



EMORY

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NELL HODGSON  
WOODRUFF  
SCHOOL OF  
NURSING

**FACULTY HANDBOOK**

June 15, 2025

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## CHAPTER 1. HISTORY OF NELL HODGSON WOODRUFF SCHOOL OF NURSING

### 1.1 ONE HUNDRED YEARS AND COUNTING (1905-2005)

Over the past century, the School has evolved from a small training school in a 50-bed hospital to a school that now graduates more than 200 baccalaureate, master's, and doctoral students each year.

The evolution of the School of Nursing since 1905 features seven moves, three new buildings, nine directors of nursing, nine deans (including interim deans), and four name changes. The School helped break down gender barriers by introducing more women to a traditionally male campus and racial barriers by graduating Emory's first African American students.

When the School celebrated the groundbreaking of the Asbury Circle building (its second building and sixth home) in 1968, Dean Ada Fort reflected on the School's first 60 years. The first 20 years marked the birth of the School on August 16, 1905, at the Wesley Memorial Hospital Training School for Nurses, located at the corner of Auburn Avenue and Courtland Street in Atlanta (now the site of the Auburn Avenue Research Library of African American Culture and History). The School was a part of the hospital, and both were housed in a renovated mansion known as the Calico House. Directed by Alberta Dozier, the nursing program comprised two years of practical training and some theoretical classroom instruction.

The second 20-year period began in 1922 when the School and hospital moved to the Emory campus. In 1929, the School moved into its own building, the Florence Candler Harris Home for Nurses (now known as Harris Hall, a coed undergraduate residence hall). In 1932, the School experienced its first name change to Emory University Hospital School of Nursing.

The third 20-year period that Fort referenced included the School's third name change to Emory University School of Nursing, when the School separated from the hospital and became an independent school of the University, led by Dean Julia Miller, in 1944. During this period, the School established its baccalaureate and graduate programs, Fort began her 25-year tenure as dean, and the Alpha Epsilon Chapter of Sigma Theta Tau International, the honorary society for nurses, was founded.

The School was just entering its fourth 20-year period at the time of its 1968 building groundbreaking, shortly after the School was renamed for Nell Hodgson Woodruff, the wife of Coca-Cola magnate and Emory philanthropist Robert Woodruff. Although she left nursing school to marry Mr. Woodruff in 1912, Nell remained committed to nursing throughout her life, primarily through voluntary service to the American Red Cross and Emory. The School built the Asbury Circle building and with the move created a new BSN curriculum that focused on a specific nursing model to include basic nursing concepts and processes combined with clinical practice experience.

In 2001, the School of Nursing moved into a new state-of-the-art building, which includes a teaching pavilion and clinical skills lab. The building is strategically located on the Clifton Corridor between the Rollins School of Public Health and the Centers for Disease Control and Prevention. After approval in 1999, the School of Nursing enrolled its first PhD students, under the auspices of the Graduate School of Arts and Sciences, and graduated the first student in 2003. The Doctorate of Nursing Practice (DNP) Program was initiated in Fall 2014.

In 2022, the School of Nursing celebrated the opening of the Emory Nursing Learning Center (ENLC) with ribbon cutting September 16, 2022, located in downtown Decatur, GA. The ENLC is a \$20.6 million, 70,000-square-foot expansion featuring state-of-the-art simulation and professional development space designed to prepare students to engage in interactive technology and experiential learning environments that will enable them to be the next generation of nurse leaders. The ENLC has become a major hub for both didactic, and simulation learning for both pre-licensure and graduate programs. Additionally, the Cardiovascular Perfusion Program (CVP) admitted its first cohort in Fall 2023 and the ENLC, with a fully equipped operating room provides CVP students and CRNA students with the opportunity for exceptional experiential learning.

### 1.2 A PROGRESSIVE MOVEMENT

At Emory, we shape the world through selfless service. The Lillian Carter Center for Global Health & Social Responsibility (LCC) was launched in 2001 to coordinate programs that serve vulnerable populations. From rural

Georgia and Florida to the Dominican Republic and Ethiopia, the LCC gives our students and faculty a unique opportunity to participate in service-learning projects that span the globe. These service projects help our students expand their horizons while also making them ethically-engaged nursing leaders.

The 2024 U.S. News & World Report ranked the School's master's degree programs 1st overall, our BSN nursing also ranks 1<sup>st</sup> overall, and our Doctor of Nursing Practice program overall ranks 6th. The table below displays Emory School of Nursing's top 10 rankings for several of our specialty areas.

#3	Master's Nurse Practitioner: Adult/Gerontology, Primary Care
#4	Master's Nurse Practitioner: Adult/Gerontology, Acute Care
#4	Master's Nurse Practitioner: Family
#5	DNP Nurse Practitioner, Family
#4	DNP Nurse Practitioner: Adult/Gerontology, Acute Care
#3	DNP Nurse Practitioner: Adult/Gerontology, Primary Care

The School currently is No. 3 among US nursing schools in NIH funding (18.1 million). The school has been in the top five for 10 consecutive years.

## CHAPTER 2. EMORY UNIVERSITY, ROBERT W. WOODRUFF HEALTH SCIENCES CENTER, AND NHWSN VISION, MISSION, CORE VALUES, PHILOSOPHY AND STRATEGIC PLAN

### 2.1 EMORY UNIVERSITY: GUIDING UNIVERSITY PRINCIPLES

University Vision: Emory is a university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members embrace respect and employ creativity, critique, and collaboration in providing courageous leadership for positive transformation in the world through teaching, research, scholarship, health care, and social action. OneEmory: Engaged for Impact was launched in September, 2018 to focus the University's activities in a collective, collaborative approach to achieve greater outcomes. The vision is that Emory will be recognized as a leading research university that fosters excellence and attracts world class talent to innovate today and prepare leaders for the future.

Emerging University Priorities: Emory is making choices that will guide the University into a bold future. Through strategic planning sessions, interviews, surveys, and conversations with people throughout the Emory community, university leaders have identified four emerging priorities. These priorities capture Emory's current strengths and bold future as an outstanding global research university, with a liberal arts core and a stellar health care system. They build on the talent of our faculty, students, and staff and ensure that Emory will deliver on its commitment to contribute to society and the common good.

- ✓ Faculty Excellence
- ✓ Academic Community of Choice
- ✓ Innovation through Scholarship and Creative Expression
- ✓ Atlanta as a Gateway to the World

### 2.2 ROBERT W. WOODRUFF HEALTH SCIENCES CENTER CORE PURPOSE

Robert W. Woodruff Health Sciences Center (WHSC) is an academic health sciences and service center focused on the missions of teaching, research, health care, and public service. Its components include schools of medicine, nursing, and public health; a primate research center; Winship Cancer Institute; and Emory Healthcare, the largest, most comprehensive health system in Georgia.

The Woodruff Health Sciences Center is one of only a few academic health sciences centers that is an integral part of a major University. The Center provides an administrative and intellectual organization that fosters the advancement of the health sciences, health professions education, and health care through a framework of collaborative, interdisciplinary partnerships. The core purpose of the Woodruff Health Sciences Center is promoting *excellence; caring and integrity* both reflect and shape the work of all units of the Center.

*Transforming Health and Healing...Together* is both the vision and the promise of the Woodruff Health Sciences Center. It means pioneering discoveries that advance our understanding of disease prevention and treatment, preparing the next generation of health professionals to save and improve lives in communities worldwide, and continuously improving the quality of care for our patients.

We will transform health and healing together by being:

1. The 21st-century model for an academic health sciences and services center;
2. An international leader in the highest quality patient care, research, education, and public service;
3. A collaborative, inspirational environment that attracts and retains talented people.

### 2.3 NHWSN MISSION, VISION, AND OUR VALUES

#### **Mission**

At the Nell Hodgson Woodruff School of Nursing we strive to:

- Educate visionary nurse leaders and scholars
- Generate and apply knowledge
- Transform nursing, health, and systems of health care within the local and global community

### Vision

To promote optimal health and wellness for all by creating, changing, and leading through innovative teaching, discovery, nursing practice and social action in our local and global communities.

### Our Values

Our values are our compass and drive our actions every day.

- **Excellence:** We achieve outcomes that are significant and distinctive with a persistent commitment to high quality.
- **Collaboration:** We embrace community, partnerships, mentoring, and diverse perspectives.
- **Social Responsibility:** We treat all with respect and dignity. We engage with others to positively influence health and social justice.
- **Innovation:** We create, use, evaluate, and disseminate cutting-edge approaches to advance our mission and vision.
- **Leadership:** We shape nursing, health care, and the NHWSN through vision, courage, and optimism.

## 2.4 PHILOSOPHY AND COMMITMENTS

### Philosophy

At the School of Nursing, we believe that nursing occupies a unique and privileged position of influence and trust in efforts to improve human health. Our core values--excellence, collaboration, social responsibility, innovation, and leadership--provide us with the foundation to shape the future of caring and health. Faculty, students, and staff are collaborative partners in this effort. Their uniqueness and diversity enable the creation of a dynamic and creative learning environment that fosters the professional development of integrity, commitment, and respect. Diversity, equity, and inclusivity are vital components to the School of Nursing.

### Commitments

The Nell Hodgson Woodruff School of Nursing will:

- Prepare the next generation of highly competent, inquisitive, and caring nurses.
- Solve critical health issues for patients, families, and communities through the discovery of new knowledge and innovations.
- Develop visionary leaders to shape the future of nursing and healthcare.
- Engage fully in ethical dialogue and abide by standards of honesty, civility, transparency, and fairness.
- Advance interprofessional collaboration and education.
- Foster a vibrant academic community that embraces wellness, cultural sensitivity, diversity, and inclusivity.
- Take bold action to cultivate systems of health care where nurses can practice to the full extent of their education and training to improve patient outcomes and advance health.
- Pursue actions that sustain the environment of the local and global community.

## 2.5 STRATEGIC GOALS

**Goal 1:** Create an outstanding student experience throughout the trajectory from prospective student to alumni.

**Goal 2:** Transform nursing science through inquiry, methods, and partnerships.

**Goal 3:** Lead in the development of innovative educational programs and teaching-learning methods.

**Goal 4:** Become a leader in health policy and advocacy, positively influencing systems of health care delivery and issues of health equity and social justice.

**Goal 5:** Lead and model the integration of optimal health and wellness throughout the SON, University, and community.

**Goal 6:** Expand the scope and impact of global and community engagement.

## 2.6 RESPECT STATEMENT

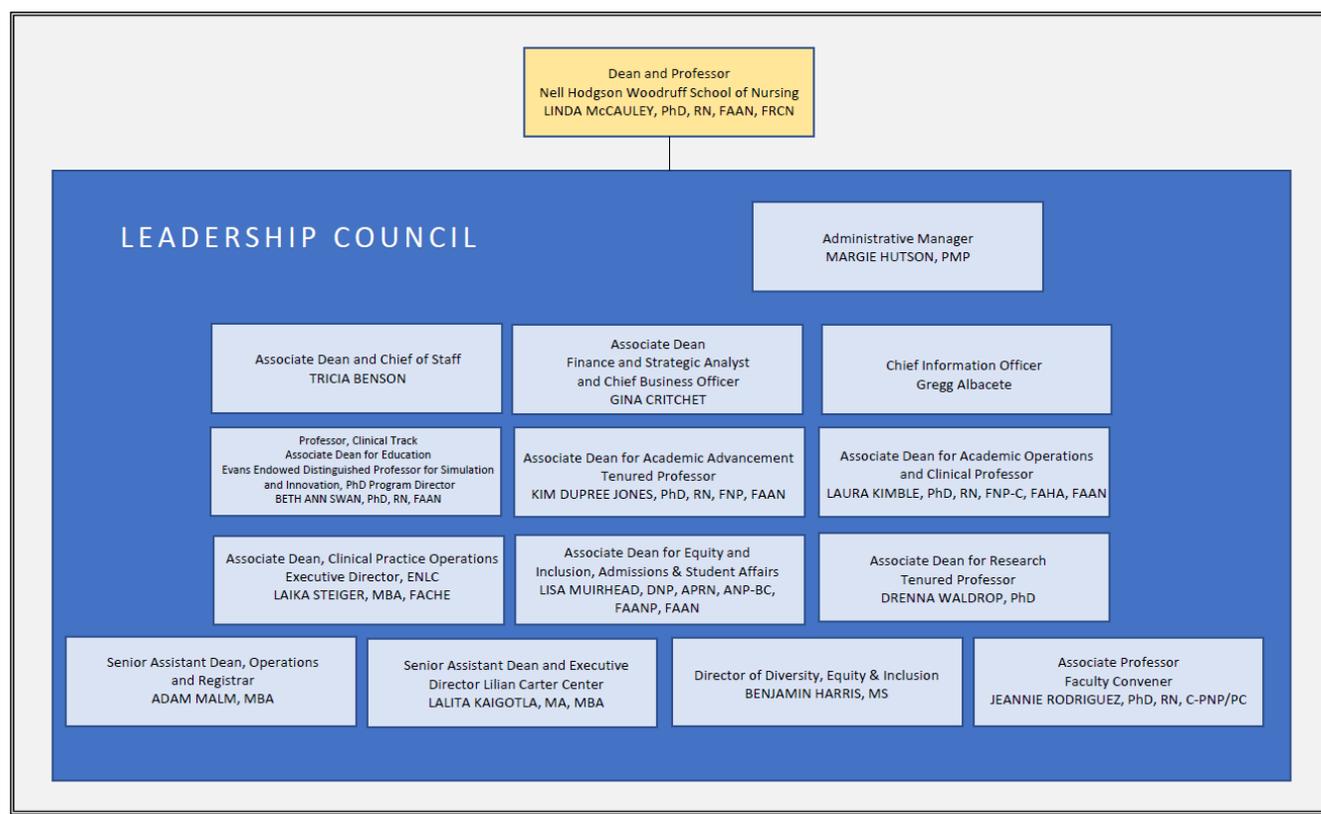
The Nell Hodgson Woodruff School of Nursing is a learning community enriched by diversity. We are committed to inclusiveness recognizing that open exchange is necessary as we learn from each other and respect different perspectives of an issue.

We are committed to:

- **Promoting Respect:** We will respect the dignity and rights of students, faculty, and staff regardless of position, rank, or authority.
- **Initiating Dialogue:** We will initiate thoughtful dialogue and express differences of opinion in a courteous manner, without fear of reprisal or insult.
- **Cultivating Reflection:** We will listen respectfully while others share ideas, allow speakers to complete their thoughts, and be open to considering new approaches.
- **Fostering Equity:** We will foster a safe and equitable academic environment that acknowledges the contributions and experiences of persons from unique identities and backgrounds.
- **Maintaining Accountability:** We will hold ourselves accountable for our ethical conduct and reject intolerance, harassment, or violence towards others.

## CHAPTER 3. ADMINISTRATIVE GOVERNANCE

The structure of the School is designed to support the ongoing mission, purposes, and values of the School and to reflect the School's Strategic Plan. The organizational structure is made up of both academic and administrative functional lines to assure ongoing direction and support for academic enterprise. The School's administrative structure includes school-wide offices and centers focused on faculty advancement, research, education, development, international nursing/service learning and administration/finance. The academic programs of the School are organized into the pre-licensure (baccalaureate and MN entry), MSN, MS in cardiovascular perfusion, post-master's, and doctoral programs, and are led by faculty. In addition, postdoctoral studies are offered through the School under the direction of the T32 training program and individual faculty.



### 3.1 DEAN

The Dean is the chief academic and administrative officer of the School and a member of the tenured faculty. The Dean is accountable to the Executive Vice President for Health Affairs, the Provost, and the President of the University. The Dean provides the vision, overall direction, and leadership to ensure the ongoing development, quality, financial stability, and overall wellbeing of the School. The Dean works collaboratively with faculty, School administrators, and other key colleagues in executing his/her responsibilities. The Dean is responsible for considering faculty recommendations for faculty appointment, progression, promotion, and tenure, and for making decisions relating to these matters. The Dean is also responsible for appointing and supervising senior academic and administrative leaders within the School, establishing and implementing academic and administrative policy in the School, raising and managing funds, and promoting and representing the School to the broader external community.

### 3.2 ASSOCIATE DEAN FOR ACADEMIC ADVANCEMENT (ADAA)

The Associate Dean for Academic Advancement is responsible for advancing faculty scholarship at the Nell Hodgson Woodruff School of Nursing and assuring that faculty have balanced responsibilities suited to their rank and scholarship expertise. The responsibilities of the ADAA extends across the faculty, including those who are tenured and on the tenure track, full time clinical track faculty, and all research track faculty. The ADAA engages in four broad areas of responsibility: mentorship, faculty development, administration, and leadership. The ADAA is responsible for developing and maintaining a context within which faculty can develop and succeed within the overall standards, policies, and expectations of the programs, School, WHSC, and University. The ADAA oversees the recruitment of strategic hires within the School, recruits, develops, evaluates, and recommends faculty for promotion; contributes to the strategic initiatives of the School involving faculty, serves as the main contact for the School with the University, the Provost, and external stakeholders, and ensures that the guidelines for appointment, promotion, and tenure are followed.

### 3.3 ASSOCIATE DEAN FOR ACADEMIC OPERATIONS (ADAO)

The Associate Dean for Academic Operations oversees the academic operations of the NHWSN such as faculty onboarding/orientation, faculty teaching assignments (in collaboration with the Office of Education), creating and implementing policies and procedures, data reporting to internal and external stakeholders, and the faculty awards/recognition process. The ADAO collaborates with the Associate Dean of Academic Advancement in all faculty administrative actions and overarching initiatives to enhance the professional development of faculty and support the teaching, research/scholarship, and service missions of the School.

### 3.4 ASSOCIATE DEAN FOR FINANCE AND STRATEGIC ANALYST (ADFSA)

The Associate Dean for Finance and Strategic Analyst is responsible to the Dean for leading and overseeing the management and operations of the School's financial, academic and research administrative processes and services, information technology function and support, and human resource policy and operations. The ADFSA is also responsible for the School's administrative systems, performance, and compliance, and operates within the rules and regulations of the University, Federal government, and other external agencies. The ADFSA is responsible for the Office of Business and Finance, academic administration, instructional technology, computing and the management of our building and grounds.

