership into course and curriculum development in area of expertise. (NLN 4,5) |
| | | Begins to share expertise with others including mentoring other faculty and teaching | Shares expertise with others including mentoring other faculty and teaching | Consistently shares expertise with others including mentoring other faculty |

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| | | | assistants. (NLN 3/6) | assistants. (NLN3,6) | and teaching assistants. (NLN3,6) |
| | Demonstrates beginning integration of state of the science literature into teaching activities. (NLN 3,4,7) | Demonstrates advanced integration of state of the science literature into teaching activities. (NLN 3,4,7) | Demonstrates competence in integration of state of the science literature into teaching activities. (NLN 3,4,7) | Demonstrates proficiency in integration of state of the science literature into teaching activities. (NLN 3,4,7) | Demonstrates expertise in integration of state of the science literature into teaching activities. (NLN 3,4,7) |
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| **Clinical Competence\*\*** | Maintain teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing education and/or professional practice. (NLN 6,7) | Maintain teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing education and/or professional practice. (NLN 6,7) | Maintain teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing education and/or professional practice. (NLN 6,7) | Maintain teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing education and/or professional practice. (NLN 6,7) | Maintain teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing education and/or professional practice. (NLN 6,7) |
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| **Service Participation** | Commits to consistent participation in College of Nursing, campus, or WSU activities such as faculty governance meetings commensurate with FTE. (NLN 8) | Participation in course meetings and FGO meetings commensurate with FTE. (NLN 8). | Serves as a member in college or campus committees/task forces and/or university committees commensurate with FTE. Participation in course meetings and FGO meetings commensurate with FTE. (NLN 8) | Serves as a member in college or campus committees/task forces and/or university committees commensurate with FTE. Participation in course meetings, task forces, and FGO meetings commensurate with FTE. (NLN 8) | Demonstrates informal or formal leadership in CON activities such as FAC GOV committees, appointed committees, and/or assisting with orientation to theory and clinical courses. (NLN 8) Contributes to policy formation at the college, campus, an/or |

| | | | | | university level. (NLN 5) |
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| Service / Scholarship | Develops a beginning plan to participate in professional or community health-care related organizations or research advisory boards. (NLN 5, 7,8) | Participates in a professional or community health-care related organization.<br><br>Identifies opportunities for dissemination through professional or community organizations or research networks (NLN 5, 7, 8) | Serves on committees, task forces, or interest groups for professional or community organizations at local, regional, state, or national level. Submits for a dissemination opportunity. (NLN 5, 7, 8) | Demonstrates engagement and/or dissemination in the local community, region, state, or national professional or health-care related activities. (NLN 5,6,7, 8) | Demonstrates leadership, engagement and dissemination in the local community, region, state, or national professional or health-care related activities. (NLN 5,6,7, 8) |

Approved by FGO 4.3.2020

**NLN Nurse Educator Competencies:**
*Competency 1: Facilitate Learning*
Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
*Competency 2: Facilitate Learner Development and Socialization*
Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.
*Competency 3: Use Assessment and Evaluation Strategies*
Nurse educators use a variety of strategies to asses and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.
*Competency 4: Participate in Curriculum Design and Evaluation of Program Outcomes*
Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.
*Competency 5: Function as a Change Agent and Leader*
Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.
*Competency 6: Pursue Continuous Quality Improvements in the Nurse Educator Role*
Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.
*Competency 7: Engage in Scholarship*
Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.
*Competency 8: Function Within the Educational Environment*
Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role.

***Promotion to Teaching Professor in the College of Nursing***

The appointment to the rank of Professor on the teaching track is new for the College of Nursing. Candidates for promotion to Teaching Professor are expected to demonstrate continuing effectiveness, excellence,  and innovation across teaching venues, as well as elements of pedagogical growth and leadership beyond that which would characterize promotion to Teaching Associate Professor. Assignments in service or scholarly inquiry, and creative activity will be highly individualized and thus conditioned by the faculty member's contractual workload expectations, their goals, and their contributions to teaching mission of the college.

Candidates for promotion to Teaching Professor should demonstrate not only sustained excellence in classroom and/or clinical teaching but also leadership, innovation and further growth in their pedagogy, course and assignment design, and efforts toward student success. The College will seek a pattern of iterative growth, one in which a faculty member extends their pedagogy, assesses the results of that change, and makes further adjustments based on those assessments.

Especially for promotion to Teaching Professor, the College particularly values efforts and initiative toward supporting the growth of colleagues and students (both within and outside the unit), and work to enhance curricula. Candidates seeking promotion to Teaching Professor are expected to take on active leadership roles in such activities within and/or outside the college. Such qualities reflect a concern with the larger dimensions of teaching appropriate to the highest teaching-centered rank within the College.

