
**MICHIGAN STATE UNIVERSITY: COLLEGE OF NURSING
INDICATORS TO BE USED FOR EVALUATION & PROMOTION OUTLINE**

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MICHIGAN STATE UNIVERSITY: COLLEGE OF NURSING INDICATORS TO BE USED FOR EVALUATION & PROMOTION

Introduction

Michigan State University (MSU) is a land-grant institution, a member of the American Association of Universities (AAU) and the Committee on Institutional Cooperation (CIC) of Big Ten universities, and has a Carnegie rating of research intensive-very high. Within the context of these memberships and along with the international scope of MSU, the College of Nursing strives to meet indicators of faculty performance consistent with the nature of the university and the discipline of nursing.

The American Association of Colleges of Nursing (AACN) *Definition of Scholarship for the Discipline of Nursing* and the Boyer Model of Scholarship form the framework for the definition of teaching, research, service, and practice scholarship used in this document.

The Indicators of Faculty Achievement represent “examples” of evidence/indicators that faculty will use to document achievement in each of the categories. These indicators apply to all faculty, regardless of their appointment status (tenure track, fixed term, health programs), with an expectation that the performance of an individual faculty member will take into account the distribution of responsibilities assigned to that faculty member over the time being evaluated. All Indicators are organized by rank except in the general area of teaching and service; it is expected that the characteristics and expectations of these areas apply across all ranks. It is expected that faculty achieve at their current rank with an increasing number of indicators and/or depth over the time in that rank. In addition, faculty are expected to be moving toward the achievement of indicators for the rank above their current rank. These indicators serve as a guide to faculty for self-assessment, peer review, and annual evaluation, as well as for appropriate rank at the time of appointment, reappointment, promotion, and tenure.

This document replaces all previous standards, criteria, and examples for faculty achievement.

Boyer, E. (1990). *Scholarship revisited: Priorities of the professoriate*, Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

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I. TEACHING

Preamble: In the College of Nursing, all faculty are expected to adhere to the Michigan State University Code of Teaching Responsibilities, which includes being effective teachers, evaluators of student learning outcomes, and contributors to curriculum and course development.

A. TEACHING CRITERIA

1. Teaching Effectiveness
 - a. Prepares teaching materials that are culturally appropriate, accessible, and reflect current literature and practice standards.
 - b. Utilizes evidence-based teaching practice strategies to facilitate learning.
 - c. Uses technology appropriately to achieve student learning outcomes.
 - d. Presentations are well-organized and support achievement of student learning outcomes.
 - e. Implements a variety of teaching-learning strategies appropriate to the level of development, content, and context of the learning environment.
 - f. Provides student academic and professional advisement, socialization, and mentoring.
 - g. Provides support for the unique learning needs of at-risk students.
 - h. Utilizes assessment and outcome data, including peer and student assessment of teaching, to revise and improve teaching.
 - i. Engages in self-reflection and professional development to improve teaching effectiveness.
 - j. Demonstrates teaching excellence that is recognized locally, regionally, and/or nationally in areas of teaching both within and outside the college.

A. TEACHING CRITERIA

2. Curriculum Development
 - a. Provides input for curriculum design and evaluation.
 - b. Contributes to curriculum revisions based on learner needs, current knowledge, cultural sensitivity, feedback from learners, communities of interest and program outcomes.
 - c. Develops new courses in area of expertise and based on the needs of the college.
 - d. Serves as a member of a curriculum or course development committee.
 - e. Develops and updates course syllabus and materials in area of assigned responsibilities.
 - f. Engages in professional development related to curriculum development and evaluation and implements teaching improvements.
 - g. Provides innovative leadership in curriculum development that reflects contemporary health care trends.
 - h. Serves as a leader in inter-professional collaboration for health care education and incorporates inter-professional collaboration into the curriculum.