### 3.5 ASSOCIATE DEAN FOR RESEARCH (ADR)

The Associate Dean for Research is the School's lead administrator for the development and support of research excellence and productivity in the School. As a member of the School's senior administrative team, the ADR reports to the Dean and works in close collaboration with the School's senior leadership team, the School's Research Advisory Committee, and individual faculty and staff in carrying out his/her responsibilities. The ADR also provides the overall leadership for the implementation of the School's research strategic plan as well as the School's Research Administration Department (RAD), plays a key role in research-related academic affairs, directs the Office of Research including all aspects of research proposal development and human subjects research, and facilitates faculty development in research/scholarship in collaboration with the ADAA and ADAO. The ADR collaborates with the ADFSA to assure compliant sponsored project management. The ADR fosters collaboration and partnerships within and beyond the University and represents the School to local, regional, national, and international audiences.

### 3.6 ASSOCIATE DEAN FOR EQUITY AND INCLUSION, ADMISSIONS, & STUDENT AFFAIRS (ADEIASA)

The Associate Dean for Equity and Inclusion, Admissions, & Student Affairs provides leadership of all non-academic student functions including admission, financial aid, student records, and student affairs. The ADEIASA establishes policies and procedures that allow the School to provide excellent customer service and comply with all federal, state and university guidelines as they relate to students. The ADEIASA serves as the primary advocate for

the School of Nursing on university issues related to enrollment objectives and student services. The ADEIASA in collaboration with the Director for Diversity, Equity, and Inclusion lead the School's efforts to create and sustain a School culture that embraces and promotes diversity and inclusion.

### **3.7 DIRECTOR OF DIVERSITY, EQUITY, AND INCLUSION (DDEI)**

The Director of Diversity, Equity, and Inclusion co-leads the Office of Diversity, Equity, and Inclusion with the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs. In this role the DDEI works to advance inclusive excellence among the faculty, staff, and students in the School. The DDEI cultivates and champions an innovative, diverse, inclusive, and equitable culture that serves to strengthen the School of Nursing's mission, vision, and values. Co-leads efforts with the associate dean for DEI to conduct ongoing internal assessments to identify and develop strategies to overcome barriers to inclusive excellence. Works collaboratively to implement practices and policies that produce measurable results for improving the culture, engagement, and climate related to DEI.

### **3.8 ASSOCIATE DEAN AND CHIEF OF STAFF**

The Associate Dean and Chief of Staff serves as the chief administrative officer, responsible for executive oversight and management of the operations of the Dean's Office, facility operations, communications/marketing and administration of the school.

### **3.9 ASSOCIATE DEAN, CLINICAL PRACTICE OPERATIONS AND EXECUTIVE DIRECTOR, EMORY NURSING LEARNING CENTER**

The Associate Dean, Clinical Practice Operations also serves as Director of the Emory Nursing Learning Center. The individual leads several areas of the School including the Office of Clinical Affairs, Emory Nursing Experience, the Emory Nursing Professional Development Center (ENPDC), the Wound, Ostomy, and Continuanence Nursing Education Center (WOCNEC), and the Simulation Program at the Emory Nursing Learning Center (ENLC). The Associate Dean, Clinical Practice Operations manages the strategic planning process, sets performance metrics, and ensures financial stewardship; aligning all activities to meet the needs of the NHWSN programs and work collaboratively within the School and University to foster an environment of academic excellence, collaboration, diversity, equity, and inclusiveness.

### **3.10 ASSOCIATE DEAN FOR EDUCATION (ADE)**

The Associate Dean for Education provides leadership in the management of the undergraduate, master's, and doctoral programs through curriculum development, systematic evaluation and program planning; conduct continuous quality improvement activities, and collaborate with the Curriculum Committee in curriculum revisions. The ADE relates to external agencies and monitors and reports performance of students on licensing examinations and certification examinations. The ADE provides direction and supervision to respective specialty coordinators, and BSN and ABSN/AMSN program coordinators, as well as collaborates with clinical site coordinators, course coordinators, and mentors. The ADE forecasts the instructional needs for course offerings and hires and evaluate the academic clinical instructors needed to support the course offerings in collaboration with the ADAA.

### **3.11 SENIOR ASSISTANT DEAN AND EXECUTIVE DIRECTOR OF THE LILLIAN CARTER CENTER**

The Senior Assistant Dean and Executive Director of the Lillian Carter Center leads strategic initiatives and provides oversight of the Lillian Carter Center for Global Health and Social Responsibility. The individual also builds on-going leadership and community engagement effort and collaborates with the office of student affairs, key faculty, and staff to extend our partnerships to community colleges in metro-Atlanta, to expand the pipeline into nursing for talented students.

### 3.12 SENIOR ASSISTANT DEAN FOR OPERATIONS AND REGISTRAR

The Senior Assistant Dean for Operations and Registrar provides oversight of oversight of the daily activities and support needs for all Emory Nursing locations. This includes maintaining the annual academic calendars and schedules, prerequisite management, curriculum support, and student registration. Additionally responsible for all operational facets including event management, maintenance, facilities, space, and operational logistics. Leads the administrative team in their daily support of research and clinical faculty.

### 3.13 CHIEF INFORMATION OFFICER

The Chief Information Officer (CIO) works with NHWSN leadership to align IT strategies with the School's mission, vision and operational objectives. The CIO is responsible for the IT team that supports the School's classrooms, staff and faculty devices and IT needs, and the Simulation Lab Audio-Visual equipment.

### 3.14 FACULTY CONVENER

The elected Faculty Convener works in partnership with the Dean and the faculty in leading the School's All Faculty meetings and facilitating the work of the faculty within the School. As such, the person in this role is engaged in ongoing collaborative work and fulfills a number of responsibilities throughout the academic year: 1) Facilitating organizational communication: the Convener works in partnership with the Dean and faculty to ensure the faculty as a whole are meaningfully and productively engaged in the ongoing functions of the School by setting the agenda for faculty meetings, developing charges for the standing committees in collaboration with the committee chairs and the administration of the School, serving on the Dean's Educational Advisory Council and the Leadership Council. The Convener also develops faculty leadership in school functions, evaluates the effectiveness of the School's structure and provides means for understanding and feedback of decision-making throughout the School. 2) The Convener works in partnership with the Dean and Leadership Council to facilitate faculty involvement in key aspects of school level strategic planning. 3) The Convener works closely in partnership with the Dean, Faculty and others to optimize the contribution of the faculty to the future of the School's planning.

The Faculty Convener serves a two-year term. During the Spring of the second year, a Convener-Elect is chosen by the faculty and serves concurrently during the Spring semester to provide a more consistent transition to this mechanism of faculty governance.

### 3.15 LEADERSHIP COUNCIL

Leadership Council is the senior policy and leadership advisory body of the School and provides advice and guidance to the Dean on matters relating to the overall wellbeing of the School, including its future direction, planning, ongoing performance, and related policies and procedures. The Leadership Council is responsible for advancing the School's Strategic Plan. The membership consists of the Dean, the Associate Dean for Academic Advancement, Associate Dean for Academic Operations, Associate Dean for Research, Associate Dean for Diversity, Equity, Inclusion, Admissions and Student Affairs, the Associate Dean for Education, the Associate Dean and Chief of Staff, the Associate Dean for Clinical Practice Operations and Executive Director of the ENLC, the Associate Dean for Finance and Strategic Analyst and Chief Business Officer, the Director of Diversity, Equity, and Inclusion, Senior Assistant Dean for Operations and Registrar, Senior Assistant Dean and Executive Director of the Lillian Carter Center, Chief Information Officer, and the Faculty Convener, and is supported by the Dean's administrative manager. The Dean chairs the Leadership Council and may appoint other members as the need arises.

## CHAPTER 4. ACADEMIC AFFAIRS (FACULTY AFFAIRS AND EDUCATIONAL PROGRAMMING)

### 4.1 OFFICE OF ACADEMIC ADVANCEMENT

The Office of Academic Advancement (OAA) manages faculty affairs is led by the Associate Dean for Academic Advancement (ADAA) and the Associate Dean for Academic Operations (ADAO) and is responsible for faculty affairs within the School including supporting the entire lifecycle of faculty including:

- Recruitment and hiring of faculty
- Promotion and tenure processes for all tracks
- Faculty development and training
- Policy development and institutional and professional compliance related to faculty
- Conflict resolution among faculty members
- Coordination of faculty evaluations
- Administration of faculty professional travel, benefits, paid time off, and leaves in collaboration with human resources
- Support for the other operational units' Associate and Assistant Deans regarding faculty matters
- Management of faculty appointments and reappointments

The OAA serves as the central administrative hub for faculty-related matters, ensuring consistent application of policies while supporting faculty success and institutional excellence. The two Associate Deans are supported by the Assistant Deans within the Office of Academic Advancement. Additionally, senior staff and program assistants help manage the day to day operations.

#### 4.1A OFFICE OF ACADEMIC ADVANCEMENT ASSISTANT DEANS

Within the Office of Academic Advancement, three Assistant Deans report to the ADAA, their specific responsibilities are as follows:

The Assistant Dean for Academic Operations supports the implementation of teaching assignments, documentation of effort, and helps lead new faculty orientation and on-boarding, particularly in relation to the teaching mission and supporting professional development for teaching excellence. The individual provides oversight of the school-wide faculty membership processes and specifically leads mentoring of the senior clinical instructors through annual reviews and career development support. The individual serves as the OAA liaison with other units related to key systems to optimize data reporting and efficiency of operations including TAMS, as well as key data reporting such as USNWR data.

The Assistant Dean for Faculty Recruitment, Development, and Excellence serves as the OAA liaison to the Search committee and supports faculty recruitment and hiring. The individual also chairs the faculty awards committee and helps lead activities supporting faculty recognition and external awards and fellowships. The individual also helps facilitate OAA initiatives including SPOKES and Preeminent clinical Scholars. The individual mentors faculty, particularly those who are transitioning from clinical practice to academic roles. The individuals also works collaboratively with the Office of Communications to assure timely communication around faculty accomplishments as well as key communications to faculty around compliance and other issues.

The Assistant Dean for Faculty Advancement serves as the OAA liaison to the Committee for Clinical Track Faculty Promotion and provides oversight of school-wide committee elections, assuring that all committees are fully staffed. The individual, with oversight from the ADAA, also serves as the OAA liaison with HR and the accommodations office. Additionally, the individual helps manage and resolve faculty concerns and performance issues. Lastly, the individual serves as point person with OAA staff around OAA actions including FMLA, PTO approval, and professional travel.

## 4.2 OFFICE OF EDUCATION AND EDUCATIONAL PROGRAMMING

Within our Office of Education, the School's educational programs include pre-licensure baccalaureate and master of nursing programs (BSN, MN), post-licensure (MSN, post-master's program), and doctoral programs (DNP). The PhD program in nursing, which is a Laney Graduate School of Arts and Sciences degree program, is led by the graduate faculty of the School. The Associate Dean for Education (ADE) oversees the pre-licensure Program Directors (BSN, DABSN, MN) and post-licensure MSN/DNP Program Director, and Specialty Directors (APRN programs). The PhD Program Director is appointed by the Dean and simultaneously holds the title of Director of Graduate Studies. Refer to the faculty director for contact information for individual program leads.

### 4.2A ASSISTANT DEANS WITHIN THE OFFICE OF EDUCATION

Within the Office of Education, three Assistant Deans report to the ADE:

The Assistant Dean of Teaching and Learning leads the implementation and maintains fidelity of the competency-based education curriculum, optimizes educational resources to support active and productive learning and engagement, ensures curricular alignment with all applicable accreditation standards, and serves as ex-officio on the Curriculum Committee.

The Assistant Dean of Assessment and Evaluation leads student and course assessment activities, compiles and tracks individual and aggregate student data, analyzes data to identify areas for improvement and makes recommendations for enhancing education programs, fosters collaborations and leads school-wide continuous quality improvement, and serves as ex-officio on the Program Evaluation committee.

The Assistant Dean for Online Learning and Engagement leads the strategy, design, implementation, and evaluation of online learning and engagement for the MSN and DNP programs, collaborates with the instructional design team to optimize online tools and features, fosters a sense of community among MSN and DNP students and faculty while online and on campus for intensives, supports faculty in implementing best practices for online education, and serves as ex-officio for the Progression committee.

### 4.2.B PHD DIRECTOR OF GRADUATE STUDIES

The PhD Director of Graduate Studies (DGS) leads and oversees the NHWSN PhD program and operates within the NHWSN Office of Education. The PhD Director of Graduate Studies ensures that the standards and policies of the NHWSN and accrediting agencies are met in the PhD program. The DGS roles and responsibilities include advising and mentoring faculty and PhD students. The DGS oversees the recruitment of applicants and the admissions process. The DGS oversees the nomination process for admissions fellowship. The DGS monitors the students' progress and provides support throughout the students' time in the program. The DGS oversees annual student evaluations and advises students of their progress. The DGS is responsible for nominating students for the internal fellowships provided by Laney Graduate School. The DGS oversees the preparation and submission of the program's annual report to the Laney Graduate School.

## 4.3 ENDOWED CHAIRS AND PROFESSORSHIPS

The School currently has five of its own endowed chairs and professorships: The Edith F. Honeycutt Chair in Nursing, The Edith F. Honeycutt Endowed Chair in Nursing – Palliative Care, The Independence Chair in Nursing, The Betty Tigner Turner Professorship in Nursing, and the Charles F. and Peggy Evans Endowed Distinguished Professorship in Simulation and Innovation. The School has also been given two endowed University Professorships: The Asa Griggs Candler Professor of Nursing and Asa Griggs Candler Professor for Nursing Data Science. Faculty selected for these Chairs play important leadership roles in the School, including modeling excellence as scholars, representing the School to larger audiences, providing mentorship and intellectual support to other faculty members, and fostering a climate of scholarship, leadership and social responsibility in the School. The endowed chairs and professorships are among the most senior and accomplished faculty in the School.

Appointment to an endowed chair or professorship is made by the Dean in consultation with the faculty and is typically established for a period of three to five years or as determined by the appointment letter. These appointments automatically terminate unless affirmatively renewed at the end of that period. Renewal of such appointments is made at the discretion of the Dean and based on funding priorities and distinguished accomplishments of the faculty member holding the chair.

#### 4.4 THE LILLIAN CARTER CENTER FOR GLOBAL HEALTH & SOCIAL RESPONSIBILITY

The Lillian Carter Center for Global Health & Social Responsibility (LCC), named after former President Jimmy Carter's mother, has as its mission the improvement of the health of vulnerable people worldwide through nursing education, research, practice, and policy. The LCC focuses on enhancing the impact of nursing globally through student academic and service learning programs and faculty research and projects. The LCC strives to create life changing nursing experiences for Emory nursing students through international programs held during student academic breaks, and through semester-long academic exchanges. The guiding philosophy of the LCC is reflective of the work of Mrs. Lillian Carter as both nurse and social activist. All educational programs strive to adopt a "service-learning" focus, aiming at education that is engaged in addressing the real challenges and issues of international health using a nursing framework. The overall philosophy reflects an understanding of the multiple factors that determine health and the need for a strong public health orientation in all of its work. The LCC works collaboratively across the School and within and outside of the University to carry out its responsibilities.

##### 4.4.A. ASSISTANT DEAN FOR GLOBAL HEALTH AND SOCIAL RESPONSIBILITY

The Assistant Dean for Global Health and Social Responsibility reports to the Associate Dean for Academic Advancement and serves in close collaboration with the Senior Assistant Dean and Executive Director of the Lillian Carter Center to mentor junior faculty, expand global engagement, and promote service learning and social responsibility globally and locally.

##### 4.4.B ASSISTANT DIRECTOR FOR RESEARCH

The Assistant Director for Research in the Lillian Carter Center for Global Health & Social Responsibility works collaboratively with the Senior Assistant Dean and Executive Director of the LCC to set the strategic direction of the LCC with respect to global initiatives. The Assistant Director will help grow the Center into new and innovative areas, develop strategic partnerships, participate in decision-making regarding activities of the LCC and support the overall activities and work of the LCC.

#### 4.5 OFFICE OF EQUITY AND INCLUSION

Equity and inclusion is an integral component to the Nell Hodgson Woodruff School of Nursing (NHWSN) culture. These tenets are central to actualizing our mission, vision, and values: We recognize that as the US demographics have shifted to become more diverse, it is critically important to contribute to developing a diversified nursing workforce. To support these efforts, the SON-Office of Equity and Inclusion has been established to strategically support the school's goal for inclusive excellence. The creation of this office aligns with our commitment to social justice and building an environment that affirms the richness that diversity brings to teaching, learning, scholarship, and working. The priority of the SON Equity and Inclusion office is to align our efforts with the strategic goals of Emory University's Office of Equity, and Inclusion that focus on professional development, education and awareness, climate and culture, and accountability within the school. Additionally, the office aims to further cultivate a learning and working environment that encourages and support inclusion for everyone.

## CHAPTER 5. FACULTY GOVERNANCE

### 5.1 ROLES AND RESPONSIBILITIES OF FACULTY

The academic enterprise lies at the heart of the School and the University. The success of this work is both the collective and individual responsibility of the faculty. Faculty conduct their work as individuals, teams, standing and ad hoc groups and committees, and as an academic community. The overall wellbeing of the School and all of its members is reflective of the success of faculty in fulfilling their crucial responsibilities. Specifically, the primary responsibilities of faculty lie in five key areas: 1) the ongoing development, teaching, quality, and relevance of the curriculum; 2) creativity, rigor, progression, and excellence in scholarship; 3) service on school and university committees and initiatives and engagement in professional and/or practice initiatives; 4) the recruitment, review, selection, progression, and continuation of students; 5) the recruitment, review, recommendation, and development of peers.

Faculty are also responsible for developing and recommending academic policies and strategies that support them in fulfilling their responsibilities within the framework of the School, University, and Woodruff Health Sciences Center, and for following School policies and guidelines. In addition to the collective responsibility of the Faculty, each faculty member is responsible for actively contributing as an engaged individual to the wellbeing of the entire School, Woodruff Health Sciences Center, and University communities. Faculty are expected to serve as a positive role model and representative of the School through mentoring peers and students, attending faculty meetings and other key School events, being a respectful and collaborative partner with staff colleagues and others, and fulfilling the tripartite mission of teaching, scholarship, and service.

