



EMORY

NELL HODGSON
WOODRUFF
SCHOOL OF
NURSING

FACULTY HANDBOOK

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PART A. THE NELL HODGSON WOODRUFF SCHOOL OF NURSING OVERVIEW

CHAPTER 1. HISTORY

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.

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 2023 U.S. News & World Report ranked the School's Graduate Programs 2nd overall, our Undergraduate Nursing program ranks 2nd 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.

#2	Master's Nursing Administration
#4	Master's Nurse Practitioner: Adult/Gerontology, Primary Care
#4	Master's Nurse Practitioner: Adult/Gerontology, Acute Care
#5	Master's Nurse Practitioner: Family
#5	DNP Administration/Management
#6	Doctor of Nursing Practice
#6	DNP Nurse Practitioner, Family
#7	DNP Nurse Practitioner: Adult/Gerontology, Acute Care

The National Research council also ranked the School's doctoral program among the nation's best. Emory University has a Carnegie classification of Research University/High Volume, and the NHWSN contributed significantly to that designation; the School currently ranks 3rd in NIH funding (\$10.5 M), with overall research funding of \$20 M for fiscal year 2021.

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 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 CORE 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

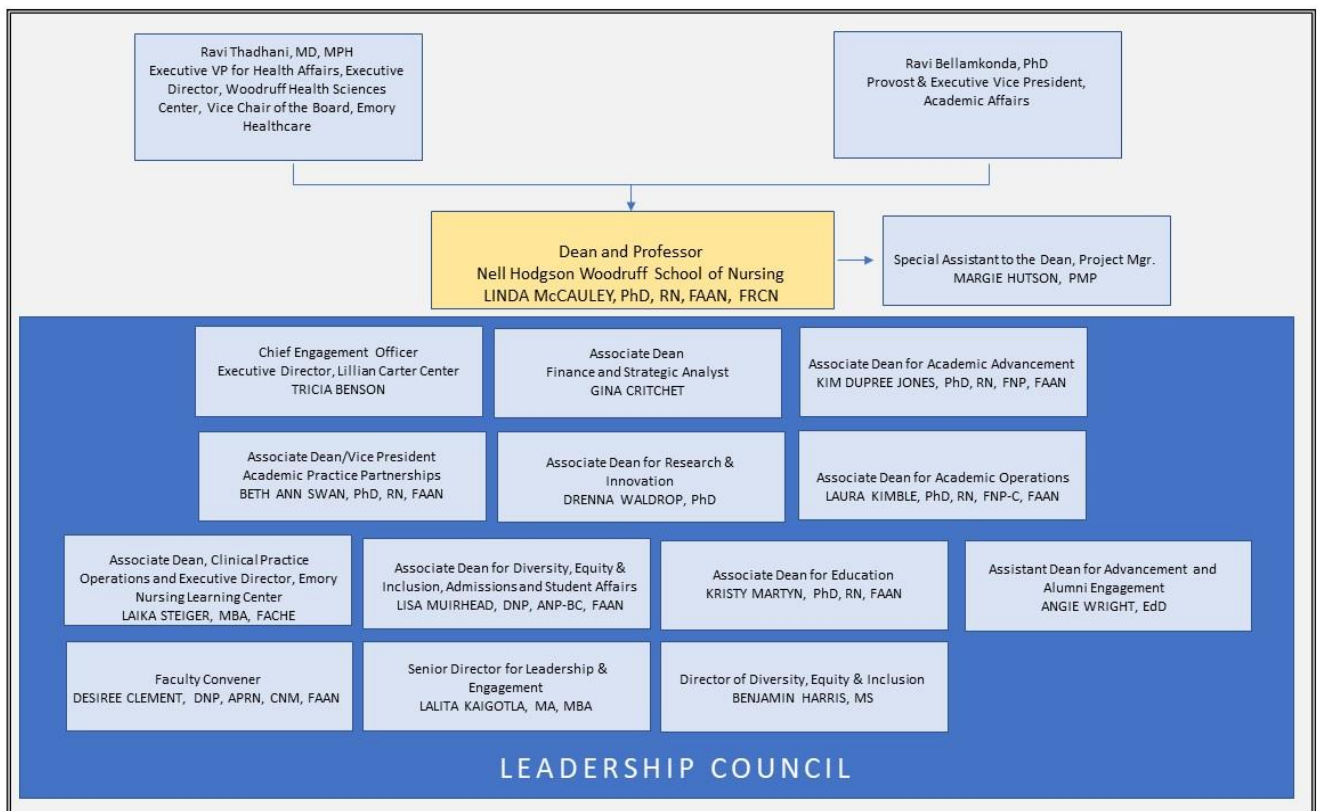
The Nell Hodgson Woodruff School of Nursing is a learning community enriched by diversity. We are committed to inclusiveness recognizing that open exchange is necessary as we learn from each other and respect different perspectives of an issue.