I. TEACHING

A. TEACHING CRITERIA

3. Evaluation of Student Performance

- a. Participates in outcome evaluation of student learning.
- b. Utilizes a variety of methods to evaluate and assess students across all domains of learning.
- c. Provides thoughtful, timely, and constructive feedback to learners.
- d. Utilizes evaluation data to design individual learning plans for at-risk students.
- e. Develops and implements tools for assessment of student performance, including oral, written, and performance examinations.
- f. Utilizes technology for assessment of student learning as appropriate.
- g. Conducts test/exam analysis and revises according to the analytic outcomes.
- h. Contributes on a regional and/or national level to activities to establish standards related to student assessment (e.g., test item writer for national exams).

I. TEACHING

B. TEACHING SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
1. Funding		<ul style="list-style-type: none"> • Submits proposals for internal funding of teaching projects. 	<ul style="list-style-type: none"> • Submits external funding proposal for teaching projects. 	<ul style="list-style-type: none"> • Has sustained funding for educational programs.
2. Publications		<ul style="list-style-type: none"> • Submits manuscript related to teaching. 	<ul style="list-style-type: none"> • Publishes manuscript in peer-reviewed journals or abstract related to teaching. 	<ul style="list-style-type: none"> • Continues to published manuscript in peer-reviewed journal and abstracts related to teaching.
3. Presentations	<ul style="list-style-type: none"> • Participates in in-house seminars on scholarly activities. • Presents innovative teaching methodologies internally. 	<ul style="list-style-type: none"> • Participates in seminars on scholarly activities. • Presents papers related to teaching. 	<ul style="list-style-type: none"> • Presents seminars on scholarly activities at local, regional, or national meetings. 	<ul style="list-style-type: none"> • Presents or facilitates seminars at community, organizational, and institutional levels nationally and internationally.

I. TEACHING

B. TEACHING SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
4. Mentoring	<ul style="list-style-type: none"> • Seeks a mentor to develop scholarship in a defined area. 	<ul style="list-style-type: none"> • Involves students in scholarship, including presentations and publications. • Serves as a member of scholarly project or dissertation committees. 	<ul style="list-style-type: none"> • Chairs guidance committees. • Mentors students and beginning faculty in scholarship. • Mentors students in scholarship by providing data and assisting in the development of scholarly product. • Facilitates faculty and student scholarship. 	<ul style="list-style-type: none"> • Serves as mentor to students and faculty as they develop their own scholarship. • Provides mentorship to faculty and students by providing data and involving faculty and students in faculty scholarship.

I. TEACHING

B. TEACHING SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
5. Quality & Impact of Work		<ul style="list-style-type: none"> • Obtains awards, honors, or nominations for teaching. 	<ul style="list-style-type: none"> • Work cited in teaching articles. • Solicited for presentation in area of teaching scholarship. 	<ul style="list-style-type: none"> • Advances the knowledge base of science through awards, citations in books and journals, and integration of findings into teaching and clinical practice.
6. Leadership Activities		<ul style="list-style-type: none"> • Serves as consultant for scholarship of teaching activities within the college. 	<ul style="list-style-type: none"> • Leads scholarship of teaching activities. 	<ul style="list-style-type: none"> • Leads national activities focused on the scholarship of teaching.

Evidence should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments with examples such as: SIRS forms; peer evaluation of instruction; evaluations by affected groups; teaching portfolios and websites; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional/alumni recognition.