### 5.2 FACULTY DEFINITION AND FACULTY GOVERNANCE

“Faculty” are defined as full-time faculty at ranks of Assistant Professor, Associate Professor, or Professor on all three tracks- tenure track, research track, and clinical track. “Full-time”, for the purpose of formal participation in faculty governance (i.e. voting in faculty meeting) and engagement, will be defined as faculty at 0.6 FTE effort or above. Full-time faculty in the School retain all rights and responsibilities for faculty meeting attendance, engagement, communication, voting on faculty matters, serving as leaders of committees, task forces, and programs; mentoring junior faculty and students, and attending key School of Nursing functions such as graduation.

For senior faculty transitioning from full-time responsibilities, individual arrangements for teaching, mentoring, scholarship, funding expectations, governance responsibilities and can be developed with letters of agreement and time limits in collaboration with the ADAA and approval of the Dean. For senior faculty serving on PhD dissertation committees and transitioning to retirement, the Laney Graduate School handbook provides guidance regarding the role a retired faculty can hold on PhD students’ dissertation committees.

Faculty members including faculty who do not hold the ranks of Assistant, Associate, or Full Professor (unranked faculty) are responsible for complying with all University and School policies. Therefore, they are encouraged to review the University policies located in the Faculty Handbook of Emory University and the Human Resources Policies in conjunction with reading the policies within this handbook that pertain to the School of Nursing.

The Nell Hodgson Woodruff School of Nursing is a community of scholars and their collaborators and partners, enriched by the skills and ideas of all of its members. The School and the broader University provide a physical and intellectual context for scholarly productivity, collegial exchange, mentorship, and collaborative efforts that enhance the ability of the community and all of its members to grow and thrive. The success of the academic community depends on the active, productive engagement of its members.

### 5.3 FACULTY EXPECTATIONS FOR ENGAGEMENT

*All faculty are expected to contribute to the constructive culture of the School of Nursing through civil discourse and a collaborative spirit. Teaching, research, and service are clearly the primary activities of the faculty and receive the largest commitment of effort and energy. Each faculty member is expected to have an ongoing,*

*positive presence within the School and University, to meet classes, to keep office hours, to hold examinations as scheduled, to be accessible to other faculty, students and staff, to be available to interact with University colleagues, and to share service responsibilities throughout the academic year. It is the expectation that each faculty member will update information about their faculty activities in the appropriate School and University systems at least once a year in the spring prior to their annual review.*

## CHAPTER 6. FACULTY AND CLINICAL INSTRUCTOR APPOINTMENTS

### 6.1 TERMS OF APPOINTMENT FOR RANKED FACULTY

Full-time faculty appointments on the tenured or tenure track, research track, and clinical track may be made on a nine- or twelve-month appointment basis, based on the needs of the School. These are generally one year appointments issued by the ADAA and the Dean, although multi-year contracts may be offered for those at more senior ranks and for administrative appointments. The majority of faculty appointments are renewed annually based on performance, School finances, enrollment, and other needs of School. Notifications of non-renewal for faculty on the tenure track are made in accordance with Emory University [Statement of Principles Governing Faculty Relationships \(“Gray Book”\)](#).

### 6.2 TERMS OF APPOINTMENT FOR CLINICAL INSTRUCTORS AND SENIOR CLINICAL INSTRUCTORS

Clinical Instructors and Senior Clinical Instructors are hired to support the educational mission of the School. If they are a nurse, they must hold a graduate degree in nursing. If they are not a nurse, they must hold a graduate degree within their discipline. A doctoral degree and strong teaching evaluations are required for the position of Senior Clinical Instructor. The process of hiring and evaluating Clinical Instructors who engage in clinical teaching is primarily conducted by the Senior Director of Simulation-Based and Clinical Education. In some instances, individuals with the clinical instructor rank engage in didactic teaching and are hired by the Office of Academic Advancement. Senior Clinical Instructors are hired within the Office of Academic Advancement. Advancement of clinical instructors to senior clinical instructor is determined by the Office of Academic Advancement in collaboration with the Senior Director of Simulation & Clinical Education and is based on teaching evaluations, needs of the School, and budgetary considerations. Consistent with faculty bylaws, clinical instructors and senior clinical instructors do not participate in school committees or faculty governance. In most cases, clinical instructors, teaching in didactic courses, are time-limited appointments with terms for an academic year, semester, or other period as designated in the individual contracts or appointment letters.

In accordance with policies of the Georgia Board of Nursing (GBON), the requirement to be hired as a Clinical instructor teaching in a nursing course is a Bachelor’s degree in nursing and a graduate degree in nursing. Because the GBON states “for any given academic term, the overall program must be able to provide evidence that the majority of faculty are FT and that at least three-fourths of individual FT and PT members hold one or more earned graduate degrees in nursing”, our preference in hiring clinical instructors is for a masters in nursing. However, in rare circumstances and to meet teaching needs, a part time CI may be hired and assigned to teaching that clearly matches their expertise, such as a candidate with a BSN and an MPH who is hired for population health or social responsibility clinical. In these circumstances, a faculty with a graduate degree in nursing will be in close and direct supervision of the course and experiences (i.e., clinical coordinator or Director of Social Responsibility).

### 6.3 FACULTY SALARY

A faculty member’s salary is established upon hire and may be adjusted periodically thereafter by the ADAA with the approval of the Dean and the Associate Dean of Finance and Strategic Analyst. Salary level is intended to reflect contributions to the missions of scholarship, education, and service (including intramural and extramural activities). The following factors are considered: qualifications and experience, performance, academic rank, assigned duties and responsibilities, and available appropriate benchmarking data (i.e. American Association of Colleges of Nursing salary data, Emory University Institutional Assessment). All salaries shall be established and modified without consideration to race, age, ethnicity, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation gender identity or expression.

A faculty member’s salary may be adjusted if contributions to the missions of scholarship education and service exceed goals and metrics, depending on the financial stability of the school of Nursing and availability of merit funding. If they do not meet expectations and the goals and metrics established in the preceding performance review or other contract, a recommendation for salary adjustment may be made by the ADAA and

approved by the Dean. Written notice of intent to reduce salary by a specified amount must be provided no less than three months prior to the reduction. Salary adjustment under this procedure does not include amounts paid as supplements for administrative responsibilities which will be discontinued when the faculty member no longer serves in the administrative role or when the project has been completed or discontinued; bonuses or other incentive supplements, and other salary elements that come under a clinical arrangement.

#### 6.4 SECONDARY AND JOINT APPOINTMENTS

Secondary appointments of the School faculty are those between schools, divisions, departments, and centers within the University and are without compensation. Joint appointments are those that involve compensation from the School and another institution or another academic unit of the University. All secondary and joint appointments must be approved and confirmed by a letter from the Dean.

#### 6.5 ADJUNCT APPOINTMENTS

Adjunct faculty serve in non-compensated appointments to supplement, enhance, and complement the teaching, research, and service mission of the School. Faculty must have a graduate degree in nursing if they are a nurse, or in their field of specialization. Rare exceptions may be made for nurses without graduate degrees in nursing who document appropriate specialized experience. Recommendations for appointment may be initiated by nursing faculty or by the Associate Deans.

Initial recommendation for appointment, the CV of the individual, and past and expected contributions to the School are submitted to OAA through the [Adjunct Faculty Nomination Form](#). Processing of adjunct faculty appointment requests are made through the senior staff and leadership within OAA. Adjunct appointments are made for three year terms, and reappointment is possible upon completion of OAA provided reappointment paperwork. To request renewal of an adjunct appointment use the [Adjunct Renewal Form](#).

#### 6.6 ACADEMIC FELLOWSHIPS

Academic fellowships, unlike honorific fellowships, involve paid leave in support of faculty who request dedicated time to engage in research or other activities that will increase their scholarly achievement. In collaboration with the ADAA, qualified full-time faculty members are encouraged to apply for scholarly and educational purposes when significant opportunities present themselves to progress in their professional trajectories as well as gain expertise and experience that can contribute the strategic mission of the School and the University. An academic fellowship permits the individual to be released from teaching, committee and other non-scholarly obligations. Academic fellowships are awarded on an individual basis and must be applied for through the Associate Dean for Academic Advancement and approved by the Dean of the School of Nursing. Factors considered in the approval include the value to the individual and school, the fiscal health of the school, teaching or administrative needs of the School, and number of concomitant requests for leave. Eligibility for academic fellowships are generally limited to full-time members of the faculty who have achieved significant academic and scholarly development as members of the faculty at Emory University School of Nursing.

Academic fellowships with pay constitute a significant investment on the part of the School in the future career of the individual faculty member. Such academic fellowships are granted on the understanding that the faculty member has an obligation to return to their position at the School for a period of time at least equivalent to the length of the fellowship. This obligation will be made explicit in the notification that the academic fellowship is approved. If an individual accepts appointment at another institution after an academic fellowship is granted, the School's financial contribution (including benefits) to the fellowship will be terminated. An individual who does not return to the School after a paid academic fellowship must reimburse the School for the cost incurred to finance the academic fellowship. Not all academic fellowships involve support from the School, and faculty members applying for an academic fellowship are expected to seek outside support if possible. Scholarly societies, government agencies, and private foundations are potential sources of funds for academic fellowships. Once permission for participation in the Academic Fellowship is granted, the written terms of the appointment will include reporting requirements to assure to the ADAA and the Dean that the goals of the fellowship are being met.

This may involve the faculty recipient preparing written reports and/or providing a formal presentation to SON administration and faculty.

## CHAPTER 7. EXPECTATIONS FOR FACULTY

The success of the Nell Hodgson Woodruff School of Nursing depends on all of its faculty members being actively and productively involved in the three missions of the School: teaching and clinical practice, research and scholarship, and service so as to create an environment that is responsive to the changing needs of our faculty including increased distance teaching, increased clinical practice arrangements and contracts, and faculty transitions (including retirement, shift to part-time and other leadership or arrangements) which adds variability to where they are doing their work). To provide all students with an excellent education and to enhance communication and active participation in School of Nursing life, we expect all faculty members to participate in School, Programmatic and University activities. These are expectations in general and more specifics may be determined through discussion with Program Directors or Administrative leadership (ADAA, ADAO, ADE). Faculty who have concerns around being able to fully engage in the School should discuss these concerns with the ADAA, ADAO, and/or ADE.

Because communication is fundamental to fostering a productive scholarly community, faculty as well as clinical instructors are responsible for maintaining school and university communications (email, telephone, and written) and are encouraged to actively initiate communication that help to continuously enhance the well-being of the community. Respect for others and use of principles of civil discourse are expected in communication with peers, staff, administration, students and interdisciplinary colleagues. All faculty and clinical instructors are responsible for posting their regular class, clinical and office hours on their Canvas sites and other appropriate places.

### 7.1 FACULTY EXPECTATIONS AROUND IN-PERSON AND REMOTE WORK

At the time of initial appointment, faculty status around whether they must reside in Atlanta metro area and be available for regular in-person teaching or whether remote work is permitted is contractually agreed upon. Remote work status is typically only approved by the ADAA and the Dean, at the time of initial appointment, for faculty who have a specific area of expertise that is critical for the School to maintain academic continuity and/or achieve its strategic mission. Additionally, initial appointment as a remote faculty may be permitted, but with contractual expectations that the faculty relocate to the Atlanta area within a specified timeframe.

#### 7.1. A ON-CAMPUS PRESENCE AND RELOCATION REQUIREMENTS

##### **Campus Availability**

Faculty members hired for Atlanta-based positions who are not designated as remote personnel are required to maintain availability for on-campus, in-person instruction as scheduled throughout each academic term. This includes the ability to commute regularly to all University facilities, including the main campus, the 1520 building, and the Emory Nursing Learning Center, with potential multiple visits required within a single week.

##### **Remote Teaching Restrictions**

Remote instruction for courses scheduled as synchronous, in-person classes is generally prohibited. Exceptions may be granted only under extraordinary circumstances and require prior written authorization from the Associate Dean.

##### **Relocation Notification and Approval**

Faculty members must provide written notification to the Associate Dean for Academic Advancement of any plans to relocate their primary residence outside of the State of Georgia or within the state such that commuting to campus multiple times within a single week for in-person instruction for both morning and afternoon classes would not be feasible. Out-of-state work arrangements create additional tax obligations and operational expenses for the University. [See Emory University policy 2.91.](#) Therefore, faculty must obtain explicit written pre-approval from the ADAA as well as Emory University HR before commencing any out-of-state or other remote work

arrangement. Such approval must be secured prior to the effective date of any remote work arrangement.

### **Compliance and Consequences**

Failure to comply with campus presence and relocation requirements may result in disciplinary action, including but not limited to salary reduction, termination of the current employment contract, requirement to change track (for example, switch from tenure track to research or clinical track), or non-renewal of contract for the subsequent academic year.

### **Workplace Access**

Emory's Department of Accessibility Services coordinates ADA reasonable accommodations for Emory faculty to enable the employee with a disability to perform a job. Emory is not required to give preferential treatment to individuals or lessen qualification standards. The law does require Emory consider reasonable modifications regarding how qualified individuals with disabilities demonstrate their abilities and skills. Should faculty have a disability that impacts their ability to perform essential job functions, they should reach out to the Emory University Department of Accessibility Services using the following URL: <https://accessibility.emory.edu/workplace-access/employees/index.html>

## **7.1.B FACULTY ENGAGEMENT REQUIREMENTS**

### **Professional Development Participation**

Faculty members are expected to attend professional development sessions designed to enhance understanding of faculty roles and responsibilities within the University community.

### **Mandatory Meeting Attendance**

Faculty must attend the following regularly scheduled meetings and events:

- Faculty meetings conducted in person
- Program-specific meetings relevant to teaching assignments (including doctoral and undergraduate programs)
- Faculty Development Workshops
- New Faculty Orientation (conducted in August and individually as needed)
- Annual Faculty Retreat (August)

Faculty who have extenuating circumstances that preclude attendance of required in-person faculty events should notify the ADAA, ADAO, and/or faculty convener.

### **Committee Service**

Faculty members assigned or elected to School committees that conduct in-person meetings are required to attend such meetings in person.

### **Teaching and Advising Responsibilities**

Faculty are expected to be available to teach across all program levels within their area of expertise and provide student advising services beyond their regular teaching assignments as assigned by the administration.

## **7.2 FACULTY EFFORT EXPECTATIONS BY TRACK AND RANK**

While all faculty are expected to participate in all of the different aspects of missions of the school, they are expected to do so in different amounts for each depending on their track and rank. Below is the current table for these expectations, based on a 1.0 FTE appointment for each semester:

	TEACHING	RESEARCH/ SCHOLARSHIP	SERVICE	PRACTICE
<b>Assistant Professors: Tenure Track</b>	0.3 FTE	0.6 FTE	0 to 0.1 FTE depending on committee assignments	
<b>Associate Professors &amp; Professors: Tenure Track &amp; Tenured</b>	0.3 FTE or more (depends on funding)	0.6 FTE (depends on funding)	0 to 0.1 FTE depending on committee assignments	
<b>All Ranks, Research Track</b>	0-0.4 FTE (depends on funding)	0.6 FTE	None	
<b>All Ranks, Clinical Track</b>	0.6 – 0.9 FTE (depends on funding)	0.1 FTE	0 to .1 FTE depending on committee assignments	MOU may be used to buy-out teaching effort

The Leadership of the School of Nursing reviews and modifies these effort expectations based on the needs to balance the implementation of the teaching and research mission of the School as well as budgetary considerations. The above expectations may be modified in actual effort assigned to the individual faculty in the specific domains based on other factors. These factors include but are not limited to funding and funding agency requirements, assigned administrative responsibilities, special projects, and MOUs with clinical agencies.

Some specific guidelines when grant funding is awarded include K01, K23 and other grants specify specific required effort devoted to research (i.e. .75 FTE). These grants do not generally cover .75 of a 12 month salary, and the SON “costs shares” or covers the unfunded portion.

For faculty on the tenure track, when external grant funding is awarded at the R or U or level other than K grants noted above, the funded effort is used to offset the costs and effort which the SON has already generously provided for research and scholarship. For example, if a tenure track Assistant Professor is awarded a grant covering .30 of their effort/salary, then that amount is allocated to the .60 research and scholarship costs and the SON will cover the remainder .30. For tenure track faculty, teaching is not offset until at least .50 of effort is externally covered either through grant funding and/or an MOU, for example. Due to the expected higher teaching effort, clinical track faculty who obtain grant funding may offset their teaching comparable to the percent effort covered by grant activities. When an MOU for clinical practice and/or teaching in other Emory units is received and an entity agrees to pay the SON a percentage of an individual’s salary, the expected teaching effort will be reduced by that amount.

### 7.2.A. INTERNAL OVERLOAD EFFORT COMPENSATION

The OAA and OOE leadership strives to not assign more than 1.0 FTE in any given academic year. However, leadership recognizes that, in some instances, individuals may be assigned FTE above 1.0 to meet critical teaching needs.

The following are general guidelines related to overload effort and compensation

- Prior approval by the Associate Deans within the Office of Academic Advancement and/or the Office of Education is required.
- Compensation for faculty who receive overload effort for teaching in didactic, clinical, immersions, and/or simulation or other internal School or Emory-related work within an academic year, cannot exceed 20% of the annual base salary.
- Assigning FTE above 1.0 FTE will be because there is a critical teaching need (based on expertise,

credentials of faculty etc.)

- Individuals who are over 1.0 FTE in any given semester, should be prioritized to have reduced FTE in a subsequent semester to assure the faculty will be, on average, 1.0 FTE for the entire academic year.
- All faculty effort must be accounted for in the Teaching Assignment Management System (TAMS) and/or Course Dog to assure accurate cost accounting.
- All pre-approved overload compensation will be paid out at the end of the fiscal year (August 31st)

### 7.3 SCHOLARSHIP EXPECTATIONS

All ranked faculty at the NHWSN are expected to be engaged in scholarship including demonstrating peer-reviewed publications, presentations, and grant submissions each year of appointment. The expected minimum number of peer-reviewed publications, presentations, and grant funding varies by track. The promotion and tenure criteria provide general guidance regarding scholarship expectations for all ranks and tracks.

### 7.4 PAID TIME OFF, LEAVES OF ABSENCE, AND REDUCTION OF EFFORT

#### **PAID TIME OFF**

Ranked Faculty, senior clinical instructors, and full-time Clinical Instructors with 12-month appointments are eligible for paid time off, as approved by the Associate Dean for Academic Advancement (ADAA)/ Associate Dean for Academic Operations (ADAO) or Dean. Paid Time Off (PTO) provides Ranked Faculty, senior clinical instructors, and full-time Clinical Instructors with 12-month appointments with 20 days each fiscal year (9/1 – 8/31) that may be used for vacation, short-term illness/injury and other personal situations that require time away from work. Normal semester breaks and University closings are not counted against these 20 days. These days do not accrue or carry forward from year to year and un-used days are not paid as compensation either during employment or when a faculty or clinical instructor appointment ends.

