

Johns Hopkins University
School of Nursing

Faculty Appointment and Promotion Criteria

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Faculty Appointment & Promotion Criteria

Introduction

The appointment and promotion criteria developed by faculty and approved by the Academic Council provide guidance for achieving each academic rank within the School of Nursing. All faculty are expected to be actively contributing within each of the four arenas: scholarship, professional practice, teaching, and service, with distinction shown in selected areas. Boyer* has noted that in order for America's universities to remain vital and to meet "today's urgent academic and social mandates", the meaning of scholarship must be redefined and expanded. We believe that Boyer's four separate, but overlapping types of scholarship fit well with the mission of the Johns Hopkins University School of Nursing and thus we are operationally defining "scholarship" as used in these criteria to reflect the following four types of scholarship:

- Scholarship of Discovery (encompasses empirical research, the discovery of knowledge);
- Scholarship of Integration (interpreting research into a larger, more comprehensive understanding, answering "what do the findings mean");
- Scholarship of Application (how knowledge can be responsibly applied to consequential problems);
- Scholarship of Teaching (transmitting, transforming and extending knowledge).

Faculty members may demonstrate their scholarship in a variety of important ways. Faculty at the JHU School of Nursing are expected and supported to provide leadership in nursing and health care within scholarship, professional practice, teaching, and service arenas. The ability to change thinking within a focused area of expertise based upon one's scholarship and/or innovation in practice are the hallmarks of effective leadership.

These guidelines present specific provisions for the criteria as they apply to each rank for the Practice-Education and Research-Education tracks. At each successive rank, an expanding scope of professional influence is expected. This expectation has several dimensions: from instructors evaluated for their contributions and influence at the local level to full professors at the national and international level. In addition, the criteria embrace different professional and scholarly audiences, the context of health care, and other major venues of faculty activity. When considering appointment or promotion, the faculty member should follow the portfolio guidelines and prepare materials that emphasize/illustrate the faculty member's impact and contributions, not mere quantity of activity. Faculty members should also demonstrate continuing contributions commensurate with rank at each evaluation point.

This document also includes possible sources of evidence as examples of ways faculty might demonstrate that a particular criterion has been met in each of the two tracks. These examples are not intended to be prescriptive or exhaustive of all possibilities as a faculty member may have other relevant activities or accomplishments that will show that he/she has met a particular criterion. Exceptions to this are noted in both the research and the practice tracks where key activities are required to achieve a specific criterion. At each level, faculty may use possible sources of evidence listed for the rank for which they are being evaluated as well as from levels above or below this rank. Rank begins at the Assistant Professor level for both the Research/Education and Practice/Education tracks.

*Boyer, E. L., (1990). Scholarship Reconsidered. The Carnegie Foundation for the Advancement of Teaching; American Association for the Colleges of Nursing, Position Statement on Defining Scholarship for the Discipline of Nursing, March, 1999, Washington, DC (aacn.nche.edu)

Practice/Education Track

Appointment and Promotion Criteria for Practice-Education Track

SCHOLARSHIP CRITERIA

1. Demonstrates leadership in scholarly activities.
2. Disseminates scholarly work.

PROFESSIONAL PRACTICE CRITERIA

1. Demonstrates leadership to advance the professional practice of nursing.
2. Improves patient/health care by influencing practice or policy.

TEACHING CRITERIA

1. Demonstrates excellence in teaching.
2. Demonstrates expertise in advising and mentoring.

ACADEMIC/COMMUNITY SERVICE CRITERIA

1. Provides leadership to advance the health professions and to improve health.
2. Provides service and leadership within the University.

QUALIFICATIONS FOR PRACTICE-EDUCATION TRACK

Instructor	Assistant Professor	Associate Professor	Professor
Masters Degree in nursing	Earned Doctoral Degree	Earned Doctoral degree	Earned Doctoral degree

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE
PRACTICE-EDUCATION TRACK
SCHOLARSHIP CRITERIA
1. Demonstrates leadership in scholarly activities.**

