

COLLEGE OF NURSING AND HEALTH PROFESSIONS

EVALUATION CRITERIA, POLICY AND PROCEDURES FOR ANNUAL REVIEW, REAPPOINTMENT, AND PROMOTION

CLINICAL-TRACK

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EVALUATION CRITERIA, POLICY AND PROCEDURES FOR ANNUAL REVIEW, REAPPOINTMENT, AND PROMOTION

Evaluation of college faculty must ultimately conform to policies and procedures specified in the *University Handbook* and will be implemented in a manner congruent with the College mission statement and policies.

I. COLLEGE OF NURSING AND HEALTH PROFESSIONS MISSION STATEMENT

The University of Southern Indiana (USI) College of Nursing and Health Professions (CNHP) is an inclusive learning community that influences health and wellness through leadership and excellence in teaching, research, practice, and community engagement. We prepare individuals to shape health care through the use of evidence-based practice and interprofessional collaboration.

The CNHP's mission is to:

Provide innovative educational programs that prepare graduates for excellence in advancing health care and wellness.

Provide support to the community through service learning activities, organizational involvement, and political action

Provide a campus community that supports students' success and graduation.

Serve as a leader in health care education, research and practice.

Provide an inclusive learning community which values a diverse population of faculty, staff, and students.

Promote and support professional development of college faculty, staff, graduates, and health professionals.

II. FACULTY ANNUAL REVIEW

Faculty are evaluated annually by the Program Director/s. Program Directors are evaluated annually by the Dean or Dean's designee. Each evaluation notifies the faculty member of strengths and weaknesses, or evidence of unsatisfactory performance, or of any condition that might serve as a basis for non-renewal of reappointments.

III. EVALUATION PROCEDURES FOR FACULTY REAPPOINTMENT - INSTRUCTOR RANK AND CONTRACT FACULTY

A. Procedure

1. The Program Director/s completes an annual review and evaluation of the faculty member's performance and forwards the evaluation with the recommendation for reappointment, conditional reappointment, or non-reappointment to the Dean or Dean's designee.
2. The Dean forwards the evaluation with a recommendation for reappointment, conditional reappointment, or non-reappointment to the Provost.

IV. EVALUATION PROCEDURES FOR FACULTY REAPPOINTMENT AND PROMOTION – CLINICAL TRACK

A. Clinical Rank Criteria and Requirements

Criteria and requirements listed below should guide all concerned with academic reappointments and/or promotions.

Clinical Assistant Professor

Faculty beginning the clinical track will initially receive a one year contract. After the first year, subsequent reappointment is renewed based on a two year contract.

Faculty are permitted to remain at this same level of rank and not seek promotion. Faculty will continue to receive reviews with recommendation for reappointment every two years with unlimited renewals based on satisfactory comprehensive reviews and program and college need.

Before seeking promotion to the clinical associate professor, the clinical assistant professor must remain at this rank for six years.

Clinical Associate Professor

If appointed directly to the rank of clinical associate professor, the faculty must have been selected as a result of a national search.

At this rank faculty are permitted to remain at this same level of rank and not seek additional promotion. Faculty will continue to receive reviews with recommendation for reappointment every three years with unlimited renewals based on satisfactory comprehensive reviews and teaching needs of the program and college.

Before seeking promotion to the clinical professor, the clinical associate professor must remain at this rank for four years.

Clinical Professor

Faculty will continue to receive reviews with recommendation for reappointment every five years with unlimited renewals based on satisfactory comprehensive reviews as established by a Faculty Review Committee and teaching needs of the program and college.

B. Reappointment and/or Promotion Evaluation Procedure

1. Faculty undergoing review for reappointment and/or promotion must submit their Professional Portfolio to the Dean by the first Monday of November of the fall semester prior to promotion. If seeking reappointment only, portfolio documentation of evidence should include all materials since holding that rank. If seeking promotion from clinical assistant professor to clinical associate professor, the portfolio documentation of evidence should include the past 6 years. If seeking promotion from clinical associate professor to clinical professor, the portfolio documentation of evidence should include the past 4 years. The Dean will forward the Professional Portfolio to the Faculty Review Committee. The Committee reviews faculty performance as evidenced in the Professional Portfolio, in the areas of teaching, scholarship and professional activity, practice, and service. The review includes a written summary along with a recommendation for reappointment, conditional reappointment or non-reappointment. For promotion the Faculty Review Committee completes a review which includes a written summary along with a recommendation for promotion or non-promotion. The Faculty Review Committee may request additional documentation or an interview with the faculty member to clarify information presented in the Professional Portfolio. The Committee will forward a written review with recommendation pertaining to progress toward reappointment and/or promotion to the Program Director/s or Assistant Dean (as appropriate).
2. The Program Director/s or Assistant Dean completes a separate review of faculty performance from the evidence in the Professional Portfolio, in the areas of teaching, scholarship and professional activity, practice, and service (Adopted May 30, 2012). This review includes a written summary along with a recommendation for reappointment, conditional reappointment or non-reappointment. For promotion the Program Director/s or Assistant Dean completes a review which includes a written summary along with a recommendation for promotion or non-promotion. The Program Director/s or Assistant Dean will review his or her recommendation with the faculty member. The Program Director/s or Assistant Dean will forward his or her recommendation along with the recommendation of the Faculty Review Committee to the Dean.

3. After reviewing the recommendations from the Program Director/s or Assistant Dean and Faculty Review Committee, the Dean submits a recommendation for reappointment and/or promotion consideration to the Provost.

The Faculty Review Committee and the Program Director/s or Assistant Dean will retain a confidential copy of each review for promotion for a three year period after the promotion decision is concluded at which time these records are destroyed. The Faculty Review Committee and Program Director/s or Assistant Dean will retain a confidential copy of each review for reappointment until or if the faculty seeks promotion after which time these records are destroyed. A copy of each review is also kept by the Dean in a secured file.

V. STATEMENT ON TERMINAL DEGREES

The College of Nursing and Health Profession's guidelines specify the degree requirement for an assistant clinical professor is a Master's degree in the discipline or related field. For clinical associate professor the terminal degree for the discipline is defined as follows: a doctoral degree in an area relevant to the teaching field is recognized as a terminal degree for nursing, food and nutrition, occupational therapy, and health services/health administration. The masters' degree in an area relevant to the teaching field is the recognized terminal degree for faculty who teach in dental hygiene, dental assisting, occupational therapy assistant, radiologic technology, diagnostic medical sonography, and respiratory therapy. The earned doctorate in the area relevant to the teaching field is the requirement for clinical professor.

VI. EVALUATION AREAS FOR PROMOTION

Faculty must meet the quantitative criteria for each rank found in the University Handbook. Quantitative criteria encompass degree, certification/licensure, area of expertise, and years served in rank (see attached clinical track faculty spreadsheet).

Qualitative criteria are to be used as a guide for faculty to prepare materials; the examples given are not exhaustive. Faculty are expected to meet all expectations and criteria by rank. Faculty may seek advice from Faculty Review Committee members regarding materials presented for review.

A. Teaching/Advising

1. Teaching Expectations and Criteria

Teaching is the primary mission of the University of Southern Indiana and the College of Nursing and Health Professions. Therefore, high quality teaching is expected of all faculty. Faculty are expected to meet all expectations and criteria by rank.

For teaching faculty, teaching occupies a central position among academic duties. Quality teaching, therefore, is the most important element in evaluation of teaching faculty. In order for candidates to be considered for promotion, their teaching performance must be viewed as satisfactory by students, colleagues, and administrators with respect to preparation, relevance to subject matter, and organization of material. Applicants for promotion to associate professor and professor must provide evidence that efforts beyond caretaker administration occur in those courses for which the faculty member has primary responsibility. Moreover, effective teaching assumes intellectual competence and integrity, creative pedagogical techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant revision of courses and curricula consistent with new knowledge.

As evidence of accomplishment in teaching, faculty members should present such items as pedagogical materials including course syllabi and lecture outlines; summaries of anonymous student evaluations; letters of citation from colleagues or supervisors who visited their classes, observed their teaching in other ways, or taught the same students in subsequent courses; and the record of success of former students in graduate and professional colleges/universities and in subject-related careers.

Expectations and Criteria by Rank

Clinical Assistant Professor – Teaching performance should demonstrate competency in classroom and/or clinical teaching; evidence of depth in an area of specialty; and shared responsibilities for curriculum implementation and evaluation.

Clinical Associate Professor – Teaching performance should be supported by demonstrable evidence of outstanding classroom and/or clinical teaching indicated by peer and student evaluations, documentation of innovative student clinical experiences and contributes to and assumes leadership in curriculum activities. Develops/disseminates new teaching materials. Serves as thesis/capstone project faculty advisor.