The following guidelines are provided for faculty and their mentors to assist with progress towards ***Promotion to Teaching Professor in the College of Nursing.***

**Washington State University College of Nursing**
**Annual Career Track (sub-track Teaching) Faculty Promotion Guidelines:**

# Teaching Associate Professor to Teaching Professor

\*  **Master's degree** in nursing or related field required as minimal educational preparation for teaching in BSN or RN-BSN program.
WAC: https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-526. Doctoral degree required for teaching in graduate programs.
WAC: https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-527 .
\*\*"**Active nursing practice**" means engagement in paid, unpaid, or volunteer activity performing acts requiring substantial nursing knowledge, judgment, and skills described under RCW 18.79.040, 18.79.050, and 18.79.060. Active nursing practice may include, but is not limited to, working as an administrator, quality manager, policy officer, public health nurse, parish nurse, home health nurse, educator, consultant, regulator, and investigator or case manager (WAC https://app.leg.wa.gov/wac/default.aspx?cite=246-840-210).
\*\*\***Scholarship is defined as:** 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. This definition is applied in the following standards that describe scholarship in nursing. American Association of Colleges of Nursing White Paper 2019. https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing

| Outcomes | Guidelines Year 1 | Guidelines Year 2 | Guidelines Year 3 | Guidelines Year 4 | Guidelines Year 5 |
|---|---|---|---|---|---|
| **Advising Effectiveness** | Demonstrates expertise in academic advising and mentoring of students. (NLN 2) | Demonstrates expertise in academic advising and mentoring of students. (NLN 2) | Demonstrates competence in sharing with others their expertise in advising and mentoring students. (NLN 2,5) | Demonstrates increasing proficiency in sharing student advising and mentoring expertise with others. (NLN 2,5) | Demonstrates proficiency and innovation in sharing student advising and mentoring expertise with others. (NLN 2,5) |
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| **Teaching Effectiveness** | Demonstrates expertise and increasing proficiency in teaching as measured by self-evaluations, colleague evaluations, and student evaluations. (NLN 1,3,6,8) | Demonstrates expertise and increasing proficiency in teaching as measured by self-evaluations, colleague evaluations, and student evaluations. (NLN 1,3,6,8) | Demonstrates growing proficiency and expertise in teaching as measured by self-evaluations, colleague evaluations, and student evaluations. (NLN 1,3,6,8) | Demonstrates growing proficiency and expertise in teaching as measured by self-evaluations, colleague evaluations, and student evaluations. (NLN 1,3,6,8) | Demonstrates expertise and creativity as a master teacher in specialty areas in undergraduate and/or graduate courses. (NLN 1,3,6,8) |
| | Demonstrates expertise in integration of student and colleague feedback to improve teaching effectiveness. (NLN 1,3,6,8) | Demonstrates expertise in integration of student and colleague feedback to improve teaching effectiveness and begins to share these skillswith others. (NLN 1,3,6,8) | Demonstrates proficiency in sharing with others how to integrate student and colleague feedback to improve teaching effectiveness. (NLN 1,3,6,8) | Demonstrates increasing proficiency in sharing with others how to integrate student and colleague feedback to improve teaching effectiveness. | Demonstrates creativity and mastery of integration of student and colleague feedback to improve teaching effectiveness. (NLN 1,3,6,8) |

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| | | | | (NLN 1,3,6,8) | |
| | Demonstrates expertise in integration of theory and evidence based practice activities into instructional approaches. (NLN 3,4,7) | Demonstrates expertise in integration of theory and evidence based practice activities into instructional approaches. (NLN 3,4,7) | Demonstrates expertise in integration of theory and evidence based practice activities into instructional approaches. (NLN 3,4,7) | Demonstrates mastery in integration of theory and evidence based practice activities into innovative instructional approaches. (NLN 3,4,7) | Demonstrates mastery in integration of theory and evidence based practice activities into innovative instructional approaches. (NLN 3,4,7) |
| | Demonstrates informal or formal leadership in course group or semester group activities with other faculty to standardize and enhance assignments to achieve student learning outcomes. (NLN 3,4) | Demonstrates informal or formal leadership in course group or semester group activities with other faculty to standardize and enhance assignments to achieve student learning outcomes. (NLN 3,4) | Demonstrates leadership and mentorship of faculty colleagues in course group or semester group activities to standardize and enhance assignments to achieve student leanring outcomes. (NLN 3,4) | Demnstrates proficient leadership and mentorship of faculty colleagues in course group or semester group activities to standardize and enhance assignments to achieve sudent learning outcomes. (NLN 3,4) | Demonstrates innovation and leadership in course group or semester group activities with other faculty to standardize and enhance assignments to consistently achieve student learning outcomes. (NLN 3,4) |
| | Provides change advocacy and leadership into course and curriculum development in area of expertise. (NLN 4,5,6) | Develops knowledge of change theory and leadership skills to further shape and implement educational changes. (NLN 4,5,6) | Demonstrates effective use of change theory and leadership skills to further shape and implement curricular changes. | Demonstrates effective use of change theory and leadership skills to further shape and implement curricular changes. | Demonstrates leadership in college or campus activities pursuing continuous quality improvement of nursing education and the |

| | | | (NLN 4,5,6) Pursues continuous quality improvement in the nurse educator role. (NLN 6) | (NLN 4,5,6) Pursues continuous quality improvement in the nurse educator role. (NLN 6) | nurse educator role. (NLN 4,5,6) |
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| | Consistently shares expertise with others including mentoring other faculty and teaching assistants. (NLN 5,6) | Consistently shares expertise with others including mentoring other faculty and teaching assistants. (NLN 5,6) | Demonstrates leadership in the mentoring of faculty colleagues. (NLN 5,6) | Demonstrates increasing proficiency and expertise in the mentoring of faculty colleagues and teaching assistants. (NLN 5,6) | Demonstrates creativity and expertise in mentoring of faculty colleagues and teaching assistants. (NLN 5,6) |
| | Demonstrates expertise in integration of state of the science literature into teaching activities. (NLN 3,4,7) | Demonstrates expertise in integration of state of the science literature into teaching activities. (NLN 3,4,7) | Collaborates with others sharing expertise in integration of state of the science literature into teaching activities. (NLN 3,4,7) | Collaborates with others sharing expertise in integration of state of the science literature into teaching activities. (NLN 3,4,7) | Demonstrates mastery and innovation in the integration of the state of the science literature into teaching activities. (NLN 3,4,7) |
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| **Clinical Competence\*\*** | Maintenance of teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing education and/or professional practice. (NLN 6,7) | Maintenance of teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing education and/or professional practice. (NLN 6,7) | Maintenance of teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing | Maintenance of teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing | Maintenance of teaching and professional competence as demonstrated through relevant professional development activities such as: certification, continuing |