Ranked Faculty, senior clinical instructors, and clinical instructors with 9-month appointments are not eligible for paid time off other than during the normal semester breaks during the academic year unless approved by the ADAA/ADAO, the Dean, or their supervisor in OCCP. If faculty and instructors have a schedule (due to clinicals and/or site visits, for instance) that requires them to work during normal semester breaks, they can use an equivalent number of days to cover full or partial-day absences at an approved time. They must be used before the end of the academic year. Under no circumstances will these days be carried over to the next calendar year, nor may they be paid out if not taken upon termination of employment.

Faculty paid time off requests must be submitted via the [Faculty PTO/Vacation Form](#). Making the request at least 30 days in advanced is preferred to ensure timely reassignment of teaching and other responsibilities. Requests should include details about coverage of classroom, clinical, research, associated professional travel, and administrative responsibilities, which are considered by the Office of Academic Advancement in collaboration with the Office of Education in the approval process. Faculty must submit PTO requests in conjunction with professional trips; the faculty must clearly detail on the PTO form the portions of the travel that will be covered by PTO.

#### **LEAVES OF ABSENCE**

When occasional faculty absences are necessary for maternity leave, personal illness, serious illness, or other unanticipated absences (i.e. birth or adoption of a child), the ADAA/ADAE should be notified in advance of any absence and, in conjunction with HR, will assist in determining the appropriate type of leave to request. This will provide opportunity to address any absence as class, laboratory, research, clinical instructional activities, or other University commitments may be affected. Please refer to the [Emory University Gray Book](#) and the [Emory University Human Resources](#) website for faculty for additional information about the University policy regarding

the types of leaves of absence that can be requested. Additionally, the School's Senior Division Director for Human Resources should be consulted for guidance.

### **REDUCTION OF EFFORT**

We recognize the need for faculty members to want flexibility to balance personal and professional commitments. Faculty have the option to request in writing, at least a semester in advance with exception to emergent situations, a temporary reduction in effort to take time away from work to fulfill family, personal, or other outside obligations. The ADAA/ADAO must be notified, in writing, at least a semester in advance with exception to emergent situations, to discuss temporary reduction of a faculty member's workload accompanied by a commensurate reduction in salary. Please refer to Human Resources and Benefits administration to determine how benefits, including health insurance, retirement contribution, etc. may be impacted.

### **BENEFITS**

All non-paid time off employee benefits for faculty, senior clinical instructors, and clinical instructors are defined by the University. Consult the Senior Director of Faculty Affairs and the SON Human Resources Director for additional information and questions. Full time clinical instructors are eligible for all benefits available for faculty.

## **7.5 FACULTY TRAVEL AND PROFESSIONAL DEVELOPMENT REQUESTS**

**Personal travel:** Following approval of paid time off by OAA, faculty are encouraged to plan as far in advance as possible and work closely with co-faculty to cover teaching responsibilities. Faculty are expected to communicate that they are out of the office and on personal travel. Please communicate emergency time out of the office (sudden or extended illness, death in family, bereavement, other) to the course coordinator or others with whom they are teaching, program director following approval from OAA.

**Professional travel:** Faculty are expected to communicate professional travel as well as use of discretionary and grant funding during the academic calendar (Fall, Spring, Summer) using the, which will be reviewed and approved by the OAA. Travel requests for approval using the following form: [Office of Academic Advancement Faculty Travel and Professional Development Request](#)

Due to budget mitigation measures instituted in Spring 2025, the School of Nursing adopted the following policies around Faculty Travel and Professional Development Requests in May, 2025. These policies may be updated as needed as the financial landscape changes.

### **7.5.1 FACULTY TRAVEL AND PROFESSIONAL DEVELOPMENT REQUEST POLICIES IMPLEMENTED MAY 2025 FOR BUDGET MITIGATION**

Due to the Administration's Executive Orders and the financial constraints they have placed on Emory University, the Nell Hodgson Woodruff School of Nursing (NHWSN) is following the university's guidelines for budget mitigation. These efforts include implementing a new faculty travel and professional development request policy and new expense processes designed to improve OAA's tracking of faculty travel and professional development expenses.

These new policies and processes will impact the work of all NHWSN staff who assist faculty in arranging travel and professional development and who process their related expenses. To that end, please review the new policies and processes below.

#### **Travel Policy**

- All faculty travel supported by internal funding must be submitted to the OAA for approval using the new [Travel and Professional Development](#) request form.
- Internal sources of funding include discretionary funds, which are supported by internal operating expenses from the OAA, Office of Education, Lillian Carter Center, assistant dean funds, start-up packages, discretionary account etc.
- The OAA will evaluate travel requests for their scholarly impact and necessity (e.g., podium presentations will be prioritized. Poster presentations will not be supported except in rare circumstances such as a conference with no competitive podium options).
- The OAA must approve all travel requests prior to faculty booking and/or paying for airline flights, hotels, conference registration, etc.
- For approved travel, with internal funds, the NHWSN will pay for a maximum of two nights' lodging (night before and night of presentation), meal expenses only for the faculty member requesting the travel fund support, and up to \$500 to offset registration and/or airfare.
- Travel funds fully supported by external grants will not be restricted beyond what is permitted by the funding agency and by [Emory Travel Policy](#).
- Faculty paying for travel with external grant funds must still submit the [Travel and Professional Development](#) request form to OAA for tracking purposes.
- Faculty must use or communicate to their administrative staff to use an [Emory Corporate Credit Card](#) to purchase travel-related expenses.
- Faculty must register their Emory Corporate Credit Card with their preferred Emory Travel Partner (e.g., [ctm](#), [Cadence](#), and [sequel](#)) and distinguish it from any personal credit cards registered with their preferred Emory Travel Partner so that administrative staff are able to discern the correct card to use.
- Administrative staff must use the Trip ID number that faculty receive from OAA upon trip approval when processing the trip expense reports on behalf of faculty.

#### **International Travel and Travel for Non-US Citizens**

- Please consult the FAQ [information](#) that Emory Global Engagement has compiled regarding international travel for both US citizens and non-US citizens. Please note that faculty and staff will need to login with their Emory credentials to access this information. [International Student and Scholars Services](#) also provides excellent information for Emory-sponsored international community members who may have additional questions.

#### **Professional Development Request Policy**

- Faculty members must use the [Travel and Professional Development](#) request form to request professional development funds.
- Faculty members may request up to \$500 per year from discretionary funds to pay for professional dues or memberships through the end of FY2025 (August 31, 2025).
- Faculty members may access up to \$400 from discretionary funds if the expenditure directly supports Emory students or research teams through the end of FY2025 (August 31, 2025).

#### **7.5.2 OUT OF STATE TRAVEL ALLOWANCE FOR FACULTY APPROVED TO BE REMOTE FACULTY**

- Based on current IRS guidance, travel by out of state employees from their home to Emory Campus locations is considered commuting/personal and reimbursement or payment of such expenses are taxable income to the employee (subject to income and FICA/Medicare tax withholding)
- Travel by remote faculty to fulfill essential job functions at Emory Campus is not a reimbursable expense to be processed as would be done with professional travel. Instead, remote faculty must use the out of state travel process when commuting to Emory locations.
- Because the School is no longer permitted to reimburse for travel and out of state faculty will no longer be

allowed to charge this type of travel related expense(s) to a discretionary fund/use a corporate card/direct bill through CTM, etc.

- All travel related expenses associated with “commuting” will need to be paid by the faculty member and the School will provide a taxable allowance in their paycheck to cover the expenses. Taxes will be deducted from this allowance.
- Additional funds will be added to the annual allowance to account for taxes that will be taken out.
- This travel allowance policy only pertains to NHWSN faculty that were actively recruited and permitted to reside outside of the state of Georgia and have approved a travel allowance for. It will NOT apply to faculty who were hired while living in GA and have elected to relocate.
- The travel allowance will include airfare, mileage, rental car, and lodging but not include meals. The faculty allowance covers the period of September 1 through August 31 of the academic year.
  - The travel allowance is provided to support travel to the annual faculty/staff retreat, one graduation ceremony (typically the one where the majority of individuals from your program graduate), and intensives or other essential in-person, on-site, teaching or meeting days. Use of these funds are subject to university and SON policies which can be found at the website: <https://www.finance.emory.edu/home/travel/index.html>. These funds will be paid as a taxable travel allowance through the payroll system at the time the expenses are incurred.
- A travel allowance may be issued based on the projected travel expense amount in advance of the travel event and will be paid out through monthly payroll. Faculty should submit projected expenses at least 45 days in advance of travel so that it aligns with our payroll calendar. No on demand checks will be issued for travel allowances.
- A travel allowance may be issued after a travel event based on actual expenses and associated receipts.
- Faculty shall provide the necessary documentation and justification supporting all travel expenses.
- All out of state travel allowance requests will be processed to be paid at the end of the month.

## 7.6 ELECTRONIC AND SOCIAL MEDIA POLICY STATEMENT

Confidentiality and privacy are important concepts in health care and are highly valued at the School. In recognition of these values, this policy was developed to reflect the National Council of State Boards of Nursing’s White Paper: A Nurse’s Guide to the Use of Social Media (2011) and to support the student nurse’s appropriate ethical behavior in regards to electronic and social media.

*Any patient information learned by the nurse must be safeguarded by that nurse. Such information may only be disclosed to other members of the health care team for health care purposes. Confidential information should be shared only with the patient’s informed consent, when legally required or where failure to disclose the information could result in significant harm. Beyond these very limited exceptions the nurse’s obligation to safeguards such confidential information is universal... Privacy relates to the patient’s expectation and the right to be treated with dignity and respect. Effective nurse/patient relationships are built on trust. Patients need to be confident that their most personal information and their basic dignity will be protected by the nurse. Patients will be hesitant to disclose personal information if they fear it will be disseminated beyond those who have a legitimate “need to know”. Any breach of this trust, even inadvertent, damages the nurse/patient relationship and the general trustworthiness of the profession of nursing.<sup>1</sup>*

Therefore, the use of electronic and social media (Facebook, Twitter, Instagram, personal websites, blogs and the like) has the potential for a nursing student to violate (perhaps inadvertently) patient privacy and confidentiality or to make a comment that could be construed as defamatory, harassment, or in violation of the School Honor Code. In addition, the Health Insurance Portability and Accountability Act (HIPAA) provides patient protection around personal health information that is to be respected and protected.

Therefore, NHWSN does not permit the use of any type of electronic or social media that exposes patient and/or family private health information or could be construed as disparaging toward the School, the faculty, or other students. NHWSN does not allow posting of information or pictures related to any clinical experience or to be included in the distribution of any information or pictures by unauthorized parties. Students are expected to

maintain professional, not personal, relationships with patients, their families, and significant others. Students are also accountable for adhering to specific course or agency guidelines. If any student violates these policies, NHWSN has the right to take appropriate academic and/or legal action up to and including dismissal from the School. Nursing students are expected to have high standards of integrity in both the academic and clinical settings. Integrity is a reflection of the respect that one holds for oneself and others. It is reflected by a student's behavior in class and in the clinical laboratory. It is expected that students refrain from using cell phones, viewing websites or email on electronic devices, or other unprofessional behavior. Faculty may prohibit the use of computers or other electronic devices in the classroom or clinical as they deem necessary. <sup>1</sup>*National Council of State Boards of Nursing (2018). White Paper: A Nurse's Guide to the Use of Social Media. Retrieved from [https://www.ncsbn.org/Social\\_Media.pdf](https://www.ncsbn.org/Social_Media.pdf).*

## CHAPTER 8. COMPLIANCE- CONFLICT OF INTEREST, CONFLICT OF COMMITMENT AND OTHER COMPLIANCE POLICIES

### 8.1 RESPONSIBILITY TO OBTAIN AND MAINTAIN LICENSURE, CERTIFICATIONS, AND OTHER CREDENTIALS TO PERFORM THE FACULTY ROLE

In accordance with the approval of the Georgia Board of Nursing, other relevant oversight bodies and regulators, and the University to offer nursing and other health professions education within the State of Georgia, all faculty and employees whose professions and positions in the School require licensure and/or advanced practice certification within the State of Georgia are expected to keep such credentialing current at all times.

**Policy Around Maintaining Credentialing/Certifications/Licensure (Applicable to all disciplines):** *Faculty are expected to maintain university mandated credentialing/certifications as well as hold state licensure/national certifications as appropriate for their disciplines and their roles within the School.*

Without exception, on the first day of employment with the School (the first day of employment for payroll and Human Resources purposes), all regular faculty and clinical instructors who are nurses or other health professionals who engage in clinical practice must hold an active Georgia license and, if applicable, advanced practice authorization in the State of Georgia. The verification of licensure and advanced practice authorization, if applicable, will be completed through the Georgia Board of Nursing license verification website and the documentation retained in a secure electronic database.

Subsequently, on a yearly basis, the ADAA with assistance from the Senior Director of Faculty Affairs will verify the status of the license with the appropriate professional review board and document the verification. Faculty members are required to complete renewal prior to the expiration date of the previous license (RN and APRN, if applicable). The SDFA or their designee, will verify the status of the license for all full and part time clinical instructors and document the verification. Clinical instructors are required to complete renewal prior to the expiration date of the previous license (RN and APRN, other licenses if applicable). Active recognition by the State of Georgia of Advanced nursing practice certification is required if advanced practice teaching is assigned. Verification documentation will be placed in our tracking database. In some instances, faculty may be requested and supported to maintain licensure and advanced practice recognition outside of the State of Georgia to oversee APRN students who reside outside of Georgia.

### 8.2 REPORTING EXTERNAL PROFESSIONAL RELATIONSHIPS RELATED TO EMORY RESPONSIBILITIES AND EXTERNAL CLINICAL PRACTICE AND CONSULTING (MANAGING POTENTIAL CONFLICTS OF INTEREST AND CONFLICTS OF COMMITMENT)

University activities and outside professional activities are important potential contributors to fulfilling one's responsibilities as a scholar and member of the University community. These activities need to be undertaken in a manner consistent with meeting the faculty member's primary University obligations and scholarly development. Because compensated outside professional activity may raise the appearance, or the reality, of a conflict of commitment or conflict of interest to the faculty member's university obligations, the school has established specific guidelines for managing such activity. According to the Emory University's Research Compliance and Regulatory Affairs Office, Conflict of Interest (COI) may arise in which an individual's (or the individual's family member's) financial, professional, or other personal considerations may directly or indirectly affect, or have the appearance of affecting, the individual's professional judgement in exercising any University duty or responsibility. Conflict of Commitment (COC) exists when the faculty member's effort (i.e. time and intellectual energy) spent on an outside interest, activity, or relationship could interfere or compete with their ability or willingness to perform the full range of responsibilities associated with their position at Emory University (i.e. institutional responsibilities); or could interfere or compete with the university's missions (teaching, research, service etc).

Using the online process provided by [Emory's Conflict of Interest and Commitment Office](#), each School of Nursing faculty member (including deans, administrators, ranked faculty, senior clinical

instructors, and instructors) as well as some trainees and research staff are required to report to the ADAA all of his/her proposed personal external professional relationships with industry and other entities, including universities, written or unwritten which could potentially cause a conflict of interest and/or conflict of commitment. Faculty must report each relationship as it arises throughout the year (transactionally) and should not agree to, engage in a relationship, regardless of remuneration (i.e. compensated or not compensated), until it is reviewed and approved by the ADAA. As part of the online reporting process, each faculty member must certify at least annually that all relevant personal external professional relationships as delineated by Emory University policy have been accurately reported. Faculty investigators must also comply with Emory University [Policy 7.7, Policy for Investigators Holding a Financial Interest in Research](#), which includes a requirement to report their own Significant Financial Interests in their personal external professional relationships with industry and those of their spouse and dependent children.

Approval by the ADAA will be contingent on whether the proposed relationship poses a conflict of interest or commitment in the individual's primary duties to the School and University and whether the conflict can be managed. A formal review by staff within the Office of Research Compliance and Regulatory Affairs may be required before final approval can be given. To the extent feasible, the OAA assists faculty members with problematic issues in their agreement, as part of the review. Factors that may be considered in the ADAA's reviews include, but are not limited to:

- Whether the commitment of the faculty member's time to this and other external activities is in keeping with School and University needs and may be beneficial to the academic career of the individual;
- Whether the proposed relationship is compliant with other School and University conflict of interest and commitment [policies](#).

*In the School of Nursing, full-time ranked faculty members, senior clinical instructors, and clinical instructors may be permitted up to, on average, one in every 7 calendar days, for external private consulting or clinical practice, or internal overload compensation specific to teaching or clinical intensives, if approved in advance by the Associate Dean for Academic Advancement. Engaging in clinical practice or private consulting more than, on average one in every 7 calendars may be considered as a conflict of commitment and may lead to disciplinary action, including but not limited to, reduction of effort within the School or request to reduce the amount of external activities. In all circumstances, all clinical practice and consultation activities are required to be reported through the University compliance system and pre-approved by the ADAA. Engaging in clinical practice or private consulting more than, on average one in every 7 calendars may be considered as a conflict of commitment and may lead to disciplinary action, including but not limited to, reduction of effort within the School or request to reduce the amount of external activities, reprimand, change of assignment, prohibition of outside activities for a specified time, and/or non-compensated leave of absence.*

Compensation for private consulting or clinical practice will ordinarily be paid by the external entity directly to the faculty member who is acting in his/her private capacity and not as an agent of the University. School of Nursing faculty are required to provide documentation from the external entity about the amount of time devoted to private consulting or clinical practice and comply with the all University policies around conflict of interest and conflict of commitment in the [University Faculty Handbook](#). Specifically, the University has policies around general conflict of interest, conflict of interest in research, conflict of commitment, private consulting, teaching and other services. Faculty should carefully review these [policies](#), report the intent to engage in these activities through the University reporting system, and obtain approval from the ADAA before engaging in these activities.