Clinical Professor - Teaching performance should be supported by demonstrable evidence of continuing development of exemplary teaching in classroom and/or clinical setting. Attracts students by teaching excellence. Assumes leadership role in program development and evaluation. Has authoritative knowledge and reputation in a recognized field of learning and practice. Publication of teaching materials/methods in refereed clinical/professional journals. Member/chair of masters/doctorate committees. **Adapted from the USI University Handbook**

Teaching Performance Criteria

Criteria upon which teaching performance will be evaluated include the following:

Clinical Assistant Professor –

The person seeking promotion to clinical assistance professor should show the following:

- Demonstrates competency in classroom and/or clinical teaching as indicated by peer and/or student evaluations
- Demonstrates evidence of depth in area of specialty
- Shows evidence of shared responsibilities for curriculum implementation and evaluation

Additional Examples of Evidence could include the following:

- Shows evidence of maintenance of high academic standards for student performance.
- Involvement in faculty development activities to improve teaching, (Attendance at workshops, seminars, or conferences on teaching; acquiring new teaching skills, etc.).
- Evidence of efforts to develop new courses or revise and improve existing courses. (course revisions, development of teaching aids, updates in course content, etc.).
- Development of teaching materials.
- Evidence of involvement in clinical site development and clinical site evaluations.
- Coordination of courses requiring multiple faculty and multiple clinical sites.
- Quality and effectiveness of student learning situations as demonstrated by student evaluation.
- Incorporation of modern technology into classroom teaching and student learning situations.
- Receipt of awards and honors for teaching.

- Design of scholarship of engagement activities that provide opportunities for students to gain knowledge and skills through service learning.
- Evidence of cognitive or affective gain by students in classes taught by the faculty member (e.g., student success in subsequent, related courses; performance on certification or licensure examinations).
- Evidence of peer reviews from mentors/colleagues. Peer reviews required annually (Adopted as of May 30, 2012). The two methods for peer review are the university's FACT or eFACT evaluation process and/or the CNHP Peer Review Process. (See the College of Nursing and Health Professions Peer Review Observation Policy and Procedures).

Clinical Associate Professor –

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Demonstrates evidence of outstanding classroom and/or clinical teaching indicated by peer and student evaluations
- Demonstrates development of innovative clinical experiences
- Shows contribution to and assumes leadership in curriculum activities
- Develops/disseminates new teaching materials
- Serves as a thesis/capstone project faculty advisor (i.e. providing advice to students and/or faculty on sections of major projects, working with students on honors projects or the synthesis course projects)

Additional Examples of Evidence could include the following:

- Successful direction of students in independent research projects or activities.

Clinical Professor

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Demonstrable evidence of continuing development of exemplary teaching in classroom and/or clinical setting.

- Attracts students by teaching excellence.
- Shows leadership role in program development and evaluation.
- Has authoritative knowledge and reputation in a recognized field of learning and practice
- Evidence of publication of teaching materials/methods in refereed clinical/professional journals.
- Is a member/chair of masters/doctorate committees

Additional Examples of Evidence could include the following:

- Shows service as a master teacher or teaching mentor to colleagues (conducting teaching workshops, presenting teaching-related seminars, mentoring new faculty, etc.).

2. Advising Expectations and Criteria

Academic advising beyond that which occurs in the classroom or in relation to specific course content is an essential component of the role of the teacher. Faculty are expected to meet all expectations and criteria by rank.

The university identifies academic advising as a crucial element in students' educational development, academic success, and post collegiate goals. Quality advising is considered a significant component in the evaluation of faculty. Effective academic advisors demonstrate an interest in mentoring students, provide accurate information relating to the university core curriculum and major requirements, and assist students in identifying and pursuing educational goals.

Faculty members should provide documentation of advising activities. Such evidence could include communications with students, number of advisees in relation to overall department average, peer evaluations, summaries of student evaluations, and records of contributions to departmental advising events, and participation in advising related professional development opportunities.

Expectations by Rank

Clinical Assistant Professor – Advising performance should be supported by demonstrable evidence of development and effective advising techniques. Knowledgeable of advising.

Clinical Associate Professor – Advising performance should be supported by demonstrable evidence of engagement and understanding of

departmental and University advising programs, process, and goals. Is skilled in advising.

Clinical Professor –Advising performance should be supported by evidence of mentoring faculty in advising.

Adapted from the USI University Handbook

Advising Performance Criteria

Criteria upon which advising performance will be evaluated include the following:

Clinical Assistant Professor –

The person seeking promotion to clinical assistance professor should show the following:

- Advising shows evidence of development and effective advising techniques.
- Knowledgeable of advising.

