

Nicole Wertheim College of Nursing and Health Sciences

Promotion of Clinical Faculty Guidelines

Introduction: Faculty appointed to qualified ranks make an essential contribution to the overall mission of the Nicole Wertheim College of Nursing and Health Sciences (NWCNHS). The prefix “clinical” is used for non-tenure-earning faculty members in the clinical practice disciplines. The primary role of a clinical faculty member is to provide academic instruction relevant to the practice, teaching, and science of his/her specific discipline and to maintain their clinical practice skills. Promotion to any clinical faculty rank is in recognition of scholarship in practice, teaching, and service. Standards for promotion shall exceed those required for a continuing contract as the College recognizes that promotion requires exemplary job performance.

All clinical faculty members are expected to work to maintain an atmosphere of collegiality within the College and University. The diversity in academic activities at the NWCNHS should be taken into account when promotions are considered. Teaching, research, instruction, committee service, administrative functions, special program management, contribution to staff development, leadership in community affairs, participation in scholarly and professional societies, membership on review panels, and consultation to government agencies are some of the examples of professional roles worthy of appropriate recognition. Faculty may also contribute in ways such as assisting in the production of scholarly publications, devising curricula, developing courseware, counseling students, organizing laboratories and libraries, and officiating in professional societies.

Part I. Academic Ranks

The following position descriptions define the expectations for each rank. Appointment to a rank requires evidence to sustain an expectation that the candidate will successfully meet the requirements of a holder of that rank. The applicant’s annual performance evaluation, which is based on the annual assignment, will be considered evidence of meeting or exceeding expectations.

Promotion in academic rank is awarded to faculty members who have clearly demonstrated meritorious performance by meeting the NWCNHS expectations in the areas of teaching, scholarship, service, and, where relevant, clinical practice and administration as specified in the annual assignment. The purpose of promotion in rank is to recognize a faculty member’s excellence and ongoing contribution to the College and University.

A. Clinical Instructor

- i. **Role Description:** This faculty holds the academic rank of Clinical Instructor. The major responsibilities of this position are teaching undergraduate students; engaging in scholarship of practice; providing service to the department and College; and, maintaining active clinical practice status with national and state governing agencies. The Clinical Instructor must participate actively in professional service.
- ii. **Qualifications:** The Clinical Instructor shall have met the Southern Association of Colleges and Schools Commission on Colleges accreditation requirements for faculty degrees and credentials, University policies for faculty employment, and the appropriate

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- credentials according to the standards of his/her professional accrediting agency. The Clinical Instructor must also be licensed to engage in professional practice in the state of Florida with a minimum of two years of professional work experience. Employees appointed with the modifier “visiting” shall not be eligible for promotion and years in which the applicant has served in a visiting faculty role shall not be counted toward eligibility for promotion.
- iii. Required Degree: A master’s degree is required in a field directly relevant to the corresponding program.
 - iv. Teaching: The Clinical Instructor shall teach particularly in laboratory skill courses, beginning courses, and team-taught courses, at a satisfactory level of performance. Some indicators of a commitment to teaching include the successful use of appropriate pedagogies and modes of teaching and learning.
 - v. Scholarship of practice: The Clinical Instructor shall undertake a satisfactory level of scholarly performance, and/or community-engaged scholarship, and/or other creative work and service, which are primarily related to maintaining and developing teaching and clinical competencies. The expected number of scholarship activities is an average of 1 per academic year.
 - vi. Service: The Clinical Instructor shall engage in professional service at a satisfactory level of performance and service to the department and college, including participation in collegial governance.
 - vii. Clinical practice: Clinical faculty are expected to be in good standing with national and state governing bodies and maintain the appropriate professional credentials (e.g., certification, licensure).
 - viii. Promotion: To be considered for promotion to the rank of Clinical Assistant Professor, the Clinical Instructor must meet at least two of the 11 *Quality of Scholarship of Teaching* examples, at least two of the seven *Quality of Research or Scholarship of Practice* examples, at least two of the eight *Quality of Service* examples, and at least two of the six *Quality of Clinical Practice* examples. Clinical Instructors are not required to apply for promotion at any time. A Clinical Instructor applying and failing to achieve promotion may continue as a Clinical Instructor.