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|  |  |  | education and/or professional practice. (NLN 6,7) | education and/or professional practice. (NLN 6,7) | education and/or professional practice. (NLN 6,7) |
|  |  |  |  |  |  |
| **Service/Scholarship Participation** | Demonstrates informal or formal leadership in WSU,campus, or CON activities such as FAC GOV committees, appointed committees, and/or assisting with orientation to theory and clinical courses. (NLN 8) Contributes to policy formation at the college, campus, an/or university level. (NLN 5) | Demonstrates informal or formal leadership in WSU, campus, or CON activities such as FAC GOV committees, appointed committees, and/or assisting with orientation to theory and clinical courses. (NLN 8) Contributes to policy formation at the college, campus, an/or university level. (NLN 5) | Demonstrates informal or formal leadership in WSU, campus, or CON activities such as FAC GOV committees, appointed committees, and/or assisting with orientation to theory and clinical courses. (NLN 8) Contributes to policy formation at the college, campus, an/or university level. (NLN 5) | Demonstrates informal or formal leadership in WSU, campus, or CON activities such as FAC GOV committees, appointed committees, and/or assisting with orientation to theory and clinical courses. (NLN 8) Contributes to policy formation at the college, campus, an/or university level. (NLN 5) | Demonstrates consistent leadership in CON activities such as FAC GOV committees and/or assisting with orientation to theory and clinical courses. (NLN 8) Demonstrates leadership in policy formation at the college, campus, an/or university level. (NLN 5) |
|  | Demonstrates leadership,engagement, and dissemination in the local community, region, state, or national professional or health-care related activities. (NLN 5,6,8) | Demonstrates leadership,engagement, and dissemination in the local community, region, state, or national professional or health-care related activities. (NLN 5,6,8) | Demonstrates effective leadership, dissemination, and engagement in the local community, regional, state, or national activities. (NLN 5/6/8) | Demonstrates effective leadership, dissemination, and engagement in the local community, regional, state, or national activities. (NLN 5/6/8) | Demonstrates effective leadership and increased dissemination & engagement in the local community, regional, state, or national activities. (NLN 5/6/8) |

Approved by FGO 4.3.2020

**NLN Nurse Educator Competencies:**

*Competency 1: Facilitate Learning*

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

*Competency 2: Facilitate Learner Development and Socialization*

Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.

*Competency 3: Use Assessment and Evaluation Strategies*

Nurse educators use a variety of strategies to asses and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

*Competency 4: Participate in Curriculum Design and Evaluation of Program Outcomes*

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

*Competency 5: Function as a Change Agent and Leader*

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

*Competency 6: Pursue Continuous Quality Improvements in the Nurse Educator Role*

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

*Competency 7: Engage in Scholarship*

Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.

*Competency 8: Function Within the Educational Environment* Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role.

## Tenure Track Promotion Guidelines

These guidelines reflect the expectations for the performance of tenure track faculty in progressing toward tenure. The norms, established by the tenured faculty, do not represent absolute performance expectations but general guidelines. Expectations for tenure are not static and periodic updates of these guidelines are anticipated. These guidelines are to be used by tenure track faculty and their mentors as a map to facilitate progress toward tenure. While the grids outline performance, goals designed to guide tenure track faculty in obtaining tenure, satisfactory completion of the tasks set forth does not guarantee that the faculty member will receive tenure. Ultimately tenure decisions reside with the WSU Provost. The tenured faculty have designed the grids in order to maximize the likelihood that tenure track faculty will progress in a seamless fashion into the ranks of tenured faculty.

## Suggested Activities and Resources to Help Tenure-Track Faculty Meet Scholarship Guideline Expectations

1. Work with mentors and the Associate Dean for Research to refine scholarly focus and identify potential sources of funding, learning needs, and dissemination plans.
2. Work with Associate Dean for Research to obtain and/or utilize startup funds and/or other sources of support for research and scholarship.
3. Identify potential research collaborations with colleagues both at CON and elsewhere. Develop contacts for scholarly consultants and co-investigators. Identify opportunities for collaboration may include interdisciplinary, community engaged, and clinical partnerships.
4. Develop opportunities to include students and colleagues in research activities.
5. Work with mentors, colleagues and Associate Deans to convert presentations to manuscripts, revise grants and manuscripts, and to resubmit in a timely fashion. A majority of publications should be refereed and data-based, with associated documentation regarding impact.
6. Work with mentors to develop and refine portfolio for annual progress toward tenure review by tenured faculty.