Additional Examples of Evidence could include the following:

- Evidence of effective academic advisement (strategies employed to advise and register students for classes, select major area of study, understand learning styles, obtain tutorial assistance, manage academic difficulties, obtain unique learning opportunities, obtain financial aid, obtain employment, continue education after graduation, withdraw, transfer, deal with personal problems, etc.)
- Demonstrates availability to students.

Clinical Associate Professor –

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Advising shows evidence of engagement and understanding of departmental and University advising programs, process, and goals.
- Is skilled in advising.

Clinical Professor

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Advising performance should be supported by evidence of mentoring faculty in advising.

B. Scholarship and Professional Activity

1. Scholarship and Professional Activity Expectations and Criteria

Faculty in the College of Nursing and Health Professions are expected to be active scholars in their professional disciplines. Faculty need to establish a definite, continuous program of studies and investigations. Scholarship may be demonstrated by clinical practice that exhibits improved patient/organizational outcomes, peer-reviewed publications, peer-reviewed presentations, and/or workshops presented. Applied and pedagogical as well as basic research are acceptable. Faculty are expected to meet all expectations and criteria by rank.

Scholarship is the foundation for teaching and professional activity. Applied research, and creative works, contribute to faculty members' knowledge within their teaching fields, permit them to become productive scholars among peers in learned and professional societies and establish them as citizen-scholars who contribute to local and regional communities.

Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars are principle criteria to be considered for faculty promotion. Professional consultation; travel related to teaching and research and recognition by one's peers through professional honors, grants and awards should be given serious consideration. Voluntary and philanthropic activities related to the faculty member's discipline for area of expertise should be considered where appropriate. Professional activity includes the application of knowledge to address practical, social, political, or economic issues or challenges.

Expectations and Criteria by Rank

Clinical Assistant Professor – Academic preparation should be sufficient for progress in teaching, demonstrates expertise in clinical practice, and contributes to the development of materials pertinent to practice (education programs, professional development offerings, in-service education). A foundation of professional activity should be in evidence.

Clinical Associate Professor – Assumes a leadership role in the development of materials pertinent to practice (audiovisual programs, professional development offerings, and in-service education), presents evidence of clinical scholarship, and initiates research utilization in the practice setting. Has a regional reputation of an expert in clinical specialty. Significant involvement in advancing knowledge through

participation in professional organizations and other professional activity at the local, state or regional level should be apparent.

Clinical Professor – The production of scholarly works should be of sufficient merit to gain regional and national recognition. Holds national reputation as an expert in clinical specialty and mentors junior faculty with scholarly activities. Leadership and advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional, or national level should be clear. **Adapted from the USI University Handbook**

The quality of scholarly production is considered more important than mere quantity. Candidates should demonstrate such evidence as collaborating with researchers or leading clinical research investigations, activities leading to participation in and papers presented to professional meetings and the publication of articles and books with a focus on clinical practice; peer-reviewed documentation of applied research projects and their impact; and the receipt of professional honors, grants, and awards.

Scholarship and Professional Activity Performance Criteria

Criteria upon which scholarship performance will be evaluated include the following:

Clinical Assistant Professor –

The person seeking promotion to clinical assistance professor should show the following:

- Shows evidence of collaboration with researchers in clinical problem solving, identification of researchable clinical problems, and assisting with research utilization projects.
- Contributes to the development of materials pertinent to practice (education programs, professional development offerings, and in-service education) and seeks peer review of developed materials.
- Prepares/presents papers or posters for local professional meetings and conferences.
- May be a contributing author to a professional journal publication.
- Contributes to data gathering for grant writing.
- Demonstrates expertise in clinical practice.
- Serves as a clinical consultant at the local level.

Additional Examples of Evidence could include the following:

- Recipient of awards and honors for scholarship or professional activity.
- Development of materials pertinent to practice (e.g. standards of care, health care policies, etc.)

Clinical Associate Professor –

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Serves as co-investigator or co-primary investigator for research utilization or other types of clinical research projects.
- Leadership role in the development of materials pertinent to practice (i.e. audiovisual programs, professional development offerings, in-service education) and disseminates information
- Presents papers/posters at regional/national meetings and conferences.
- Publishes in professional journals (e.g. clinical case studies, position papers, innovative practice models and clinical teaching models).
- Writes and presents evidence of clinical scholarship (e.g. refereed clinical/professional journals, textbook chapters, editorials, teaching modules, electronic teaching programs).
- Initiates research utilization and other types of research projects.
- Participates in the writing of grants.
- Regional reputation as an expert in clinical specialty.
- Serves as a clinical consultant at the regional level.