II. RESEARCH

Preamble: Dimensions of faculty research to be addressed may include (but are not limited to): <ul style="list-style-type: none"> • Discovery of new knowledge • Development of innovative problem-solving strategies or methodologies • Application and dissemination of knowledge 				
A. RESEARCH SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
1. Funding		<ul style="list-style-type: none"> • Has a defined area of scholarship. • Conducts preliminary work (e.g., feasibility or pilot projects; descriptive studies; theoretical development) in support of own research trajectory. • Submits proposal(s) for internal and/or external funding with feedback obtained that is consistent with a competitive application. • Obtains external funding. • Participates as a member of a research team(s), internal or external to MSU. 	<ul style="list-style-type: none"> • Maintains and develops a focused area of scholarship. • Sustains focused program of externally funded research as PI, Dual PI, or Co-I. • Is recognized regionally and nationally for program of research. • Obtains external funding for program of research. • Participates as key personnel on intra-professional and inter-professional research teams. • Provides support for graduate student research. 	<ul style="list-style-type: none"> • Is recognized nationally or internationally for research program. • Leads funded program of research. • Sustains funding for research program that provides support for graduate students and other faculty.

II. RESEARCH

A. RESEARCH SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
2. Publications		<ul style="list-style-type: none"> • Has an annual average of two publications over 3 years in peer-reviewed journals, preferably as first author. 	<ul style="list-style-type: none"> • Sustains record of annual publications of two or more articles in peer-reviewed journals as first and/or senior author. • Broadens authorship in high-impact and interdisciplinary journals. • Publishes a chapter related to research program for a book. 	<ul style="list-style-type: none"> • Sustains record of peer-reviewed publications in high-impact journals. • Publishes with other faculty and graduate students. • Publishes a research monograph or book.
3. Presentations		<ul style="list-style-type: none"> • Presents an average of 1-2 peer reviewed papers/posters annually at local, state, regional, national, or international conferences. • Is invited to present research at regional conferences. 	<ul style="list-style-type: none"> • Sustains an average of 1-2 peer reviewed paper presentations annually at regional, national, or international professional meetings, workshops, and institutes. • Is invited to present research at national conferences. 	<ul style="list-style-type: none"> • Sustains record of national and international presentations. • Is invited to present research at national and international conferences.

II. RESEARCH

A. RESEARCH SCHOLARSHIP CRITERIA	EXAMPLES INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
4. Mentoring		<ul style="list-style-type: none"> • Is involved in graduate student advising and mentoring. • Participates in peer review of manuscripts, formal presentations, and/or poster presentations. • Serves on PhD dissertation and DNP synthesis project committees. 	<ul style="list-style-type: none"> • Chairs graduate student guidance and dissertation committees, and DNP synthesis projects. • Mentors assistant professors and graduate students in research (e.g., provides access to existing data; submits joint abstracts; publishes jointly). • Involves clinical faculty and/or students in research. • Assists colleagues in preparing a written proposal for individual grants or program grants. • Participates in internal grant reviews. 	<ul style="list-style-type: none"> • Sustains mentorship of faculty and graduate students in research. • Involves students from multiple disciplines in investigator research.

II. RESEARCH

A. RESEARCH SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
5. Quality & Impact of Work		<ul style="list-style-type: none"> • Is invited to collaborate in areas of expertise. • Is cited in research literature. 	<ul style="list-style-type: none"> • Is invited to serve as consultant in areas of expertise. • Accumulates record of citations in research literature. • Receives honors/awards from professional organizations and/or peers for research achievements. 	<ul style="list-style-type: none"> • Demonstrates impact on field of expertise via publications and citations. • Sustains record of translation of research into practice and policy. • Receives competitive honors/awards from professional organizations for leadership in research. • Is invited to give endowed lectures. • Is invited to present papers at funding agencies, nationally and internationally.

II. RESEARCH

A. RESEARCH SCHOLARSHIP CRITERIA	EXAMPLES INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
6. Leadership Activities		<ul style="list-style-type: none"> • Leads research team in pursuit of own program of research. • Provides consultation to others in areas of expertise within and outside MSU. 	<ul style="list-style-type: none"> • Serves as consultant to state, regional, and/or national organizations. • Is invited to present papers to professional groups, consultations, and/or serves on major professional panels. • Serves on national and/or international study/review sections. 	<ul style="list-style-type: none"> • Is sought for research expertise by governing boards, expert panels, and state, and national legislative and other policymaking groups in health care. • Serves as consultant to national/international organizations.