| Guidelines Year 1 | Guidelines Year 2 | Guidelines Year 3 | Guidelines Year 4 | Guidelines Year 5 |
|---|---|---|---|---|
| Two refereed manuscripts submitted for publication. | Two refereed manuscripts accepted/published. A total of three manuscripts submitted . One or more other scholarly works such as review articles, chapters, or books submitted. | Cumulative total of 5 manuscripts accepted for publication or documentation of less than 5 manuscripts with substantial impact, quality and dissemination | Cumulative total of 8 manuscripts published or accepted, with the majority as first author or senior author or documentation of less than 8 manuscripts with substantial impact, quality and dissemination A second high-impact scholarly work in development. | Cumulative total of 10 manuscripts published or accepted, or documentation of less than 10 manuscripts with several of substantial impact, quality, and dissemination. A majority of publications should be refereed, and data based with the majority as first author or senior author. |

(Approved by Faculty Affairs 10/19/2020; Approved by Faculty Governance Org 11/6/2020 and Unanimous Vote of Tenured Faculty 11/6/2020)

| Guidelines Year 1 | Guidelines Year 2 | Guidelines Year 3 | Guidelines Year 4 | Guidelines Year 5 |
|---|---|---|---|---|
| | | | | |
| One or more presentations at local or regional refereed conferences | One or more presentations at local or regional refereed conferences | One or more presentations at regional or national refereed conferences | One or more presentations at regional or national refereed conferences | One or more presentations at national or international refereed conferences |
| Contributor to or investigator of one or more grant proposals for submission to internal or external funders. | Internal or external grant funding obtained. One or more internal or external grants submitted to maintain funding that supports program of research. | Applications for external funding submitted that supports a refined program of research. | External grant funding obtained that supports program of research. | Ongoing program of research with external grant funding obtained that bridges tenure-track to tenured role. |
| Program of research initiated through identification of a research narrative statement which may include a map, proposed collaborators, funding sources, and a scholarship development plan. | Pilot study conducted that is congruent with emerging program of research | PI role or Co-PI on a submitted grant that is congruent with refined ongoing program of research | PI role or Co-PI on funded research project that is congruent with ongoing program of research | PI role or Co-PI on externally funded research project that is congruent with established program of research |
| Vita and NIH biosketch up to date and clearly shows role, status and type (data-based, refereed, reviews, chapters, etc.) of manuscripts and grants (role, source, funding status, amount) | Vita and NIH biosketch up to date and clearly shows role, status and type (data-based, refereed, reviews, chapters, etc.) of manuscripts and grants (role, source, funding status, amount) | Vita and NIH biosketch up to date and clearly shows role, status and type (data-based, refereed, reviews, chapters, etc.) of manuscripts and grants (role, source, funding status, amount) | Vita and NIH biosketch up to date and clearly shows role, status and type (data-based, refereed, reviews, chapters, etc.) of manuscripts and grants (role, source, funding status, amount) | Vita and NIH biosketch up to date and clearly shows role, status and type (data-based, refereed, reviews, chapters, etc.) of manuscripts and grants (role, source, funding status, amount) |
| Portfolio is complete and demonstrates responsiveness to mentor suggestions and progress review | Portfolio is complete and demonstrates responsiveness to mentor suggestions and progress review | Portfolio is complete and demonstrates responsiveness to mentor suggestions and progress review | Portfolio is complete and demonstrates responsiveness to mentor suggestions and progress review | Portfolio is complete and demonstrates responsiveness to mentor suggestions and progress review |

## Suggested Activities and Resources to Help Tenure-Track Faculty Meet Teaching Guideline Expectations:

1. Work with mentors and experienced advisors to learn and expand advising capabilities and to set goals for reasonable advising and committee membership and chairing loads. Work with experienced committee chairs during first year of chair responsibilities.
2. Give input to mentors, program clinical coordinators, and administrators on desired teaching assignments that fit with overall integration of teaching, service and scholarship.
3. Review progress toward tenure and annual review results (as well as student and colleague evaluations) with mentors and identify areas for improvement and enhancement of teaching.
4. Work with mentors, program coordinators, and faculty of record in courses to expand responsibilities and opportunities to integrate scholarship and develop expertise in teaching.
5. Work with mentors to identify academic workgroups and participate in program meetings and/or activities as appropriate.
6. Identifies and demonstrates teaching effectiveness congruent with assigned workload using the teaching portfolio model for guidance.

| Guidelines Year 1 | Guidelines Year 2 | Guidelines Year 3 | Guidelines Year 4 | Guidelines Year 5 |
|---|---|---|---|---|
| Assumes beginning academic advising role with undergraduate and/or graduate students | Advising role expanded to serving as member or consultant on master's and/or doctoral committees and/or instructor for masters or doctoral project courses or independent study. | Functions effectively in advising role. Serves on master's and/or doctoral committees and/or instructor for masters or doctoral project courses or independent study. | Functions effectively in academic advising role. Consider serving as chair on master's and/or doctoral committees and/or instructor for masters or doctoral project courses or independent study | Functions effectively in academic advising role. Serves as chair and member on masters and/or doctoral committees and/or instructor for masters or doctoral project courses or independent study |
| Familiarizes self with instructional and evaluative procedures and norms of the college and the university | Demonstrates use of student and faculty feedback to strengthen teaching role/skills (student evaluations, colleague evaluations, self-assessment) | Demonstrates integration of student and colleague feedback to improve teaching effectiveness | Recognized as competent teacher. Demonstrates continuous integration of student and colleague feedback to update course materials and technology appropriately. Shares expertise with others. | Demonstrates and shares expertise on how integration of student and colleague feedback is used to improve course delivery and content. |
| Familiarizes self with educational theory teaching-learning modalities and develops a teaching philosophy statement | Demonstrates integration of applicable theory and current research in instruction/curriculum | Demonstrates increasing depth of use of theory and research in instructional/ curricular activities, with an emphasis on the integration of studies, data and results of personal field of inquiry | Demonstrates expertise in use of theory and research in instructional/curricular activities with an emphasis on the integration of studies, data and results of personal field of inquiry | Demonstrates and shares expertise in use of theory and research in instructional/curricular activities with an emphasis on the integration of studies, data |