Faculty who engage in expert witness services within a legal context as private consulting work, must do so consistent with University policies. Prior to acceptance of any engagement, faculty are required to: (1) obtain

the formal permission of the ADAA through entering the potential activity in the COC/COI compliance system for supervisor approval. Additionally, in consultation with the ADAA, the activity must be reviewed by Emory Healthcare's Office of Risk and Insurance Services (ORIS), Risk and Claims Management Division to confirm that neither Emory nor any Emory employee is involved in the litigation as a party, witness, consultant, or otherwise. The scope of work and expected compensation must be described in writing by the law firm. When the scope of work is related to their professional expertise and/or their Emory responsibilities, the ADAA will consult with the Emory University Risk Management Office and the Office of General Counsel before his/her final decision about the activity to ensure that the activity is not likely to adversely affect Emory's interests and is compliant with pertinent Emory Healthcare and Emory University policies.

Failure to comply with the COC/COI reporting requirements prior to accepting an engagement may be grounds for disciplinary action. Such actions include, but are not limited to: reduction in effort, reprimand, change of assignment, prohibition of outside activities for a specified time, and/or non-compensated leave of absence.

### 8.3 INTELLECTUAL PROPERTY POLICY

Emory encourages faculty to pursue areas of study of their choice, to share the results of their intellectual efforts with colleagues and students and recognizes their need to retain traditional academic freedoms in the conduct of scholarly and scientific work. Although the University does not undertake research or developmental work principally for the purpose of commercial application, patentable inventions and other works with high potential for commercialization sometimes result from the activities carried out by Emory Personnel. To address these needs and support the University's mission and its commitment to use knowledge to improve human well-being, the University has established Intellectual Property Policies, particularly [Policy 7.6](#).

Emory University owns all Intellectual Property created or developed by Emory Personnel that is related to the Emory Personnel's normal duties (including clinical duties), course of studies, field of research or scholarly expertise, or was made with the use of Emory Support. All Emory Personnel hereby assign their rights in any such Intellectual Property to the University. This applies to material developed for courses, syllabi, and materials posted on Canvas and other teaching platforms. Emory may agree in writing to surrender its claim to such Intellectual Property under certain circumstances, which include, among others, that no Emory Support was utilized in conception or reduction to practice of the Intellectual Property and that the Emory personnel receives no compensation for the Intellectual Property from any third party. Emory traditionally waives its ownership rights in certain scholarly copyrightable works, such as books, articles, plays, musical compositions, and artistic creations except under circumstances where these works were: specifically assigned and funded by Emory, developed with the use of substantially more Emory support than is normally provided to Emory personnel, and/or developed under an externally funded.

### 8.4 USE OF LETTERHEAD, EMAIL, AND EMORY NAME, LOGO , OR TRADEMARKS/SERVICE MARKS, AND FACILITIES FOR PRIVATE PURPOSES

Faculty and administrative staff should be advised that use of University letterhead and email for personal purposes such as private consulting, solicitation of funds for non-University purposes, political and other non-University sponsored organizing efforts, political and personal communications or complaints and other non-University business is improper and is not sanctioned. Additionally, consistent with Emory Policy 7.6, faculty cannot use Emory's name, logo, or marks in any commercial setting without prior approval from Emory.

The use of University facilities for personal matters/functions is inappropriate and not permitted. University facilities should only be used for University-related functions with advance approval of the appropriate administrative officers of the University after full disclosure by the faculty member as to the

nature and purpose of the function.

## 8.5 SUBMISSION OF RESEARCH PROPOSALS

Faculty, staff, students, and trainees must submit all research proposals through administrative channels at Emory if the research is related to the individual's normal professional duties at Emory (including clinical duties, course of studies, field of research or scholarly expertise), except the Veterans Affairs Merit Award and other awards that derive from the VA. Faculty should review the School's Office of Nursing Research (ONR) [website](#) for more information about submitting proposals and accessing the ONR resources. Submission of the ONR proposal initiation form (PIF) is the process by which SON faculty investigators communicate to the ONR their intention to submit a grant and begin formal engagement with ONR grants pre-award grants' management staff. Funded research proposals are managed by ONR post-award staff, under the leadership of the Associate Dean for Research. Additional information on how policies related to submission of grant proposals as an Emory University faculty is available on the t proposals is available from the [Emory University Office of Research Administration](#).

## 8.6 EMPLOYMENT OF RELATIVES (NEPOTISM)

No person shall be employed by, transferred to, or promoted into a department or unit of the School of Nursing where he/she would have a direct supervisory relationship with a relative (by blood or marriage). A supervisory relationship exists when either relative could have a direct effect on the other's performance evaluation, salary, schedule, or other working conditions. Hiring officials will adhere to the spirit, as well as the letter, of this policy, , to ensure that the basic criteria for employee selection or promotion are the appropriate qualifications of the candidate in terms of education, experience, training, and performance, consistent with Emory's needs. Thus, relationships by family, marriage, or domestic partnership will constitute neither an advantage nor a disadvantage to selection, promotion, salary level, or other conditions of employment. If the special talents, background, or training of the relative would be in the overall interest of the School of Nursing or Emory, the ADAA may request an exception to this policy by the Dean. ([Emory University Policy 4.11, Employment of Relatives](#))

## 8.7 STUDENT REGISTRATION, PROGRESSION AND CONTINUANCE

It is the responsibility of faculty and course coordinators to comply with School, Graduate School, and University policies relating to registration, appropriate monitoring, and reporting of student progress, conduct, and management of problems. Faculty are required to be familiar with the current *Course Catalog*, as well as the undergraduate, master's, DNP, PhD, and Laney Graduate School Student Handbooks, and policies and procedures. Faculty are required to raise concerns regarding student conduct and poor student performance patterns and, in conjunction with the Associate Dean for Education, Program Directors (prelicensure), MSN/DNP Program Director, and Specialty Directors, as well as the Associate Dean for Equity and Inclusion, Enrollment, and Student Affairs and Assistant Dean for Student Affairs, to seek ways to help the student to succeed. The Associate Dean for Education works with the Program Directors (prelicensure), MSN/DNP Program Director, and Specialty Directors to inform them of any students who received less than the required grade in the current term. The Associate Dean for Education, Program Directors (prelicensure), MSN/DNP Program Director, and Specialty Directors then implement the continuance policies as indicated in the School's Student Handbooks. PhD student issues are handled by the PhD Program Director and Associate Dean for Education in accordance with the policies of the Laney Graduate School and School of Nursing.

## 8.8 STUDENT HONOR CODE AND STUDENT CONDUCT

Faculty are responsible for upholding the honor code for students and promoting an environment that reflects the highest possible standards for integrity and student citizenship. Faculty are crucial to the creation and

maintenance of a culture of honesty and educational excellence. Policies related to these matters can be found in the *SON Student and Faculty Handbooks*. Faculty advisors to the Honor Council are appointed in accordance with Honor Council policy.

## 8.9 PARTICIPATION IN CLINICAL SITES

Faculty and clinical instructors who provide supervision of students in clinical facilities must comply with all the compliance issues of the agreement between the School and the Agency, such as proof of the faculty member's immunizations, criminal background checks and drug tests. Details of current agreements are available from the specific sites. General requirements are detailed on the SON website under Faculty and Clinical Instructor Compliance.

## 8.10 HIPAA REGULATIONS

All faculty members, clinical instructors, staff, and students are expected to be knowledgeable and in compliance with the HIPAA (Health Insurance Portability and Accountability Act) rules and regulations. These regulations relate to privacy for individually identifiable health information and apply to situations in the school as well as those in any clinical agency or other student-learning placement. Individuals complete an on-line evaluation module through the Emory Learning Management System (ELMS) to receive a certificate of HIPAA compliance.

## 8.11 BLOODBORNE PATHOGENS (BBP) TRAINING

This training module is intended for faculty, clinical instructors, staff, and students, who work with, will potentially work with, or who have reasonably anticipated exposure to blood, bodily fluids or other potentially infectious material. It is designed to provide a basic understanding of bloodborne pathogens, common modes of transmission, and methods of preventing exposure.

OSHA requires Bloodborne Pathogens (BBP) Training be completed annually. Even if you have completed BBP training in the past 12 months for a non-Emory University employer, you must complete the Environmental Health & Safety's course, which can be accessed via the ELMS website.

## 8.12 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) COMPLIANCE

Faculty who work with students and/or review educational records must be familiar with the Family Education Rights and Privacy Act (FERPA) guidelines. FERPA Training is required upon employment and reviewed annually for those with access to OPUS. Penalties may result in noncompliance of FERPA laws. FERPA (Family Educational Rights and Privacy Act) is the Federal law that provides three specific rights to students regarding their educational records:

- Privacy – student's right to (or not to) the disclosure of his/her educational records.
- Access - student's right to see the educational information that the institution has recorded.
- Appeal – student's right to seek amendment to those records if determined incorrect or false.

Examples of educational records include:

- Student's personal information (social security number, student id, birth date)
- Enrollment records (class rosters, grade rosters, admission application)
- Grades (transcripts, test scores)
- Forms (withdrawal, degree application, change of grade)

Some information may be released to an appropriate third party under specific conditions. This is considered directory information. Directory information is defined as only the following:

- Whether or not the student is currently enrolled;
- The School or division in which the student is or was enrolled and his/her class/year;
- Dates of enrollment including full-time or part-time status;

- Degree or degrees earned (if any), date of degree, major area of concentration and academic honors received;
- Awards of merit and participation in officially recognized activities and sports;
- Address and telephone number; and
- Electronic mail address.

The University Policy Statement on Confidentiality and Release of Information provides additional information and details of the FERPA regulations. Any information released must be done in compliance with these policies and guidelines.

For more information, please refer to the [Office of the University Registrar](#).

## CHAPTER 9. Annual Performance Review of Ranked Faculty, Senior Clinical Instructors, and Clinical Instructors

Annual faculty performance review takes place during the Spring semester. In the review, the accomplishments over the prior calendar year are reviewed. The ADAA and ADAO as well as additional administrators that assist with annual reviews (Assistant Dean for Clinical Advancement, ADR, and ADE) work together with faculty to utilize this opportunity to assess performance and overall progress, set goals and direction for future development, and identify opportunities for recognition of meritorious work. Faculty are required to update their curriculum vitae and complete a written self-review, utilizing the appropriate School format and are responsible for accurately reporting all of the information required for the review.

The ADAA, ADAO, ADCA, ADR, and ADE provide guidance and work with full time faculty members, Senior Clinical Instructors and OAA-based clinical instructors to annually establish goals that are congruent with the School priorities and plans. This includes all tenured and tenure track, full time clinical track and all research track faculty. In some instances, faculty may develop individual development plans (IDP) to approach their development in a more systematic way. Other ways of receiving mentorship are through the School's Research Hubs as various OAA-sponsored initiatives.

The criteria used for all full-time tenure, clinical, and research track faculty evaluations include goal attainment and contributions to teaching, scholarship, service, clinical practice if appropriate, and the strategic goals of the School. Active engagement within the School through participation in in-person School-related events is highly valued. Student and peer evaluations of teaching are reviewed. Specialty track and program coordinators have additional review of leadership and activities to achieve the goals of their programs.

The annual self-assessment and goals are reviewed in person at the annual evaluation conference with the designated evaluators in the spring of each year. Documents are uploaded into Smartsheet prior to review and completed documents are kept in a secure electronic file within the Office of Academic Advancement. Faculty members are provided with feedback in terms of a short summary statement of their accomplishments with recommendations about how they can continue to progress in different aspects of their faculty roles.

The ADAO and ADCA share the responsibility for annual evaluation of full-time senior clinical instructors. Clinical instructors are reviewed primarily in the area of teaching, and course coordinators are also involved in the formative and summative evaluations of instructors assigned to their courses. Those part-time clinical instructors who work for the School are evaluated by the Senior Director of the Office of Transformative Clinical Practice.

## CHAPTER 10. POLICY STATEMENT FOR FACULTY APPOINTMENT, PROMOTION, AND TENURE

This policy statement was developed in accordance with University policies on faculty appointment, promotion, and tenure. These policies have been reviewed by the Office of the Provost of Emory University. The University and the School of Nursing faculty handbooks set forth principles, criteria and procedures for appointment, promotion, and the award of tenure for faculty members within the Nell Hodgson Woodruff School of Nursing of Emory University. Separate sections address the processes for achieving recommendations for the advancement of the School faculty in each track. Policies and procedures for appealing promotion and/or tenure decisions of the School are also included in this document.

All policies, procedures, and actions regarding faculty appointment, promotion, and tenure shall conform to the [Emory University Bylaws](#) and the Emory University Gray Book. Faculty and staff are encouraged to refer to these University policies to gain a perspective on the context in which the School's faculty policies are formulated. All faculty Search processes within the School are conducted in compliance with both federal and state nondiscrimination laws and Emory's revised [Faculty Employment and Recruitment Procedures Policy \(4.6\)](#) (effective as of May 16, 2025).in compliance with Emory University Policy. More information about the faculty appointment, recognition, reviews, and aspects of faculty life can be found on the [Provost's website](#).

The primary responsibility for faculty development lies with each individual faculty member. Working in partnership and collaboration with faculty colleagues, Associate Deans, and others, each faculty member is expected to maintain a career of continuous professional development as academician and citizen of the academic community. As such, each individual faculty member is expected to seek out and cultivate those experiences, opportunities, and collaborations that support successful development. In addition, each faculty member is responsible for planning and developing a sustained, progressive, and documented record of scholarship throughout his/her career.

Faculty appointment, promotion, or change in tenure status recommendations are initiated by the Associate Dean for Academic Advancement and are made to the Dean of the School. The Dean calls upon the School's Faculty Search Committee for recommendation on all new appointments to the Faculty. The Faculty Committee on Appointment, Promotion, and Tenure (FCAPT) reviews and evaluates the qualifications of faculty proposed for appointment and/or promotion in the tenure track, to continuous tenured positions, or research track position in accordance with the policies set forth in this document. The Committee on Clinical Faculty Promotion (CCFP) reviews and evaluates the qualifications of faculty proposed for appointment and/or promotion in the clinical track and provides a written recommendation to the Dean. The Dean is responsible for making a determination for the School and considers the recommendation in light of the overall needs and constraints of the School and the University.

Individuals appointed to the faculty of the School are subject to all School and University policies, guidelines, and procedures as they exist at the time of appointment, and as they may be changed during the period of the faculty member's employment. Furthermore, all faculty are subject to any applicable local, state, and federal laws and regulations.

## CHAPTER 11. APPOINTMENTS & PROMOTIONS CRITERIA

Standards for appointments at rank, along with promotion and tenure, reflect the expectations that a faculty holds of its members and specific rules and guidelines for attaining a continuous appointment or promotion are set forth by each academic unit. The academic excellence and integrity of the School requires the highest standards of scholarship, teaching, and professional/clinical service for appointment and promotion. Full Professors in all tracks provide leadership for the School's programs and serve as role models and mentors for less senior faculty and students.

Limited (non-tenured) appointments are renewed annually in accordance with the Emory University Gray Book. Limited appointments may be terminated at the end of a period specified in writing to the appointee in a letter of non-renewal, as described in the Gray Book. Continuous (tenured) appointments are automatically renewed annually, except under extraordinary circumstances described in the Gray Book.

Appointment to the ranks of Professor, Associate Professor, Assistant Professor, and senior clinical instructor require a doctoral degree and, if the faculty member is a nurse, an active State of Georgia Nursing license to practice nursing in the State of Georgia (and other appropriate licensure or legal recognition). Professional and/or board clinical specialty certification is also viewed as a critical criterion for those teaching in programs preparing students for such credentialing.

The Dean may approve appointment to the ranks of Assistant Professor in any track on the basis of his/her review of the recommendation of the ADAA and the School Faculty Search Committee. Appointments and promotions to the Associate Professor or Professor ranks on the clinical track may be approved by the Dean after her review of the recommendation of the ADAA/ADAO. The Dean may ask for recommendations from the Committee on Clinical Faculty Promotions (CCFP) regarding rank. Appointments and promotions to the Associate Professor or Professor ranks on the research track may be approved by the Dean after his or her review of the recommendation of the ADAA and the recommendation of the FCAPT.

The employment benefits and other privileges for limited and continuous faculty appointments are essentially the same and are described in the Benefits section of the [Emory University Human Resources website](#). Faculty are obligated to comply with University and School policies and procedures regardless of their limited or continuous status. These policies include those that are set forth in the Emory University Faculty Handbook, as well as School-specific policies documented in the School's Faculty Handbook and any others promulgated by the University in other forms or venues, such as the Human Resources Division.

### 11.1 TENURED AND TENURE TRACK APPOINTMENT & PROMOTIONS CRITERIA

The tenure track is a series of progressive faculty ranks for faculty who vigorously participate in the full range of the activities of the academy throughout their careers. These activities are scholarship, teaching, and professional service. The fundamental requirement for the evaluation of faculty eligibility for appointment or promotion to a certain rank is the significance of their work and their continuous and progressive success in demonstrating their contributions to their field. For promotion and consideration of the award of tenure, candidates should ideally display excellence in all three areas of scholarship, teaching and service. However, it is recognized that to fulfill the missions of the School and the University, it often is necessary for faculty members to concentrate their efforts in one or two of the three areas at the expense of the other(s). Thus, a tenure track faculty member may be recommended for promotion in rank and for tenure on the basis of outstanding or excellence in scholarship and teaching and at least good performance in service. In addition, candidates for promotion or tenure must provide evidence that can lead internal and external evaluators to conclude that the faculty member will continue to achieve at the highest levels in the areas of research, teaching, and/or professional service.

Faculty members appointed to the tenure track shall have sufficient credentials and potential so that they are expected to eventually satisfy the School evaluation criteria for the award of tenure. Unless approved by the President under unusual circumstances, limited appointment at the rank of assistant professor shall not exceed nine years from the date of appointment. The School appoints faculty members to the tenure track in anticipation

that these persons will attain tenure and make significant long-term contributions to nursing and to the School. Faculty who are appointed with tenure are expected to make significant long-term contributions to the University, the School, and nursing and serve in leadership roles.

## 11.2 TENURED AND TENURE TRACK RANKS

Standards for appointment at rank, along with promotion and tenure, reflect the expectations that a faculty holds of its members. The following ranks are available for appointment or promotion of full-time faculty on the tenure track or with tenure.

*Professor:* The rank of Professor is tenured. Candidates for appointment or promotion to the rank of Professor requires scholarly excellence and be established nationally and/or internationally as among the most distinctive and recognized voices in their discipline, consistently examining and addressing nursing or healthcare or their discipline's most pressing questions. This is demonstrated by significant, continuous, and progressive contributions to the candidate's field and to research, teaching, and service in their academic field over a number of years.