Evidence should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments with examples such as: publications, presentations, poster sessions, websites, etc.; citations of one's work by others; evaluations by peers and affected groups, including comments by outside evaluators, journal editors, referees, etc.; grants received in support of research; and research awards or other forms of professional/alumni recognition.

III. SERVICE

Preamble: In the College of Nursing (CON), faculty members are expected to have a focus on service within the academy, community, and professional and scholarly organizations.

A. PROFESSIONAL AND COMMUNITY SERVICE CRITERIA

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| 1. College of Nursing & University Service | <ul style="list-style-type: none">• Actively participates in elected or appointed CON committees and taskforces.• Actively participates in elected, appointed, or invited university committees and taskforces.• Serves as a faculty peer reviewer.• Takes on tasks through volunteering services.• Participates in faculty, staff, and student recruitment with emphasis on underrepresented groups and tenure system faculty.• Serves on CON and university committees in leadership roles such as committee chairperson.• Serves as leader of special task forces to meet the need of the CON and university.• Mentors new or junior faculty to CON and university service.• Builds external partnerships for CON and university.• Demonstrates leadership in mentoring the professional development of colleagues to generate a positive climate conducive to professional growth in the CON. |
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III. SERVICE

A. PROFESSIONAL AND COMMUNITY SERVICE CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<p>2. Community Involvement</p>	<ul style="list-style-type: none"> • Participates in community service committees and organizations. • Volunteers for service programs or projects. • Assists in community development efforts, e.g., consultation. • Presents workshops, lectures, or seminars in area of expertise for community-based organizations. • Establishes community partnership(s). 	<ul style="list-style-type: none"> • Volunteers for leadership roles in local or regional community-based organization(s). 	<ul style="list-style-type: none"> • Volunteers for leadership roles in regional or state organization(s). • Collaborates with the community in the development of programs and/or services. • Participates to serve in professional and scholarly activities such as test item writer, visiting accreditation team member, or scholarship application reviewer from national organizations. 	<ul style="list-style-type: none"> • Volunteers for leadership roles on state or national boards. • Participates in national organizations to improve health outcomes. • Serves as visiting professor or invited scholar.

III. SERVICE

A. PROFESSIONAL AND COMMUNITY SERVICE CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
3. Media	<ul style="list-style-type: none"> • Helps set up interview for taping. • Collaborates with Marketing and Communications office to advance storytelling: <ul style="list-style-type: none"> ○ Secures PR prominence by responding to local media inquiries within deadline. ○ Participates in internal and external media interviews for online, trade, radio, television, and newspaper publications. ○ Identifies and shares compelling news leads as it relates to faculty and student accomplishments. 	<ul style="list-style-type: none"> • Be interviewed by media representative. • Collaborates with Marketing and Communications office to advance storytelling: <ul style="list-style-type: none"> ○ Secures PR prominence by responding to local, state, and national media inquiries within deadline. ○ Participates in internal and external media interviews for online, trade, radio, television, and newspaper publications. ○ Identifies and shares compelling news leads as it relates to faculty and student accomplishments. 	<ul style="list-style-type: none"> • Sought out as expert in field for media commentary. • Collaborates with Marketing and Communications office to advance storytelling: <ul style="list-style-type: none"> ○ Identifies and shares compelling news leads as it relates to faculty and student accomplishments. ○ Assists in creating a compelling news story at these three points of the nationally funded grant when: <ol style="list-style-type: none"> 1. receiving award, 2. starting work in the community, 3. publishing study outcomes. 	<ul style="list-style-type: none"> • Quoted in state or national media. • Collaborates with Marketing and Communications office to advance storytelling: <ul style="list-style-type: none"> ○ Secures PR prominence by responding to local, state, and national media inquiries within deadline. ○ Participates in internal and external media interviews for online, trade, radio, television, and newspaper publications.
4. Professional Membership	<ul style="list-style-type: none"> • Actively participates in professional organization reflective of area of expertise. 	<ul style="list-style-type: none"> • Actively participates on local or regional level of professional organization. 	<ul style="list-style-type: none"> • Actively participates in leadership role at state, regional, or national level. 	<ul style="list-style-type: none"> • Actively participates in a leadership role at national and/or international level.