(Approved by Faculty Affairs 10/19/2020; Approved by Faculty Governance Org 11/6/2020 and Unanimous Vote of Tenured Faculty 11/6/2020)

| Guidelines Year 1 | Guidelines Year 2 | Guidelines Year 3 | Guidelines Year 4 | Guidelines Year 5 |
|---|---|---|---|---|
| | | | | and results of personal field of inquiry |
| Orients to faculty role responsibilities within assigned educational program | Assumes increasing responsibility in assigned educational program(s) | Active, engaged contributing member of college faculty | Demonstrates increasing leadership within college faculty through sharing expertise | Provides leadership as an educator such as mentoring faculty, leading curriculum development, or disseminating teaching scholarship |

## Suggested Activities and Resources to Help Tenure-Track Faculty Meet Service Guideline Expectations:

1. Work with mentors to identify service which meets goals for academic progression. Interact at local/regional and national/international professional meetings to form professional networks, identify consultants, collaborators, and portfolio reviewers.
2. Identify opportunities for College/University service in conjunction with mentors*
3. Identify opportunities for community service that will complement teaching, practice and/or scholarship activities.

* Includes service at a Campus level

| Guidelines Year 1 | Guidelines Year 2 | Guidelines Year 3 | Guidelines Year 4 | Guidelines Year 5 |
|---|---|---|---|---|
| Familiarizes self with faculty organizational structure and opportunities for service Regular attendance as a participating member of Faculty Organization | On ballot for or member of a CON Faculty Organization committee and/or appointed committee Regular attendance as a participating member of Faculty Organization | Member of a CON Faculty Organization committee and/or appointed committee Regular attendance as a participating member of Faculty Organization | Leadership role and/or Co-chair of CON Faculty Organization and/or appointed committee Demonstrates engagement as a participating member of Faculty Organization | Chair of a CON Faculty Organization and/or appointed committee Leadership role in CON Faculty Organization Demonstrates sustained engagement as a participating member of Faculty Organization |
| Membership in one or more local/regional and national/international professional organizations. | Participation in one or more local/regional and national/international professional organizations. | Increasing role in a professional organization and active in national/international organizations. | Leadership role in a local/regional professional organization and active in | Leadership role in local/regional or national/international professional organizations. |

(Approved by Faculty Affairs 10/19/2020; Approved by Faculty Governance Org 11/6/2020 and Unanimous Vote of Tenured Faculty 11/6/2020)

| Guidelines Year 1 | Guidelines Year 2 | Guidelines Year 3 | Guidelines Year 4 | Guidelines Year 5 |
|---|---|---|---|---|
| Meets with mentors to discuss current service and scholarship goals | Work with mentors to identify opportunities for peer review activities | Peer reviewer for relevant scholarly or professional activities | national/international organizations.<br><br>Peer reviewer for relevant scholarly or professional activities including grants or journals | Consultant in area of expertise<br><br>Peer reviewer for relevant scholarly and professional activities including grants and journals |
| Familiarizes self with College/University organizational structure and opportunities for service | Identifies College/University level workgroup or teaching activity congruent with scholarship goals | Participates on College/University level committee, workgroup or teaching activity | Actively engages in College/University level committee, workgroup or teaching activity | Demonstrates College/University level collaborative affiliations or appointments with other departments or disciplines |
| Explores community service opportunities congruent with scholarship and workload | Identifies service on local community level in areas that facilitate scholarship | Provides service to local community to enhance scholarship and service goals | Provides service to local community to enhance scholarship, teaching and service goals | Provides service to local community to enhance scholarship, teaching and service goals |

(Approved by Faculty Affairs 10/19/2020; Approved by Faculty Governance Org 11/6/2020 and Unanimous Vote of Tenured Faculty 11/6/2020)

**WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING**
**Annual Career Track (sub-track Clinical) Faculty Promotion Guidelines:**
# Clinical Assistant Professor to Clinical Associate Professor

- **Doctoral degree (PhD, DNP, EdD)** in nursing or related field required for this position. National certification and/or licensure in area of expertise required (when appropriate). WACS: https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-527&pdf=true and https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-528&pdf=true
- **CV up-to-date annually and reflects active scholarship, service, practice, and teaching.**
- **Practice is defined as:** Conventional Nurse Practice (hospitals, clinics, nursing homes); • Self Employment in nursing related field; • Providing skilled nursing care for ill family member; • Volunteering in nursing or nursing related areas; • Completing a formal nursing project as principal or coprincipal investigator; • Authoring or coauthoring a nursing related article, paper, book , or book chapter; • Designing, developing, and conducting an educational presentation for nurses or other health professionals. (WACS: https://www.doh.wa.gov/Portals/1/Documents/Pubs/669332.pdf)
- **Scholarship is defined as:** 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. This definition is applied in the following standards that describe scholarship in nursing. American Association of Colleges of Nursing White Paper 2019. https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing
- Clinical Track faculty will work with mentors to develop their portfolio and review goals for annual progress toward promotion.