Instructor	Assistant Professor	Associate Professor	Professor
<p>Identifies focused specialty area for scholarship.</p> <p><u>Possible Sources of Evidence:</u> Develops standards of care, policies, procedures, or algorithms at local level.</p> <p>Participates on a research team.</p> <p>Participates as team member on scholarly project.</p>	<p>Develops independent focused area of scholarship.</p> <p><u>Possible Sources of Evidence:</u> Develops or participates in the development of standards of care, policies, procedures, or algorithms , or evidence-based practice models at state/regional level.</p> <p>Implements evidence-based practice projects.</p> <p>Initiates preliminary research and/or scholarly work in independent focused area.</p> <p>Participates as project coordinator or co-investigator on scholarly projects.</p>	<p>Establishes and is recognized nationally for independent focused area of scholarship.</p> <p><u>Possible Sources of Evidence:</u> Develops standards of care, policies, procedures, or algorithms, or evidence-based practice models.</p> <p>Collaborates with others to develop evidence-based practice projects.</p> <p>Serves in a leadership on collaborative inter- or trans-disciplinary quality improvement, evaluation or research project(s).</p>	<p>Recognized nationally and internationally for leadership in focused area of scholarship.</p> <p><u>Possible Sources of Evidence:</u> Develops standards of care, policies, procedures, or algorithms.</p> <p>Provides leadership to develop evidence-based practice projects.</p> <p>Serves as principal investigator and/or co-investigator on research or evaluation projects.</p> <p>Demonstrates leadership on scholarly projects.</p>

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE
PRACTICE-EDUCATION TRACK
SCHOLARSHIP CRITERIA**

2. Disseminates scholarly work.

Instructor	Assistant Professor	Associate Professor	Professor
<p>Presents and/or publishes scholarly work at local level.</p> <p><u>Possible Sources of Evidence:</u> Publishes standards of care, protocols, procedures, policies etc. for hospitals/local organizations.</p> <p>Co-authorship of practice-related scholarly work in local publication.</p> <p>Co-authorship of on-line publication.</p> <p>Presents scholarly work at local chapter meetings of professional or scholarly organizations, agency conferences, etc.</p> <p>Disseminates research to students through teaching.</p>	<p>Presents and publishes scholarly work at state/regional level.</p> <p><u>Possible Sources of Evidence:</u> Publishes standards of care, protocols, procedures, policies at state/regional level.</p> <p>Co-authorship of scholarly works in peer-reviewed journals or other professional publications.</p> <p>Publishes (as co-author or author) chapters or books.</p> <p>Co-authorship of on-line publication.</p> <p>Presents scholarly work on state/regional level.</p> <p style="text-align: center;">—————→</p>	<p>Presents and publishes scholarly work at national level.</p> <p><u>Possible Sources of Evidence:</u> Publishes standards of care, protocols, procedures, policies at national level.</p> <p>Principal and Co-authorship of scholarly work in peer-reviewed journals of high quality or other professional publications.</p> <p>Publishes practice and/or research-based books and/or chapters.</p> <p>Principal authorship of on-line publications.</p> <p>Publishes reports analyzing patient or health services outcomes.</p> <p style="text-align: center;">—————→</p> <p>Presents scholarly work on a national level.</p>	<p>Provides leadership in defining, promoting, and disseminating scholarly work at a national/international level.</p> <p><u>Possible Sources of Evidence:</u> Publishes standards of care, protocols, procedures, policies at national/international level.</p> <p>Principal author of many scholarly works in peer-reviewed journals of high quality or other professional publications.</p> <p>Co-authorship with junior faculty on scholarly publications.</p> <p>Publishes practice and/or research-based chapters and/or books.</p> <p>Editor and/or principal contributor of on-line publications. health services outcomes.</p> <p>Publishes reports analyzing patient or health services outcomes. Presents scholarly work on a national/international level.</p> <p style="text-align: center;">—————→</p> <p>Invited speaker at national or international meetings/conferences. Moderates large sessions at national or international meetings.</p>

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE
PRACTICE-EDUCATION TRACK
PROFESSIONAL PRACTICE CRITERIA**

1. Demonstrates leadership to advance the professional practice of nursing.

Instructor	Assistant Professor	Associate Professor	Professor
<p><u>Possible Sources of Evidence</u></p> <p>Consults with other professionals regarding practice issues at local level.</p> <p>Participates in practice-related projects at local level.</p>	<p><u>Possible Sources of Evidence</u></p> <p>Consults with other professionals regarding practice issues at state/regional level.</p> <p>Participates in practice-related projects at state/regional level.</p> <p>Implements evidenced-based practice project(s).</p> <p>Item writer for certification exam.</p> <p>Provides expert testimony.</p>	<p><u>Possible Sources of Evidence</u></p> <p>Consults with other professionals regarding practice issues at national level.</p> <p>Provides leadership in the development/ implementation/ evaluation of practice-related projects at the national level.</p> <p>Consults with others to develop evidenced-based practice projects at the national level.</p> <p>Participates on national certification boards (e.g., AACN, professional specialty organizations).</p>	<p><u>Possible Sources of Evidence</u></p> <p>Consults with other professionals regarding practice issues at international level.</p> <p>Coordinates the development/ implementation/evaluation of practice-related projects at the national/international level.</p> <p>Provides leadership in developing evidenced-based practice projects at the international level.</p>