III. SERVICE

A. PROFESSIONAL AND COMMUNITY SERVICE CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
5. Consultation	<ul style="list-style-type: none"> Serves as a consultant for a community organization. 	<ul style="list-style-type: none"> Serves as a consultant for a community organization in area of expertise. 	<ul style="list-style-type: none"> Serves as a consultant for an internally funded research project (CON). Serves as a consultant for externally funded research. 	<ul style="list-style-type: none"> Serves as a consultant for federally funded research.

Evidence:

Evidence should address the scholarship, significance, impact, and attention to context of the faculty member’s accomplishments with examples such as: committee accomplishments (policies, reports, and organizational changes); evaluation by committee colleagues/chairperson or organization executive officers; and service awards or other forms of professional/alumni recognition.

Examples of local media would be MSU, CON, *State News*, and *Lansing State Journal*.

Examples of state media would be *Lansing State Journal*, *Detroit Free Press*, WLNS News, and local NPR affiliates.

Examples of national media would be CNN, *Wall Street Journal*, *New York Times*, ESPN, and NPR.

III. SERVICE

B. SERVICE SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
1. Funding	<ul style="list-style-type: none"> • Participates in funded projects within a professional or community organization. 	<ul style="list-style-type: none"> • Participates in development of funded project within a professional or community organization. • Obtains grants and other forms of support for community service activities. 	<ul style="list-style-type: none"> • Leads effort to develop project and obtain funding in professional or community organization. 	
2. Publications	<ul style="list-style-type: none"> • Helps voluntary professional organizations with newsletters/online media. • Prepares instructional materials for lay audiences. • Performs public service activities. 	<ul style="list-style-type: none"> • Writes editorial or other article for newspapers, journals, bulletins, and patient advocacy groups. 	<ul style="list-style-type: none"> • Provides leadership role in organization of facility newsletter or paper. 	<ul style="list-style-type: none"> • Takes leadership in national organization newsletters, and professional organization publications, including specialty brochures and general practice issues.

III. SERVICE

B. SERVICE SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
3. Presentations	<ul style="list-style-type: none"> • Presents paper and/or poster to local, state, and regional lay audiences. • Participates in public/community health–related activities. 	<ul style="list-style-type: none"> • Presents paper and/or poster presentations at local, state, regional, and/or national level. • Designs and conducts projects to meet community needs. 	<ul style="list-style-type: none"> • Collaborates on knowledge needed by communities outside the university. 	<ul style="list-style-type: none"> • Facilitates translation of research evidence to communities and other external organizations.
4. Quality & Impact of Work	<ul style="list-style-type: none"> • Participates in professional organizations. • Mentors students and groups of students. • Participates on CON committees. 	<ul style="list-style-type: none"> • Participates in/consults for programs and projects within MSU that benefit from faculty expertise. 	<ul style="list-style-type: none"> • Serves as a consultant for programs and projects external to MSU that benefit from faculty expertise. 	<ul style="list-style-type: none"> • Participates in/consults for programs and projects nationally and internationally.