Faculty Name: _____ Year: _____

| | Year 1 | Year 3 | Year 5 |
|---|---|---|---|
| **Clinical Practice** | Actively engages in clinical practice with demonstrated clinical excellence.<br><br>Facilitates positive relationships in clinical practice network.<br><br>Provides direct and/or indirect consultation in communities. | Actively engages in clinical practice with demonstrated clinical excellence.<br><br>Facilitates positive relationships in clinical practice network.<br><br>Provides direct and/or indirect consultation in communities. | Actively engages in clinical practice with demonstrated clinical excellence.<br><br>Facilitates positive relationships in clinical practice network.<br><br>Provides direct and/or indirect consultation in communities. |
| | **Year 1** | **Year 3** | **Year 5** |
| **Teaching** | Demonstrates expertise in specialty area in clinical and/or classroom activites.<br><br>Demonstrates familiarity with instructional and evaluative procedures and norms of the College and University.<br><br>Demonstrates integration of student, colleague, and community evaluations to update course materials and teaching technology appropriately. | Demonstrates growing proficiency and expertise in teaching.<br><br>Contributes to the instructional program and curricular development and evaluation.<br><br>Integrates state of the science literature into teaching activities.<br><br>Serves as a student advisor . | Demonstrates expertise and proficiency in teaching.<br><br>Provides leadership in course and curriculum development in areas of expertise.<br><br>Integrates state of the science literature into teaching activities.<br><br>Demonstrates competence as student advisor |

| | Begins to serve as a student advisor with mentorship by senior faculty. | | |
|---|---|---|---|
| | **Year 1** | **Year 3** | **Year 5** |
| **Scholarship** | Participates in scholarship using the Boyer model as a guide for productivity.<br><br>Demonstrates evidence of beginning scholarly activity.<br><br>Identifies researchers and/or clinicians to facilitate evidence-based practice. | Demonstrates evidence of progression of scholarly activity using the Boyer model as a guide for productivity.<br><br>Beginning collaboration with researchers and/or clinicians to facilitate evidence-based practice. | Demonstrates evidence of scholarly activity (e.g. as a research team member, as author or co-author of nursing publications(s), or, as member of a podium or poster presentation at regional/national conferences).<br><br>Demonstrates integration of scholarship into teaching and clinical practice. |
| | **Year 1** | **Year 3** | **Year 5** |
| **Service** | Participates in college/university committees or task forces.<br><br>Membership in relevant professional organizations.<br><br>Participates in health-related, voluntary community service programs.<br><br>Shares expertise with community organizations. | Begins to serve in a leadership role in college/university committees or task forces<br><br>Serves on committees for professional or community organizations at regional, state, or national level.<br><br>Shares expertise with community organizations. | Serves in a leadership capacity in college /university committees or task forces.<br><br>Leads committees for professional or community organizations; engaged in regional/professional service.<br><br>Provides direct or indirect consultation in local and regional communities. |

# WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING
## Annual Career Track (sub-track Clinical) Faculty Promotion Guidelines:
# Clinical Associate Professor to Clinical Full Professor

- **Doctoral degree (PhD, DNP, EdD)** in nursing or related field required for this position. . WACS: https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-527&pdf=true  and https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-528&pdf=true
- **CV up-to-date annually and reflects active scholarship, service, practice, and teaching.**
- **Practice is defined as:** Conventional Nurse Practice (hospitals, clinics, nursing homes); • Self Employment in nursing related field; • Providing skilled nursing care for ill family member; • Volunteering in nursing or nursing related areas; • Completing a formal nursing project as principal or coprincipal investigator; • Authoring or coauthoring a nursing related article, paper, book , or book chapter; • Designing, developing, and conducting an educational presentation for nurses or other health professionals. (WACS: https://www.doh.wa.gov/Portals/1/Documents/Pubs/669332.pdf)
- **Scholarship is defined as:** 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. This definition is applied in the following standards that describe scholarship in nursing. American Association of Colleges of Nursing White Paper 2019. https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing
- Clinical Track faculty will work with mentors to develop their portfolio and review goals for annual progress toward promotion.

Faculty_____      Date:_____

| | Year 1 | Year 3 | Year 5 |
|---|---|---|---|
| **Clinical Practice** | Actively engages in clinical practice with demonstrated clinical excellence.<br><br>Facilitates positive relationships in clinical practice network.<br><br>Provides direct and/or indirect consultation in communities. | Actively engages in clinical practice with demonstrated clinical excellence.<br><br>Facilitates positive relationships in clinical practice network.<br><br>Provides direct and/or indirect consultation in communities. | Actively engages in clinical practice with demonstrated clinical excellence.<br><br>Facilitates positive relationships in clinical practice network.<br><br>Provides direct and/or indirect consultation in communities. |
| | Year 1 | Year 3 | Year 5 |
| **Teaching** | Demonstrates expertise and proficiency in teaching.<br><br>Demonstrates involvement in course or curricular development.<br><br>Participates in students' scholarly activities.<br><br>Demonstrates effective student academic advising. | Demonstrates progression in expertise and proficiency in teaching.<br><br>Participates in students' scholarly activities.<br><br>Demonstrates effective student academic advising.<br><br>Provides leadership in the development and implementation of nursing curricula. | Demonstrates expertise and mastery in teaching in clinical and/or classroom settings.<br><br>Provides leadership in scholarly and/or clinical program development.<br><br>Participates in students' scholarly activities.<br><br>Demonstrates effective student academic advising. |

