

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING

**APPOINTMENT AND PROMOTION CRITERIA FOR MEMBERS OF THE CLINICAL
PROFESSORiate AND CLINICAL INSTRUCTORS**

Preamble

The “clinical track” was approved in 2004 as an integral part of HSON Appointment, Promotion, Merit Criteria and Procedures and continues to align with appointment and promotion policies in leading U.S. schools of nursing. Faculty with current clinical expertise, who are productive in scholarship and/or service, and who are not predominantly research oriented but are essential to the clinical education and professional development of undergraduate and graduate students, are eligible for appointment to and promotion in the track. The clinical track includes Clinical Instructors, Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors. All clinical nursing faculty are required to demonstrate “advanced” clinical competencies and accountability for designing, delivering and evaluating evidence-based clinical nursing education to improve patient outcomes. The advanced nursing competencies expected of clinical faculty are those nursing interventions “that influence health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy”

(<http://www.aacnursing.org/Portals/42/Publications/MastersEssentials11.pdf>)

. The competencies maintained and continuously developed by clinical faculty encompasses autonomous and collaborative **care** of individuals of all ages, families, groups and communities, sick or well and in all settings and extends to promotion of health, prevention of illness, and care of ill, disabled, and dying people. Members of the clinical professoriate and Clinical Instructors are ineligible for tenure.

APPOINTMENT CRITERIA

A. Appointment as Clinical Instructor

For initial appointment as Clinical Instructor, the candidate must have:

1. A Master’s Degree in Nursing.
2. Clinical experience in an advanced practice role, including nursing administration, and preferably international certification.
3. Demonstrated potential for clinical and academic growth.
4. Prior teaching experience is preferred.

B. Appointment as Clinical Assistant Professor

Assistant Clinical Professors in Nursing are normally appointed for an initial term of four years and, if subsequently reappointed for a term or terms not to exceed a total of seven years in rank, they will be notified not later than June 30th of the sixth year of cumulative service in rank at the University that unless promoted by the end of the seventh year to the rank of Associate Professor, then the eighth year of appointment as Assistant Professor shall be terminal. However, at the discretion of the Director/Dean and upon recommendation of the Undergraduate Division Convener, the individual concerned may be reappointed as Assistant Professor on yearly basis, or for a longer period consistent with the needs of HSON. Nevertheless, an Assistant Clinical Professor of Nursing can apply for promotion earlier. Each faculty member has two chances, within each rank, to apply for promotion unless it is his/her last chance. All Clinical Assistant Professors are eligible to apply for promotion on not more than two occasions.

For initial appointment as Clinical Assistant Professor, the candidate must:

1. Fulfill all the requirements for appointment as a Clinical Instructor.
2. Have an earned doctoral degree (PhD, DNP) in nursing from a recognized university.
3. Have shown promise for excellent performance in teaching, clinical nursing education, service, and clinical practice, including performance in advancing nursing administration.
4. Demonstrated potential and or/a beginning track record in clinical nursing research and/or research on teaching and learning, or service development/quality improvement.

C. Appointment as Clinical Associate Professor

Associate Clinical Professors in Nursing are normally appointed for a period of seven years renewable for a term or terms not to exceed a total of ten years in rank. They will be notified not later than June 30th of the ninth year in this rank that, unless promoted to full Professor by the end of the tenth year, the eleventh year of appointment as Associate Professor shall be terminal. However, at the discretion of the Provost and upon recommendation of the Director/Dean on the advice of the Division Convener, an Associate Clinical Professor in Nursing may be appointed for a further term or terms of up to three years consistent with the requirements of HSON. Nevertheless, an Associate Clinical Professor of Nursing may apply for promotion earlier. All Clinical Associate Professors of Nursing are eligible to apply for promotion on not more than two occasions.

For initial appointment as Clinical Associate Professor, the candidate must:

1. Meet the requirements for appointment as a Clinical Assistant Professor.
2. Normally have spent at least 5 years in the rank of Clinical Assistant Professor.
3. Have demonstrated excellent performance in teaching, clinical nursing education, service, and clinical practice, including performance in advancing nursing administration.
4. Have achieved national recognition in area of specialty, including nursing administration.

5. Demonstrated excellence in clinical nursing research and/or research on teaching and learning, or service development/quality improvement.

D. Appointment as Clinical Professor

For initial appointment as Clinical Professor, the candidate must:

1. Meet the requirements for appointment as a Clinical Associate Professor.
2. Normally have spent at least five years in the rank of Clinical Associate Professor.
3. Have an outstanding track record in scholarly achievement related to nursing practice, clinical nursing education, or nursing administration.
4. Have achieved national and regional/international recognition in area of expertise.
5. Demonstrated outstanding achievement in clinical nursing research and/or research on teaching and learning, or service development/quality improvement.