III. SERVICE

B. SERVICE SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
5. Reviewer	<ul style="list-style-type: none"> • Serves as reviewer for clinical or educational projects. • Presents abstracts based on teaching and practice. 	<ul style="list-style-type: none"> • Serves as reviewer for professional organization scholarship applications, grants, educational or clinical projects, conference abstracts, and conference papers. • Serves as reviewer for peer-reviewed professional journals. 	<ul style="list-style-type: none"> • Reviews books. • Reviews internal grant proposals. • Reviews external grant proposals. • Serves as manuscript reviewer or assistant editor for peer-reviewed journals. 	<ul style="list-style-type: none"> • Serves as an editor of journals and/or books. • Serves as a special issue editor. • Serves as an external grant proposal reviewer. • Evaluates materials of persons from other universities for purposes of promotion. • Leads grant review panels.
6. Leadership Activities	<ul style="list-style-type: none"> • Serves on professional planning committees. • Serves in local professional organizations. 	<ul style="list-style-type: none"> • Provides leadership in state and regional professional organizations. 	<ul style="list-style-type: none"> • Serves on an editorial board. 	<ul style="list-style-type: none"> • Provides leadership in state, regional, national, and international professional organizations.

Evidence:

Evidence should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments with examples such as: publications, programs offered; presentations, exhibits, broadcasts, websites, brochures and other print materials, and collection development; grants received in support of community activities; evaluations by affected groups, including comments by outside evaluators, conference organizers, and/or media representatives.

IV. CLINICAL NURSING PRACTICE

Preamble: In the College of Nursing, faculty may engage in clinical nursing practice as part of their university responsibilities.				
A. CLINICAL NURSING PRACTICE ACTIVITIES CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
1. Quality of Clinical Nursing Practice	<ul style="list-style-type: none"> • Maintains an active clinical nursing practice. • Maintains ethical principles and standards. • Serves as role model and preceptor for students. • Bases clinical nursing practice on relevant theory and current research. • Participates in worksite/peer evaluation of clinical nursing practice. 	<ul style="list-style-type: none"> • Demonstrates positive impact of clinical nursing practice related to provider/patient outcomes. • Participates in quality improvement activities to demonstrate the impact of clinical nursing practice on provider-patient outcomes. • Contributes clinical nursing practice expertise to local and/or state groups addressing clinical nursing practice issues. 	<ul style="list-style-type: none"> • Is recognized as an expert in an area of clinical nursing practice at the regional and/or national level. • Mentors junior faculty and/or other providers in clinical nursing practice. • Evaluates clinical nursing practice and shares findings with colleagues. 	<ul style="list-style-type: none"> • Provides leadership in clinical nursing practice settings. • Actively participates in development of inter-professional and innovative clinical nursing practice models. • Identified as a national and/or international leader in the advancement of clinical nursing practice.

IV. CLINICAL NURSING PRACTICE

A. CLINICAL NURSING PRACTICE ACTIVITIES CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
2. Evidence-based Clinical Nursing Practice	<ul style="list-style-type: none"> Evaluates clinical nursing practice and shares findings with colleagues within their clinical nursing practice. 	<ul style="list-style-type: none"> Evaluates clinical nursing practice and shares findings with colleagues at the state and local levels. Identified as a state and regional leader in the advancement of clinical nursing practice. 	<ul style="list-style-type: none"> Evaluates clinical nursing practice and shares findings with colleagues at the national or international level. Develops and/or collaborates research studies to test models of clinical nursing practice. 	<ul style="list-style-type: none"> Identified as a national and/or international leader in the advancement of clinical nursing practice.
3. Mentoring	<ul style="list-style-type: none"> Mentors students in the clinical nursing practice setting. 	<ul style="list-style-type: none"> Mentors colleagues and staff in the clinical nursing practice setting. 	<ul style="list-style-type: none"> Mentors in area of expertise at the local, state, and regional level. 	<ul style="list-style-type: none"> Mentors in area of expertise at the national and/or international level.

Evidence:

Current licensure, certification, credentialing and education documents, description of clinical nursing practice, including number and demographics of patients, documented quality improvement activities, and materials related to policy work.

Evidence-based clinical nursing practice.

Chart audit.

Peer-reviewed articles.

Clinical practice awards.

