

School of Nursing

CRITERIA FOR PROMOTION

To

CLINICAL ASSOCIATE PROFESSOR

CLINICAL PROFESSOR

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This document describes some factors considered in decisions about promotion in the School of Nursing. The official University policies, procedures, and criteria for promotion are stated in several documents available through links at

http://www.purdue.edu/hhs/faculty/promotion_tenure.html and
<https://www.purdue.edu/provost/faculty/promotionandtenure.html>.

Criteria listed below are intended as useful information both for faculty seeking promotion and for members of the Department's Primary Committee and of the HHS Area Committee who are responsible for evaluating candidates' credentials. The criteria are not intended as a checklist for promotion. Instead, each of them will be evaluated in the context provided by the full record.

Clinical positions provide the University an opportunity to benefit from expertise of professional educators and to provide them with opportunities for career advancement. Clinical Faculty focus principally on excellence in instruction and engagement. In addition to instructional responsibilities on campus, Clinical Faculty also may be professionals in a practice site and provide clinical education of students; collaborate and develop professional relationships with industry and governmental agencies; and/or coordinate internships, co-ops, service learning, study abroad, and other student activities outside the classroom.

To be considered for promotion, a Clinical Faculty member should contribute to all mission areas appropriate to their position (teaching, and/or engagement), and should meet minimum thresholds in each area. In addition, candidates will address Diversity, Equity, and Inclusion (DEI) activities and/or impact in the Learning/Teaching section of their document. DEI activities in Discovery/Research and Engagement/Service are encouraged. Candidates for promotion to Clinical Associate Professor and Clinical Professor should demonstrate excellence in one area (teaching or engagement) and strength in the other area (teaching or engagement). For clinical candidates, the primary basis for promotion will be consistent with the basis on which the candidates were originally hired, typically in learning and/or engagement/service. If consultations between the department head and other faculty suggest that a faculty member's responsibilities at the time of consideration for promotion justify placing primary emphasis on another mission area, that other area could be the primary basis for promotion. In addition, all promotion candidates should provide evidence of their commitment to active and responsive mentorship, to their activity in mentoring, advising, and supporting the academic success of undergraduates and/or graduate students in their promotion documentation.

Learning/Teaching

All Clinical Faculty who are candidates for promotion must present evidence of accomplishments in teaching that effectively promote student learning. Clinical Faculty in the School of Nursing have a primary commitment to contribute to the programmatic need for clinical education of nursing students.

Successful candidates for promotion are expected to have a strong record of teaching undergraduate and/or graduate students. There may be cases that justify greater involvement with

one group of students relative to the other; such cases should be evaluated in terms of the candidate's contribution to the broader teaching and mentoring mission of the department, college, and university.

Accomplishments in teaching and learning will be evaluated based on performance in contexts beyond classroom settings and/or in classroom settings. Successful candidates for promotion may be expected to make significant contributions to departmental course offerings (clinical and didactic). These contributions may be demonstrated through a range of indicators, including, but not limited to, the number, variety, and impact of experiences provided to students; peer or expert evaluations of teaching, when available; student evaluations, interpreted cautiously because of published evidence of bias in such evaluations; contributions in course or curriculum development to address needs or gaps in undergraduate or graduate education; and preparation of instructional materials. In addition, successful candidates can show their commitment to active and responsive student mentoring, advising, and support by making efforts to increase the relevance of course material to student success in research, professional activities, and experiential learning.

Candidates are expected to address DEI in their teaching, innovations, or publications related to teaching and curriculum development. The infusion /teaching of DEI concepts or activities into courses should be described.

In addition to the indicators described above and below, rewards, honors, and other forms of recognition for teaching and/or mentoring can demonstrate a candidate's strength in teaching and learning. Strength in teaching may also be demonstrated through the dissemination of the candidate's content expertise to the field. This includes publications of articles in professional journals describing advances or best practices in nursing education and/or presentations on nursing education to other educators at local and state level.

Indicators of student mentoring and support beyond classroom and clinical settings may include, but are not limited to, leading study abroad and other experiential or service-learning programs; serving as a mentor in School of Nursing, college, and campus programs; participating as an advisor to student organizations; supporting students in co-curricular and other activities; or engaging in efforts to improve the retention and success of diverse populations of students. Indicators of effective advising and mentoring of students may include personalized teaching/learning activities (e.g., coordinating internships, developing and leading student cooperative programs, and/or innovative clinical learning activities), or leading professional programs/workshops, at the local and state level, on topics that pertain to success in academic or professional settings.