*Associate Professor:* The rank of Associate Professor is usually a continuous appointment. However, a limited appointment to the rank of Associate Professor, Tenure Track may be made under certain circumstances for a maximum period of five years. A midterm review will be conducted in the second year, with mandatory tenure review in the fourth year. The midterm review will consist of evaluations of the Associate Professor's progress toward the attainment of tenure, with a focus on the development of his or her independent research program. The outcome of this review can be the continuation of the appointment on the tenure track, discontinuation of the appointment, or change to clinical or research track. After this five-year period, unless a recommendation for continuous appointment is approved or the appointment is changed to a clinical or a research track, the appointment terminates. The individual who holds such a limited appointment must be informed in writing of these time limitations, and, in case a continuous appointment is not attained in five years, informed of the change in status.

Candidates for appointment or promotion to the rank of tenured Associate Professor must show academic excellence, including meritorious scholarship, creative inquiry, and teaching as well as have demonstrated promise to become leaders and transform nursing and healthcare or their discipline as their career progresses. This is demonstrated by nationally significant, continuous, and progressive contributions in the areas of research, teaching, and service in their academic field. The minimum time required in the rank of Associate Professor prior to consideration for promotion to full Professor is normally four years.

*Assistant Professor:* The rank of Assistant Professor is a limited appointment. Tenure Track Assistant Professors are limited to nine years in this rank and track at Emory University. Midterm reviews will be conducted in the third and sixth years, with a mandatory tenure review in the eighth year. The midterm reviews will consist of evaluations of the Assistant Professor's progress toward the attainment of tenured rank, with a focus on the development of his or her independent research program. The outcome of these reviews can be the continuation of the appointment on the tenure track, discontinuation of the appointment, or change to clinical or research track. Tenure track Assistant Professors must submit their credentials for consideration for promotion to tenured Associate Professor no later than the spring of their eighth year of appointment so that the tenure and promotion process can be initiated for completion prior to the beginning of the ninth year of appointment. After this nine-year period, unless a recommendation for promotion is approved or the appointment is changed to a clinical or a research track, the appointment terminates. The individual who holds such a limited appointment must be informed in writing of these time limitations, and, in case a promotion or change of track is not attained in nine years, informed of the change in status.

Candidates for this rank should demonstrate the distinct potential for developing an independent research program with the likelihood of continuous success. Candidates should also have demonstrated skills that contribute to an evaluation of their potential for effective teaching and professional service. If there is a record of accomplishments meeting the promotion and tenure criteria, application for

promotion to Associate Professor with tenure could also occur earlier than the eighth year. In the case of such a record of accomplishments, the minimum time in the rank of tenure track Assistant Professor prior to consideration for early promotion to tenured Associate Professor is normally three to four years. The procedures for this process are described in a following section of this document.

Appointments using the acting title Acting Associate Professor or Acting Professor shall be used only for new faculty members at the rank of Associate Professor or Professor whose tenure decision is pending review by the Board of Trustees or its Executive Committee.

### 11.3 CLINICAL TRACK APPOINTMENT & PROMOTIONS CRITERIA

Faculty positions on the clinical track are a series of progressive faculty ranks for the full-time faculty member who is a skilled practitioner and teacher and who spends the majority of his or her effort in clinical professional service and teaching. Clinical Track faculty positions provide the School with opportunities to bring special educational practice, or other scholarly expertise to fulfill the overall mission of the School. These appointments allow the School to respond quickly to trends in nursing education and practice and assure that the School has sufficient teaching expertise to implement its educational programs. Appointments to the clinical track require a terminal degree (doctorate). They may be terminated at any time based upon financial resources and/or organizational needs of the School, provided that appropriate notification is given or that the conditions of the appointment are clearly stated in an appointment letter. Clinical Track appointments are limited appointments of faculty who are expected to assume a role in the School that focuses on clinical scholarship and clinical practice, teaching and service. Faculty on the clinical track may apply for open positions on the tenure track.

### 11.4 CLINICAL TRACK RANKS

Standards for appointment at rank, along with promotion, reflect the expectations that a faculty holds of its members. The following ranks are available for appointment or promotion of full-time faculty on the clinical track.

*Professor:* The rank of Professor on the Clinical Track is non-tenured and a limited appointment. Faculty at the Professor rank in the clinical track are not limited to a maximum number of years in these positions, but they must be evaluated for re-appointment every year. In certain cases, appointments for two or three years may be offered by the Dean. Clinical track Professors must demonstrate comparable levels of achievement to their tenure track peers. Clinical track faculty seeking promotion to Professor must document continuing outstanding performance in service or teaching and a higher level of achievement in scholarship than candidates for the rank of Associate Professors.

The successful candidate will have a national or international reputation as a clinical/educational authority in his/her area of expertise. The individual will have a record of academic achievement, demonstrated by a scholarly approach to a major field of clinical/educational study, and by serving as a first author in publications demonstrating clinical/educational experts.

*Associate Professor:* The rank of Associate Professor on the Clinical Track is non-tenured and a limited appointment. Faculty at the Associate Professor rank in the clinical track are not limited to a maximum number of years in these positions, but they must be evaluated for re-appointment every year. In certain cases, appointments for two or three years may be offered by the Dean. Clinical track faculty must present an outstanding record in clinical professional service or teaching and evidence of scholarship in their area of teaching or practice. The minimum time required in the rank of Associate Professor prior to consideration for promotion to Professor is normally four years.

The successful candidate will have a local, regional and national reputation as an outstanding clinician/educator in his/her area of expertise. The individual will have a record of academic productivity, as demonstrated by incorporating a scholarly approach to a major field of clinical/educational study and by serving as a first or second author in publications demonstrating clinical/educational expertise.

*Assistant Professor:* The rank of Assistant Professor on the Clinical Track is non-tenured and a limited appointment. Faculty appointed to the Assistant Professor, Clinical Track, rank as of September 1, 2013 may be employed at this rank no longer than 10 years. A midterm review will be conducted in the fifth year, with a mandatory review in the tenth year. The midterm review will consist of evaluations of the Assistant Professor's progress toward the Associate Professor, Clinical track rank. The outcome of these reviews can be the continuation of the appointment on the clinical track or discontinuation of the appointment. Assistant Professors on the Clinical track must submit their credentials for consideration for promotion to Associate Professor no later than the fall of their ninth year of appointment so that the promotion process can be initiated for completion prior to the beginning of the tenth year of appointment. After this ten year period, unless a recommendation for promotion is approved, the appointment terminates. The individual who holds such a limited appointment must be informed in writing of these time limitations, and, in case a promotion or change of track is not attained in ten years, informed of the change in status. These appointments are evaluated annually for renewal, based on the recommendation of the Associate Dean for Academic Advancement and Assistant Dean for Clinical Advancement.

Candidates for this position possess demonstrated evidence of promise for development of expertise in education and clinical practice. The minimum time required in the rank of Assistant Professor prior to consideration for promotion to Associate Professor is normally three years.

The successful candidate will have a local and regional reputation as an outstanding clinician and/or educator in his/her area of expertise. The individual will have an emerging trajectory of academic productivity and scholarship, demonstrated by having published in peer reviewed journals and other scholarly activities such as contributing to practice guidelines and/or leadership in professional organizations.

## 11.5 RESEARCH TRACK APPOINTMENT & PROMOTIONS CRITERIA

Faculty positions on the research track are a series of progressive faculty ranks for the full-time faculty member who is a skilled investigator and who spends the majority of his or her effort in scientific investigation. Research Track faculty positions provide the School with opportunities to bring special research expertise to fulfill the overall mission of the School. These appointments allow the School to promote its excellence in nursing and healthcare research and empower faculty and students to advance nursing science to improve health and wellbeing by setting the standard for innovative collaborative scholarship. Research Track faculty may be terminated at any time based upon financial resources and/or organizational needs of the School, provided that appropriate notification is given or that the conditions of the appointment are clearly stated in an appointment letter. Research track faculty are primarily limited appointments of faculty who are expected to facilitate the research mission by their focus on statistical support, research methods and/or the conduct of research. Faculty on the research track may apply for open positions on the tenure track.

## 11.6 RESEARCH TRACK RANKS

Standards for appointment at rank, along with promotion, reflect the expectations that a faculty holds of its members. The following ranks are available for appointment or promotion of full-time faculty on the research track.

*Professor:* The rank of Professor, Research Track is non-tenured and a limited appointment. Faculty at the Professor rank in the research track are not limited to a maximum number of years in these positions, but they must be evaluated for re-appointment every year. In certain cases, appointments for two or three years may be offered by the Dean. Research track Professors must demonstrate comparable levels of achievement to their tenure track peers. Research track faculty seeking promotion to Professor must show continuing outstanding performance in research, grant funding acquisition, and scholarship and continuing contributions in teaching or service.

The successful candidate will have a national or international reputation as an authority in his/her area of

expertise. The individual will have a record of academic achievement, demonstrated by a scholarly approach to a major field of clinical/educational study, and by serving as a first author as well as senior author in publications demonstrating appropriate scientific method, analysis, and evaluation of results.

*Associate Professor:* The rank of Associate Professor, Research Track is non-tenured and a limited appointment. Faculty at the Associate Professor rank in the clinical track are not limited to a maximum number of years in these positions, but they must be evaluated for re-appointment every year. In certain cases, appointments for two or three years may be offered by the Dean. Research track faculty must present a continuous record of peer-reviewed funding and publication demonstrates the outstanding record of scholarship necessary for this appointment. While scholarship weighs most heavily for research track appointments, teaching and service may also be considered. The minimum time required in the rank of Associate Professor prior to consideration for promotion to full Professor is normally four years. The successful candidate will have a local, regional and national reputation as an authority in his/her area of expertise. The individual will have a record of academic productivity, as demonstrated by incorporating a scholarly approach to a major field of clinical/educational study and by serving as a first or second author in publications demonstrating appropriate scientific method, analysis, and evaluation of results.

*Assistant Professor:* The rank of Assistant Professor, Research Track is non-tenured and a limited appointment. Faculty appointed to the Assistant Professor, Research Track, rank as of September 1, 2013 may be employed at this rank no longer than 10 years. A midterm review will take place at the beginning of the fifth year of employment, with a mandatory review in the tenth year. The midterm review will consist of evaluations of the Assistant Professor's progress toward the Associate Professor, Research track rank. The outcome of these reviews can be the continuation of the appointment on the research track or discontinuation of the appointment. Research track Assistant Professors must submit their credentials for consideration for promotion to Associate Professor no later than the spring of their ninth year of appointment so that the promotion process can be initiated for completion prior to the beginning of the tenth year of appointment. After this ten-year period, unless a recommendation for promotion or a track change is approved, the appointment terminates. The individual who holds such a limited appointment must be informed in writing of these time limitations, and, in case a promotion or change of track is not attained in ten years, informed of the change in status. These appointments are evaluated annually for renewal, based on the recommendation of the Associate Dean for Academic Advancement.

The successful candidate will have an emerging area of research and/or expertise. The individual will have demonstrated academic productivity by serving as a first or second author in publications demonstrating appropriate scientific method, analysis, and evaluation of results.

## 11.7 CLINICAL INSTRUCTOR AND SENIOR CLINICAL INSTRUCTOR APPOINTMENTS

Clinical Instructor and Senior Clinical Instructor positions within the School are focused on teaching. As with non-tenure track faculty positions, these positions provide the School with opportunities to bring special educational, practice or research expertise to fulfill the overall mission of the School. These appointments allow the School to respond quickly to trends in nursing education and practice and assure that the School has sufficient teaching expertise to implement its educational programs. Senior clinical instructors who seek to become ranked faculty may be considered after a minimum of 3 years as a Senior Clinical Instructor depending on teaching evaluations, teaching experience and contributions, evidence of scholarship and the needs of the SON.

## 11.8 PROFESSOR OF PRACTICE APPOINTMENTS

Professors of Practice are non-nursing faculty who have the potential to provide substantive content and contributions applicable to the practice of professional nursing. They are appointed to the School by the Dean for varying lengths of service relating to purposes that are specific to each individual's expertise. Appointments, terms and conditions of service are made by the Dean.

## 11.9 VISITING PROFESSOR AND SCHOLAR APPOINTMENTS

Appointments, terms and conditions of service related to becoming a Visiting Professor or Scholar are typically made through a delineated process within the Lillian Carter Center for Global Health & Social Responsibility (LCC). The LCC assists the scholar to find a mentor in the School and facilitates their on-boarding into and out of the School after their time with the School has ceased. Additionally, the Dean and the Associate Dean for Academic Advancement may may limited appointments of individuals as visiting professors and scholars at their discretion to advance strategic initiatives of the School.

## 11.10 EMERITUS

A retired member of the faculty who has reached age fifty-five and has served as a member of the Emory faculty for at least ten continuous years of at least 20 hours or more, and whose total age and years of continuous service equal at least seventy-five, with no breaks in service longer than 12 months (or 24 months if due to a reduction in force) and in a regular paid status may be eligible for retirement from Emory University. Faculty eligible for Emory retirement may be considered for an “emeritus” title that reflects rank and appointment at track at the time of retirement. Following rules and guidelines for academic titles, the Dean may recommend a faculty member to the Provost and Executive Vice President for Academic Affairs and the President who shall inform the Board of Trustees, if awarded.

## CHAPTER 12. PROCEDURES FOR MIDTERM, PROMOTION, AND TENURE REVIEWS

### 12.1 THE ROLES AND RESPONSIBILITIES OF OFFICES AND COMMITTEES INVOLVED IN REVIEWS

#### 12.1.A. THE OFFICE OF ACADEMIC ADVANCEMENT (OAA)

The Office of Academic Advancement, including the Senior Director of Faculty Affairs (SDFA), the Associate Dean for Academic Advancement (ADAA), and the ADAO (Associate Dean for Academic Operations), is the primary School unit responsible for recruiting, managing, and developing the faculty across all tracks. Other responsibilities include working collaboratively with faculty to prepare promotion materials and then assuring the materials are reviewed according to established review processes. The OAA also leads overarching initiatives to enhance and professional development of the faculty while working collaboratively with leaders from the SON and Associate Deans across Emory University. The ADAA and ADAO maintains close communication with faculty in regard to each member's career progression so that appointment and promotion recommendations are forthcoming in a timely manner.

#### 12.1.B. THE COMMITTEE ON CLINICAL FACULTY PROMOTIONS (CCFP)

The Committee on Clinical Faculty Promotions seeks to recognize the scholarly excellence of the clinical nursing faculty. The CCFP reviews Associate Professor, and Professor appointments on the Clinical Track s and every clinical track faculty application for promotion to those ranks in the School. The committee also conducts mid cycle reviews for Assistant on the Clinical Track and provides feedback in preparation for promotion. The members evaluate each dossier and vote in favor of or against the proposed action. For midcycle reviews, the votes are for whether the faculty is on track, making adequate progress, or needs improvement for this vote. CCFP responsibilities for Clinical Track reviews include:

- Reviewing the dossier packet;
- Summarizing the candidate's accomplishments and expertise in clinical practice and teaching, scholarship/research and contributions to professional service;
- Voting and making recommendations appropriate to goal of the review;
- Forwarding the results of the committee discussion and vote for review by the ADAA and Dean.

#### 12.1.C. THE FACULTY COMMITTEE ON APPOINTMENTS, PROMOTIONS, AND TENURE (FCAPT)

The Faculty Committee on Appointments, Promotions, and Tenure seeks to recognize the scholarly excellence of the tenure and research track faculty. The FCAPT reviews all Associate Professor and Professor appointments and every application for promotion across all tracks in the School. The members evaluate each dossier and vote to recommend in favor of or against the proposed action. Approved recommendations are then sent to the Dean, who then makes the final decision. For midcycle reviews the votes are whether the faculty is on track toward promotion.

FCAPT responsibilities for Promotion/tenure reviews include:

- Reviewing the dossier packet;
- Summarizing the candidate's accomplishments and expertise in teaching/clinical practice, scholarship/research, and contributions to professional service;
- Voting and making recommendation appropriate to goal of the review;
- Forwarding the results of the committee discussion and vote to the Dean in a letter; for midcycle reviews, the votes and review are sent to the ADAA and Dean. For promotion and/or tenure reviews, the faculty action is completed according to guidelines established by the University Provost.

#### 12.1.D. THE DEAN OF THE SCHOOL

The Dean approves the final list of reviewers, reviews all documentation, acts on the FCAPT and ADAA's recommendations for appointment, promotion, and/or tenure, and meets with Midterm Review candidates to review their progress. The Dean makes the final decision regarding Clinical Track and Research Track promotions;

they are not subject to review and approval outside of the School of Nursing.

## 12.2 RESPONSIBILITIES OF THE FACULTY CANDIDATE

### 12.2.A. OBTAINING SUPPORT FROM ACADEMIC ADMINISTRATION

If the faculty candidate would like to initiate a promotion review in the next academic year, he/she should speak with ADAA or ADAO, as appropriate, regarding feasibility of promotion in late winter/early spring of the prior year. If the ADAA/ADAO is supportive of promotion, the candidate prepares a dossier to submit. Candidates for promotion are encouraged early, well before their mandatory promotion review, to follow a career path that is consistent with their own interests and talents and engage in activities that meet the promotion criteria.

### 13.2.B. RECOMMENDING INTERNAL AND EXTERNAL REVIEWERS

Candidates undergoing midcycle reviews are not required to obtain internal and external reviewer letters. For individuals seeking promotion, the purpose of using reviewers is to obtain a professional assessment of the candidate's accomplishments. The consultants chosen should be successful experts in the candidate's specific area of expertise and should represent the top schools of nursing or candidate's field. The reviewer's charge is to provide an objective assessment of the candidate's scholarly contributions, teaching, clinical expertise, and/or research ability.

If participating in a promotion review in the next academic year, candidate's should fill out a Reviewer Form appropriately and submit it to the OAA. In this form, candidates provide information about faculty members at the rank they aspire to (or higher) that they believe would be capable of providing a critical look at their body of work as a faculty member and determining whether the candidate meets the criteria for promotion. External reviewers are faculty members outside of the University, while internal reviewers are faculty members either in the School or in other schools at the University. The requirements for each track are as follows:

Tenure track = no less than 6 external reviewers

Research track = no review letters necessary

Clinical track = at least 1 external reviewer + 1 internal reviewer

Lists of suggested external (and internal, if necessary) reviewers are typically due on May 1.