B. Clinical Assistant Professor

Promotion to Clinical Assistant Professor signifies significant accomplishment in teaching, research/scholarship of practice, and service worthy of status as a member of the junior clinical faculty. Candidates should also demonstrate a commitment to FIU’s mission and goals and be willing to contribute to the excellence of its reputation.

- i. Role Description: This faculty holds the rank of Clinical Assistant Professor. The major responsibilities of this position are teaching undergraduate and graduate courses, when appropriate; engaging in research or scholarship of practice; providing service to the department, College, University, and community; and, maintaining active clinical practice status with national and state governing agencies. The Clinical Assistant Professor must participate actively in professional service.

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- ii. **Qualifications:** The Clinical Assistant Professor must have met the qualifications of the rank of Clinical Instructor, which includes the requirements of the Southern Association of Colleges and Schools Commission on Colleges accreditation standards for faculty degrees and credentials, University policies for faculty employment, and the appropriate credentials according to the standards of his/her professional accrediting agencies. Applicants for promotion to Clinical Assistant Professor are required to have a terminal degree in the field with a minimum of three years of teaching experience in a full-time faculty position at FIU or a university of equivalent status. Employees appointed with the modifier “visiting” shall not be eligible for promotion and years in which the applicant has served in a visiting faculty role shall not be counted toward eligibility for promotion. When appropriate, an advanced credential/certification in the faculty’s area of expertise is preferred.
- iii. **Required Degree:** A doctorate (or other terminal degree where appropriate) degree is required in the corresponding field. Where the doctorate is not the terminal degree, the College should specify what constitutes the terminal degree, with the concurrence of the Provost or designee.
- iv. **Teaching:** The Clinical Assistant Professor shall teach a variety of courses at an above satisfactory level of performance. Some indicators of a commitment to teaching include the successful use of appropriate pedagogies and modes of teaching and learning, guiding and advising students, and providing opportunities for involvement in research projects. In departments with graduate programs, teaching also includes mentoring of master’s students and doctoral and postdoctoral students when applicable.
- v. **Research or Scholarship of practice:** The Clinical Assistant Professor shall undertake a satisfactory level of research or scholarly performance, and/or community-engaged scholarship of practice, and/or other creative work, which are aimed at expanding, sharing and disseminating knowledge. These activities should receive at least regional professional recognition (e.g., through publication in peer reviewed venues, professional society presentations) and leadership (e.g., appointment to state and regional panels). The expected number of research or scholarly activities at this rank is an average of 1-2 per academic year either as a sole author or co-author.
- vi. **Service:** The Clinical Assistant Professor shall engage in professional service at a satisfactory level of performance to the department, College, and University, including participation in collegial governance, and the community. Professional service should receive at least regional recognition (e.g., awards).
- vii. **Clinical Practice:** Clinical faculty are expected to be in good standing with national and state governing bodies and maintain the appropriate professional credentials (e.g., certification, licensure). Clinical practice expertise is evidenced by invited practice-related presentations at professional meetings at least at the state or regional level, peer reviews of practice, or reports of patient or health services outcomes.
- viii. **Promotion:** To be considered for promotion to Clinical Associate Professor, the Assistant Clinical Professor must meet at least five of the 11 *Quality of Scholarship of Teaching* examples, at least four of the seven *Quality of Research or Scholarship of Practice* examples, at least four of the eight *Quality of Service* examples, and at least four of the six *Quality of Clinical Practice* examples. Clinical Assistant Professors are not required

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to apply for promotion at any time. A Clinical Assistant Professor applying and failing to achieve promotion may continue as a Clinical Assistant Professor.