For promotion to Clinical Associate Professor based on accomplishments in teaching and learning candidates must have a significant record of accomplishment as a faculty member, show promise of continued professional growth and recognition, and have significant accomplishments at the local and state level as well as developing a national prominence in their field of teaching and learning. This includes endorsements from external reviewers attesting to the candidate's national status and expertise.

For promotion to Clinical Professor based on accomplishments in teaching and learning candidates must have a very high level of professional accomplishment and must be recognized by their peers at the national or international level. This includes endorsements from external reviewers attesting to the candidate's national status.

Service/Engagement

Given Purdue's land-grant mission, it is expected that clinical faculty will be professionally active beyond the University campus, for example, by contributing to articles written about their discipline in national newspapers and magazines, giving presentations to community or lay audiences, etc. In addition, all faculty are expected to contribute to service activities that sustain campus units and professional organizations.

With regard to service, the Primary Committee expects clinical faculty to share in the support functions that are necessary to sustain academic units, research institutions, professional organizations, and funding agencies. Service to the department involves such activities as participating in the work of departmental committees and providing support for the department's undergraduate and graduate programs. Participation in comparable college- and university-level activities is also expected. Service to professional or governmental organizations can involve holding an official position or acting in other ways as a leader in state, national, or international societies. Candidates are encouraged to document any DEI-related activities, accomplishments, and/or impact in their engagement and service.

Candidates for Clinical Professor should demonstrate leadership in service to the department, university, and profession. However, because service is not the primary responsibility of any faculty member in this department, it is not expected that promotion will be based primarily on such service activities.

For Clinical Faculty, engagement accomplishments may be demonstrated through highly impactful outreach activities to providers and consumers of clinical services, as well as active involvement in professional associations. Particularly relevant indicators for Clinical Faculty include, but are not limited to: the creation of new student opportunities within the community; and offering presentations/workshops for providers, clients, and other stakeholders. As with tenured/tenure-track faculty, engagement excellence is evaluated primarily in terms of the positive impact of such activities on the relevant community or group, which should be documented. For example, the positive impact of workshops/presentations offered by a candidate could be documented through letters of support from community stakeholders, repeated invitations to offer workshops/presentations, and/or positive ratings from workshop/presentation attendees. Accomplishments in engagement may be demonstrated through developing and implementing practices that improve people's lives, communities, and societies, which may target underserved and underrepresented population and societies based on the candidate's research endeavors and specialties. Indicators of such impact are likely to be derived from contexts beyond academic disciplines.

All Clinical Faculty who are candidates for promotion based on accomplishments in engagement, are expected to demonstrate a record of highly impactful engagement-related

activities in which they played a crucial role. These activities might involve a partnership with a specific community or organization outside the university in which there is a mutually-beneficial exchange of knowledge. For example, these faculty might provide evidence of developing and implementing evidence-based programs, interventions, or techniques that positively affect the quality of life of people in a community. Alternatively, they might form partnerships with community, government, or public sector organizations that result in new laws or policies that improved people's lives, or they have been a leader in organizations that promote substantial changes in professional practice nationally and/or internationally.

The impact of a candidate's engagement activities should be demonstrated through dissemination at the local and state level as well as developing a national prominence (e.g., national publication and presentations; technical reports written in collaboration with community or other partners; laws, policies, or standards for licensing). Dissemination is understood to be qualitatively different from research reports required of Tenure/Tenure-Track faculty in most cases.

Candidates for promotion to Clinical Associate Professor based on accomplishments in engagement must be developing national prominence in their field of engagement, which may be demonstrated through endorsements by external reviewers.

Candidates for promotion to Clinical Professor based on accomplishments in engagement must be recognized for their national and/or international prominence in their field of engagement, which may be demonstrated through endorsements by external reviewers.

Discovery/Research

Discovery/Research is not one of the primary activities expected of Clinical/Professional Faculty. However, contributions to research programs are encouraged and may be considered an area of strength. Research accomplishments and/or impacts relevant to DEI may include, but are not limited to, publication or conference presentations of research pertaining to issues of DEI, studying individuals from diverse communities and/or who are underrepresented in an area of scholarly research, recruiting students belonging to diverse communities to participate in mentored research, and receipt of a federal research/project/or training grants to support the scholarly development of a diverse cohort of scholars. For more examples and information on where to incorporate material on the Form 36 document (i.e., specific sections), please refer to the HHS promotion [website](#) Section B, item #11.