



Clinical Track Rank Criteria

Criteria	Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
Degree	Masters degree in Nursing	Masters degree in Nursing	Masters degree in Nursing; Doctorate of Nursing Practice (DNP) preferred	Masters degree in Nursing and Doctorate required; Doctorate of Nursing Practice (DNP) preferred
Length of Contract	1-3 years	1-3 years	1-3 years	1-5 years
Certification		Maintains current national certification status	Maintains current national certification status	Maintains current national certification status
Scholarship of Practice/Application	<ol style="list-style-type: none"> 1. Evidence of self development to competency beyond basic practice of professional nursing 2. Positive peer assessments of teaching/learning and/or practice 3. Positive professional role model 	<ol style="list-style-type: none"> 1. Maintain clinical expertise 2. Peer-reviewed presentations/poster and/or paper at local and/or regional level 3. Hold professional certifications, degrees, and other specialty credentials 4. Participate in evidence-based projects 	<ol style="list-style-type: none"> 1. Maintain clinical expertise 2. Conduct evidence-based practice or evaluation projects in areas of clinical expertise 3. Compile and analyze data related to clinical or health service outcomes or author-co-author peer-reviewed publications. 4. Participate in peer-reviewed or invited posters, papers, or presentations 	<ol style="list-style-type: none"> 1. Demonstrate a record of clinical expertise, mentoring & role modeling 2. Design, implement, and evaluate clinically-focused projects 3. Obtain funding for clinical projects/evidence-based research 4. Author peer-reviewed posters, papers, or presentations 5. Participate at a national level in a professional nursing or clinical specialty organization

Criteria	Clinical Instructor	Assistant Clinical Professor	Associate Clinical professor	Clinical Professor
Scholarship of Teaching	Perform at novice level 1. Demonstrate effective teaching performance in classroom/laboratory settings 2. Use educational methods and materials effectively 3. Create an environment conducive to learning 4. Organize information in a logical manner 5. Challenge students to think critically 6. Stimulate active participation of students 7. Demonstrate sensitivity to student's needs	Perform at competent level 1. Demonstrate effective teaching performance in classroom/laboratory settings 2. Use educational methods and materials effectively 3. Create an environment conducive to learning 4. Organize information in a logical manner 5. Challenge students to think critically 6. Stimulate active participation of students 7. Demonstrate sensitivity to student's needs	Perform at proficient level 1. Demonstrate effective teaching performance in classroom/laboratory settings 2. Use educational methods and materials effectively 3. Create an environment conducive to learning 4. Organize information in a logical manner 5. Challenge students to think critically 6. Stimulate active participation of students 7. Demonstrate sensitivity to student's needs	Perform at expert level 1. Demonstrate effective teaching performance in classroom/laboratory settings 2. Use educational methods and materials effectively 3. Create an environment conducive to learning 4. Organize information in a logical manner 5. Challenge students to think critically 6. Stimulate active participation of students 7. Demonstrate sensitivity to student's needs

Examples of Documentation of Teaching Performance (AACN position statement on defining teaching performance for discipline of nursing, 1999)

Criteria	Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
Scholarship of Integration	1. Participate in College of Nursing governance	1. Participate in College governance and/or University governance 2. Contribute to clinical specialty organizations beyond holding membership	1. Participate in College and/or University governance 2. Serve as a consultant to peers/colleagues 3. Leader in the profession	1. Participate in College and/or University governance 2. Primary investigator for clinical projects or evidence-based studies 3. Leader in the profession