C. Clinical Associate Professor

Promotion to Associate Professor signifies significant accomplishment in teaching, research/scholarship of practice, and service worthy of status as a member of the senior clinical faculty. Candidates should also demonstrate a commitment to FIU's mission and goals, a contribution to the excellence of its reputation, and dedication to the development of junior clinical faculty through mentorship.

- i. **Role Description:** This faculty holds the academic rank of Clinical Associate Professor. The major responsibilities of this position are teaching undergraduate and graduate courses, when appropriate; engaging in research or scholarship of practice; providing service and leadership to the department, College, University, and community; and, maintaining active clinical practice status with national and state governing agencies. The Clinical Associate Professor must participate actively in professional service.
- ii. **Qualifications:** The Clinical Associate Professor must have met the qualifications for the rank of Clinical Assistant Professor, which includes the requirements of the Southern Association of Colleges and Schools Commission on Colleges accreditation standards for faculty degrees and credentials, University policies for faculty employment, and the appropriate credentials according to the standards of his/her professional accrediting agencies. Applicants for promotion to Clinical Associate Professor are required to have a doctorate or other terminal degree in the field with a minimum of five years of teaching experience in a full-time faculty position at FIU or a university of equivalent status. Employees appointed with the modifier "visiting" shall not be eligible for promotion and years in which the applicant has served in a visiting faculty role shall not be counted toward eligibility for promotion. When appropriate, an advanced credential/certification in the faculty's area of expertise is required.
- iii. **Required Degree:** A doctorate (or other terminal degree where appropriate) degree is required in the corresponding field.
- iv. **Teaching:** The Clinical Associate Professor shall demonstrate strong commitment to excellence and creativity in teaching and student learning. Qualifications and experience for teaching a variety of courses, including graduate courses where appropriate, at an above satisfactory level of performance is expected. Some indicators of a commitment to teaching include the successful use of appropriate pedagogies and modes of teaching and learning, guiding and advising students, and providing opportunities for involvement in research and clinical practice projects. In departments with graduate programs, teaching also includes mentoring of master's students and doctoral and postdoctoral students when applicable.
- v. **Research or Scholarship of practice:** The Clinical Associate Professor shall demonstrate quality, consistency, and productivity in research or scholarship of practice and/or other creative work achieving at least regional or national recognition through well-respected, peer-reviewed journals and/or other venues that are consistent with regional or national professional recognition. The expected number of research or scholarly activities at this

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rank is an average of 1-2 per academic year either as a sole author or co-author.

Consistent with disciplinary and unit norms, applicants should demonstrate success in securing training and/or research grants either as a project director or co-director or as a primary investigator or co-primary investigator. Collaborative or team-based scholarship including community-engaged scholarship of practice with community partners is also valued.

- vi. **Service:** The Clinical Associate Professor shall engage in substantial professional service including, for example, leadership in regional or national professional societies; organizing conferences; serving on editorial boards; service to schools, agencies, companies and community organizations; evidence of service in leadership roles to the department, College or University, including participation in collegial governance; and mentoring of junior clinical faculty.
- vii. **Clinical Practice:** Clinical faculty are expected to be in good standing with national and state governing bodies and maintain the appropriate professional credentials (e.g., certification, licensure). Clinical practice expertise is evidenced by invited practice-related presentations at professional meetings at least at the regional or national level, peer reviews of practice, or written, official reports of patient or health services outcomes.
- viii. **Promotion:** To be considered for promotion to Clinical Professor, the Associate Clinical Professor must meet at least nine of the 11 *Quality of Scholarship of Teaching* examples, at least five of the seven *Quality of Research or Scholarship of Practice* examples, at least six of the eight *Quality of Service* examples, and at least five of the six *Quality of Clinical Practice* examples. Clinical Associate Professors are not required to apply for promotion at any time. A Clinical Associate Professor applying and failing to achieve promotion may continue as a Clinical Associate Professor.