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.

PART B. 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 undergraduate, master's/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.



CHAPTER 3: ADMINISTRATIVE GOVERNANCE

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 will engage 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 faculty mentoring and development plan, makes faculty teaching and committee assignments; recruits, develops, evaluates, and recommends faculty for promotion; and ensures that the guidelines for appointment, promotion, and tenure are followed.

3.2a. ASSISTANT DEAN FOR CURRICULUM AND TEACHING DEVELOPMENT (ADCTD)

The ADCTD provides leadership that advances faculty engagement in curricular and teaching excellence. The ADCTD works collaboratively with the ADAA and ADAO to assure robust faculty on-boarding related to the teaching mission as well as on-going faculty development that promotes teaching excellence.

3.3 ASSOCIATE DEAN FOR ACADEMIC OPERATIONS (ADA0)

The Associate Dean for Academic Operations oversees the academic operations of the NHWSN and collaborates with the Associate Dean of Academic Affairs in all faculty administrative actions and overarching initiatives to enhance the professional development of faculty. Additionally, the ADAO provides mentorship to the clinical track faculty and helps develop senior clinical instructors to faculty rank.

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 AND INNOVATION (ADRI)

The Associate Dean for Research and Innovation 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 ADRI reports to the Dean and works in close collaboration with the School's senior leadership team, the School's Research Committee, and individual faculty and staff in carrying out his/her responsibilities. The ADRI also provides the overall leadership for the implementation of the School's research strategic plan, 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. The ADRI collaborates with the ADFS to assure compliant sponsored project management. The ADRI 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.

3.8 CHIEF ENGAGEMENT OFFICER, EXECUTIVE DIRECTOR, LILLIAN CARTER CENTER FOR GLOBAL HEALTH AND SOCIAL RESPONSIBILITY

The Chief Engagement Officer and Executive Director of the Lillian Carter Center for Global Health and Social Responsibility is responsible for strategic partnerships, communications, and marketing, the global and service-learning programs, and facilities and operations that advance the mission and strategic priorities of the School.

3.9 ASSISTANT DEAN FOR ADVANCEMENT AND ALUMNI ENGAGEMENT (ADAAE)

The Assistant Dean for Advancement and Alumni Engagement provides strategic direction for fundraising, alumni and constituent engagement efforts. The ADAAE collaborates with faculty to connect with mutually aligned philanthropic opportunities, which help to advance the mission and goals of the School.

3.10 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 Associate Dean for Academic Advancement, the Associate Dean for Research and Innovation, the Associate Dean for Diversity, Equity, Inclusion, Admissions and Student Affairs, the Associate Dean, & Vice President for Academic Practice Partnerships, the Associate Dean for Education, the Associate Dean for Academic Operations, the Associate Dean, Clinical Practice Partnerships and Executive Director, Emory Nursing Learning Center, the Associate Dean for Finance and Strategic Analyst, the Chief Engagement Officer, the Assistant Dean for Advancement and Alumni Engagement, the Senior Director for Leadership & Engagement, the Director of Diversity, Equity, and Inclusion, and the Faculty Convener, and is supported by the Dean's administrative assistant. The Dean chairs the Leadership Council and may appoint other members as the need arises.

CHAPTER 4: EDUCATIONAL PROGRAM LEADERSHIP

The School's educational programs include undergraduate, masters, postmasters, and doctorate programs. 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 BSN, MSN, post-MSN, and DNP programs are headed by Associate Deans who report to the Dean. Faculty members who are Specialty Coordinators at the masters and postmasters levels, and Clinical Coordinators for the BSN and ABSN/AMSN programs work with the Associate Deans for Education. The DNP Program is directed by the Director of the Doctorate of Nursing Practice (DNP) program and is appointed by the Dean. The PhD Program is directed by the Director of Graduate Studies of the School and is appointed by the Dean.

4.1 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 Continence 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.

