	<b>Title: Appointment and Promotion for Clinician Educator Professorial Ranks</b>	Review Frequency: Two Years	<b>Effective Date:</b> 7/1/2018
	<b>Document Category / Document Type Policy</b>	Doc Control #	#CON-304
		Revision #	1

1. Purpose/Objectives.
  - 1.1. This document provides appointment and promotion timelines and criteria for Clinician Educator faculty in the professorial ranks at the College of Nursing.
2. Scope.
  - 2.1. This policy applies to Clinician Educator/Non-tenure/tenure-track faculty.
3. Content.
  - 3.1. Clinician-Educator Faculty
    - 3.1.1. In the Health Sciences Center, faculty may be appointed as clinician-educator. These appointments are for health professional faculty with appropriate professional degrees who are primarily engaged in patient care and teaching, and have related service and scholarly responsibilities. Clinician-educators may hold the rank of instructor, assistant professor, associate professor, or professor.
    - 3.1.2. Five completed years in rank is expected to be promoted within the Clinician Educator ranks at the College of Nursing. Individuals may propose their candidacy for promotion and be considered in the College of Nursing after four completed years in rank if they have a record of sustained excellence that consistently exceeds expectations in teaching, scholarly work and service.
    - 3.1.3. Appointment or promotion in a Clinician Educator professorial rank represents a judgment by the department, college/school, external reviewers, and University that the individual has the required qualifications and expertise and that the individual will function to sustain the mission of the College and enrich its academic environment.
    - 3.1.4. Deans and departmental chairs normally look to the senior ranked faculty for advice and counsel regarding policy matters, including appointment and promotion of another faculty.
  - 3.2. Assistant Professor
    - 3.2.1. Individuals who are demonstrably competent in the subject matter of the courses to be taught and who have indicated a serious commitment to a faculty career may be considered for this faculty rank.
    - 3.2.2. This appointment is typical for most faculty who are beginning their probationary service. While it is not expected that persons appointed at this rank shall have acquired an extensive reputation in their field, it is expected that they will continue to increase their knowledge, to improve their teaching ability and to present the results of their scholarly work in ways appropriate to their field.
  - 3.3. Associate Professor
    - 3.3.1. Individuals who have acquired significant experience beyond the terminal appointment at, or promotion to, the rank of associate professor represents a judgment on the part of the department, college, and University that the individual has made and will continue to make sound contributions to teaching, scholarly work, and service.
    - 3.3.2. The appointment should be made only after careful investigation of the candidate's accomplishments and promise in teaching, scholarly work, service and practice.

3.4. Professor

3.4.1. Appointment or promotion to Professor represents a judgment on the part of the department, college/school, and University that the individual has made significant, nationally recognized scholarly or creative contributions to his or her field and an expectation that the individual will continue to do so. Professors are the most enduring group of faculty, and it is they who give leadership and set the tone for the entire College. Thus, appointment or promotion should be made only after careful investigation of the candidate's accomplishments in teaching, scholarly work, service and promotion.

<b>Criteria for Appointment:</b>		
<b>Clinician Educator Assistant Professor</b>	<b>Clinician Educator Associate Professor</b>	<b>Clinician Educator Professor</b>
<ul style="list-style-type: none"> <li>- Earned Doctoral Degree</li> <li>- Earned graduate degree in nursing (Masters or doctorate)</li> <li>- Evidence of Successful formal or informal teaching</li> <li>- Minimum of two years nursing practice experience in area of expertise</li> </ul>	<ul style="list-style-type: none"> <li>-Earned Doctoral Degree</li> <li>-Earned graduate degree in nursing (Masters or doctorate)</li> <li>--Meet criteria of the College for advancement to Clinician Educator Associate Professor</li> </ul>	<ul style="list-style-type: none"> <li>-Earned Doctoral Degree</li> <li>-Earned graduate degree in nursing (Masters or doctorate)</li> <li>-Meet criteria of the College for advancement to Clinician Educator Professor</li> </ul>

<b>Criteria for Promotion:</b>		
<b>Clinician Educator Assistant Professor</b>	<b>Clinician Educator Associate Professor</b>	<b>Clinician Educator Professor</b>
<b>TEACHING</b>		
Evidence of successful formal or informal teaching	A record of progressive teaching expertise, academic leadership and collaboration, as demonstrated by showing evidence of quality teaching.	A record of exemplary teaching effectiveness and expertise, academic leadership and collaboration, as demonstrated by showing
<b>SCHOLARLY WORK</b>		
Evidence of interest and skills in scholarship of teaching, practice integration or discovery  Interest in applied and collaborative integrated scholarship.	<i>A record of progressive contributions in educational, clinical, nursing scholarship or practice as demonstrated by evidence of state, regional and community dissemination.</i>	A record of sustained contributions in educational, clinical, nursing scholarship or practice as demonstrated by evidence of substantial dissemination.
<b>SERVICE</b>		

Evidence of participation in professional service activities.	Overall: A record of progressive participation and initiative in institutional, professional, and community service as demonstrated by participation in college, clinical and professional community activities.	Overall: A record of sustained initiative and leadership in institutional, professional and community service, and mentorship of junior faculty and students.
Potential for leadership in service.		