D. Clinical Professor

Promotion to this rank requires a record of outstanding teaching, distinguished research/scholarship of practice, and recognized professional service in the field(s) of specialization.

- i. **Role Description:** This faculty member holds the academic rank of Clinical Professor. The major responsibilities of this position are teaching undergraduate and, especially, graduate courses; engaging in sustained research or scholarship of practice; providing leadership in service to the department, College, and University as well as to the profession and the community; and, maintaining active clinical practice status with national and state governing agencies.
- ii. **Qualifications:** The Clinical Professor must have met the qualifications for the rank of Clinical Associate Professor, which includes the requirements of the Southern Association of Colleges and Schools Commission on Colleges accreditation standards for faculty degrees and credentials, University policies for faculty employment, and the appropriate credentials according to the standards of his/her professional accrediting agencies. Applicants for promotion to Clinical Professor are required to have a doctorate or other terminal degree in the field with a minimum of ten years of teaching experience

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in a full-time faculty position at FIU or a university of equivalent status. Employees appointed with the modifier “visiting” shall not be eligible for promotion and years in which the applicant has served in a visiting faculty role shall not be counted toward eligibility for promotion. When appropriate, an advanced credential/certification in the faculty’s area of expertise is required.

- iii. Required Degree: A doctorate (or other terminal degree where appropriate) degree is required in the corresponding field.
- iv. Teaching: The Clinical Professor shall demonstrate a record of teaching a variety of courses, including undergraduate and/or graduate courses where appropriate, at an excellent level of performance as measured by the annual evaluation. The applicant should provide leadership and consultation in developing, implementing, and evaluating Instructional methods and materials for advanced clinical practice and foster faculty development of such. They should provide mentoring and consultation to junior faculty. Some indicators of a commitment to teaching include the successful incorporation of appropriate pedagogies and modes of teaching and learning, guiding and advising students, and providing opportunities for involvement in research and clinical practice projects. In departments with graduate programs, teaching also includes mentoring of master’s students and doctoral and postdoctoral students when applicable.
- v. Research or Scholarship of practice: The Clinical Professor shall demonstrate a record of sustained research or scholarship, community-engaged scholarship of practice, and/or creative work that has received national/international status through peer-reviewed venues. The expected number of research or scholarly activities at this rank is an average of 1-2 per academic year either as a sole author or co-author. The record should demonstrate independent scholarly standing and/or leading roles in nationally or internationally recognized collaborative/team-based scholarship. Applicants should have a record of securing training and/or research grants as part of a team. The record should demonstrate independent and/or leading roles (e.g., Program Director) on training and/or research grants.
- vi. Service: The Clinical Professor shall engage in substantial and sustained professional service as evidenced, for example, through leadership in national or international societies; organizing conferences; serving on editorial boards; service to schools, agencies, companies and community organizations; evidence of service in leadership roles to the department, College or University, including participation in collegial governance; and mentoring of junior clinical faculty.
- vii. Clinical Practice: Clinical faculty are expected to be in good standing with national and state governing bodies and maintain the appropriate professional credentials (e.g., certification, licensure). Clinical practice expertise is evidenced by invited practice-related presentations at professional meetings at least at the national or international level, evidence of consultation reports that address system-level clinical practice problems, or official, written (published or governmental) reports of patient or health services outcomes.

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Part II: The Promotion File

A. General Appearance and Integrity of the File

Any file for promotion must be complete and must accurately reflect the record of the candidate. Misrepresentation of a candidate's record, either by false information or omission of information, will result in disciplinary action, which might include termination of employment.