4.2 DIRECTOR OF NURSING ACCREDITATION (DNA)

The Director of Nursing Accreditation and Curriculum is appointed by the Dean and reports to her. The DNA will manage the educational evaluation process for the School's academic programs, oversee the nursing accreditation and licensure reporting processes, and ensure that all of our programs adhere to state and national compliance standards.

4.3 SENIOR DIRECTOR FOR LEADERSHIP AND ENGAGEMENT (SDLE)

The Senior Director for Leadership and Engagement leads activities to promote student leadership programming and initiatives within the School. The SDLE works collaboratively with the Office of Education and faculty to create experiences that contribute to the School's mission to education visionary nurse leaders and scholars.

4.4 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.

4.4.a ASSISTANT DEAN FOR PRE-LICENSURE PROGRAMS (ADPLP)

The Assistant Dean for Pre-Licensure Programs reports to the Associate Dean for Education and provides internal and external leadership for all Pre-Licensure Programs in alignment with the SON mission, vision, and values. Working closely with the Associate Dean for Education, the ADGCP leads the

Pre-Licensure faculty team, student engagement, and delivery of high quality precision education. Working with the Directors of Pre-Licensure Programs, Program Administrators, Curriculum Committee, and Faculty to ensure Pre-Licensure Programs outcomes and continuous improvement, the ADPLP collaborates on course offerings, program changes, and student experiences.

4.4.b ASSISTANT DEAN FOR GRADUATE CLINICAL PROGRAMS (ADGCP)

The Assistant Dean for Graduate Clinical Programs reports to the Associate Dean for Education and provides internal and external leadership for the Graduate Clinical Programs (MSN and DNP) in alignment with the SON mission, vision, and values. Working closely with the Associate Dean for Education, the ADGCP leads the Graduate Clinical Program faculty team, student engagement, and delivery of high quality precision graduate clinical education; works closely with the Directors of DNP Programs, Graduate Specialty Coordinators, Program Administrators, Admissions, Curriculum and Progression Committees, and Faculty to ensure Clinical Graduate program outcomes and continuous improvement, including collaboration on course offerings, program changes, and student experiences.

4.4.c DIRECTOR OF GRADUATE STUDIES, PhD PROGRAM

The PhD Director of Graduate Studies (DGS) leads and oversees the NHWSN PhD program and operations. 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 graduate 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 student progress and provides support throughout the student's 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.

4.4.d DIRECTOR, DNP PROGRAM

The DNP Program Director leads and oversees the NHWSN Post-BSN and Post-Master's DNP programs and operations. The DNP Program Director ensures that the standards and policies of the NHWSN and accrediting agencies are met in the DNP program. The DNP Program Director works closely with the ADGE, DNP Specialty Coordinators, Program Administrators, curriculum committee, and faculty to ensure DNP program outcomes and continuous improvement; including collaboration on course offerings, program changes, and student experiences. The DNP Program Director collaborates with the ADEC and ADGE regarding DNP student recruitment, admission, and financial aid programs; collaborates with the ADR and the Director of Graduate Studies to assure appropriate integration of research and faculty research expertise into the DNP curriculum.

4.4.e MSN SPECIALTY COORDINATORS

MSN Specialty Coordinators provide vital leadership for the specialty tracks within the MSN program. They are responsible for the planning, implementing, evaluating and managing of the graduate specialty major. The Coordinator is responsible for advising program students and mentoring other faculty teaching in the program. They are responsible for collaborating with the clinical site coordinators to develop and evaluate clinical sites. They provide support for the viability, quality, legal and professional compliance of the specialty. Specialty coordinators are expected to be role models for clinical scholarship and leadership in the SON and within their specialty organizations. Specialty coordinators should hold a terminal degree (PhD or equivalent, or DNP), licensure as an Advanced Practice Nurse in Georgia and certification in the same population focus area of the specialty.

From time to time, depending on the number of students or complexity of the major, a co-coordinator of the MSN specialty program may be appointed to work with the Coordinator. The responsibilities will likely vary depending on the need of the program and students, and may include but not be limited to advising, clinical site assignments, working with preceptors, managing the Typhon system, coordinating courses and learning activities, solving day to day issues, and other activities delegated by the specialty coordinator. When a co-coordinator is appointed, the roles should be clarified and defined by the MSN specialty Coordinator and co-coordinator in collaboration with the Assistant Dean for Clinical Graduate Programs

4.4.f BSN, InEmory, MN, MN Pathway and DABSN PROGRAM COORDINATORS

The Pre-licensure Track Coordinators are responsible for the strategic planning and student advisement for their specific Undergraduate or Graduate cohort(s).