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| | Year 1 | Year 3 | Year 5 |
|---|---|---|---|
| | Demonstrates effective mentorship of faculty in development of teaching skills. | Demonstrates mentorship of faculty in development of teaching skills. | Demonstrates effective mentorship of faculty in development of teaching skills. Demonstrates leadership in development, implementation, and/or evaluation of innovative teaching strategies within and beyond the College of Nursing. |
| **Scholarship** | Demonstrates evidence of scholarly activity using the Boyer model as a guide for productivity (e.g. as a research team member, as author or co-author of nursing publications(s), or, as member of a podium or poster presentation at nursing conferences).<br><br>Mentors faculty and students to pursue excellence in scholarship.<br><br>Demonstrates integration of scholarship into teaching and clinical practice. | Demonstrates progressive evidence of scholarly activity using the Boyer model as a guide for productivity. (e.g. as a research team member, as author or co-author of nursing publications(s), or, as member of a podium or poster presentation at nursing conferences).<br><br>Mentors faculty and students to pursue excellence in scholarship.<br><br>Demonstrates progressive integration of scholarship into teaching and clinical practice. | Demonstrates progressive evidence of scholarly activity (e.g. as a research team member, as author, co-author, or editorial board member of nursing publications(s), or, as member of a podium or poster presentation at nursing conferences).<br><br>Mentors faculty and students to pursue excellence in scholarship.<br><br>Recognized regionally, nationally and/or internationally for scholarly clinical work as demonstrated by consultation requests, publications, citations of works, invitations to present papers at conferences.<br><br>Provides consultation support for research proposals/manuscripts. |
| | **Year 1** | **Year 3** | **Year 5** |
| **Service** | Provides professional consultation at the college and university level.<br><br>Member or chair of appointed or elected college committees.<br><br>Sustained membership role and leadership in relevant professional and community organizations. | Provides professional consultation at the college, university, and community level.<br><br>Chair and/or member of appointed or elected college or university committees.<br><br>Sustained membership role and leadership in relevant professional and community organizations.<br><br>Contributes to policy formation at college and university level. | Provides professional consultation at the college, university, community, and/or national level.<br><br>Serves in leadership roles within the college, or university level.<br><br>Sustained membership role and leadership in relevant professional and community organizations.<br><br>Contributes to policy formation at college, university, and/or state level. |

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**WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING**
**Career Track (sub-track Research) Faculty Promotion Guidelines:**
# Research Assistant Professor to Research Associate Professor

These guidelines reflect the expectations for the performance of career track research faculty. The norms, established by the faculty, do not represent absolute performance expectations but general guidelines. Expectations for this track are not static and periodic updates of these guidelines are anticipated. These guidelines are to be used by research track faculty and their supervisors as a map to facilitate progress toward promotion. While the grid outlines performance expectations, satisfactory completion of these guidelines does not guarantee that the faculty member will receive promotion. Ultimately these decisions reside with the WSU Provost. The faculty have designed the grid to maximize the likelihood that research track faculty will progress.

The principles underlying promotion process for the College of Nursing (CON) identify general expectations for the research faculty and frame the criteria that govern appointments and promotions.

Research faculty positions are "soft-funded," meaning that faculty salary comes almost exclusively from grant funding, and appointments are reviewed for renewal annually. The sole responsibilities of this position are research and scholarship (not teaching or service). The proposed "***research track***" position differs slightly in that it offers opportunity for promotion, and more stability than the traditional career track model, with reviews for renewal at the three- and five-year mark with no expectation for an annual renewal. There are no service expectations such as serving on a committee, and no teaching expectations unless negotiated. Additional faculty expectations may be outlined in the appointment letter as appropriate. Faculty appointed to this track will be "Research Assistant Professors" and will have the opportunity to progress to "Research Associate Professors" and then "Research Professors."

- **Importance of Scholarship:** Academic promotions are granted in recognition of excellence in scholarship. Original investigation and the integration and application of knowledge are different forms of scholarly activity, each of which is essential to fulfilling the mission of an academic research center.

- **Excellence:** Scholarship should be distinguished by excellence. The specific criteria for excellence may vary, but key elements relate to intellectual expertise, published productivity, and contributions to the field or discipline leading to recognition by peers.

- **Clarity of Intent:** The faculty member's portfolio is maintained and expanded as the faculty member, working with the departmental chair or director and the Associate Deans of Research and Faculty Affairs, defines the activities through which they will contribute to the institution. While the detailed content of the academic portfolio may be shaped to some extent by unexpected developments and opportunities, the direction, goals, and basic character of the portfolio should be framed as a matter of active intent. In the Research Track this will concentrate on scientific productivity and success in obtaining extramural support and publishing in peer-reviewed journals; however, each research track faculty member can pursue any academic activity mutually agreed upon with the department chair, director, or dean.

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- **Growth and Development:** Clarity of intent and focus on achieving impact leads to progressive growth in the professional dimensions of a faculty member's academic life. This progressive maturation reflects the faculty member's commitment to the activities and goals of their portfolio.

## Evaluation and Quantification

It is the responsibility of each research faculty member to provide appropriate documentation of progress toward meeting the explicit scholarly goals of the individual's portfolio. This documentation is strengthened if, as discussed above, it represents an ongoing evaluation of progress toward prospectively defined criteria (please see guidelines below).