1. Each candidate for promotion must prepare and present for evaluation a complete, well organized, well documented, and clear application file.
2. For faculty seeking promotion to Clinical Professor, the file should include only those materials which represent achievement or accomplishments since last promoted to Associate Clinical Professor.
3. If any material is added to the file after the commencement of consideration, a notification shall be sent to the candidate within five days (by email notification). The candidate may submit a brief response within five days of his/her receipt. The file shall not be forwarded until either the candidate submits a response or until the second five day period expires, whichever occurs first. The only documents that may be considered in making a promotion recommendation are those contained or referenced in the file.
4. Candidates are allowed to update the file anytime during the process; however, these documents will be reviewed only at the stages following the modifications without requiring adjustments to the timetable.
5. When the promotion file is released for departmental review the candidate can no longer add material. If material is subsequently added to a file it must be done through a gatekeeper. Relevant material (such as a book publication, honor, grant, etc.) may be added to the file at each stage through the gatekeeper up through the level of the Provost. At the departmental review stage, that gatekeeper is the departmental chair. Subsequent gatekeepers, at the levels of the dean's office and academic affairs, must be identified by the appropriate units in advance.

B. The File

1. The file must contain a brief, two or three-paragraph biographical summary that might include education, work experience, publications, external funding received, creative works, community engaged scholarship, contributions to the profession, professional associations and/or licenses, research interests, and areas of expertise.
2. Application: The Office of the Dean of the NWCNHS will provide the candidate with the application for promotion of clinical faculty guidelines.
3. Curriculum Vitae (CV)

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- a. The Curriculum Vitae for a clinical promotion file must be presented according to the University format—see Non-tenure track University Curriculum Vitae Format, which is available on the Provost’s website (http://academic.fiu.edu/faculty_resources.html).
 - b. Under “Publications,” list only works already in print or accepted for publication. For works accepted but not yet published, indicate “in press” and provide expected date of publication. If publication is co-authored, all authors must be listed as they appear in the publication. If sole authored, author’s name must be given. All other works that have not been accepted for publication must be listed under “Works in Progress.”
 - c. Under “Creative Work,” list only completed artifacts, compositions, designs, installations, performances, presentations, and productions. For works not yet completed, list under “Works in Progress” and provide current phase and expected date of completion. If a work is co-created, all creators must be listed as credited in the venue. If sole created, creator’s name must be given.
4. The candidate will provide a statement of teaching, research/creative work/community-engaged scholarship, service, and clinical practice based on the annual faculty assignment. No more than two pages should be devoted to each of the evaluation criteria.

These statements provide the candidate an opportunity to convince the reviewers that there is a coherent plan for teaching, scholarly productivity, service, and clinical practice engagement for the future. Teaching is an art for which there is no one best approach but the candidate has the opportunity to describe her or his philosophy and approach to teaching at the undergraduate and graduate levels and to mentoring undergraduate and graduate research/scholarship/creative work. The research/scholarship statement would also provide the candidate with the opportunity to explain publishing decisions (e.g., books, articles, invited chapters). Service opportunities are manifold. A statement from the candidate explaining how he or she chooses to focus on particular service opportunities and to allocate time between university and professional service would help reviewers understand the service component of the CV. The clinical practice statement provides the candidate with the opportunity to explain how he or she practices evidence-based health care as well as his or her impact on patient outcomes and practice in the field/specialty. If the candidate has assumed significant administrative responsibility and wishes this to be considered in the evaluation of promotion to full Clinical Professor, this is the opportunity to present such evidence.

5. Teaching
- a. List of courses taught at FIU and years in which they were taught.
 - b. Graduate Student Supervision: List the name of each graduate student supervised, including years, dissertation/thesis/research project title, and degree awarded. List also membership on dissertation/thesis committees for graduate students other than your own. List publications, joint with the students or by the students on their own, resulting from your mentorship.
 - c. Course and/or Curriculum Development Activities