4.5 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 Chair of Nursing Data Science and the Woodruff Professor. 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 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.

4.6 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.

4.6.a. ASSISTANT DEAN FOR GLOBAL HEALTH AND SOCIAL RESPONSIBILITY

The Assistant Dean for Global Health and Social Responsibility serves in close collaboration with the Chief Engagement Officer 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.

4.6.b. ASSISTANT DIRECTOR FOR GLOBAL RESEARCH

The Assistant Director for Global Research in the Lillian Carter Center for Global Health & Social Responsibility works collaboratively with the 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 DIVERSITY, EQUITY, AND INCLUSION

Diversity, Equity, and inclusion (DEI) 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, a newly formed SON-Office of Diversity, Equity, and Inclusion (SON-ODEI) 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 diversity brings to teaching, learning, scholarship, and working. The priority of the SON DEI office is to align our efforts with the strategic goals of Emory University's Office of Diversity, 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 diverse representation and perspectives. Our school of nursing is taking substantial actions to advance DEI and working collaboratively within and outside of the University to carry out this important and ongoing endeavor.

4.5.a. DIRECTOR OF COMMUNITY AND RESEARCH ENGAGEMENT

The Director of Community and Research Engagement leads initiatives for increase the pipeline development fellowship of college students from historically underrepresented groups in nursing. The individual also works with the Assistant Dean of Curriculum and Teaching Development to implement the Equity and Inclusion Teaching Fellowship.

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 expected to maintain appropriate professional practice and university mandated credentialing and certifications.

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 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 by serving as positive role model and mentor to others, acting as a constructive citizen and representative, and by being a respectful and collaborative partner with staff colleagues and others.

5.2 FACULTY DEFINITION AND FULL-TIME EFFORT

“Faculty” are defined as full-time faculty at ranks of Assistant Professor, Associate Professor, or Professor on all three tracks. “Full-time”, for the purpose of governance 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 attendance (see Chapter 7.1), engagement, communication, voting on faculty matters, serving as leaders of committees, task forces, and programs; mentoring junior faculty and students, attending key SON functions as noted.

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.

Laney Graduate School handbook states that a retired or relocated faculty member can retain the role of dissertation chair for one year. After this time, another chair is appointed, and faculty may remain on the committee.

5.3 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 in order to provide a more consistent transition to this mechanism of faculty governance.

PART C. SCHOOL POLICIES

Faculty members and clinical instructors 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 following policies 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. 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 TERM OF APPOINTMENT

Full-time faculty appointments on the tenured or tenure track may be made on a nine- or twelve-month appointment basis, based on the needs of the School. Notifications of non-renewal for faculty on the tenure track are made in accordance with Emory University [Statement of Principles Governing Faculty Relationships \("Gray Book"\)](#).

Full-time clinical faculty and research faculty appointments 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 longer year contracts may be offered for those at more senior ranks. Clinical and research track appointments may be renewed annually based on performance, School finances, enrollment, and other concerns unless notifications of non-renewal are made in accordance with Emory University Gray Book.

6.2 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.

6.3 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 deans. Recommendation for appointment, the CV of the individual, and past and expected contributions to the School are submitted to the ADAA and ADE through the Adjunct Faculty Nomination Form. In collaboration, the ADAA and ADE review and make a recommendation, forwarding to the Dean for final decision if necessary. Adjunct appointments are made for three year terms, and reappointment is possible upon receipt of a nominator letter outlining the individual's contributions to the School, an updated CV, and a summary statement of their performance in teaching, research or service activities for which they were appointed. This can be based on the nominator's observations and experiences and may include student, course or research evaluation data. (See Appendix A for Adjunct Guidelines, Nomination and Renewal Process)

6.4 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. A terminal degree and strong teaching evaluations are required for the position of Senior Clinical Instructor. The process of hiring and evaluating Clinical Instructors is conducted by the Director of Clinical Education. Senior Clinical Instructors are hired within the Office of Academic Advancement in collaboration with the Director of Clinical Education. Clinical Instructors and Senior Clinical Instructors are only assigned responsibilities for teaching or educational coordination and do not routinely participate in school committees or faculty governance.