PROMOTION CRITERIA

A. Promotion from Clinical Instructor to Clinical Assistant Professor:

Promotion to the rank of Clinical Assistant Professor is accorded to the person who has met the requirements for Clinical Instructor and who has demonstrated the following:

1. Fulfillment of all the requirements for appointment as a Clinical Instructor.
2. An earned doctoral degree (PhD, DNP) in nursing.
3. Excellent performance in Practice, teaching and service.
4. Participation in clinical or education focused nursing research.
5. Beginning record of publication in international refereed journals.

B. Promotion from Clinical Assistant Professor to Clinical Associate Professor:

Promotion to the rank of Clinical Associate Professor is based on convincing evidence that the faculty member has achieved excellence as a teacher and clinician, and as one who provides effective service. Evidence must indicate that the clinical faculty member conducts clinical research/projects in area of specialty. The requirements for promotion are:

1. The candidate must have met the minimum requirements for appointment as a Clinical Assistant Professor.
2. Normally the candidate must have spent at least five in the rank of Clinical Assistant Professor.
3. The candidate should have demonstrated excellent performance in teaching, service, and clinical practice or nursing administration.
4. Demonstrated excellence in the conduct and dissemination of clinical, education, or administration research projects through presentations and publications
5. Contribution to HSON, AUB and National professional committees.
6. Evidence of funding of community and clinically relevant projects to improve practice, subject to availability of competitive funds.

B. Promotion from Clinical Associate Professor to Clinical Professor

Promotion to the rank of Clinical Professor must be based on convincing evidence that the faculty member had a sustained record of outstanding clinical teaching, clinical nursing research, expertise in clinical practice, and/or contributions to service. To be promoted to Clinical Professor, the candidate must be engaged directly in clinical practice, been appointed to a joint appointment with a clinical service, provided intensive clinical instruction in a clinical area and/or in the simulation laboratory, and/or led significant innovations in nursing practice in a clinical specialty area or in nursing administration. The requirements for promotion are:

1. Met the requirements for appointment as a Clinical Associate Professor.
2. Normally have spent at least five years in the rank of Clinical Associate Professor.
3. An excellent track record in scholarly achievement related to nursing practice, clinical nursing education, or nursing administration.
4. Contributions to the editorial boards of peer reviewed international journals.
5. Participation/leadership of multidisciplinary teams.
6. Demonstrated evidence of leadership in service to the profession and academic community
7. Demonstrated evidence of leadership contributions to HSON and/or AUB.
8. Evidence of professional service and /or leadership to national/international professional nursing organizations.
9. Evidence of excellence in teaching and curriculum development, and program implementation and evaluation.
10. Demonstrated outstanding achievements in clinically-focused research, clinical education research, or the advancement of nursing administration.
11. Sustained evidence of receiving funds for community and clinically relevant projects, subject to availability

MOVEMENT BETWEEN TRACKS

A faculty member in the Academic Track may transfer to the Clinical Track when applying for promotion to Associate Professor, subject to meeting the criteria for appointment as Clinical Associate Professor.

Evaluation Criteria for Promotion.

The promotion criteria are proposed based on the recommendations of the AUB promotion criteria, as well as consultation with peer and aspirant institutions.

1. Criteria for Evaluation of Teaching

It is expected that faculty members will strive for excellence in teaching. The quality of teaching is an explicit factor in the evaluation of faculty performance. Teaching includes undergraduate and graduate classroom and clinical instruction in formal courses and simulation labs, seminars and

independent studies. Supervising student research is both a research and teaching activity. Advising students and academic and career counseling (graduate and undergraduate) is also a teaching activity.

Many faculty responsibilities related to teaching are consistent across all faculty ranks. Some of these relate to communication and interpersonal relationship such as respecting and communicating effectively with students and colleagues and maintaining satisfactory working relationships with colleagues within the Hariri School of Nursing; maintaining ethical standards of the profession of nursing and the University. Other responsibilities relate to specific teaching responsibilities including maintaining current knowledge of the subject matter, preparing in advance for classroom and clinical and simulation laboratory content; demonstrating enthusiasm for teaching and nursing; assisting students in learning skills and transferring prior knowledge; providing an environment conducive to effective teaching and learning; being available to students as appropriate; using various teaching methods and assignments to encourage students' growth toward course goals; evaluating student's work in a timely fashion and providing appropriate, actionable and prompt feedback; evaluating appropriateness of clinical agencies used for teaching; evaluating data from students and colleagues regarding own strengths and weaknesses for improvement of teaching to refine techniques and course materials and seeking consultation as needed. Using and evaluating innovative strategies and technologically-driven teaching strategies to improve evidence-based student learning outcomes is an expectation.

Multiple data sources are necessary to evaluate the scope of activity inherent to teaching.