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE
PRACTICE-EDUCATION TRACK
PROFESSIONAL PRACTICE CRITERIA**

2. Improves patient/health care by influencing practice or policy.

Instructor	Assistant Professor	Associate Professor	Professor
<p><u>Possible Sources of Evidence</u></p> <p>Participates in development of standards of practice/protocols/ policy at the local level.</p> <p>Participates in QI (quality improvement) or interprofessional project(s).</p> <p>Participates in translation of evidence-based findings into practice.</p> <p>Provides representative course materials and examples of student performance (e.g., projects, papers, posters, etc.).</p> <p>Provides evidence of positive student, participant, and/or peer evaluations.</p>	<p><u>Possible Sources of Evidence</u></p> <p>Participates in development of standards of practice/protocols/ policy at state/regional level.</p> <p>Identifies QI or interprofessional topics Analyses QI data.</p> <p>Participates in translation of evidence-based findings into practice.</p> <p>—————→</p> <p>—————→</p>	<p><u>Possible Sources of Evidence</u></p> <p>Participates in development of standards of practice/protocols/ policy at the national level.</p> <p>Leads QI team Applies QI findings.</p> <p>Provides leadership in translation of evidence-based findings into practice.</p> <p>—————→</p> <p>—————→</p>	<p><u>Possible Sources of Evidence</u></p> <p>Participates in development of standards of practice/protocols/ policy at the national/ international level.</p> <p>Disseminates data from QI projects to outside agencies.</p> <p>Provides leadership in translation of evidence-based findings into practice.</p> <p>—————→</p> <p>—————→</p>

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE
PRACTICE-EDUCATION TRACK
TEACHING CRITERIA**

1. Demonstrates excellence in teaching.

Instructor	Assistant Professor	Associate Professor	Professor
<p>Begins to identify recognized area of expertise within academic or professional education.</p> <p><u>Possible Sources of Evidence:</u> *Provides student course evaluations, peer evaluations, course materials, or professional workshop evaluations that reflect competence in classroom teaching and/or clinical instruction including teaching strategies, setting a positive environment for learning, course management.</p> <p>Uses innovative teaching techniques.</p> <p>Develops course materials and lecture content that reflect state of the science and application of evidence to practice.</p> <p>Uses feedback from student & peer evaluations to refine techniques and course materials.</p>	<p>Develops a recognized area of expertise within academic and/or professional education.</p> <p><u>Possible Sources of Evidence:</u> *Provides student course evaluations, peer evaluations, course materials, or professional workshop evaluations that reflect excellence in classroom teaching and/or clinical instruction including teaching strategies, setting a positive environment for learning, course management, etc.</p> <p>Promotes critical thinking and independent approaches to student learning through creative course content/ assignments.</p> <p>Develops and implements innovative teaching techniques.</p> <p>—————→</p> <p>—————→</p>	<p>Has established and is recognized for an area of expertise within academic and/or professional education.</p> <p><u>Possible Sources of Evidence:</u> *Provides student course evaluations, peer evaluations, course materials, or professional workshop evaluations that reflect excellence in classroom teaching and/or clinical instruction including teaching strategies, setting a positive environment for learning, course management, etc.</p> <p>—————→</p> <p>Develops, implements, and evaluates innovative teaching techniques.</p> <p>—————→</p> <p>—————→</p>	<p>Recognized for leadership in academic and/or professional education.</p> <p><u>Possible Sources of Evidence:</u> *Provides student course evaluations, peer evaluations, course materials, or professional workshop evaluations that reflect excellence and provides leadership in classroom teaching and/or clinical instruction including teaching strategies, setting a positive environment for learning, course management, etc.</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>

***Required (all ranks)**

**PRACTICE-EDUCATION TRACK
TEACHING CRITERIA: (Continued)**

1. Demonstrates excellence in teaching.

<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
<p>Conducts educational sessions at regional conferences.</p> <p>Publishes innovative teaching techniques at regional/state level.</p> <p>Collaborates on course development, curriculum planning, implementation, evaluation.</p> <p>Develops positive relationships with clinical sites.</p>	<p style="text-align: center;">—————→</p> <p>Publishes innovative teaching techniques in refereed journals or books.</p> <p>Demonstrates excellence in course coordination and/or course development.</p> <p>Develops and actively promotes new learning opportunities/sites for students.</p> <p>Active participant in service-education collaborative projects.</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p>Demonstrates internal leadership in planning, implementing, evaluating curriculum.</p> <p>Serves as regional / national curriculum consultant.</p> <p>Provides leadership in developing collaborative educational projects with agencies.</p> <p style="text-align: center;">—————→</p> <p>Develops / implements new educational programs and seeks funding to support.</p> <p>Participates in interdisciplinary educational or training programs.</p>	<p>Conducts educational sessions at national and/or international conferences.</p> <p style="text-align: center;">—————→</p> <p>Presents techniques for faculty development at colleges or universities.</p> <p>Provides leadership role in planning, implementing, evaluating programs and overall curriculum in the SON and the University.</p> <p>Participates in setting national / international standards, policies, etc. regarding curriculum or academic programs.</p> <p>Serves as national / international curriculum consultant.</p> <p>Takes leadership role in developing collaborative educational projects with other agencies at the national / international level.</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p>Provides leadership in developing interdisciplinary educational programs at national / international level.</p>

		Serves as an accreditation visitor.	—————→
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**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR
PRACTICE-EDUCATION TRACK
TEACHING CRITERIA:
2. Demonstrates expertise in advising and mentoring.**

Instructor	Assistant Professor	Associate Professor	Professor
Serves as effective student advisor.	Promotes development of students.	Promotes development of students and takes active role in developing teaching, research, and leadership skills of colleagues.	Assumes leadership role in fostering professional development of colleagues and students.
<u>Possible Sources of Evidence</u>	<u>Possible Sources of Evidence</u>	<u>Possible Sources of Evidence</u>	<u>Possible Sources of Evidence</u>
Actively advises students regarding curriculum and professional development.	Assists students and other professionals (e.g., faculty, agency personnel) in meeting professional goals.	Mentors post-docs, colleagues, and other professionals in acquiring needed skills and meeting professional goals.	—————→
Serves as an advisor for a class or a student organization.	—————→	—————→	—————→
Participates in development and implementation of faculty orientation program.	—————→	—————→	—————→
	Mentors doctoral students to receive extramural funding.	—————→	—————→
	Advises/evaluates scholarly projects.	Serves on thesis / dissertation committee.	Serves as member and / or chair of thesis / dissertation committees.
	—————→	Mentors students, faculty and postdoctoral fellows in scholarly activities.	Mentors students, faculty and postdoctoral fellows in scholarly activities and encourages mentoring activities by other faculty.
		—————→	—————→

Assist students in presenting and publishing their work.		Involves students in research and/or scholarly activities and publications.	
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**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR
PRACTICE-EDUCATION TRACK**

ACADEMIC /COMMUNITY SERVICE CRITERIA:

1. Provides leadership to advance the health professions and to improve health.

Instructor	Assistant Professor	Associate Professor	Professor
<p><u>Possible Sources of Evidence:</u> Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and/or review group on a local level.</p> <p>Participates in organizing local clinics (e.g., immunization clinics, health fairs, etc).</p> <p>Testifies before local government bodies; actively promotes issues at local government level.</p> <p>Organizes conferences or workshops on local level.</p> <p>Provides consultations on a local level.</p>	<p><u>Possible Sources of Evidence:</u> Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and/or review group on a state or regional level.</p> <p>Is active in planning programs or services.</p> <p>Participates in small grants review within JHUSON or for a local or regional conference or grants program.</p> <p>Testifies before the state legislature; actively promotes issues at state government level.</p> <p>Organizes conferences or workshops on state/regional level.</p> <p>Provides consultations on a state or regional level.</p>	<p><u>Possible Sources of Evidence:</u> Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and / or review group on a national level.</p> <p>Chairs a national committee or task force.</p> <p>Is active in planning and evaluating programs or services.</p> <p>Ad hoc reviewer at NIH or other national group.</p> <p>Testifies at national level on legislative issue; plays instrumental role in passage of national legislation.</p> <p>Organizes conferences or workshops on a national level.</p> <p>Provides consultations on a national level.</p>	<p><u>Possible Sources of Evidence:</u> Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and/or review group on a national / international level.</p> <p>Assumes a major role in a national or international service project.</p> <p>Ad hoc reviewer at NIH or other national / international group.</p> <p>Testifies / plays instrumental role on international policy issues.</p> <p>Organizes conferences or workshops on a national or international level.</p> <p>Provides consultations on a national/international level.</p> <p>Is elected to any branch of the National Academy of Sciences.</p> <p>Serves on NAS (i.e., Institute of Medicine) committees.</p> <p>Is elected as a Fellow of the American Academy of Nursing.</p>

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR
PRACTICE-EDUCATION TRACK**

ACADEMIC /COMMUNITY SERVICE CRITERIA:

2. Provides service/leadership within the University.

Instructor	Assistant Professor	Associate Professor	Professor
<p>Participates in activities and committees within the SON.</p> <p><u>Possible Sources of Evidence:</u></p> <p>Serves as an active member of a SON committee.</p> <p>Participates in SON activities.</p>	<p>Shows leadership within the SON.</p> <p><u>Possible Sources of Evidence:</u></p> <p>Serves as an active member of several SON committees.</p> <p>Chairs a SON committee.</p> <p>Shows leadership in SON activities.</p>	<p>Shows leadership within the SON and participates in University committees or activities across Divisions.</p> <p><u>Possible Sources of Evidence:</u></p> <p>Provides leadership on several SON committees or councils.</p> <p>—————→</p> <p>Serves as a member of a University committee or task force.</p> <p>Participates in joint planning groups between University Departments, Divisions or Schools.</p> <p>—————→</p>	<p>Assumes key leadership positions within the SON and across Divisions in the University.</p> <p><u>Possible Sources of Evidence:</u></p> <p>Provides leadership on key committees within the SON.</p> <p>—————→</p> <p>Chairs a University committee or task force.</p> <p>Initiates/spearheads major initiatives within the SON and/or the University.</p> <p>Assumes key leadership positions in SON activities.</p>

RESEARCH / EDUCATION TRACK

Appointment and Promotion Criteria for Research / Education Track

SCHOLARSHIP CRITERIA

1. Demonstrates leadership in scholarly activities.
2. Disseminates scholarly work.

PROFESSIONAL PRACTICE CRITERIA

1. Demonstrates leadership to advance the professional practice of nursing.
2. Improves patient/health care by influencing practice or policy.

TEACHING CRITERIA

1. Demonstrates excellence in teaching.
2. Demonstrates expertise in advising and mentoring.

ACADEMIC/COMMUNITY SERVICE CRITERIA

1. Provides leadership to advance the health professions and to improve health.
2. Provides service and leadership within the University.

QUALIFICATIONS FOR RESEARCH / EDUCATION TRACK

Instructor	Assistant Professor	Associate Professor	Professor
Earned Doctoral degree	Earned Doctoral degree	Earned Doctoral degree	Earned Doctoral degree

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE
RESEARCH/EDUCATION TRACK
SCHOLARSHIP CRITERIA:**

1. Demonstrates leadership in scholarly activities.

Instructor	Assistant Professor	Associate Professor	Professor
<p>Identifies a focused area of independent scholarship.</p> <p><u>Possible Sources of Evidence:</u> Contributes as a member of a research team.</p> <p>Participates in the development of research proposals.</p> <p>Reviews research and practice-related abstracts.</p>	<p>Develops a focused area of independent scholarship.</p> <p><u>Possible Sources of Evidence:</u> *Serves (or has served) as co-investigator or postdoctoral fellow on at least one funded research project.</p> <p>Conducts own pilot research project(s).</p> <p>Reviews research-based journal articles, conference papers, chapters.</p> <p>Reviews intramural grant-related proposals for funding.</p>	<p>Establishes and is recognized nationally for independent, focused area of scholarship.</p> <p><u>Possible Sources of Evidence:</u> *Serves (or has served) as principal investigator on extramurally funded research project(s).</p> <p>Serves in a leadership role on collaborative inter- or trans-disciplinary research project(s).</p> <p>Participates as editorial review board member.</p> <p>Reviews extramural grant proposals for funding.</p> <p>Participates on national panel for research priority setting.</p>	<p>Recognized nationally and internationally for independent, focused area of scholarship.</p> <p><u>Possible Sources of Evidence:</u> *Demonstrates leadership and mentoring of an extramurally funded research team.</p> <p>Editor or editorial board member of professional journals.</p> <p>Participates on major study section of national and international research funding organizations.</p>

***Required**

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR
RESEARCH/EDUCATION TRACK
ACADEMIC /COMMUNITY SERVICE CRITERIA:**

2. Disseminates scholarly work.

Instructor	Assistant Professor	Associate Professor	Professor
<p>Presents and/or publishes scholarly work at local level.</p> <p><u>Possible Sources of Evidence</u> Co-authors scholarly work in peer-reviewed journals.</p> <p>Presents on research and scholarly work at local chapter meetings, agency conferences, etc.</p> <p>Disseminates research to students through teaching.</p>	<p>Presents and/or publishes scholarly work at state/regional level.</p> <p><u>Possible Sources of Evidence</u> Co-author of empirical and non-empirical works in peer-reviewed journals.</p> <p>Has published scholarly work including dissertation and/or independent post-doctoral research in peer-reviewed journals.</p> <p>Publishes (as co-author or author) chapters on scholarly work.</p> <p>Presents research and scholarly papers/posters at state and/or regional conferences.</p> <p>Moderates sessions at state/regional conferences.</p>	<p>Provides leadership in defining, promoting and disseminating scholarly work at the national level.</p> <p><u>Possible Sources of Evidence</u> Principal and Co-authorship of scholarly work in peer-reviewed journals or other professional publications of high quality.</p> <p>Demonstrates sustained publication of research and scholarly articles in peer-reviewed journals.</p> <p>Authors, co-authors, or edits books in area of scholarship.</p> <p>Regularly presents research and scholarly papers/posters at national conferences.</p> <p>Moderates/organizes sessions at national conferences.</p>	<p>Provides leadership in defining, promoting and disseminating scholarly work that changes thinking at a national/ international level.</p> <p><u>Possible Sources of Evidence</u> Principal author of many scholarly works in peer-reviewed journals or other professional publications of high quality that are cited as major contributions in the field.</p> <p>—————→</p> <p>Publishes (as senior or sole author or editor) books in area of scholarship.</p> <p>Mentors publication efforts of students and faculty.</p> <p>Regularly presents research and scholarly papers/posters at national/international conferences.</p> <p>Moderates/organizes large sessions at national/ international conferences.</p> <p>Invited speaker at national and international conferences.</p> <p>—————→</p>

CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR RESEARCH/EDUCATION TRACK

PROFESSIONAL PRACTICE CRITERIA:

1. Demonstrates leadership to advance the professional practice of nursing.

2. Improves patient/healthcare by influencing practice or policy.

Instructor	Assistant Professor	Associate Professor	Professor
<p><u>Possible sources of Evidence:</u></p> <p>Demonstrates relevance of research area to professional practice.</p> <p>Participates in developing an innovative model for practice.</p> <p>Uses research findings to improve practice.</p> <p>Consults with other professionals regarding research issues at local level.</p> <p>Participates in translation of research findings into practice.</p>	<p><u>Possible sources of Evidence:</u></p> <p>—————→</p> <p>Participates in developing and implementing an innovative model for practice.</p> <p>—————→</p> <p>Consults with other professionals regarding research issues at state/regional level.</p> <p>Provides expert testimony.</p> <p>Participates in translation of research findings into practice.</p>	<p><u>Possible sources of Evidence:</u></p> <p>—————→</p> <p>Develops, implements and evaluates an innovative nursing/health care models for practice or in area of expertise.</p> <p>—————→</p> <p>Consults with other professionals regarding research issues at national level.</p> <p>—————→</p> <p>Provides leadership in translation of research findings into practice.</p>	<p><u>Possible sources of Evidence:</u></p> <p>—————→</p> <p>Develops proposals for national/international collaboration and innovative health care models for practice or in areas of expertise.</p> <p>—————→</p> <p>Consults with other professionals regarding practice issues at national/international level.</p> <p>—————→</p> <p>Provides leadership in translation of research findings into practice.</p>

CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR RESEARCH/EDUCATION TRACK

TEACHING CRITERIA:

1. Demonstrates excellence in teaching.

Instructor	Assistant Professor	Associate Professor	Professor
<p>Begins to identify recognized area of expertise within academic or professional education.</p> <p><u>Possible Sources of Evidence:</u> *Provides student course evaluations, peer evaluations, course materials, or professional workshop evaluations that reflect competence in classroom teaching and/or clinical instruction including teaching strategies, setting a positive environment for learning, course management.</p> <p>Uses innovative teaching techniques.</p> <p>Develops course materials and lecture content that reflect state of the science and application of evidence to practice.</p> <p>Uses feedback from student & peer evaluations to refine techniques and course materials.</p>	<p>Develops a recognized area of expertise within academic and/or professional education.</p> <p><u>Possible Sources of Evidence:</u> *Provides student course evaluations, peer evaluations, course materials, or professional workshop evaluations that reflect excellence in classroom teaching and/or clinical instruction including teaching strategies, setting a positive environment for learning, course management, etc.</p> <p>Promotes critical thinking and independent approaches to student learning through creative course content/ assignments.</p> <p>Develops and implements innovative teaching techniques.</p> <p>—————→</p> <p>—————→</p>	<p>Has established and is recognized for an area of expertise within academic and/or professional education.</p> <p><u>Possible Sources of Evidence:</u> *Provides student course evaluations, peer evaluations, course materials, or professional workshop evaluations that reflect excellence in classroom teaching and/or clinical instruction including teaching strategies, setting a positive environment for learning, course management, etc.</p> <p>—————→</p> <p>Develops, implements, and evaluates innovative teaching techniques.</p> <p>—————→</p> <p>—————→</p>	<p>Recognized for leadership in academic and/or professional education.</p> <p><u>Possible Sources of Evidence:</u> *Provides student course evaluations, peer evaluations, course materials, or professional workshop evaluations that reflect excellence and provides leadership in classroom teaching and/or clinical instruction including teaching strategies, setting a positive environment for learning, course management, etc.</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>

***Required (all ranks)**

CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR RESEARCH/EDUCATION TRACK

TEACHING CRITERIA:

1. Demonstrates excellence in teaching. (cont'd)

<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
<p>Presents innovative teaching techniques at conferences.</p> <p>Collaborates on course development, curriculum planning, implementation, evaluation.</p> <p>Develops positive relationships with clinical sites.</p>	<p style="text-align: center;">—————→</p> <p>Publishes innovative teaching techniques in refereed journals or books.</p> <p>Demonstrates excellence in course coordination and/or course development.</p> <p>Develops and actively promotes new learning opportunities/sites for students.</p> <p>Active participant in service-education collaborative projects.</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p>Demonstrates internal leadership in planning, implementing, evaluating curriculum.</p> <p>Serves as regional / national curriculum consultant.</p> <p>Provides leadership in developing collaborative educational projects with agencies.</p> <p style="text-align: center;">—————→</p> <p>Develops / implements new educational programs and seeks funding to support.</p> <p>Participates in interdisciplinary educational or training programs.</p> <p>Serves as an accreditation visitor.</p>	<p>Conducts educational sessions at national and/or international conferences.</p> <p style="text-align: center;">—————→</p> <p>Presents techniques for faculty development at colleges or universities.</p> <p>Provides leadership role in planning, implementing, evaluating programs and overall curriculum in the SON and the University.</p> <p>Participates in setting national / international standards, policies, etc. regarding curriculum or academic programs.</p> <p>Serves as national / international curriculum consultant.</p> <p>Takes leadership role in developing collaborative educational projects with other agencies at the national / international level.</p> <p style="text-align: center;">—————→</p> <p>Provides leadership in developing interdisciplinary educational programs at national / international level.</p> <p style="text-align: center;">—————→</p>

CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR RESEARCH/EDUCATION TRACK

TEACHING CRITERIA:

2. Demonstrates expertise in advising and mentoring.

Instructor	Assistant Professor	Associate Professor	Professor
Serves as effective student advisor.	Promotes development of students.	Promotes development of students and takes active role in developing teaching, research, and leadership skills of colleagues.	Assumes leadership role in fostering professional development of colleagues and students.
<u>Possible Sources of Evidence</u>	<u>Possible Sources of Evidence</u>	<u>Possible Sources of Evidence</u>	<u>Possible Sources of Evidence</u>
Actively advises students regarding curriculum and professional development.	Assists students and other professionals (e.g., faculty, agency personnel) in meeting professional goals.	Mentors post-docs, colleagues, and other professionals in acquiring needed skills and meeting professional goals.	_____→
Serves as an advisor for a class or a student organization.	_____→	_____→	_____→
Participates in development and implementation of faculty orientation program.	_____→	_____→	_____→
	Mentors doctoral students to receive extramural funding.	_____→	_____→
	Advises/evaluates scholarly projects.	Serves on thesis / dissertation committee.	Serves as member and / or chair of thesis / dissertation committees.
		Mentors students, faculty and postdoctoral fellows in scholarly activities.	Mentors students, faculty and postdoctoral fellows in scholarly activities and encourages mentoring activities by other faculty.
		Involves students in research and/or scholarly activities and publications.	
Assist students in presenting and publishing their work.	_____→	_____→	_____→

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR
RESEARCH/EDUCATION TRACK**

ACADEMIC /COMMUNITY SERVICE CRITERIA:

1. Provides leadership to advance the health professions and to improve health.

Instructor	Assistant Professor	Associate Professor	Professor
<p><u>Possible Sources of Evidence:</u> Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and/or review group on a local level.</p> <p>Participates in organizing local clinics (e.g., immunization clinics, health fairs, etc).</p> <p>Testifies before local government bodies; actively promotes issues at local government level.</p> <p>Organizes conferences or workshops on local level.</p> <p>Provides consultations on a local level.</p>	<p><u>Possible Sources of Evidence:</u> Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and/or review group on a state or regional level.</p> <p>Is active in planning programs or services.</p> <p>Participates in small grants review within JHUSON or for a local or regional conference or grants program.</p> <p>Testifies before the state legislature; actively promotes issues at state government level.</p> <p>Organizes conferences or workshops on state/regional level.</p> <p>Provides consultations on a state or regional level.</p>	<p><u>Possible Sources of Evidence:</u> Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and / or review group on a national level.</p> <p>Chairs a national committee or task force.</p> <p>Is active in planning and evaluating programs or services.</p> <p>Ad hoc reviewer at NIH or other national group.</p> <p>Testifies at national level on legislative issue; plays instrumental role in passage of national legislation.</p> <p>Organizes conferences or workshops on a national level.</p> <p>Provides consultations on a national level.</p>	<p><u>Possible Sources of Evidence:</u> Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and/or review group on a national international level.</p> <p>Assumes a major role in a national or international service project.</p> <p style="text-align: center;">—————→</p> <p>Ad hoc reviewer at NIH or other national / international group.</p> <p>Testifies / plays instrumental role on international policy issues.</p> <p>Organizes conferences or workshops on a national or international level.</p> <p>Provides consultations on a national/international level.</p> <p>Is elected to any branch of the National Academy of Sciences.</p> <p>Serves on NAS (i.e., Institute of Medicine) committees.</p> <p>Is elected as a Fellow of the American Academy of Nursing.</p>

**CRITERIA AND POSSIBLE SOURCES OF EVIDENCE FOR
RESEARCH/EDUCATION TRACK**

ACADEMIC /COMMUNITY SERVICE CRITERIA:

2. Provides service/leadership within the University.

Instructor	Assistant Professor	Associate Professor	Professor
<p>Participates in activities and committees within the SON.</p> <p><u>Possible Sources of Evidence:</u></p> <p>Serves as an active member of a SON committee.</p> <p>Participates in SON activities.</p>	<p>Shows leadership within the SON.</p> <p><u>Possible Sources of Evidence:</u></p> <p>Serves as an active member of several SON committees.</p> <p>Chairs a SON committee.</p> <p>Shows leadership in SON activities.</p>	<p>Shows leadership within the SON and participates in University committees or activities across Divisions.</p> <p><u>Possible Sources of Evidence:</u></p> <p>Provides leadership on several SON committees or councils.</p> <p>—————→</p> <p>Serves as a member of a University committee or task force.</p> <p>Participates in joint planning groups between University Departments, Divisions or Schools.</p> <p>—————→</p>	<p>Assumes key leadership positions within the SON and across Divisions in the University.</p> <p><u>Possible Sources of Evidence:</u></p> <p>Provides leadership on key committees within the SON.</p> <p>—————→</p> <p>Chairs a University committee or task force.</p> <p>Initiates/spearheads major initiatives within the SON and/or the University.</p> <p>Assumes key leadership positions in SON activities.</p>

PROCESS OF APPOINTMENT & PROMOTION TO THE FACULTY OF THE SCHOOL OF NURSING

	<u>Clinical Instructor</u>	<u>Instructor</u>	<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Professor</u>
Department Chair	Recommends	Recommends	Recommends	Recommends	Recommends
Dean	Approves	Approves	Approves	Recommends	Recommends
A&P	FYI	FYI	FYI	Recommends	-----
Ad hoc committee	-----	-----	-----	-----	Recommends
Academic Council/Dean	FYI	FYI	FYI	Approves	Approves
Board of Trustees	-----	-----	-----	-----	Approves (if there is tenure)

	<u>Adjunct Faculty w/Rank</u>	<u>Adjunct Faculty w/o Rank</u>	<u>Transfer to Other Track</u>
Department Chair	Recommends	Recommends	Recommends
Dean	Recommends	Approves	Recommends
A&P	Recommends	FYI	Recommends
Ad hoc committee	-----	-----	-----
Academic Council/Dean	Approves	FYI	Approves
Board of Trustees	-----	-----	-----

All mandated reviews occur in the fall of the designated year.

New Faculty

All new faculty will submit their portfolio within 60 days of their start date if they have not done so previously.