4. Responsibilities.

RESPONSIBILITIES	
Position/Title/Group	Requirements/Expectations/Duties
CON Faculty Affairs Committee	Responsible for understanding the procedures outlined in this document related to University-level and College-level policies and enforcing this policy.
CON Dean	Responsible for ensuring this policy is followed.

5. Records Applicability/Retention

- 5.1. Promotion dossiers are maintained by the Administrative Assistant to the Dean during the review period. Once review has been completed, dossiers are returned to the individual faculty member seeking advancement.
- 5.2. “Documentation related to this policy will be maintained in accordance with UNM Administrative Policies and Procedures, UAPPM Policy 6020, and applicable requirements of the New Mexico Public Records Act, N.M.S.A § 14-3-1 et. seq.”

6. External Reference(s).

6.1. None

7. Internal Reference(s).

- 7.1. UNM Faculty Handbook B2: Faculty Ranks and Titles <https://handbook.unm.edu/b2/>
- 7.2. UNM Faculty Handbook B3: Faculty Appointments and Contracts <https://handbook.unm.edu/b3/>
- 7.3. UNM UAPPM Policy 6020 <https://policy.unm.edu/university-policies/6000/6020.html>

8. Definitions.

8.1. Scholarly Work: Scholarly work is defined as inclusive of applied research and a broader range of creative activities consistent with our heterogeneous group while the word scholarship is more closely defines as consistent with research.

9. Key Words.


9.1. Clinician educator, professor, appointment, promotion, advancement, teaching, scholarly work, service

10. Attachments.

10.1. Criteria for Appointment and Promotion document *with Exemplars*

11. Approval Authority.

*Document Approval & Tracking*

Item	Contact	Date	Approval
Owner	CON Faculty Affairs Committee	6/18/2018	Y
Committee(s)	CON Faculty Affairs Committee	6/18/2018	Y
Official Approver	Carolyn Montoya, Interim Dean, College of Nursing		Y
Official Signature		7/9/2018	
CON Faculty Approval:		6/18/2018	
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12. Document History.

HISTORY LOG				
Date and Date Type: (Specify: Origination, Effective or Retired Date) In addition: Add <b>Review Date</b> when Effective Date does not change due to no major updates.	New/ Revision #	Title of Document:	Description of Change(s):	Approved By: Print Name/Title
6/18/18	1	Appointment and Promotion for Clinician Educator Professorial Ranks	Combines CON policies 3.2.2, 3.2.8, and 3.2.3 The term "Scholarly Work" replaces "Scholarship" to make it consistent with word usage in the UNM Faculty Handbook	6/18/18 Carolyn Montoya, Interim Dean, CON
4/8/2020	2	Appointment and Promotion for Clinician Educator Professorial Ranks	Transferred CON Policy# 3.3.2 content to revised HSC policy template and numbering system to #CON 304.  No original content changes made with the exception of replacing "Clinical" Educator with Clinician Educator within the document and tables for consistency.	