Relevant dimensions of teaching to be evaluated include, but are not limited to:

- a) Well articulated teaching philosophy
- b) Classroom instruction, use of learning delivery platforms including Moodle/blended
- c) Course/curriculum development and design (course syllabi)
- d) Clinical laboratory instruction/supervision (anecdotes and evaluation forms) in addition to simulation laboratory and competency training instruction
- e) Course coordination/coordination of clinical preceptors
- f) Creation, production and publication of instructional materials
- g) Project supervision
- h) Guiding graduate assistants
- i) Instruction in clinical units, healthcare facilities and community settings
- j) Academic student advising.
- k) Compilation of a teaching and practice portfolio (optional)

Teaching/Practice Portfolios may include, in addition to a teaching philosophy:

1. Student evaluations
2. Unsolicited letters of support
3. Peer evaluation
4. Evidence of original and creative work which reflects:
 - a. Excellence in teaching and learning, clinical or administrative competencies, and, when appropriate, international certification.
 - b. Innovation in teaching modalities including the use of technology.
 - c. Creativity in course and curriculum design, development and evaluation
 - d. Mentoring of junior faculty and students.

- e. Excellence in evidence-based instruction
 - f. Contributions to clinical practice, including community and public health practice.
5. Honors, awards or other recognition for excellence in teaching, clinical education, and/or nursing administration.

2. Criteria for Evaluation of Research/clinical scholarship

Research is considered a form of scholarship for clinical track faculty. Indicators that a faculty member is growing professionally include:

- a) Publications in peer reviewed/professional journals
- b) Presentations at professional conferences
- c) Research grants for clinically focused research
- d) Participation in collaborative research projects with members of other health professions.
- e) Recognition by colleagues at national/community levels in an area of expertise.
- f) Leadership of quality improvement initiatives

Research and scholarship may take the form of evidence-based practice protocols, “critical pathways”, published case studies and/or clinical reviews, presentations to education and/or clinical peers, development and/or evaluations of innovative practice, organization and conduct of professional meetings.

Excellence in research area is judged by the impact of conducted clinical Nursing research as assessed by peers and international referees.

A. Publications

Attention will be given to manuscripts in press if adequate evidence is present. Journals will be evaluated according to their rank in the discipline.

Authorship will have a proportional value based on sequence of authors i.e. first, second or last. It is essential that the candidate describes his or her contribution to a publication with multiple authors.

B. Mentorship

Mentorship in research will be measured through:

1. Supervision of student projects and related publications (only Ph.D. faculty can Chair student Thesis committee)
2. Mentorship of junior faculty and facilitating expertise of colleagues.
3. Mentorship of students, clinical nurses and/or nurse managers and/or nurse educators and/or nurse administrators.

C. Research Grants & Scholarly productivity

Among other indicators of the quality of a research and scholarship program are:

1. Attracting funds for clinically relevant studies or projects from internal and/or external sources subject to availability.

2. Consultation in areas of research expertise and/or clinical expertise, serving on expert panels
3. Giving invited lectures at scientific meetings
4. Receiving recognition and awards for scholarly contributions

3. Criteria for Evaluating Service

The provision of professional service is an expectation of all faculty members within the Hariri School of Nursing. There are three areas of service: university, community and professional. The nature and extent of service activity however will vary for individual faculty members depending on teaching responsibilities and areas of clinical or other specialization.

1) School and University Services

- a) Serves on/provides leadership for school, and university committees (standing committees and task forces).
- b) Facilitates the ongoing function of school operations, including regular attendance and active participation in faculty meetings and forums.
- c) Serves on school and AUB standing and ad hoc committees

2) Community Services

- a) Participates in local and regional continuing educational programs.
- b) Advises professional and service organizations.
- c) Provides consultation and contributes to policymaking boards of community, government, and health care agencies, at local, national and international levels.

3) Professional Services

- a) Provides leadership to national and/or international nursing organizations including the Order of Nurses in Lebanon, e.g. holding office and/or membership of committees, task forces, advisory committees,.
- b) Participates in regional and national networks for service, research, and continuing education.
- c) Provides professional services to peers, including reviewing course materials, manuscripts, research proposals, and evaluations of instruction and research.

Excellence in service will be evaluated through:

1. Evidence provided by the faculty member regarding his/her contribution in services provided.
2. Letters of support related to the services provided by the candidate.

4. Practice

Excellent clinical practice is expected of clinical faculty as appropriate to their positions and functions within HSON. Faculty members will be evaluated on:

- a) Continuous growth in clinical areas of expertise, namely advanced clinical nurse specialist
- b) Ability to model excellence in clinical areas of practice and may include joint appointments, consultation on clinical issues and serving on clinical-multidisciplinary task forces
- c) Contributions to the development of advanced nursing practice, including international certification when appropriate.
- d) Integration of clinical nursing research in practice
- e) Mentoring of future practitioners.

Demonstration of Excellence in Practice

Evidence for excellence in practice includes:

- a) Amount, type and quality of the candidate's involvement in clinical practice.
- b) Letters of support related to the expertise of the candidate
- c) Presentation of a clinical practice portfolio that may be in any format that demonstrates clinical leadership and excellence in clinical practice.

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