In accordance with policies of the Georgia Board of Nursing (GBON), the requirement to be hired as a Clinical instructor is a Bachelors 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). Clinical Instructors and Senior Clinical Instructors are time-limited appointments with terms for a calendar year, academic year, semester, or other period as designated in the individual contracts or appointment letters. A Full-Time Clinical Instructor is someone who receives an appointment letter for either 9- or 12-months for at least 0.75 FTE each semester. Most Clinical Instructors will receive a contract each semester and be coded as temporary employees for HR purposes (and thus are ineligible for University benefits), even if their effort meets or exceeds 0.75 FTE. If a temporary Clinical Instructor wishes to receive a full-time appointment, they will need to go through the process of interviewing and appointment by School administrators.

CHAPTER 7. FACULTY AND CLINICAL INSTRUCTORS PRESENCE, PARTICIPATION, AND COMMUNICATION

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). In order 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 (ADE) or Administrative leadership (ADAA, ADAO).

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 EXPECTED EFFORT 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
Assistant Professors: Tenure Track	0.3 FTE	0.6 FTE	0 to 0.1 FTE depending on committee assignments	
Associate Professors & Professors: Tenure Track & Tenured	0.3 FTE or more (depends on funding)	0.6 FTE (depends on funding)	0 to 0.1 FTE depending on committee assignments	
All Ranks, Research Track	0-.2 FTE	.6 to .80 FTE	None	
All Ranks, Clinical Track	0.6 – 0.9 FTE	0.10 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 enterprise of the School. 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.

For Clinical track faculty, when an MOU for clinical practice is received and an agency agrees to pay the SON a percentage of an individual's salary, the expected teaching effort will be reduced by that amount.

7.2 ATTENDANCE

All Faculty are expected to attend and participate in SON functions and governance activities as appropriate (in person preferred, or by communication technology). These include:

- Emory University and NHWSN Graduation events: all faculty (annual), in person for cohorts whom they teach;
- Awards ceremonies: all faculty invited, expected to attend one or more per year, including those when students from respective specialties are being recognized;
 - Spring: PhD, BSN faculty, Leadership Council
 - Fall: , MN+MSN, DNP, MSN faculty, Leadership Council
 - Summer: MN+MSN faculty, Leadership council
 - Convocation: Leadership Council, (faculty optional but highly encouraged)
- All Faculty meetings (monthly): Attend all faculty meetings held over Zoom;
- Program meetings: attend all of the monthly program meetings and periodic retreats for the program(s) in which the faculty primarily teaches, i.e. BSN, MSN, DNP, PhD. Graduate faculty who are teaching PhD courses and/or advising PhD students or members of PhD dissertation committees should attend the graduate faculty meetings;
- Development and Mentorship activities: attend all meetings as appropriate;
- Committee meetings: attend all meetings whether schedule in person or via Zoom;
- Named lectures and events: especially if teaching courses in which students are assigned to attend;
- Student Presentations: DNP Projects, Honors Projects, PhD Defense – attend if you have mentored the student or taught the student in courses; Others attend to the degree possible to support the students' accomplishments;
- Philanthropic activities: as appropriate;
- Student recruitment activities: attend at least one open house per year (Program coordinators attend all);
 - Open House: usually September and February
 - Admitted Students Day: February

7.3 SCHOLARLY PRODUCTIVITY AND COVERED EFFORT

All ranked faculty at the NHWSN are expected to be engaged in scholarship. The expectations are for faculty to contribute to the garnering of funds from external sources which is a measure of peer review and quality. Our goal is that faculty in all tracks are expected to submit a minimum of one clinical, educational or research grant proposal per year either as a PI or member of the team. Those on tenure tracks are expected to submit more frequently and in accordance with their program of research. For all faculty, a minimum of one publication per year is expected with a minimum of three per year for tenure track or tenured faculty. These guidelines should be viewed as minimum standards for performance, and many faculty will exceed this level of productivity based on experience, rank and track.

7.4 FACULTY TRAVEL

Professional travel: Faculty are expected to communicate professional travel during the academic calendar (Fall, Spring, Summer) using the [NHWSN Travel/Consultation Form](#), which will be reviewed and approved by the OAA.

Personal travel: Faculty are encouraged to plan personal travel during academic breaks and holidays. Faculty who are 9-month appointees and need to take personal time or personal travel during the academic calendar (Fall, Spring, Summer) 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, program director and ADAA or ADAO as appropriate.

Vacation time: Faculty who are 12 month appointees who are taking vacation time, whether or not travel is involved (Fall, Spring, Summer) are expected to communicate vacation time using the [Faculty Vacation Form](#), which will be reviewed and approved by the OAA.

Personal travel and vacation are encouraged to be scheduled during semester breaks and academic holidays to the degree possible.