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- d. Department Statement Describing Procedures Used to Evaluate Teaching: A statement should be included describing the department's procedures for evaluating teaching. Details as to how student evaluations are administered and what role, if any, the candidate plays in this process should also be included. In the cases where anonymous student comments provide the only basis for evaluation, a statement to that effect should be included. The process for peer evaluation, chairperson evaluation, etc., should also be described.
 - e. Student Evaluations
 - i. A sample copy of each different student evaluation instrument, including the years that each was used, should be included here. An explanation of the scoring system, any weighing factors, and analysis procedure for each different instrument should be given.
 - ii. There should be a table summarizing the evaluations of the candidate's teaching for each year of the candidate's employment at FIU. This summary should show both the absolute number of responses in each category and the percentage distribution of responses in each category. All data since the previous promotion should be included.
 - iii. Summaries of evaluations for each course, including written comments, should be included. Explanations for any gaps or missing evaluations should be provided.
 - f. Peer Evaluations of Teaching: In units that have formalized peer review of teaching, including classroom visits, the reports of these visits and other peer teaching evaluations should be included. Units are encouraged to develop policies and procedures for peer review of teaching.
 - g. Other Teaching-Related Activities
6. Research or Scholarship of Practice
- a. Publications: Each publication should be described in the form of a complete, standard bibliographic citation--including co-authors, title (exactly as it appears in print), year, volume, publisher, and page numbers. A copy of the first page, or letter of acceptance if not yet in print, of each publication should be included in the file. Items appearing in more than one place should be clearly cross-referenced.
 - i. Refereed Publications: Because of the diversity of conventions from discipline to discipline, this section should contain a description of the reviewing/refereeing procedure for each refereed publication cited. The impact factor for each journal should be provided as should the rank of a journal among all ranked journals in its field(s), using Web of Science or Scopus and the ISI impact factor. When available, full counts of non-self-citations should also be provided.
 - ii. Non-refereed Publications: An explanation of the nature of each non-refereed publication should be given.
 - iii. Books/Book Chapters: Each book or book chapter should be listed separately with a description of the type of monograph and the candidate's involvement in that publication; that is, each book should be classified as

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single author monograph, an edited book with different authors for different chapters, textbook, etc. Note whether the review of the submission was conducted only by the editor/co-editors or if the editors solicited other peer reviews of the submissions. The reputation of academic and scholarly presses publishing books should be included whenever there is external validation for such reputation. Copies of all published reviews of the books should be included.

- iv. Other publications: Any other written publications that do not fall into categories listed above (i-iii), for example reviews and notes, should be entered and described here.
- b. Papers/Presentations at Meetings/Conferences: Indicate which papers/presentations were invited and/or refereed.
- c. Creative Work: Indicate artifacts, compositions, designs, installations, exhibits, performances, presentations, and productions. Indicate date and place of work. If the creative work has received recognition, such as design award, competition prize, exhibition or publication by others, or critical review, indicate the level of recognition as well as the peer-review context and process.
- d. Training/Research Grants: Funded and unfunded proposals should be listed separately and be so indicated. Competitive grants and/or contracts which are meant to finance the development of ideas and research and that are subject to peer review should be listed separately from noncompetitive grants and/or contracts where the emphasis is on providing professional service to agencies/organizations. When there are co-PIs on an award, the role and responsibility of the candidate relative to other co-PIs should be explained as well as the portion of the total award coming to the candidate. The following information should be included for each grant/contract:
 - i. Name of principal investigator and all co-investigators
 - ii. Title page of grant proposal
 - iii. Funding agency—note if the funding is a subcontract and if so from what organization. Also note if the funding is the result of an earmark or other limited competition or whether the funding is the result of an open national competition. If the candidate is the administrative PI, not the primary author of the grant that should be noted.
 - iv. Amount of funding proposed or awarded
 - v. Time period of the grant
- e. Community-Engaged Scholarship of Practice: Documentation of the mutually beneficial collaboration with urban, regional, state, national, and global groups in the diverse stages of scholarship, including the definition of the research problem, designation of research methodology, development and implementation of the final outcome of the scholarly activity, development of future actions plans, and documentation of the impact of the partnership.
- f. Patent Disclosures/Applications/Awards: Patent disclosures, applications, and provisional and final patent awards should be listed. If there are co-investigators on the disclosure, application, or award, these should be indicated.