Additional Examples of Evidence could include the following:

- Reviewer of journal articles, books, manuscripts, or grant proposals for external agencies.
- Serves on an advisory board in clinical practice area.
- Mentor to junior faculty practice activities (i.e. simulation lab).

- Presents papers/seminars/workshops at regional/national meetings and conferences

Clinical Professor

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- The production of scholarly works should be of sufficient merit to gain regional and national recognition.
- Holds national reputation as an expert in clinical specialty and mentors junior faculty with scholarly activities.
- Leadership and advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional, or national level should be clear.
- Serves as primary investigator for research utilization or other types of clinical research projects.
- Contributes to state and national initiatives related to professional and/or health care issues.
- Presents papers/posters at national/international meetings and conferences.
- Publishes in refereed professional journals (e.g. clinical case studies, position papers, innovative practice models and clinical teaching models).
- Serves as an editor or editorial board member for national refereed journals.
- Mentors junior faculty with research utilization and grant projects.
- Provides leadership in grant writing and implementation.
- National reputation as an expert in clinical specialty.
- Serves as a clinical consultant at the regional/national level.

Additional Examples of Evidence could include the following:

- Presents papers/posters/seminars/workshops at national/international meetings and conferences.

C. Practice

1. Practice Expectations and Criteria

College of Nursing and Health Professions faculty are expected to be active professionals in their disciplines. Involvement in professional organizations, professional certification, continuing education activities and recognition as experts in their professional disciplines are foundational for professional activity. Faculty are expected to meet all expectations and criteria by rank.

Clinical practice is the foundation for teaching and professional activity in a practice discipline. Evidence in clinical practice expertise including designing and implementing a clinical milieu for students' learning experiences; demonstrate leadership in clinical practice through consultation and improvement of clinical practice guidelines; and is recognized for practice expertise at the regional and national levels.

Expectations and Criteria by Rank

Clinical Assistant Professor – Designs and implements the clinical milieu for student's clinical experience and/or to improve patient care. Facilitates collaborative relationships. Has advanced practice skills.

Clinical Associate Professor – Demonstrates expertise through clinical practice, demonstrates leadership through clinical consultation, and improvement of clinical guidelines. Participates in the development of clinical programs of care.

Clinical Professor – Demonstrates clinical expertise and leadership at the regional and national level. Serves as a consultant to professional colleagues on practice at the regional/national level. **Adapted from the USI University Handbook**

Practice Performance Criteria

Criteria upon which practice performance will be evaluated include the following:

Clinical Assistant Professor –

The person seeking promotion to clinical assistance professor should show the following:

- Designs and implements the clinical milieu for student's clinical experience and/or to improve patient care.
- Evidence of facilitation of collaborative relationships.
- Evidence of advanced clinical practice skills.

Clinical Associate Professor –

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Demonstrates expertise through clinical practice and demonstrates leadership through clinical consultation and improvement of clinical guidelines.
- Develops and improves service/education collaborative relationships.
- Demonstration participation in the development of clinical programs of care.
- Serves as a consultant to professional colleagues on practice typically at the local level.

Clinical Professor

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Demonstrates clinical expertise and leadership at the regional and national level.
- Demonstrates leadership in the development of collaborative relationships.
- Evidence of national/international reputation as an expert in clinical practice area.
- Serves as a consultant to professional colleagues on practice typically at the regional/national level.

D. Service

1. Service Expectations and Criteria

Faculty in the College of Nursing and Health Professions are to be involved actively in service to the University and to the community external to the University. The College recognizes faculty contributions that are related to the professional role and/or the academic discipline as particularly valuable to the institution and the community at large.

Realizing that acceptance of an administrative assignment may impact a faculty member's ability to engage in other areas, particularly scholarship, the weight given to administrative service in the overall evaluation should

be proportional to the amount of credit load assigned for administrative work. Faculty are expected to meet all expectations and criteria by rank.

Teaching-faculty members are expected to be available for service to University faculty, librarians, students, and administration. They must show willingness to serve and to demonstrate efficient performance in such capabilities as faculty and librarian governance, departmental, college, and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities.

Service to groups, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. In general, community service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness.

Expectations and Criteria by Rank

Clinical Assistant Professor – Evidence of University service should at least be at the College level. Demonstrates activity within the University's continuing education area or membership and activity in local community and public service agencies, groups, and other organizations.

