**SECTION 200 CRITERIA AND STANDARDS FOR CLINICAL TRACK APPOINTMENT, RETENTION, AND ADVANCEMENT**

**2.1 RESPONSIBILITY TO ESTABLISH CRITERIA AND STANDARDS**

Departments and colleges will establish specific criteria for the review of faculty performance. [FH 632.00] *“Criteria” are the variables examined in an evaluation.*

Departments and colleges shall establish standards for retention, and/or promotion that are no less rigorous than the university standards . [FH 633.00]  *“Standards” are the levels or degrees of performance which measure success in meeting criteria. [FH 602.00]*

**2.2 CRITERIA FOR THE FORMAL REVIEW OF CLINICAL TRACK FACULTY PERFORMANCE**

The College of Nursing recognizes the significant and unique contributions of each faculty member to the overall mission of the College of Nursing. In keeping with the College of Nursing Mission Statement full time faculty who focus substantial professional efforts on the *scholarships of practice/applications, teaching, and integration* are fostered and rewarded through an appointment to the clinical track. Faculty who focus a substantial professional effort, on the *scholarships of discovery, teaching and integration*, and who meet the criteria for appointment to tenure track are fostered and rewarded through an appointment to the tenure track.

The criteria on which clinical track faculty performance will be reviewed are the scholarship of practice/applications, teaching, and integration.

**2.3 DEFINITIONS**

The *Scholarship of Practice/Applications* has emerged in nursing as a critical component in the maintenance of *clinical competency of faculty in a university setting* and the *advancement of clinical knowledge in the discipline* (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). The scholarship of practice encompasses all aspects of the delivery of nursing services. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administer (Brown, et al, 1995; Norbeck & Taylor, 1998; Wright, 1993).

The *Scholarship of Teaching* is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher’s understanding and the student’s learning (Boyer, 1990). The scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area through the learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

The *Scholarship of Integration* refers to writings and other products. The scholarship of integration emphasizes the interconnection of ideas, and brings new insight to bear on original concepts or research. Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights.

**2.4 CRITERIA FOR THE SCHOLARSHIP OF PRACTICE/APPLICATIONS**

Practice encompasses activities to maintain clinical competence and to advance knowledge in the discipline. Practice for faculty includes diverse roles within and across the health care delivery systems including direct caregiver, educator, consultant, and administrator. Practice criteria to be considered include:

1. Professional self-development.
2. Clinical / role competence.
3. National certification / credentials in a specialty related to the teaching role.
4. Collaboration with other health care professionals related to practice.

**2.5 CRITERIA FOR THE SCHOLARSHIP OF TEACHING**

Teaching activities include classroom and clinical teaching, independent study, academic advisement, graduate thesis/project advising, and the mentoring of students. Criteria to be examined relate to classroom / laboratory teaching methods that increases the effectiveness of the transfer of discipline-specific knowledge, creates an environment conductive to learning, fosters critical thinking, develops creativity, and engages students in the learning process.

Teaching criteria will be evaluated in terms of:

A. Course development & implementation

B. Evaluation of students

D. Student-teacher relationships

E. Collaboration with faculty and other health care professionals related to teaching

F. Role modeling.

G. Mentoring of students, professional staff, and faculty.

H. Advising.

**2.6 CRITERIA FOR THE SCHOLARSHIP OF INTEGRATION**

Activities of integration include outreach and service, consultation, leadership, and writings and other products.

Criteria will be evaluated in terms of:

1. Leadership within the College and University.
2. Consultant to faculty and other health care professionals.
3. Leader in the profession
4. Peer-reviewed presentations and publications related to teaching and practice.
5. Professional organization leadership.
6. Participation/leadership of evidence-based projects with of students/faculty and other health care professionals.
7. Collaboration with faculty and other health care professionals.
8. Development of grant proposals, clinical guidelines/policies & procedures, consensus statements, and white papers related to teaching and practice.
9. Development and implementation of continuing education offerings.
10. Manuscript / abstract reviewer.

**SECTION 300 STANDARDS FOR APPOINTMENT, RETENTION AND ADVANCEMENT**

**3.1 APPOINTMENT AND ADVANCEMENT**

Faculty members may be appointed to the rank of Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor, or Clinical Professor depending upon their qualifications, responsibilities, and needs of the College of Nursing. Individuals appointed to clinical track positions are not eligible for tenure. Time in non-tenured appointments does not count towards tenure. (FH 330)

A clinical track faculty member who is reappointed from term to term may advance within titles in accordance with college policies and procedures. An individual's advancement in title must be approved by the college dean, and Provost and Vice President for Academic Affairs.

Clinical has the option to remain at rank or may seek advancement. Advancement in title creates no additional right to reappointment beyond the term of the contract. (FH 330.50)

**3.2 RETENTION AND SPECIAL REVIEW**

Faculty members are formally reviewed for retention by the Campus Director during the annual review process. Faculty members may be reviewed at times other than those required for retention and advancement. A special review may be conducted based on the recommendation of the Campus Director or college dean. The faculty member will be notified of the request for a special review. A notice of special review will set forth the nature of the review and identify appropriate deadlines for its conduct. A special review will be conducted by the Clinical Track Review Committee or by a special review committee composed of academic faculty.

**3.3 STANDARDS FOR CLINICAL TRACK FACULTY**

A. University Standards

The University-wide standards for instructional expectations are:

1. demonstrated and sustained effectiveness in the performance of their responsibilities in the three areas of teaching, research/creative activity, and service, appropriate to the assignment as set forth in the letter of hire and role statements,

2. demonstrated potential for sustained effectiveness in each of these areas in the future, and

3. demonstrated potential for achieving excellence in teaching and/or research/creative activity.[FH 651.00]

B. College Standards

The College standards are the same as the University standards.

C. Department Standards

Not Applicable

D. Standards for appointment to the rank of Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor and Clinical Professor are defined in the attached Clinical Track Grid.

**SECTION 400 PROCEDURES FOR FORMAL REVIEW OF CLINICAL TRACK FACULTY PERFORMANCE**

4.1 **GENERAL PRODECURES**

Faculty members are formally reviewed by the Campus Director during the annual review process. Should there be a Clinical Track Review Committee to provide the campus director with a recommendation regarding advancement? If so, should the committee also convene at the request of the Campus Director to evaluate and make recommendations regarding retention on the clinical track?

4.2. **Process for Initial Placement of Faculty onto the Clinical Track**

1. Long Form CV (use template posted on CON faculty resource page-<http://www.montana.edu/nursing/facstaff/index.htm>)
2. Written communication to the Campus Director of intention to request placement on the Clinical Track presented at the Annual Review.
3. Recommendation by the Campus Director to the Dean for placement on the Clinical Track.
4. Appointments will be made by the Dean depending on the needs of the college.

4.3 **Process for Advancement in Clinical Rank**

1. Long Form CV (use template posted on CON faculty resource page-<http://www.montana.edu/nursing/facstaff/index.htm>)
2. Written communication to the Campus Director and Clinical Track Committee of intention to request advancement to a specific level.
3. Review by and recommendation of the Clinical Track Committee forwarded to the Campus Director
4. Recommendation by the Campus Director to the Dean for placement on the Clinical Track.
5. Appointments will be made by the Dean depending on the needs of the college.

Clinical Track Grid 4/8/09

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Clinical Instructor | Assistant Clinical Professor | Associate Clinical Professor | Clinical Professor |
| Degree | Master 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 | 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 | 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 | 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 | 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 |

Clinical Track Grid 4/8/09

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |