

Faculty Appointment and Promotion Guidelines Clinical Track & Practice-Teaching Track, Non-Tenure Earning

Introduction

Faculty positions in the College of Nursing are designated at the time of posting as either tenure-earning (research-focused) or non-tenure-earning, which includes the Clinical, Practice-Teaching, and the Instructor Track.

This document establishes the framework for faculty appointments, promotion criteria, and the review process for non-tenure-earning Clinical and Practice-Teaching Track faculty within the College of Nursing. It delineates expectations for performance in practice, teaching, scholarship, and service, provides guidance for rank advancement, and describes the procedural steps for promotion review at the College and University levels.

Clinical & Practice-Teaching Faculty Ranks

Candidates are hired into one of these tracks, depending on their qualifications and the program's needs.

- *Clinical Assistant Professor, Practice-Teaching Assistant Professor* (entry-level)
- *Clinical Associate Professor, Practice-Teaching Associate Professor* (mid-level)
- *Clinical Professor, Practice-Teaching Professor* (highest clinical faculty rank)

Faculty on the Clinical and Practice-Teaching Track are eligible for promotion through the ranks of *Clinical Assistant Professor/Practice-Teaching Assistant Professor, Clinical Associate Professor/Practice-Teaching Associate Professor, and Clinical/Practice-Teaching Professor*. The process for promotion shall be applied consistently across all ranks, emphasizing excellence in clinical practice, teaching, scholarly engagement, and service to the College, University, and profession.

Description of the Clinical & Practice Teaching Track

Faculty on the Clinical & Practice-Teaching Track advance the practice of nursing through teaching, clinical supervision, and practice-based engagement. Their work may center on student learning, simulation, skills labs, and clinical partnerships, with scholarship typically tied to education or practice improvement via implementation frameworks. Promotion is based on clinical expertise, teaching excellence, the scholarship of practice, service, and contributions to practice.

Requirements for all Ranks

Education Requirement: Doctorate in nursing or a terminal degree in another field with a Master's Degree in Nursing.

Licensure: Current, unencumbered nursing or advanced nursing practice license in the State of Florida required as appropriate to the position.

Certification Requirement: Current national certification as appropriate to specialty and teaching assignment.

Nursing Practice: Clinical & Practice-Teaching faculty at all ranks are expected to maintain current clinical competence through ongoing engagement in professional nursing practice activities. These activities may include direct patient care or indirect practice roles such as consultation, care coordination, community health initiatives, or other practice-based functions consistent with licensure and certification. Such engagement ensures that faculty remain current with clinical standards, support evidence-based teaching, and integrate contemporary practice perspectives into instruction and scholarship.

Teaching Experience: Candidates for the rank of Clinical Assistant Professor or Practice-Teaching Assistant Professor should have teaching experience in nursing or equivalent experience that demonstrates readiness for the educator role. Those applying for Clinical or Practice-Teaching Associate Professor should possess at least five (5) years of post-graduate teaching experience in nursing, while applicants for Clinical or Practice-Teaching Professor should possess at least ten (10) years of post-graduate teaching experience in nursing. Clinical & Practice-Teaching faculty may be considered for appointment or promotion based on demonstrated contributions, accomplishments, and sustained productivity rather than solely on length of time in rank or position.

Practice Experience: Minimum of one year (2,000 hours) of nursing practice (bedside, education, or administrative) in the previous five years.

Reappointment: Contract renewal is based on contributions in assigned areas, with emphasis on clinical practice, teaching effectiveness, scholarship of practice, and service as indicated in the *Annual Faculty Review*.

Promotion Review Process for Clinical & Practice-Teaching Track Faculty:

Applications for promotion on the Clinical & Practice-Teaching Track are reviewed through a subcommittee formed within the College of Nursing Promotion and Tenure (P&T) Committee. The subcommittee must include three faculty members, and at least one Clinical or Practice-Teaching faculty member at or above the rank sought. If the College does not have a faculty member at or above the rank being sought, the committee can be composed of three tenured faculty members at or above the equivalent rank sought (e.g.: if the applicant is seeking promotion to Clinical Associate Professor, the committee may consist of Associate Professors, Professors, Practice-Teaching Associate Professors, Clinical Associate Professors, Practice-Teaching Professors and/or Clinical Professors).

The process starts in the Spring of the year prior to the application due date when the Dean is informed of the applicant's intention to apply for promotion. The Dean or Designee will open the case in Interfolio. The due date for the complete portfolio to be submitted in Interfolio by September 15. The subcommittee reviews the promotion portfolio and submits a written

recommendation to the Dean by October 31. The Dean provides an independent evaluation, and the full promotion portfolio is then forwarded for final determination by the Provost.

Promotion ePortfolio

ePortfolios for non-tenure-track (NTT) promotions need to be submitted to the Office of the Provost by January of each year.

This is the link to the most recent memo from the Provost that provides detailed information on the ePortfolio submission for the non-tenure earning track, along with an information PowerPoint Presentation:

<https://www.fau.edu/provost/documents/ntt-guidelines-memo-2026-2027.pdf>

<https://www.fau.edu/provost/documents/final-2025-university-ntt-forum.pdf>

Clinical Assistant Professor & Practice-Teaching Assistant Professor

Role Description: Clinical and Practice-Teaching faculty appointed at the rank of Clinical Assistant Professor and Practice-Teaching Assistant Professor in the College of Nursing are expected to support the College's mission through excellence in clinical practice, teaching, scholarship, and service, all grounded in a philosophy of Caring. These roles reflect the College's commitment to advancing nursing as both a scholarly and humanistic discipline. Clinical Assistant Professors and Practice-Teaching Assistant Professors play a vital role in preparing professional nurses who integrate scientific competence with the art of nursing. Appointments are typically for one to three years, and renewal is based on contributions in assigned areas, with emphasis on clinical practice, teaching effectiveness, scholarship of practice, and service as indicated in the *Annual Faculty Review (link)*.

Clinical Assistant Professor & Practice-Teaching Assistant Professor Expectations

Teaching

Clinical Assistant Professor and Practice-Teaching Assistant Professor faculty consistently demonstrate effective teaching across various settings, including the classroom, laboratory, simulation, and clinical environments. Teaching practices are grounded in evidence-based methods that promote critical thinking, ethical reasoning, and reflective practice. The faculty member meets or exceeds expectations in student and peer evaluations, reflecting a consistent commitment to teaching excellence and learner engagement.

Scholarship

Clinical Assistant Professor and Practice-Teaching Assistant Professor engage in the scholarship of practice as guided by Boyer's Model of Scholarship, encompassing the domains of discovery, integration, application, and teaching. Scholarship is expected to result in dissemination through peer-reviewed publications, professional presentations, clinical projects, quality improvement

initiatives, or educational innovations. Faculty leverage their clinical expertise to address real-world challenges, improve patient outcomes, influence health policy, and advance the practice of nursing. Scholarly engagement may occur locally, regionally, or through collaborative professional initiatives. The scope and impact of scholarly activity are expected to increase with academic rank.

At the Clinical Assistant Professor and Practice-Teaching Assistant Professor level, faculty demonstrate emerging engagement in scholarly and practice-based inquiry. Activities may include participation in quality improvement projects, educational innovations, or collaborative presentations and publications. The scholarship of practice is evidenced through publications, presentations, and practice grantsmanship according to the *Tiers of Scholarship Appendix A*.

Service

At the Clinical Assistant Professor and Practice-Teaching Assistant Professor level, faculty demonstrate engagement in service through participation in program, college, or departmental committees, and accreditation or curriculum activities as assigned. Service at this level emphasizes reliability, collaboration, and contribution to shared goals within the academic unit or community.

Promotion to Clinical Associate Professor and Practice-Teaching Associate Professor

After five years at the rank of Clinical Assistant Professor and Practice-Teaching Assistant Professor, the faculty member may apply for advancement in rank, which will consider the faculty member's sustained contributions across all areas of assigned responsibility. Clinical and Practice-Teaching faculty may be considered for appointment or promotion based on demonstrated contributions, accomplishments, and sustained productivity rather than solely on length of time in rank or position. Annual evaluations shall be considered in determining differential workload weighting, ensuring that faculty are evaluated equitably in relation to their assigned teaching, practice, scholarship, and service responsibilities. The promotion process is the same regardless of rank.

Clinical Associate Professor & Practice Teaching Associate Professor

Role Description: Faculty appointed at the rank of Clinical Associate Professor at the College of Nursing are recognized for their sustained contributions through clinical practice, teaching, scholarship, and service grounded in the College's philosophy of Caring. This rank signifies an advanced level of academic and professional achievement, leadership, and impact. Evaluation for continued appointment considers the depth and impact of contributions across all assigned areas, emphasizing the alignment with the College's core values and the advancement of its strategic goals.

Clinical Associate Professors and Practice-Teaching Associate Professors on the non-tenure track include all Clinical Assistant Professor/Practice-Teaching Assistant Professor expectations with the addition of these higher-level contributions:

Clinical Associate Professor and Practice-Teaching Associate Professor Expectations:

Teaching

Clinical Associate Professors and Practice-Teaching Associate Professors demonstrate sustained excellence and leadership in teaching across all settings through evidence-based methods that foster critical thinking, ethical reasoning, and reflective practice. They are recognized for strong evaluations, mentorship, curriculum innovation, and engagement in the scholarship of teaching and learning by studying, implementing, and sharing effective pedagogical approaches that advance nursing education and learner outcomes.

Criteria with Indicators of Achievement in Teaching at the Clinical Associate Professor and Practice-Teaching Associate Professor Rank

1. Providing high-quality instruction by integrating multiple ways of knowing in the study of nursing situations.
 - Designs learning experiences using aesthetic, ethical, empirical, personal, and emancipatory ways of knowing.
 - Uses case-based, simulation-based, or narrative pedagogies that reflect holistic nursing practice.
 - Demonstrates consistently strong student evaluations highlighting clarity, rigor, and relevance.
2. Showcasing expertise in the subject area and possessing a thorough understanding of the discipline.
 - Serves as a content expert for courses, simulations, or curriculum areas.
 - Delivers invited lectures or guest presentations based on disciplinary expertise.
 - Maintains advanced certifications or specialty credentials relevant to assigned teaching.
3. Contributing to curriculum development.
 - Leads or participates in course redesign or development of new modules, assessments, or clinical evaluation tools.
 - Aligns course outcomes with national standards (e.g., AACN Essentials, NONPF Competencies).
 - Participates in curriculum committees or task forces with documented contributions to program improvement.

4. Developing and enhancing teaching skills; participating in activities designed to improve teaching effectiveness.
 - Completes faculty development workshops, certification programs, or teaching academies.
 - Implements evidence-based instructional strategies and evaluates their impact.
 - Engages in peer observation cycles or reflective teaching portfolios documenting improvement.

5. Modeling professionalism and core nursing values.
 - Demonstrates ethical conduct, accountability, collaboration, and respect in all instructional settings.
 - Integrates caring science, DEI principles, and person-centered care into teaching.
 - Receives recognition for professionalism, service, or role-modeling from students or colleagues.

6. Providing responsive and effective mentorship to students and colleagues.
 - Mentors graduate students in scholarly projects, practicum work, research, or professional development.
 - Provides structured guidance that leads to timely completion of student milestones (e.g., DNP projects, presentations).
 - Supports junior faculty, clinical preceptors, or adjuncts in teaching, evaluation, or curriculum navigation.

Scholarship

Clinical Associate Professors and Practice-Teaching Associate Professors demonstrate excellence and leadership in the scholarship of practice as outlined in Boyer's Model of Scholarship, discovery, integration, application, and teaching. Faculty at this rank show a sustained and influential record of scholarly contributions that advance nursing practice, education, and systems improvement. Their work demonstrates innovation, measurable impact, and dissemination through peer-reviewed publications, funded projects, national or international presentations, and leadership in interdisciplinary or academic initiatives that shape policy, practice, or educational standards. The scholarship of practice is evidenced through publications, presentations, and practice grantsmanship according to the *Tiers of Scholarship Appendix A*.

Criteria and Indicators of Achievement in Scholarship at the Clinical Associate Professor and Practice-Teaching Associate Professor Rank

Promotion to the Clinical Associate Professor and Practice-Teaching Associate Professor rank reflects the consistent demonstration of scholarship with notable achievement since appointment at the Clinical Assistant Professor or Practice-Teaching Assistant Professor rank.

1. Generation of high-quality scholarship

- Designing a quality improvement, evidence-based practice, or program evaluation project grounded in theory and current evidence.
- Developing an assessment tool, rubric, simulation scenario, or curriculum innovation that addresses an identified educational or clinical need.
- Creating a conceptual model, practice framework, or scholarly product that contributes original insight to nursing practice or education.
- Serving as principal or co-investigator on a clinically focused scholarly project.

2. Implementation and evaluation of scholarship

- Conducting a QI or EBP project with structured data collection, outcome measurement, and documented results.
- Implementing and evaluating a teaching innovation (e.g., simulation model, SCCAF tool, new evaluation method) with analysis demonstrating effectiveness.
- Completing formal evaluation reports for clinical partners, course committees, or accreditation documentation based on project outcomes.
- Revising an intervention, curriculum component, or clinical process based on evaluation findings.

3. Dissemination of scholarship to advance knowledge through publications and presentations

- Publishing peer-reviewed articles, case studies, teaching innovations, QI/EBP reports, or integrative reviews.
- Presenting scholarly work at regional, national, or international conferences.
- Delivering invited lectures, workshops, or webinars to academic, clinical, or community audiences.
- Sharing project outcomes with clinical partners, advisory boards, or professional organizations to guide practice or program development.

Service

At the Clinical Associate Professor and Practice-Teaching Associate Professor rank, faculty show a sustained record of service with evidence of leadership or initiative in selected areas. This may include chairing committees, coordinating accreditation activities, mentoring peers or students, and contributing to professional or community organizations that advance nursing education and practice.

Criteria and Indicators of Achievement in Service at the Clinical Associate Professor and Practice-Teaching Associate Professor Rank

1. Evidence of academic service to advance the mission of Florida Atlantic University and the College of Nursing.

- Consistent, active membership on College of Nursing committees, task forces, or initiatives (e.g., curriculum committee, admissions, accreditation workgroups).
 - Leadership or substantive contributions to program evaluation, accreditation activities, or strategic planning.
 - Participation in the development or revision of College or University policies and procedures.
 - Mentorship of faculty, support of faculty development activities, or contributions to initiatives that strengthen the academic environment.
2. Evidence of professional service which advances the nursing profession.
- Representation of the College of Nursing on external boards, planning committees, or professional organizations.
 - Serving in leadership, advisory, or liaison roles within regional, national, or specialty nursing organizations.
 - Providing professional consultation to healthcare systems, community agencies, or practice partners.
 - Active participation in community health initiatives, interprofessional collaborations, or outreach efforts that promote nursing's impact on population health.

Promotion to Clinical Professor and Practice-Teaching Professor

After five years at rank of Clinical Associate Professor or Practice-Teaching Associate Professor, the faculty may apply for advancement in rank which will consider the faculty member's sustained contributions with consideration of the depth and impact of contributions across all assigned areas, emphasizing the alignment with the College's core values and the advancement of its strategic goals. Clinical and practice-teaching faculty may be considered for appointment or promotion based on demonstrated contributions, accomplishments, and sustained productivity rather than solely on length of time in rank or position. The promotion process is the same regardless of rank.

Clinical Professor & Practice-Teaching Professor

Role Description: Faculty appointed at the rank of Clinical Professor and Practice-Teaching Professor at the College of Nursing are recognized at the highest level of distinction and accomplishment with a sustained record of excellence, leadership, and impact in the areas of clinical practice, teaching, scholarship, and service to the College, the University, the nursing profession, and the broader community. This rank signifies an expert level of academic and professional achievement, leadership, mentorship, and impact.

Faculty at the rank of Clinical Professor and Practice-Teaching Professor exemplify the College's enduring commitment to Caring, which serves as both a philosophical foundation and a way of being in the world. As Clinical Professor and Practice-Teaching Professor, faculty members are expected to model ethical, reflective, and socially responsible leadership; to foster environments of inquiry; and to support the development of colleagues and students alike. Evaluation for

continued appointment considers the depth and impact of contributions across all assigned areas, emphasizing the alignment with the College's core values and the advancement of its strategic goals.

Clinical Professors and Practice-Teaching Professors on the non-tenure track include all Assistant and Associate expectations with the addition of these higher-level contributions:

Clinical Professor and Practice-Teaching Professor Expectations

Teaching

Clinical Professor and Practice-Teaching Professor demonstrates exemplary and sustained leadership in teaching and learning across all educational settings. They serve as innovators and mentors who model evidence-based pedagogy that advances critical thinking, ethical reasoning, and reflective practice. Their national or regional recognition for excellence in teaching, curriculum development, and educational scholarship reflects a significant impact on nursing education. Through mentorship, dissemination of best practices, and scholarly contributions to the discipline, they elevate program quality and influence the advancement of nursing education and practice.

Criteria and Indicators of Achievement in Teaching at the Clinical Professor and Practice-Teaching Professor Rank

1. Sustained record of distinction in teaching.
 - Sustained evidence of distinction in teaching reflected in student and peer evaluations and/or public recognition (e.g., consistently exemplary SEI scores; formal peer reviews documenting advanced pedagogical skill; college or university teaching awards).
 - Development and delivery of advanced or complex learning experiences that demonstrate mastery of multiple ways of knowing (e.g., interprofessional simulations, narrative pedagogy, complex case-based instruction).
 - Recognition as a master teacher or subject-matter expert by colleagues, students, professional organizations, or external partners.
3. Sustained leadership in initiatives to advance the College's teaching mission
 - Sustained record of leadership and distinction in any teaching area (e.g., leading teaching academies, best-practice initiatives, DEI-informed pedagogical reforms, or instructional technology integration).
4. Assumes leadership in curriculum innovation, program development, or program evaluation (e.g., chairing curriculum committees; leading program redesign to align with AACN Essentials; developing new academic programs, tracks, or certificates; leading accreditation-related teaching improvements).
 - Dissemination of teaching innovations through peer-reviewed publications, presentations, workshops, or invited talks, demonstrating impact beyond the College.

- Leadership in faculty development regarding teaching excellence (e.g., designing workshops, coaching peers, guiding assessment or simulation initiatives).
5. Sustained commitment to teaching through a caring science framework.
 - Systematically incorporates caring science, person-centered frameworks, or emancipatory pedagogies throughout courses, clinical experiences, and program-level initiatives.
 - Develops or leads initiatives that foster caring-based learning environments (e.g., reflective practice groups, caring rounds, narrative inquiry sessions, culturally responsive teaching modules).
 6. Sustained evidence of active mentorship of faculty in teaching (e.g., mentoring junior or adjunct faculty in caring-based pedagogies; guiding faculty in integrating caring values into curricula or clinical instruction).
 - Demonstrates leadership in shaping a culture of caring within the College through policy development, faculty workshops, or program-wide integration of caring science principles.

Scholarship

At the rank of Clinical Professor and Practice-Teaching Professor, scholarship is expected to reflect a sustained record of excellence and leadership that significantly advances the profession of nursing. This includes contributions that align with the College’s mission and embody the values of caring, collaboration, and transformation. Candidates are expected to demonstrate scholarly distinction through leadership in scholarly engagement, dissemination of works, and interprofessional collaboration, with evidence of impact and recognition at national or international levels.

Clinical Professors and Practice-Teaching Professors are expected to demonstrate consistent scholarly productivity, professional influence, and a commitment to advancing the discipline in ways that reflect the values and mission of the College of Nursing. The scholarship of practice is evidenced through publications, presentations, and practice grantsmanship according to the *Tiers of Scholarship Appendix A*.

Criteria and Indicators of Achievement in Scholarship at the Clinical Professor and Practice-Teaching Professor Rank

1. Sustained leadership in scholarly activities that support and enhance teaching, practice, leadership, or educational innovation—rooted in the College’s caring philosophy
 - Leads major scholarly initiatives that integrate caring science into teaching, clinical practice, or leadership (e.g., development of caring-based simulation models, reflective practice curricula, or holistic assessment tools).
 - Serves as principal investigator or senior scholar on QI, EBP, educational research, or program-evaluation projects that demonstrate measurable impact on student outcomes, faculty practice, or clinical partnerships.

- Publishes or presents scholarship that advances caring-based pedagogies, person-centered frameworks, or emancipatory approaches in nursing education or practice.
 - Provides scholarly leadership on committees, task forces, or college-wide initiatives focused on curricular redesign, program assessment, or innovation aligned with the College's caring philosophy.
2. Sustained engagement in the dissemination of scholarly works to advance knowledge in the arts, humanities, and other sciences, with clear evidence of distinction and impact at the national or international level.
- Produces a sustained body of peer-reviewed publications, integrative reviews, book chapters, or monographs demonstrating scholarly impact.
 - Delivers invited national or international keynote addresses, workshops, or podium presentations resulting from recognized scholarly expertise.
 - Serves as editorial board member, manuscript reviewer, or abstract reviewer for national or international journals or professional organizations.
 - Demonstrates measurable scholarly influence (e.g., citations, adoption of tools or frameworks, use of published work by external institutions, invitations for national consultation).
 - Leads or contributes to national task forces, guideline development groups, or professional committees shaping practice or educational standards.
3. Demonstrates sustained mentorship of faculty, undergraduate, and graduate students in the development, implementation, and dissemination of scholarly works.
- Mentors faculty or students in designing, conducting, and disseminating QI, EBP, or educational research projects that result in presentations, publications, or awards.
 - Guides DNP, MSN, or undergraduate honors students through scholarly product completion, including manuscripts, conference abstracts, or practice-based tool development.
 - Leads structured mentorship programs, writing groups, or scholarly collaboratives that enhance faculty or student productivity.
 - Demonstrates a pattern of mentee achievements (e.g., successful promotions, certifications, student project awards, peer-reviewed publications, regional or national presentations).
 - Supports junior faculty in navigating journal selection, or scholarly dissemination planning.

Service

At the Clinical Professor and Practice-Teaching Professor level, faculty demonstrate sustained leadership and broad impact through service at the college, university, professional, and community levels. They serve in key leadership roles, represent the institution in regional,

national, or international forums, and contribute to shaping policy, standards, or initiatives that advance nursing and community health. Their service reflects caring values, consistent commitment, and alignment with the mission of the university and the College of Nursing.

Criteria and Indicators of Achievement in Service at the Clinical Professor and Practice-Teaching Professor Rank

1. Evidence of leadership in academic service to advance the mission of Florida Atlantic University and the College of Nursing.
 - Chairing College or University committees, task forces, or accreditation workgroups with documented outcomes.
 - Leading major initiatives such as curriculum redesign, program evaluation, or strategic planning.
 - Representing the College in University governance roles (e.g., Faculty Senate leadership, institutional task force chair).
 - Developing policies, frameworks, or processes that strengthen academic programs or operations.
 - Leading interprofessional or cross-campus collaborations that advance educational or clinical missions.

2. Mentorship of faculty in the service domain of the academic role.
 - Guiding junior or mid-career faculty in committee work, governance participation, or accreditation responsibilities.
 - Coaching faculty on effective service contributions, leadership development, and role expectations.
 - Supporting faculty involvement in community partnerships, advisory boards, or professional service roles.
 - Facilitating faculty growth in leadership pathways through structured mentorship, shadowing, or sponsored opportunities.
 - Demonstrating a pattern of mentees who achieve increased service responsibilities, leadership roles, or recognitions.

3. Evidence of leadership in professional service which advances nursing science in national or international communities, groups, or organizations.
 - Holding leadership roles in national or international professional organizations, boards, or committees.
 - Leading development of national guidelines, position statements, educational standards, or practice frameworks.
 - Serving as an invited consultant, reviewer, or advisor for national or international organizations.
 - Coordinating national initiatives, workgroups, or collaborative networks that advance nursing science or education.

- Receiving recognition, appointments, or awards reflecting national or international impact in professional service.

Tiered Levels of Scholarly Contribution

The College of Nursing evaluates faculty scholarship using Boyer’s four domains—discovery, integration, application, and teaching. These domains define *the type* of scholarly contribution. To differentiate *the level and impact* of work within each domain, the CON uses a tiered scholarship framework. In this structure, Boyer’s domains identify what counts as scholarship, while the tiers describe the rigor, dissemination, and significance of a faculty member’s scholarly achievements.

TIER 1 represents the pinnacle of achievement in the discipline in no set order.

TIER 2 represents substantial and high-quality achievement in the discipline in no set order.

TIER 3 represents notable achievement in the discipline in no set order.

Publications. Include the metrics of the publication, such as the impact factor of the journal, times cited, editions sold, etc.