IV. CLINICAL NURSING PRACTICE

B. CLINICAL NURSING PRACTICE SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
1. Funding	<ul style="list-style-type: none"> Identifies researchable questions from clinical nursing practice activities and makes them available to students and peers. 	<ul style="list-style-type: none"> Participates in collaborative activities that support funding in clinical nursing practice initiatives. 	<ul style="list-style-type: none"> Obtains funding in support of clinical nursing practice initiatives. 	<ul style="list-style-type: none"> Obtains state or national funding in support of clinical nursing practice initiatives.
2. Publications	<ul style="list-style-type: none"> Participates in the development of clinical nursing practice–related articles. 	<ul style="list-style-type: none"> Prepares instructional materials for lay audiences or patient groups. Publishes clinical nursing practice–related article in lay or professional journals. 	<ul style="list-style-type: none"> Publishes at least two clinical nursing practice–related articles in peer-reviewed journals. Tests clinical procedures/tools and publishes results. 	<ul style="list-style-type: none"> Publishes two or more clinical nursing practice–related articles in peer-reviewed journals.
3. Presentations	<ul style="list-style-type: none"> Participates in the development of clinical nursing practice–related presentations. 	<ul style="list-style-type: none"> Presents clinical nursing practice–related presentations at local and/or state level for peer and lay groups. 	<ul style="list-style-type: none"> Presents clinical nursing practice–related presentations at local and state level for inter-professional groups. 	<ul style="list-style-type: none"> Presents clinical nursing practice–related presentations at national or international level.

IV. CLINICAL NURSING PRACTICE

B. CLINICAL NURSING PRACTICE SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
4. Quality & Impact of Work	<ul style="list-style-type: none"> Participates in quality improvement activities in the clinical setting. 	<ul style="list-style-type: none"> Is an invited collaborator in translational research in area of expertise. 	<ul style="list-style-type: none"> Is recognized as an expert in an area of clinical nursing practice at the regional and/or national level. Receives clinical nursing practice–related honor/award from professional organization. 	<ul style="list-style-type: none"> Identifies issues of translating evidence of clinical nursing practice into policy. Receives competitive honor/award from professional organization for leadership in clinical nursing practice.

IV. CLINICAL NURSING PRACTICE

B. CLINICAL NURSING PRACTICE SCHOLARSHIP CRITERIA	EXAMPLE INDICATORS BY RANK			
	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
5. Leadership Activities	<ul style="list-style-type: none"> • Serves as peer reviewer of clinical nursing practice consistent with evidence-based guidelines. • Develops and informs standards of clinical nursing practice based on research. • Participates in development of clinical nursing practice–related articles. 	<ul style="list-style-type: none"> • Obtains grant award in support of clinical nursing practice. • Synthesizes research and uses it to develop clinical nursing practice protocols or guidelines. • Prepares instructional materials for lay audiences or patient groups. • Participates in policy activities related to clinical nursing practice. 	<ul style="list-style-type: none"> • Develops and tests new approaches in faculty clinical nursing practice and disseminates findings to relevant national/international groups through presentations and publications. • Designs and conducts QI projects based on clinical nursing practice activities. • Interprets results of QI monitoring and leads effort to correct deficiencies. • Contributes to professional organization publications, including specialty brochures and general clinical nursing practice issues. 	<ul style="list-style-type: none"> • Has research findings, publications, or recommendations adopted by communities and practitioners to improve health care. • Has publications that contribute to the establishment of standards of care guidelines or development of QI protocols. • Mentors others in the dissemination of clinical nursing practice protocols and observations.

Evidence: Scholarship, significance, impact, and attention to context of the faculty member's accomplishments with examples such as:

Record of internal and external grant submissions; grant transmittal sheets; funding award notifications.

Published articles in peer-reviewed journals.

Documentation of textbook publishing of chapter, monographs, or face page.

Evidence of scholarly presentations, including type (poster/paper), conference name, meeting dates, and location.

Practice scholarship awards.

Documented creation of instructional materials, reports compiling patient outcomes, and/or policy papers.