**ATTACHMENT**

**Criteria for Appointment and Promotion document with exemplars**

<b>Criteria for Appointment</b>		
Clinician Educator Assistant Professor	Clinician Educator Associate Professor	Clinical Educator Professor
<ul style="list-style-type: none"> <li>- Earned Doctoral Degree</li> <li>- Earned graduate degree in nursing (Masters or doctorate)</li> <li>- Evidence of successful formal or informal teaching</li> <li>- Minimum of two years nursing practice experience in area of expertise</li> </ul>	<ul style="list-style-type: none"> <li>- Earned Doctoral Degree</li> <li>- Earned graduate degree in nursing (Masters or doctorate)</li> <li>- Meet criteria of the College for advancement to Clinician Educator Associate Professor</li> </ul>	<ul style="list-style-type: none"> <li>- Earned Doctoral Degree</li> <li>- Earned graduate degree in nursing (Masters or doctorate)</li> <li>- Meet criteria of the College for advancement to Clinician Educator Professor</li> </ul>
<b>Criteria for Promotion</b>		
<b>TEACHING</b>		
Evidence of successful formal or informal teaching	A record of progressive teaching expertise, academic leadership and collaboration, as demonstrated by showing evidence of quality teaching.	A record of exemplary teaching effectiveness and expertise, academic leadership and collaboration, as demonstrated by showing evidence of consistent quality teaching.
		<p>Examples of academic leadership and collaboration in the teaching mission may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>- Designs and implements innovative instructional strategies.</li> <li>- Leads development, evaluation and revision of curricula</li> <li>- Initiates programmatic and teaching innovations.</li> <li>- Develops new courses or programs.</li> <li>- Supervises student clinical research activities</li> <li>- Chairs graduate level student committees.</li> <li>- Mentors others in programmatic or teaching innovations.</li> <li>- Participates in or leads grant development to support education initiatives</li> </ul>
Clinician Educator Assistant Professor	Clinician Educator Associate Professor	Clinician Educator Professor
<b>Scholarly Work</b>		
Evidence of interest and skills in scholarship of teaching, practice integration or discovery.  Interest in applied and	A record of progressive contributions in educational, clinical, nursing scholarship or practice as demonstrated by evidence of state, regional and	A record of sustained contributions in educational, clinical, nursing scholarship or practice as demonstrated by evidence of substantial dissemination.

collaborative integrated scholarship	community dissemination.	
	<p>Examples of progressive contributions in educational, clinical, nursing scholarship or practice missions may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>- Completes training or education to support scholarship or practice advancement</li> <li>- Conducts funded or unfunded pilot work in areas of scholarship or clinical practice change.</li> <li>- Serves as co-investigator/investigator for funded projects</li> <li>- Seeks intramural project, practice or research funding</li> <li>- Peer reviewer for journal</li> <li>- Collaborates on student scholarship projects</li> <li>- Demonstrates high-level competence in clinical site-based peer review activities or quality improvement initiatives.</li> <li>- Disseminates scholarship and clinical excellence activities by:                         <ul style="list-style-type: none"> <li>o Professional poster or podium presentations</li> <li>o Presentations or workshops in area of practice expertise</li> <li>o Practice guideline development</li> <li>o Book chapter or publication submissions</li> <li>o Implements innovative clinical practice delivery model</li> </ul> </li> </ul>	<p>Examples of sustained contributions in educational, clinical, nursing scholarship or practice missions may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>- Collaborates consistently across professions in scholarship and practice contributions.</li> <li>- Presents as invitational speaker in area of scholarship and/or practice expertise demonstrating development of reputation in the field.</li> <li>- Serves on national specialty or organizational practice standard setting committees or boards.</li> <li>- Seeks extramural funding in support of individual or group scholarship and/or practice efforts.</li> <li>- Develops and leads training or scholarly methods workshops.</li> <li>- Assumes leadership in programs to improve patient care.</li> <li>- Demonstrates consistent excellence in clinical site-based peer review or quality improvement initiatives.</li> <li>- Develops or leads peer review and quality improvement efforts</li> <li>- Disseminates scholarship and clinical excellence activities by:                         <ul style="list-style-type: none"> <li>o Peer-reviewed professional poster or podium presentations</li> <li>o Presentation of workshops in area of practice expertise</li> <li>o Evidence-based practice guideline development</li> <li>o Peer-reviewed book chapter or article publication.</li> </ul> </li> </ul>
<b>Clinician Educator Assistant Professor</b>	<b>Clinician Educator Associate Professor</b>	<b>Clinician Educator Professor</b>
<b>Service</b>		
<p>Evidence of participation in professional service activities</p> <p>Potential for leadership in service</p>	<p>Overall: A record of progressive participation and initiative in institutional, professional, and community service as demonstrated by participation in college, clinical and professional communities activities</p>	<p>Overall: A record of sustained initiative and leadership in institutional, professional and community service, and mentorship of junior faculty and students.</p>
	Examples of progressive participation and initiative may	Examples of progressive participation and initiative may include but are not

	<p>include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>- Active participation in professional organizations at local, regional or national level.</li> <li>- Active participation in College governance committees and/or task forces</li> <li>- Engagement in policy and legislative processes related to health and nursing</li> <li>- Engagement in mentorship development activities.</li> </ul>	<p>limited to the following:</p> <ul style="list-style-type: none"> <li>- Elected and serves in leadership position in professional organization at local, regional, or national level.</li> <li>- Membership on University-wide or HSC faculty governance bodies or committees.</li> <li>- Assumes chair or leadership of CON faculty governance committees or task forces.</li> <li>- Board or expert panel service at state or national level.</li> <li>- Engaged in state or national professional policy level leadership.</li> </ul>
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