Tier 1 (highest level)	Tier 2	Tier 3
<ul style="list-style-type: none"> • Peer-reviewed practice publications as first author. • Peer-reviewed, data-based papers as first author. • Editor or author of nursing (or related field) textbooks. • Editor in chief of scientific journals. • Lead author or editor of caring science peer-reviewed publications, books, or journal series demonstrating expertise as a caring scholar. • Invited or nominated member of an international or national governing board over a sustained period of time that fits within the area of expertise. • Mentored novice faculty and students on published, peer-reviewed 	<ul style="list-style-type: none"> • Peer-reviewed, data-based papers as second author. • Author of a peer-reviewed practice publication as second author. • Lead author of book chapters. • Associate Editor of scientific journals. • Guest editor of a journal or series of publications. • Published scholarly documents (such as white papers/position papers; national and international testimony) that demonstrate expertise in the field. 	<ul style="list-style-type: none"> • Author of a peer-reviewed practice publication (not first or second author). • Author of a paper in a non-refereed journal. • Author of a book chapter as part of a team (not lead author). • Invited publication in a refereed journal. • Published briefs, columns, blogs, and discipline-related information disseminated through various forums of social media. • Publish in a consumer journal or news publication that reaches the intended audience.

articles and was included as a co-author. <ul style="list-style-type: none"> • Recipient of a Caring Scholar award(s) for completed work (publications, books, etc.) 		
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Presentations. Clearly delineate data-based presentations from practice-based presentations. Consider including the metrics of the presentation, such as the audience, number of attendees, plenary vs. breakout session, revenue generated, contact hours awarded, etc.

Tier 1 (highest level)	Tier 2	Tier 3
<ul style="list-style-type: none"> • Peer-reviewed presentations at international or national meetings or conferences. • Conducts workshops or sessions that were selected through peer-review at international or national conferences. • Invited as a keynote speaker at national or international conferences or meetings. • Development and presentation of creative works advancing nursing or caring science at international or national conferences or meetings. 	<ul style="list-style-type: none"> • Peer-reviewed presentations at regional meetings or conferences. • Conducts workshops or sessions that were selected through peer-review at a regional conference. • Mentors novice faculty and students on the development and presentation of peer-reviewed presentations and was included as co-author. • Invited as keynote speaker at regional conferences or meetings. • Development and presentation of creative works advancing nursing or caring science at regional conferences or meetings. 	<ul style="list-style-type: none"> • Peer-reviewed presentations or educational offerings at local meetings or conferences. • Conducts workshops or sessions that were selected through peer-review at local conferences or meetings (College, University, community). • Invited as keynote speaker at local conferences or meetings. • Development and presentation of creative works advancing nursing or caring science at local conferences or meetings.

Grants, Awards and Other Recognition. For faculty with funded grants, the research/scholarship should be clearly aligned with the faculty member’s scholarly trajectory, connected with resulting outputs (e.g. publications, presentations, policy changes), and contextualized by role (e.g. PI, co-I, senior personnel). Explain

competitiveness of the funding mechanism and impact with amount funded (direct and indirect costs separated) and the inclusion of students and their role in the grant. Faculty who mentor novice faculty with a grant should specify this role in their portfolio and should describe resulting presentations and publications.

Tier 1 (highest level)	Tier 2	Tier 3
<ul style="list-style-type: none"> • Awarded external grant(s) from a federal or state governmental entity in support of scholarly or creative activity that was peer-reviewed. • Awarded peer-reviewed external grant(s) for the advancement of nursing education. • Recipient for an international/national award for research, scholarship and/or creative activities (e.g. fellowships in organizations) • Recipient of an international/national scholar award (e.g. Fulbright, Rhodes, etc.) • Mentors novice faculty and students that resulted in awarded grant(s). 	<ul style="list-style-type: none"> • Awarded external grant(s) from an entity (excluding federal or state government entities) in support of scholarly or creative activity that was peer-reviewed. • Recipient of an internal research award/grant or a university merit award • Nomination of an international/national recognition award for research, scholarship and/or creative activities. • Mentors novice research faculty and students on submitted peer-reviewed grant(s). • 	<ul style="list-style-type: none"> • Awarded an internally funded grant. • Application to an external grant. • Award or prize received for research, scholarship or creative works in a state/local competition.