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- g. Technical Reports/Research Reports: Written reports submitted to and accepted by funding agencies, governmental agencies, foundations, etc., should be listed and described here.
 - h. Works in Progress: Clarify stage of completion of works, for example under review, being revised for resubmission, accepted for publication, etc.
 - i. Other Research/Community-Engaged Scholarship/Creative Work: Any other research/community-engaged scholarship/ creative activities that do not fall into the categories listed above (a-h) should be entered and described here.
7. Service
- a. Professional Service: The file should list separately
 - i. Service to Professional Associations/Societies: Examples of service to professional associations/societies that may be listed in this section include activities related to appropriate professional organizations; conferences, symposia, workshops; or activity as a referee/reviewer for journals, granting agencies, conferences.
 - ii. Service to the Community or Public: Examples of professional and community service that may be listed in this section include service as a speaker/presenter at non-academic meetings in area of professional competence; instruction/training for local, state, regional, national, international organizations/agencies in area of professional competence; participation in community meetings; media service, including granting interviews for television, radio, or digital programming; providing background expertise for a news story; preparing professionally relevant podcasts, blogs, tutorials or other digital presentations; memberships on advisory boards, committees, task forces, commissions, program/project coordination/development; and other volunteer service which represents a donation of time and professional skills to meet the needs of society or any other form of productive and professionally-relevant service as a public intellectual.
 - iii. Professional service that results in remuneration.
 - b. University Service: Examples of University Service which may be listed in this section include service on committees; councils; senates; assemblies; task forces; program coordination/administration; student organizations; conferences, workshops, and seminars. The file should list separately service to the:
 - i. Department
 - ii. College
 - iii. University
8. Clinical Practice.
- a. Some faculty members may provide patient care as part of their annual faculty assignment to the university. A faculty member applying for promotion who does provide patient care should document his/her clinical work. Documentation would include, if applicable, the practice site, specific services rendered, number of patients treated, quality improvement evaluations, letters of credentialing, clinical

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annual evaluations, and letters from colleagues/supervisors, awards, membership/chair on a clinical site committee, policy/procedure authorship, clinical program development, staff development programs, and clinical supervision of students.

9. Awards and Honors.

- a. Include awards received from professional organization/societies, universities, and civic or community groups. The nature of the award and reason received should be identified.

10. Supportive Information.

- a. The clinical promotion file may contain supportive relevant information and documentation beyond that specified in the items described above. Examples include, but are not limited to, unsolicited letters of support from colleagues, students, and accreditation agencies.

C. Examples of Documentation of Quality

1. Examples of Documentation of the Quality of Scholarship of Teaching

- Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories
- Role (primary author or co-author) in writing accreditation or other comprehensive program reports, including university program review reports
- Successful integration of innovative technology into teaching and the assessment of student learning outcomes
- Positive peer assessments providing evidence of innovations in teaching
- State, regional, national, or international recognition as a master teacher
- Published textbooks or other learning aids
- Role (Primary Investigator, Co-Primary Investigator, or Project Director) in grants awarded in support of teaching and learning
- Design of outcome studies or evaluation/assessment programs related to teaching and/or learning
- Invited or peer-reviewed presentations related to teaching and learning given through established professional organizations
- Quality, quantity, and consistency of advising master's theses and/or projects
- Quality, quantity, and consistency of mentoring colleagues or junior faculty

2. Examples of Documentation of the Quality of Research or Scholarship of Practice

- Peer-reviewed publications of research, case studies, technical applications or other clinical practice issues
- Invited or peer-reviewed presentations related to clinical practice given through established professional organizations
- Products, patents, license copyrights