Clinical Associate Professor – Effective University service at various levels should be in evidence. Various levels of community service should be documented.

Clinical Professor – Effective leadership in University service at various levels should be in evidence. Leadership within local and regional groups should be in evidence.

Adapted from the USI University Handbook

Service Performance Criteria

Criteria upon which service performance will be evaluated include the following:

Clinical Assistant Professor –

The person seeking promotion to clinical assistance professor should show the following:

- Participates in a community service or health related group.
- Serves on college and or university committees.
- Participates in a state or national professional organization.

Additional Examples of Evidence could include the following:

- Recipient of awards and honors for service activities.

Clinical Associate Professor –

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Participates locally or regionally in policy development in area of specialty.
- Chairs or holds office on at least one program, college or university committee.
- Assumes a leadership role in a regional and/or national professional and/or health related organization.
- Assists in the orientation of new faculty.

Clinical Professor

In addition to the above expectations and criteria, the person seeking promotion to clinical associate professor should also show the following:

- Participates regionally or nationally in policy development for the clinical specialty.
- Evidence of recognition for sustained leadership in the college and university.
- Holds a leadership role in a national/international professional or health related organization.
- Evidence of mentoring junior faculty.

VII. PREPARATION OF PORTFOLIO MATERIALS

Faculty members seeking promotion should provide evidence that demonstrates how their work meets the criteria. Evidence should be documented in a well-organized portfolio that substantiates the faculty member's application.

- Activities discussed in the promotion narratives must be accompanied by evidence located in the appropriate tabbed documentation sections.
- Order the evidence in each section in the same order as the activity is described in the essay

A. Organization of Portfolio

It is strongly encouraged that the portfolio be organized into a single 3 inch binder. Evidence of teaching, scholarship and professional activity, practice, and service may be placed on a flash drive. Documents in the binder should be in protective sheets with no more than 2 pages per sheet.

- **Application** for Promotion (available on the USI Academic Affairs website)
- **Table of Contents** with page numbers
- **Current Curriculum Vitae**
- **A General Essay** outlining the material presented with a summative presentation of professional development and career activities, which may include a description of circumstances that promoted or inhibited success (limit three pages). The General Essay is intended to enable the reader to understand what is unique, innovative, of high quality, and indicative of the faculty member's personal reflection. The faculty member is encouraged to describe in the Section Essays how the efforts in each category affected the student, the profession, and the community respectively.
- **A Teaching Philosophy Essay** reflecting on how a faculty member approaches teaching and learning, including student engagement.
- **Tabbed Section on Teaching and Advising—Essay and Evidence**
 - A **Teaching & Advising Essay** explaining the quality of teaching and advising relative to the criteria from the faculty member's point of view. This essay may include:
 - The pedagogical approaches taken for individual courses the faculty member has taught
 - How the faculty member has adapted individual courses based on education, feedback, and reflection
 - Actions taken by the faculty member to insure quality teaching
 - Actions taken by the faculty member to insure quality advising
 - Current syllabi (one per course unless more is needed to document changes)
 - Peer evaluations of teaching
 - Student evaluations of teaching (including **only** the Profile and Comment Reports sections) for all courses taught during the evaluation period (full evaluations may be submitted in an electronic appendix)

- Evidence of advising activities
- **Tabbed Section on Scholarship and Professional Activity—Essay and Evidence**
 - A **Scholarship and Professional Activity Essay** explaining the quality of engagement relative to the criteria from the faculty member’s point of view.
 - Evidence of Scholarship and Professional Activity highlighted in the essay, including:
 - Copies of authored publications noted as invited or peer reviewed works (may be submitted in an electronic appendix)
 - Agendas or conference schedules listing presentations
 - Other documents providing evidence of scholarship and/or professional activity such as technical or academic reports, professional correspondence, etc.
- **Tabbed Section on Practice – Essay and Evidence**
 - A **Practice Essay** explaining the quality of engagement relative to the criteria from the faculty member’s point of view.
 - Documentation of the faculty member’s practice including listings, correspondence, reports, certifications/licenses, clinical guidelines, letters of invitation for consultation, or approved organizational minutes.
- **Tabbed Section on Service—Essay and Evidence**
 - A **Service Essay** explaining the quality of engagement relative to the criteria from the faculty member’s point of view.
 - Documentation of the faculty member’s service engagement including listings, correspondence, reports, or approved organizational minutes.