### 12.2.C. THE REVIEW DOSSIER

Promotion, Tenure, and Midterm Review participants are required to compile and submit to the OAA a dossier including:

- a Full CV in the NHWSN format;
- a One-page CV in the NHWSN format;
- a Personal Statement (5 pages, single spaced; no longer than 5 pages)
- a Teaching Portfolio (include documentation around clinical practice activities if appropriate)
- a Service Portfolio
- 3-4 Representative Publications
- Additionally, faculty on the Clinical Track are required to submit
- a Scholarship and Research Portfolio

A more comprehensive review of each of these components is presented in Chapter 13 of this Handbook. Due dates for the dossier are coordinated with the Senior Director of Faculty Affairs to help assure timely identification of external reviewers and implementation of the review process.

## 12.3 START OF THE REVIEW PROCESS

The review process for individuals who have required reviews because of where they are on their faculty time clock begins when the Senior Director of Faculty Affairs (SDFA) notifies the Dean and ADAA about the faculty members who are due for a midterm or promotion review based on their starting dates at the School. Most faculty

members' start dates are the beginning of the academic and fiscal year, September 1. For faculty members who start mid-year, their start date for purposes of review will be September 1 of the next academic year. The SDFA then sends letters on behalf of the Dean to the respective faculty members informing them of the need for a review. Both of these notifications typically happen in the Spring semester of the prior year.

Once these notifications are sent, the SDFA will coordinate with the faculty member regarding the logistics of working towards and submitting the pieces of the review they are responsible for.

#### 12.4 INTERNAL AND EXTERNAL REVIEWERS – OAA RESPONSIBILITIES

Once the OAA has received the faculty member's Reviewer Form and taking it into account, the ADAA will generate a complete list and make recommendations regarding potential reviewers. OAA staff, on behalf of the Dean, will contact reviewers about doing an evaluation. These are formal requests from the Dean to each reviewer asking for his or her objective evaluation of the eligibility of the candidate for promotion to the rank in question. Accompanying the letter requesting the review of the candidate, reviewers will have access to the candidate's dossier along with a copy of the School policy and criteria on Appointment, Promotion, and Tenure and the appropriate Appointment, Promotion and Tenure Criteria table (Appendix A). Currently, all documents associated with the review are housed within Emory's FACET system and the candidate, the reviewers, and OAA staff have access to the dossier through the FACET website. What documents can be viewed and/or modified varies depending on the purpose for accessing the dossier. The reviewers will be asked to evaluate the candidate in light of the School's promotion criteria. In addition, each reviewer will be asked to evaluate whether the candidate would receive tenure/the appropriate rank at other national, similar schools of nursing. The format for the letters requesting these evaluations will be the same for every candidate for promotion.

Each letter of review received back to the OAA will be copied and conveyed (in confidence) to the ADAA and included in the faculty member's dossier packet by the DFA.

#### 12.5 COMMITTEE REVIEWS

##### 12.5.A REVIEW GOALS AND PROGRESSION OF THE REVIEW PROCESS

For each track and type of review, the CCFP and FCAPT are tasked with goals involving recommendations distinct to the review in question. For Promotion/Tenure reviews, the goals are to determine whether a candidate's dossier packet shows that they meet the criteria for the proposed rank and track in question and to provide a recommendation on promotion to the Dean. In some instances on the tenure track, the review may involve recommendation for tenure without promotion in track. For Midterm reviews, the goals are to provide the ADAA and Dean with a thorough assessment of the faculty members' past and potential for future scholarly productivity at an early point in their progression and to provide guidance for what steps might be needed to enable them to meet the criteria for the next rank before their promotion review. Clinical Track candidates are reviewed by the CCFP before going to the Dean, while Tenure Track and Research Track candidates are reviewed by the FCAPT before going to the Dean. Promotions within the tenure track involving promotion and/or the award of tenure are then reviewed by the University's Tenure and Promotion Advisory Committee (TPAC), the Provost, the President, and the Board of Trustees.

##### 12.5.B ELEMENTS AND PROCESS OF THE FCAPT AND CCFP REVIEW

Two members of the CCFP or FCAPT are assigned to review each faculty member's mid-cycle review dossier. The two assigned reviewers (primary and secondary reviewer) prepare oral comments based on review of the faculty member's review materials, that address the faculty member's progress and promise and to suggest possible areas for further development. These statements are delivered to the CCFP or FCAPT at a committee meeting.

A full discussion of the faculty member's progress is conducted by CCFP or FCAPT. The discussion is based on the faculty member's review materials and the statements presented by the two assigned reviewers. The oral

reports by the two reviewers are meant to stimulate discussion and not to serve as written review summaries for the committee. The committee reviewers share the notes about their review to the committee Chairs who also keeps notes of this discussion. The notes are used to draft the committee's recommendation letter, but the meeting minutes do not contain any documentation of the discussion.

A vote of committee members, who are present at the discussion of the faculty candidate, is taken at the end of the discussion. If eligible voting faculty members are not able to be present, the procedure is for them to meet with the FCAPT or CCFP chair within 5 days to provide their review, receive a summary of the discussion, and then they can vote. For Midterm reviews, this vote is to indicate the degree of adequate progression of the faculty candidate on the track at the midpoint(s) in time and to provide specific guidance. For Promotion or Tenure Reviews, this vote is to indicate the degree of achievement of the promotion and/or tenure criteria by the faculty candidate and whether the committee recommends promotion and/or tenure.

The CCFP or FCAPT Chair prepares a draft of a letter, summarizing the committee discussion and voting regarding the candidate in relation to the goals of the review. The draft of this letter is then circulated to the members of the committee who were present for the discussion for editing and approval. Once approved by the committee, the final letter is sent forward to the following groups:

- CCFP Midterm or Promotion review letters: to the Dean, with a copy to the ADAA
- FCAPT Midterm: to the Dean, with a copy to the ADAA
- FCAPT Promotion, or Tenure review letters: to the Dean, with a copy to the ADAA. After the Dean receives the FCAPT promotion or tenure review letters, the Dean prepares a letter according to specific guidelines from the Provost to provide the Dean's recommendation around promotion and/or tenure. The ADAA letter, the FCAPT letter, and the Dean's letter are all included in the promotion dossier that is uploaded to the Provost's website and ultimately sent to TPAC and the Board of Trustees.

In all cases, the committee review letters are not sent to the faculty member and the committee holds the review confidential and does not share its review with the faculty member. For midterm reviews and CCFP promotion reviews, the Dean and ADAA use the committee letters in meetings with the faculty to discuss the review outcomes.

## 12.6 ASSOCIATE DEAN FOR ACADEMIC ADVANCEMENT (ADAA) REVIEW

For Promotion and Tenure reviews on the tenure or research track, the ADAA writes a recommendation letter requesting consideration of the candidate's appointment, promotion, and/or consideration for tenured rank. The letter of recommendation describes the academic scholarly field of the candidate, the candidate's professional stature compared to peers, the nature and impact of the candidate's scholarship, teaching and service, and an assessment of his or her future impact in each of these areas. This letter is written early in the process and included in the candidate's dossier which is reviewed by the FCAPT.

## 12.7 DEAN'S REVIEW AND OUTCOMES

The Dean reviews the full review packet of each faculty candidate including dossier, letters from the CCFP and/or FCAPT Chair, letter from the ADCA and external/internal review letters if a Promotion or Tenure review. The Dean acts upon the review packet in the following ways:

**Midterm Reviews:** The Dean decides whether to renew the faculty member's appointment for the following academic year(s), change the faculty member's track for the following academic year(s), or discontinue the appointment after the current academic year. The Dean will schedule a meeting to discuss the review with the faculty candidate and ADAA. Normally, renewal after a midterm review implies an intention to continue the faculty member's appointment through the next review, be it another midterm or promotion. For an Associate Professor on the Tenure Track under review, renewal following the midterm review normally implies an intention to continue the Associate faculty member's appointment through review for promotion and/or tenure. The

assessment should form the basis for future mentoring.

Promotion Reviews, Clinical or Research Track: The Dean reviews all documentation and approves, defers, or denies the recommendation for promotion. The Dean makes the final decision regarding these promotions; they are not subject to review and approval outside of the School of Nursing.

Promotion or Tenure Reviews, Tenure Track: The Dean reviews all documentation and approves, defers, or denies the recommendation for promotion. If the Dean approves the recommendation for promotion, she will write a recommendation letter and notify the OAA who will start to prepare the packet to conform to the Provost's Checklist. The promotion packet will then go to the current Executive Vice President for Health Affairs (who co-signs the Dean's letter), Provost, TPAC, President, and Board of Trustees for review. The policies and procedures for such a recommendation are available for review in the [Tenure and Promotion](#) section of the Office of the Provost website. The Office of the Provost will notify the Dean of the outcome of the Board of Trustees' decision about the promotion and/or tenure faculty action for the appointment or promotion of the candidate to a tenured rank.

## CHAPTER 13. THE REVIEW DOSSIER

The Review Dossier is the most important part of the review packet, which also includes internal/external review letters, letters from the Chair of the CCFP and/or FCAPT, and when applicable recommendation letters from the ADAA and Dean. The Review Dossier is prepared by the faculty candidate with input from the faculty mentor and other appropriate parties.

### 13.1 DEFINITIONS AND EXAMPLES OF SCHOLARSHIP, TEACHING, AND SERVICE

- a. Scholarship advances knowledge in specialized fields of intellectual inquiry through a systematic collection of evidence that may be replicated by other researchers. Regardless of its subject or form, a candidate's scholarship must show evidence of continued research productivity. Evidence of scholarly achievement includes research funding awards, publication in peer-reviewed journals, and research and other scholarly presentations at national and international meetings in their area of inquiry. Candidates rated as outstanding in scholarship demonstrate significant and continuous scholarly accomplishment that includes national or international recognition in such peer-reviewed venues as national and international publications and funding awards from national or international agencies.
- b. Teaching is a scholarly activity in which faculty systematically and responsibly transmits knowledge, inspires engagement with the subject, and offers a model of scholarly inquiry for students to pursue in their own discovery and research. Teaching and research should be seen as complementary endeavors. Successful teaching finds expression through a variety of avenues. Faculty will enrich prelicensure, master's, doctoral, and postdoctoral education in the School through program and course design, classroom lectures, mentorship, participation in academic seminars, and supervision of students in academic programs and clinical practice. Evidence of scholarship of teaching includes portfolios of materials that document educational activities encompassing classroom, clinical and laboratory teaching with course evaluations by students and peers. Scholarship of teaching is expected to be buttressed by peer reviewed publications and presentations focused on teaching and learning processes and outcomes. To demonstrate their effectiveness and innovation as teachers, faculty will assemble teaching portfolios of materials that document their educational activities, including evaluations by students and colleagues.
- c. Service is the active application of expertise to improve the wellbeing of the professional communities within and beyond the School and University. Service includes, but is not limited to, participation in professional clinical work, participation in the work of administrative or advisory committees, and consultation and/or technical assistance. Service and leadership activities must be performed within the School and evolve over time. For example, faculty are expected to also provide significant service and leadership within professional organizations, governmental entities, and national or international communities as their career advances. To evaluate service, reviewers will consider the degree of significance, competence, and integrity displayed by the faculty member in his or her service activities and the significance of the contribution to the School, the University, professional organizations, and the nursing and diverse health communities.
- Clinical Practice is complex and usually falls into two related areas. One is the demonstration of clinical outcomes and public good. This first form of clinical practice includes the delivery of care with opportunities for creating new roles for nursing or new models of care and care delivery. These roles or models are designed to advance the knowledge of the profession and of society in creating new ways to resolve perplexing problems in care delivery and often focused on individuals, groups or communities who have not been able to reap the full benefits of advances in science to improve their health. The second form of clinical practice is translation and encompasses the faculty clinician making use of existing knowledge and creatively applying this knowledge to improve patient care, often in quite novel ways to or to diverse groups. To be judged as scholarly clinical practice means that the work is reviewed and approved by peers in the forms of a combination of the following: publications in peer reviewed journals; presentations; books and book chapters; policy papers; and presentations to boards and

government agencies.

## 13.2 PARTS OF THE REVIEW DOSSIER

- One-page summary of the candidate's Curriculum Vitae. See S:\Curriculum Vitae for format;
- Full Curriculum Vitae. In the official School format;
- Candidate's Personal Statement. The personal statement, written in language that a non-specialist can understand, is a concise (should be 5 pages, single spaced) description of the candidate's achievements in scholarship, teaching and/or clinical practice, and professional service, including a clear description of the candidate's plans for the contributions he or she will make to each of these three areas during the next three to four years. For faculty on the tenure and research tracks, the candidate's plans for his or her program of research should also be emphasized in this document, and the areas should be addressed in the order of Scholarship, Teaching, and Service. For faculty on the clinical track, the areas should be addressed in the order of Clinical Practice & Teaching, Scholarship, and Service.
- Teaching Portfolio. Evidence of teaching performance includes peer evaluations, letters from students or others, and student evaluation results. If letters on quality of teaching were solicited, the portfolio should include a statement about the authors' qualifications and their relationship to the candidate. To demonstrate the full range of the candidate's contributions in teaching, the portfolio should also include syllabi for new courses created; a list of courses taught, number of classroom hours, and number of students enrolled; a list of courses taught in continuing education or outside the University with evaluations; a list of doctoral dissertations directed and committees with title, name of student and degree program; a list of masters' theses or projects with titles, names of students, and degree programs; Faculty on the clinical track should also include evidence supporting clinical practice activities and impact, if appropriate.
- Service Dossier. To demonstrate evidence of service or achievement in nursing practice, this dossier should include a list of committees the candidate has chaired or served on for the School, the University, professional societies, and government or non-governmental agencies. Letters that describe the candidate's service contribution or impact on nursing practice should be accompanied by a statement about the letter writers' qualifications and their relationship to the candidate. This dossier should also describe the elected or appointed offices the candidate has held in professional associations and the journals for which he or she has served on the editorial board or for which he or she has acted as a referee, including the dates of service. Other evidence of service may include a list of items such as fellowships for non-research activities or descriptions of technical assistance, including consultation for the School, the University, professional organizations, or governmental and non-governmental agencies;
- Publications: Copies of three or four representative, refereed publications.

Clinical Track faculty must also include:

- Scholarship and Research Portfolio. One-page cover sheet summarizing scholarly productivity, including the number of publications, number of articles submitted, presentations and abstracts, book chapters, grants submitted and funded, etc. Please include the full citation for each sample publication with a brief report on the impact factor for each.

## CHAPTER 14. APPEALS, SPECIAL CIRCUMSTANCES AND RECORD MAINTENANCE

### 14.1 APPEALS

If the ADAA declines to initiate the promotion process or if the FCAPT (or CCFP) recommendation to the Dean is unfavorable, the faculty member may appeal the case in writing to the Dean. The Dean has the discretion to accept the appeal or not. If the appeal is accepted, the Dean may make a decision on the appeal or may seek advice from an *ad hoc* advisory committee he or she appoints to review the appeal. In the latter case, the *ad hoc* advisory committee will be composed of tenured faculty at or above the rank the faculty candidate for promotion is seeking and at least one Emory University faculty member external to the School.

#### 14.1.A. BASIS FOR APPEALS

Appeals of promotion and/or tenure review decisions may be based on the belief that the ADAA, the FCAPT, or the CCFP failed to adhere to, and equitably apply, the University and School guidelines and policies regarding appointment, promotion, and tenure, or that there has been a violation of academic freedom or other relevant University or School policies. A candidate for faculty promotion may appeal an unfavorable decision by the Dean to the Executive Vice President for Health Affairs. The Executive Vice President for Health Affairs, in coordination with the Provost, will determine the procedure by which such appeals are reviewed.

### 14.2 TENURE CLOCK

*September 1<sup>st</sup> is the beginning date of each faculty employment year for the calibration of the “tenure clock” for tenure track appointments.*

#### 14.2.A. STOPPING THE TENURE CLOCK

If a faculty member on the tenure track who has not yet been reviewed for tenure becomes a parent by birth or adoption, he or she will be granted an automatic extension of the tenure clock by one year. The faculty member should notify the ADAA and Dean in writing of this change in status at the earliest possible date. If a faculty member does not want to alter his or her tenure clock, then they must notify the ADAA and Dean in writing of the desire to maintain the original tenure review date, within one year of the birth or adoption. A tenure track faculty member may, under certain circumstances, receive a delay of the tenure review for a period not to exceed two years. Such circumstances may include among others, the birth or adoption of a child, responsibility for managing the illness or disability of a family member, or illness of the faculty member.

#### 14.2.B. EXTENSION OF THE TENURE CLOCK

To obtain an extension of the probationary period for reasons other than childbirth or adoption, the faculty member must make a written request showing that his or her ability to demonstrate his or her readiness for the grant of tenure has been substantially impaired. The petition, if approved by the Dean, shall be submitted to the Provost. For faculty in the Woodruff Health Sciences Center the petition must be approved by the Executive Vice President for Health Affairs before submission to the Provost. In the event that the petition is denied before being submitted to the Provost, the faculty member shall have the right to appeal directly to the Provost. The Provost, in consultation with the President, shall grant or deny the petition. The Provost will report regularly to the Board of Trustees on the numbers of extensions requested, the reasons advanced in support of each request and the granting or denial of each request.

### 14.3 RECORDS

These Guidelines must be kept on file in the Office of the Dean, the office of the Associate Dean for Academic Advancement, and made readily available to the faculty. Complete records of the review process for each candidate, including all pertinent data and the written reports of recommendations, must be kept on file in

the Office of Faculty Affairs for a period of not less than three years, regardless of whether a recommendation for appointment or promotion was made. A complete record of the appointment and promotion history of each faculty member shall be kept on file in the Office of Academic Advancement and Human Resources for at least seven years following the individual's resignation, termination, or retirement date.

#### 14.4 TRACK CHANGES

Tenure, clinical, and research track faculty may find that a change of track may be beneficial to evolving career trajectories. In some instances, moving to an alternate track may also involve a change in rank. Track changes, with or without change in rank, may be approved by the Dean after his or her review of the recommendation of the ADAA. The Dean may ask for the CCFP and/or FCAPT to review the curriculum vitae for feedback, and rank recommendations in instances of faculty track change, with or without change in rank.