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- Role (Primary Investigator, Co-Primary Investigator, or Project Director) in grants awarded in support of clinical practice
 - Published (primary author or co-author) reports of meta-analyses related to clinical practice problems
 - Published (primary author or co-author) reports of clinical practice demonstration projects
 - Published (primary author or co-author) policy papers related to clinical practice
3. Examples of Documentation of the Quality of Service
- Evidence of membership on committees that serve professional associations/societies/commissions at the state, regional, national, or international level
 - Evidence of membership on committees that serve the community or public
 - Evidence of membership on committees that serve the university or college
 - Evidence of a leadership role that serves a professional associations/societies/commissions at the state, regional, national, or international level
 - Evidence of a leadership role that serves the community or public
 - Evidence of a leadership role that serves the university or college
 - Evidence of service as a referee/reviewer for journals, granting agencies, or conferences
 - Provides expertise to media outlets for information the public on professionally relevant news stories
4. Examples of Documentation of the Quality of Clinical Practice
- Evidence of consultation reports related to best practices in clinical practice
 - Role (primary author or co-author) in writing reports compiling and analyzing patient or health services outcomes
 - Positive peer assessments providing evidence of effective, evidence-based clinical practice
 - Invited clinical practice-related presentations at state, regional, national, or international conferences
 - State, regional, national, or international recognition as a master clinical practitioner
 - Active status of specialty certifications related to clinical practice

Part III. The Promotion Evaluation Process

For any promotion, successful performance at the level of the qualifications corresponding to the higher faculty rank is required. Scholarly research and/or community-engaged scholarship, or other creative work, service, clinical practice, and administration may vary by discipline. Performance at the level corresponding to the higher rank is necessary and it will be based on the faculty annual assignment.

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Promotion applications will be considered by a college committee that makes a recommendation to the department faculty who vote by secret ballot on the application. The Department Chairperson then makes a recommendation to the Dean who then makes a recommendation to the Provost. The promotion is effective in the semester subsequent to the approval by the Provost.

College Committee Recommendation: The Promotion of Clinical Faculty Committee shall be composed of three Full/Associate Clinical Professors and two tenured Full Professors chaired by one of the highest ranking clinical faculty members (in the event there is not a higher ranking clinical faculty member than the applicant, one of the tenured full professors will be asked to serve as Chair of the committee). Members of this committee will be recommended by each unit, approved by the Steering Committee and ratified by vote of the members of the NWCNHS Assembly. Members of the Promotion of Clinical Faculty Committee must be selected from the College's respective units, with one member representing each unit.

1. The committee's recommendation letter is addressed to the Department Faculty and provides a vote of the committee on each criteria/standard (teaching, scholarship, service, clinical practice). This letter must also include an explanation of the strengths and weaknesses of the candidate.
2. **Department Recommendation:** The Department Faculty shall review the recommendation of the College Committee and vote by secret ballot on the application. The outcome of the faculty vote shall be communicated in writing to the Department Chairperson.
3. **Chairperson's Recommendation:**
 - a. **Chairperson's Recommendation:** A letter addressed to the Dean that explains the chairperson's recommendation must be included in the file. The chairperson may also comment on the annual assignments, annual evaluations, and the outcome of the faculty vote by secret ballot on the candidate's application in accordance with the exemplars for teaching, scholarship, service, and clinical practice.
 - b. **Annual Assignment:** A copy of each annual assignment of the faculty member since last promoted must be included in the file.
 - c. **Annual Evaluations:** A copy of each annual evaluation of the faculty member since last promoted must be included in the file.
4. **Dean's Recommendation:** The Dean's recommendation should be addressed to the Provost and provide a full rationale for the recommendation.

The promotion evaluation process will be conducted in accordance with the non-tenure track promotion schedule established by the Office of the Provost each year. The non-tenure track promotion schedule is published on the Office of the Provost website at http://academic.fiu.edu/faculty_resources.html.