## Minimal requirements for *Appointment* to Research Assistant Professor

A research-focused doctoral degree and a consistent pattern of external funding consistent with the scholarship mission of the college, with a major commitment to self-directed investigation with the potential for college and health sciences collaboration is the minimum requirement for appointment.

Evidence of capacity for original and self-directed research at a high level of competence is required, as demonstrated by recommendations from established internal senior faculty at WSU Health Sciences. Additional requirements for the research track position are a clear capacity for scientific productivity, *as evidenced by* authorship, preferably as first or senior author, and by major contributions to substantive work published in peer-reviewed journals. Non-reviewed publications, case reports, and all but invited substantive reviews will not be as heavily weighted as research articles in peer-reviewed journals.

Appointment to the rank of Research Assistant Professor is further contingent upon:

- Letters of recommendation from at least three external scientist/scholars who are familiar with the candidate's work.
- A vote of the tenured and tenure-track faculty within the CON in which a majority must favor appointment for the recommendation to be forwarded to the Dean's office.

## Promotion Criteria for the Research Track

The promotion process for the Research Track is based on explicit recognition of excellence, both qualitatively and quantitatively. Therefore, merely fulfilling the baseline criteria set forth below for the research portfolio will not necessarily be accepted as sufficient for promotion.

## Research Associate Professor

Service as a Research Assistant Professor in the CON, or an equivalent institution, typically for a period of five to seven years, with a consistent record of excellence in research is required for promotion; promotion with less than six years in rank as a Research Assistant Professor will be considered only under circumstances of exceptional achievement (e.g., R01 funding or equivalent, an outstanding publication record, etc.); continued service and performance at the rank of Research Assistant Professor shall not, in itself, constitute

grounds for promotion to Research Associate Professor. Documentation of the ability to create new knowledge or manners of thought as evidenced by continued publication of substantive, original studies in peer-reviewed journals is required.

Recognition by scientific peers for self-directed and original investigation; in most instances this will be evidenced by a portfolio of external funding of competitive peer-reviewed research projects.

Faculty promoted to the rank of Research Associate Professor also may have achieved substantive professional recognition as evidenced by some of the following:

- Membership and active participation in major scientific societies.
- Distinctive recognition of research through formal awards, local and regional invited lectures, and participation in symposia, professional society programs, etc.

Promotion to the rank of Research Associate Professor is further contingent upon:

- Letters of recommendation from at least six external scientist/scholars who are familiar with the candidate's work.
- External salary support
- A vote of the tenured faculty within the CON in which a majority must favor appointment for the recommendation to be forwarded to the Dean's office.

# Research Associate Professor to Research Professor

Promotion to the rank of Research Professor will be granted in recognition of distinctive achievement and is reserved for the most distinguished members of our faculty; continued service and performance at the rank of Research Associate Professor shall not constitute grounds for promotion to Professor.

Service as a Research Associate Professor in the CON, or an equivalent institution, typically for at least five years with a consistent record of outstanding performance is required.

Continued publication of important, innovative, and original studies in peer-reviewed journals is required.

Regional and national recognition by peers as a premier researcher is essential; continuation of productive, self-directed, and original investigation as evidenced by a sustained and extensive external funding of competitive peer-reviewed research projects.

Faculty promoted to the rank of Research Professor also may have achieved substantive professional recognition as evidenced by some of the following:
- Authorship or editorship of textbooks, monographs, or journals
- Membership on editorial boards, study sections, and/or advisory groups
- Elected leadership and membership in major scientific societies
- Distinctive national recognition as evidenced by invited society memberships, participation in major society committees and programs, formal awards, and major invited lectures
- National and International recognition as evidenced by named lectureships and awards or participation in regional/national symposia

Promotion to the rank of Research Professor is further contingent upon:

- Letters recommendation from at least six external scientist/scholars familiar with the candidate's work.
- A record of and the expectation of continuance of externally funded sustained salary support in the form of extramural grant awards and independent scholarship in the form of peer-reviewed publications.
- A vote of the tenured faculty within the CON in which a majority must favor appointment for the recommendation to be forwarded to the Dean's office.

### Suggested Activities and Resources to Help Research Track Faculty Meet Scholarship Guideline Expectations
1. Identify potential research collaborations with colleagues both at CON and elsewhere. Develop contacts for scholarly consultants and co-investigators. Identify opportunities for collaboration that may include interdisciplinary, community engaged, and clinical partnerships.

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2. Develop opportunities to include students and colleagues in research activities and demonstrate their inclusion.
3. Work with Associate Dean for Research to develop and refine portfolio for annual progress toward promotion.

| Promotion Benchmarks | RESEARCH PROFESSOR TRACK | | |
|---|---|---|---|
| | *Appointment to Research Assistant Professor* | *Promotion to Research Associate Professor* | *Promotion To Research Professor* |
| Scholarship | Research-focused terminal degree<br><br>A history of funding from external sources<br><br>Record of peer-reviewed publications and invited presentations reflecting high quality or meaningful impact<br><br>Record of participation in professional meetings | Coherent research portfolio supported by continuous or consistent external funding<br><br>National recognition within field of expertise<br><br>Substantial record of peer-reviewed publications and invited presentations reflecting high quality and meaningful impact<br><br>Substantial record of participation in professional meetings | Established research portfolio supported by continuous external funding at the R01 level or equivalent<br><br>Exemplary and sustained national and international reputation which demonstrates substantial impact within field of expertise through peer-reviewed publications and other dissemination<br><br>Exemplary and sustained leadership in professional meetings |