The transition between tracks provides an opportunity to recognize both established academic contributions and future potential. Faculty who switch from tenure or research track to the clinical track will typically maintain their current rank; however, situations may arise where advancing one rank level acknowledges the faculty member's evidence of academic excellence while ensuring the rigor and contributions at each academic rank. This approach honors prior achievements while creating opportunities for continued growth and advancement within the clinical track. For individuals desiring to advance in rank at the time of switching to the clinical track, the Chair of CCFP will give feedback to the ADAA and the Dean regarding rank. The chair may request that the candidate's curriculum vitae and dossier materials (if available) be reviewed by CCFP members at or above the proposed rank to help assure equity around faculty rank advancement.

## CHAPTER 15. GUIDELINES FOR NEW PROGRAM PROPOSALS AND CURRICULUM REVISIONS

The purpose of these guidelines is to provide faculty with an overview of information for submitting course or program materials for review by the Curriculum Committee. Please note that, in addition to this guide, faculty member instituting any course changes should consult the two documents located in the SON Webpage page, Curriculum Committee Permission Form and the Curriculum Committee Formstack or contact the Curriculum Committee Chair. In addition, the syllabus template should be used for all new courses.

### Curriculum Procedure Approval Process

Curriculum Change	Procedure		
	Notify chair curriculum committee	Curriculum Committee Approval Required	Faculty Approval
Change of sequence in a plan of study that does not impact graduation requirements.	X	X	
Changes in total credit hours in any course(s) that do not change total credit hours in the plan of study.	X	X	
Change in total credit hours in plan of study.		X	X
Change in prerequisites and/or corequisites.		X	
Changes within courses which result in adjustments in credit allotments (i.e. changes that impact contact hours)		X	
Change credit allocations for graduation		X	X
Changes in course description and/or objectives, which are not deemed to be major.(i.e., changes do not impact any other courses or programs of study)		X	
Develop a new course		X	X
Changes the curriculum for any academic program		X	X
Development of a new specialty or program		X	X
Approval of programs/all courses proposed for grant funding		X	
Approval for changes in the mode of delivery for an existing program.		X	X
Approval for changes in the mode of delivery for an existing course.		X	

APPENDIX A. APPOINTMENT AND PROMOTION CRITERIA  
**CLINICAL TRACK**

Area/Criteria	Clinical Track, Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
Demonstrates expertise in clinical practice and teaching	Presents evidence-based clinical/educational content in clinical and classroom activities.	Integrates analyses of evidence-based clinical/educational content in clinical and classroom activities.	Integrates syntheses of evidence-based clinical/educational content in clinical and classroom activities.
	Collaborates in the development, presentation and evaluation of courses as an active member of a teaching or clinical team.	Coordinates the development, presentation and evaluation of a course.	Coordinates course/Directs complex courses with multiple faculty.
	Assists in leading unit or practice based teams or workgroups.	Leads <u>unit or practice</u> based teams or workgroups.	Leads <u>system level</u> projects.
	Assists in planning, implementing, and evaluating unit/local evidence driven practice changes.	Plans, implements, and evaluates <u>unit/local</u> evidence driven practice changes.	Plans, implements, and evaluates <u>system level</u> evidence driven practice changes.
	Uses well organized, effective, and innovative methods of teaching.	Faculty of record/Specialty coordinator who models well-organized, effective and innovative methods of teaching undergraduate and graduate students.	Faculty of record/Program or specialty coordinator who models well-organized, effective and innovative methods of teaching undergraduate and graduate students.
Demonstrates expert clinical judgment and practice skills.	Recognized as a clinical/practice expert at the unit or clinical practice level.	Recognized as a clinical/practice expert at the national and/or global level.	
Incorporates policy and leadership in clinical practice and teaching.	Engages with professional organizations to lead changes in policy regarding clinical practice and teaching.	Shapes policies related to clinical practice or teaching.	

Area/Criteria	Clinical Track, Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
Demonstrates expertise in clinical practice and teaching continued	<p>Collaborates on curricular changes that contribute to the design, organization, and/or presentation of a course or clinical program. Collaborates to improve the quality of patient care and workflow in clinical practice environment.</p> <p>Includes students in clinical practice activities.</p>	<p>Leads collaboration on curriculum development and in the design, organization, and/or presentation of a course or clinical program. Leads collaboration in rapid cycle change or continuous process improvement in clinical setting and disseminates results.</p> <p>Integrates students into own clinical practice and mentors students in clinical practice.</p>	<p>Leads program curricular development and collaboration on design, organization, and/or presentation of a course or clinical program. Leads system-wide rapid cycle change or continuous process improvement in clinical setting.</p> <p>Leads development of clinical practice opportunities and mentor faculty and students in clinical practice.</p> <p>Evaluates methods and disseminates results.</p>
	Evaluates and advises students in the classroom and/or clinical setting.	Develops and facilitates evaluation and advisement practices and tools.	Leads development and facilitation of evaluation and advisement practices and tools.
	Plans and teaches healthcare education and continuing education activities locally.	Plans and teaches healthcare education and continuing professional development activities regionally and nationally.	Leads and presents in healthcare educational and professional development activities nationally and globally.
Demonstrates expertise in scholarship/research	Participates in scholarly activities such as research, evidence-based performance improvement projects, and scholarly dissemination.	Increases quality and quantity of scholarly productivity.	Continued trajectory of scholarly productivity and mentors others in development of a scientific, scholarly approach to a major field of clinical/educational endeavor.
	Invites students to participate in scholarly projects.	Mentors students to engage in scholarly projects; is identified as faculty expert in the topic or method.	Mentors students, faculty, and peers in scholarly projects; is identified across the clinical/teaching specialty as an expert in the topic or method.
	Disseminates results of scholarly activity through poster and podium presentations locally and	Disseminates results of scholarly activity through poster and podium presentations regionally	Disseminates results of scholarly activity through poster and podium presentations nationally

Area/Criteria	Clinical Track, Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
Demonstrates expertise in scholarship/research continued	regionally.	and nationally.	and globally.
	<p>Publishes occasionally in peer-reviewed journals.</p> <p>Disseminates results in alternative or lay media to limited audiences.</p>	<p>Publishes regularly in peer-reviewed journals.</p> <p>Disseminates results in alternative or lay media to multiple and varied audiences.</p>	<p>Publishes regularly in peer-reviewed journals.</p> <p>Disseminates results to national audiences in alternative or lay media, often by request.</p>
Contributes to Nursing through involvement in professional service	Possesses certification or its equivalent in specialty area.	Possesses certification or its equivalent. Is recognized as an expert in specialty locally, regionally, or nationally.	Possesses certification or its equivalent. Is recognized as an expert in specialty nationally or globally.
	Actively participates in local, regional or national professional specialty organizations.	Holds leadership positions in local, regional or national professional specialty organizations.	Holds leadership positions in national or global professional specialty organizations.
	Collaborates with community partners to promote healthcare in the community.	Collaborates with community partners, faculty and students to promote healthcare in the community, and disseminate results.	Leads partnerships with community partners to promote healthcare in the community, and disseminate results.
	Actively participates in committees and task forces in the School of Nursing.	Leads committees and task forces in the School of Nursing, and participates in University committees.	Leads committees in the School of Nursing and the University.
	Contributes to the operation and development of the School of Nursing.	Contributes to the operation and development of the School of Nursing and mentors colleagues in these activities.	Provides leadership in the operation and development of the School of Nursing, and the University.

## RESEARCH TRACK

Area/Criteria	Research Track, Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
Demonstrates expertise in functional area and teaching	Presents knowledge of functional area in a variety of forums including clinical and/or classroom activities	Analyzes knowledge of functional area in a variety of forums including clinical and/or classroom activities	Synthesizes knowledge of functional area in a variety of forums including clinical and/or classroom activities
	Possesses well organized, effective methods of teaching undergraduate/graduate students	Prepares and presents material in a well organized, current, and engaging manner to individuals and groups locally and nationally	Prepares and presents material in a well organized, current, and engaging manner to individuals and groups nationally and internationally
	Presents knowledge of functional area in clinical and/or classroom activities	Participates in the design, organization, and/or presentation of a course	Provides leadership in the design, organization, and/or presentation of a course
	Consults with nursing students and faculty about research-related issues in functional area	Consults with nursing students, faculty, and members of the University community about research-related issues in functional area	Consults with members of the healthcare community locally, nationally, and internationally about research-related issues in functional area
Demonstrates expertise in scholarship/research	Demonstrates potential for independent research activity and supports the research activities of others	Demonstrates ability to maintain a scholarly research program through independent intramural funding and through collaboration in externally funded projects	Demonstrates consistent ability to maintain a scholarly research program funded largely by external agencies
	Collaborates in setting research objectives that show promise for external research support	Sets research objectives that have evidence of past or future prospects for external research support	Provides leadership in setting research objectives that have evidence of past or future prospects for external research support
	Collaborates in School of Nursing research programs	Collaborates with School of Nursing and other University research programs	Provides leadership in University interdisciplinary research programs
	Participates in publications demonstrating research expertise	Serves as first or second author in publications demonstrating research expertise	Serves as first or second author; provides leadership in preparing publications demonstrating research expertise
Contributes to nursing	Serves as a professional	Serves as a professional	Serves as a professional

<b>Area/Criteria</b>	<b>Research Track, Evidence at the rank of:</b>		
	<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
through involvement in professional service	research role model for nursing students	research role model for nursing students and faculty	research role model for nursing students, faculty, and members of other healthcare disciplines
	Maintains membership in local, regional or national professional societies in faculty member's functional area	Participates actively in local, regional or national professional societies in faculty member's functional area	Takes leadership positions in local, regional or national professional societies in faculty member's functional area
	Participates in committees of the School of Nursing	Participates in committees of the School of Nursing, & the University	Assumes leadership of committees of t, the School of Nursing, & the University
	Contributes to the operation and development of the School of Nursing	Contributes to the operation and development of the School of Nursing and mentors colleagues in these activities	Provides leadership to the operation and development of the School of Nursing

## TENURE TRACK

Area/Criteria	Tenure Track, Evidence at the rank of:	
	Associate Professor	Professor
Overall Indicia	Appointment or promotion to the rank of tenured Associate Professor requires nationally significant, continuous, and progressive contributions in the areas of research, teaching, and service in their academic field. A doctoral degree and, if the faculty member is a nurse, an active license to practice nursing in the state of Georgia are also required. The minimum time required in the rank of Assistant Professor prior to consideration for promotion to Associate Professor is normally four years.	Appointment or promotion to the rank of tenured Professor requires nationally and/or internationally significant, continuous, and progressive contributions to the candidate's field and to research, teaching, and service in their academic field. A doctoral degree and, if the faculty member is a nurse, an active license to practice nursing in the state of Georgia are also required. The minimum time required in the rank of Associate Professor prior to consideration for promotion to full Professor is normally four years.
Demonstrates expertise in scholarship/research	Is a regionally and nationally known independent investigator with a clearly defined area of intellectual inquiry that is evidenced in a program of research that has outcomes and impact	Is a nationally and internationally known independent researcher or scholar who demonstrates substantive and sustained development of knowledge in one or more areas of intellectual inquiry that has outcomes and impact
	Conducts research that adds to scientific knowledge as a lead investigator in a defined area of intellectual inquiry	Demonstrates a significant impact on the field, such as through the setting of policy and/or research agendas; citation by others; development of evidence-based guidelines; and/or research dissemination
	Demonstrates a progressive track record of funding in a defined area of knowledge development (ex. Serves as Principal Investigator on independently funded, extramural research and/or leadership on collaborative research).	Demonstrates sustained knowledge development by serving as the lead investigator on a series of peer reviewed funded grants or projects.
	Has sustained scholarly activity, including leadership in defining, promoting, and disseminating scholarly work, as evidenced by first or senior authorship in peer reviewed publications (for example, journals, chapters, books, policy briefs, or electronic media) that are based on a defined area of inquiry.	Has a continuous publication record in peer reviewed publications (for example, journals, chapters, books, policy briefs, or electronic media) including interdisciplinary or international publications, with increasing leadership in defining, promoting, and disseminating scholarly work in defined area of inquiry.
Demonstrates expertise in scholarship/research continued	Presents at regional and national meetings based on knowledge generated in particular area(s) of inquiry.	Presents at national and international meetings including invited presentations in area(s) of inquiry and expertise or other related topics.

Area/Criteria	Tenure Track, Evidence at the rank of:	
	Associate Professor	Professor
		Engaged in research or scholarship mentorship of students through advising and mentoring research activities across the programs.
Demonstrates teaching expertise in content area	Provides leadership in design, organization, and/or delivery of a major or core course or clinical program	Provides leadership in development of curricula in own area of clinical expertise/scholarship
	Evaluates, advises, and mentors students at various levels, including doctoral students	Successfully mentors doctoral and/or postdoctoral students, fellows, and faculty members
	Presents at regional and national meetings on variety of topics related to content expertise	Provides invited scholarly presentations at national and international meetings on variety of topics related to content expertise
	Contributes to the dissemination of the scholarship of teaching (Examples include dissemination of educational research or methods, clinical manuscripts, textbooks, etc.)	Contributes to the dissemination of the scholarship of teaching (Examples include dissemination of educational research or methods, clinical manuscripts, textbooks, etc.)
	Obtains, directs, and/or evaluates externally funded educational/training grants	Obtains, directs, and/or evaluates externally funded educational/training grants
Contributes to nursing through involvement in professional service	Holds membership and participates in leading regional and national scientific societies of the candidate's field with demonstration of increasing leadership roles (e.g., conference planning, elective or appointed leadership positions)	Demonstrates leadership in national and international scientific societies of the candidate's field (e.g., conference planning, elective or appointed leadership positions)
	Participates in peer review activities; and/or on scientific advisory and review groups or task forces of governmental agencies, organizations, or foundations at regional and national levels	Participates in peer review activities; on editorial boards of scientific publications; and/or on scientific advisory and review groups or task forces of governmental agencies, organizations, or foundations at national and international levels
	Provides service or consultation to regional or national governmental organizations, NGOs, foundations or similar agencies increases visibility of the School, influences organizational or governmental policies or practices, strategic priorities.	Provides service or consultation to national or international governmental organizations, NGOs, foundations or similar agencies; increases visibility of the School and directly impacts organizational or governmental policies and practices
	May contribute to high quality patient care that informs or advances research and/or teaching	May contribute to high quality patient care that advances research and/or teaching
	Provides distinctive contributions in the School/University toward the	Provides leadership in the School/University toward the aspirations,

Area/Criteria	Tenure Track, Evidence at the rank of:	
	Associate Professor	Professor
	aspirations, operation, development, and improvement of the organization with demonstration of increasing leadership roles (e.g., elective or appointed leadership positions)	operation, development, and improvement of the organization (e.g., elective or appointed leadership positions)

## APPENDIX B. DOSSIER CHECKLIST CLINICAL TRACK, MIDTERM AND PROMOTION REVIEW

Please upload all documents to the Facet once access has been granted to you. If you need to update or adjust a document, please do so using the “Upload New Version” feature.

Your dossier must include the following documents (please refer to Chapter 13 for a full description):

- \_\_\_\_\_ One-page summary curriculum vitae (use SON template)
- \_\_\_\_\_ Candidate’s full curriculum vitae (use SON template)
- \_\_\_\_\_ Candidate’s personal statement (5 pages, single spaced), focusing on Clinical Practice & Teaching, Scholarship, and Service in that order
- \_\_\_\_\_ Clinical Practice and Teaching Portfolio
- \_\_\_\_\_ Scholarship/Research Portfolio
- \_\_\_\_\_ Professional Service Portfolio
- \_\_\_\_\_ Copy of three to four representative publications from refereed journals

Please use the following formats for naming your files:

“Last,First\_OnePageCV\_date”

“Last,First\_FullCV\_date”

“Last,First\_PersonalStatement\_date”

“Last,First\_ClinicalPractice&TeachingPortfolio\_date”

“Last,First\_ScholarshipPortfolio\_date”

“Last,First\_ServicePortfolio\_date”

“Last,First\_Publication1\_date”, “Last,First\_Publication2\_date”, “Last,First\_Publication3\_date”

## RESEARCH TRACK, MIDTERM AND PROMOTION REVIEW

Please upload all documents to the Box folder that has been created for your review. If you need to update or adjust a document, please do so using the "Upload New Version" feature.

Your dossier must include the following documents (please refer to Chapter 13 for a full description):

- \_\_\_\_\_ One-page summary curriculum vitae (use SON template)
  
- \_\_\_\_\_ Candidate's full curriculum vitae (use SON template)
  
- \_\_\_\_\_ Candidate's personal statement (5 pages, single spaced), focusing on Scholarship, Teaching, and Service in that order
  
- \_\_\_\_\_ Clinical Practice and Teaching Portfolio
  
- \_\_\_\_\_ Scholarship/Research Portfolio
  
- \_\_\_\_\_ Professional Service Portfolio
  
- \_\_\_\_\_ Copy of three to four representative publications from refereed journals

Please use the following formats for naming your files:

"Last,First\_OnePageCV\_date"

"Last,First\_FullCV\_date"

"Last,First\_PersonalStatement\_date"

"Last,First\_TeachingPortfolio\_date"

"Last,First\_ServicePortfolio\_date"

"Last,First\_Publication1\_date", "Last,First\_Publication2\_date", "Last,First\_Publication3\_date"

## TENURE TRACK, MIDTERM AND PROMOTION REVIEW

Please upload all documents to the Box folder that has been created for your review. If you need to update or adjust a document, please do so using the "Upload New Version" feature.

Your dossier must include the following documents (please refer to Chapter 13 for a full description):

- \_\_\_\_\_ One-page summary curriculum vitae (use SON template)
  
- \_\_\_\_\_ Candidate's full curriculum vitae (use SON template)
  
- \_\_\_\_\_ Candidate's personal statement (5 pages, single spaced), focusing on Scholarship, Teaching, and Service in that order
  
- \_\_\_\_\_ Teaching Portfolio (should include teaching philosophy)
  
- \_\_\_\_\_ Scholarship/Research Portfolio
  
- \_\_\_\_\_ Professional Service Portfolio
  
- \_\_\_\_\_ Copy of three to four representative publications from refereed journals

Please use the following formats for naming your files:

"Last,First\_OnePageCV\_date"

"Last,First\_FullCV\_date"

"Last,First\_PersonalStatement\_date"

"Last,First\_TeachingPortfolio\_date"

"Last,First\_ServicePortfolio\_date"

"Last,First\_Publication1\_date", "Last,First\_Publication2\_date", "Last,First\_Publication3\_date"