7.5 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.¹

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. ¹National 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.

CHAPTER 8. CONFLICT OF COMMITMENT AND OUTSIDE EMPLOYMENT AND SERVICES

8.1 OUTSIDE EMPLOYMENT AND SERVICES OVERVIEW

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. Ranked faculty members, senior clinical instructors, and clinical instructors in the school are compensated by the university for 100% of their professional services through the regular compensation mechanisms of the institution. The University and the School of Nursing do, however, acknowledge the benefit of the engagement of its members in the community of scholars, clinical practice, and/or in consultations external to Emory. Therefore, faculty members and full-time clinical instructors are offered the privilege of engaging in external professional activities to a limited degree, but with the full knowledge and approval of the Associate Dean for Academic Advancement (ADAA) and their designee and the Dean. Thus, all outside employment must be reported and approved by the Office of Academic Advancement (OAA) prior to engagement through the university online conflict of interest website (ecoi.emory.edu). All ranked faculty, senior clinical instructors, and clinical instructors, whether full time or benefits eligible, must complete an annual disclosure to the Dean and University, through Emory's online eDisclose system. This is reviewed by the Associate Deans within OAA and appropriate administrators. Failure to complete an annual disclosure or disclosure prior to initiating external activities will be included in administrative reviews and could result in actions as serious as dismissal.

8.2 REPORTING EXTERNAL PROFESSIONAL RELATIONSHIPS RELATED TO EMORY RESPONSIBILITIES

Using the online process provided at the Emory University [Conflict of Interest website](#), each School of Nursing faculty member (including deans, administrators, ranked faculty, senior clinical instructors, and instructors) is 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. Faculty must report each relationship as it arises throughout the year (transactionally) and should not agree to, engage in a relationship, regardless of remuneration, 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 covered personal external professional relationships, if any, 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 the Emory University Conflicts Committee 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, may be beneficial to the academic career of the individual;
- Whether the proposed relationship is compliant with other School and University policies, including Emory University [Policy 7.6, Intellectual Property Policy](#), and Emory University [Policy 7.7, Policy for Investigators Holding a Financial Interest in Research](#).

8.3 PRIVATE CONSULTING

"Private Consulting" is fundamentally distinct from University service activities and is defined as services performed or products created and/or sold for which remuneration in any form is received from a person, firm or corporation other than Emory University. Each school and college is responsible for adopting policies and procedures for private consulting by its faculty. At a minimum, each faculty private consulting arrangement must be disclosed in writing to and reviewed by the ADAA and Dean in advance to determine whether any actual or potential conflict of interest exists and to assure that the arrangement does not interfere with the faculty member's duties and responsibilities to the University.

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 extra duty work specific to teaching or clinical intensives, *if approved in advance* by the Associate Dean for Academic Advancement. Compensation for private consulting 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 following University policies on private consulting found in the University [Faculty Handbook](#) or the [Official University Policy Manual](#):

- 8.3.a Final approval of the proposed personal external professional relationship may be subject to reviews under and terms of other policies, such as Emory University [Policy 7.7, Policy for Investigators Holding a Financial Interest in Research](#), the policies of the Institutional Review Board, EHC Compliance Policies, and others.
- 8.3.b Faculty may not use School or University resources (outside of reasonable use of office space, computer, computer networks, and general office equipment) in their private consulting activities as such use violates the "private inurement" and/or "private benefit" restrictions imposed on the University as a tax exempt entity and could result in the University's becoming involved in litigation. For example, use of University letterhead and other University identifiers which may lead the public to believe that the faculty member is acting within the scope of his or her employment with the University in connection with such private consulting is expressly prohibited. Traditional faculty University responsibilities such as preparing papers, speeches, evaluation, articles, scripts, musical scores, books and graphic works for publication, performance, oral presentation, peer review or for display, for which royalties, honoraria, or the like are received is considered a part of a faculty member's University employment and is not subject to these restrictions.
- 8.3.c Faculty who have personal external financial relationships with industry and other entities that also transact business (such as companies that are vendors to Emory) or compete with Emory cannot participate in Emory or Emory affiliate business decisions concerning those entities.
- 8.3.d Many of the principles listed here also apply if the faculty member's immediate family member has a financial interest in industry or other entities that is related to the Emory responsibilities of the faculty member.
- 8.3.e Certain library data bases are contractually limited to use for University purposes. These data bases may not be used for private consulting. Disclosure to library staff is the responsibility of the faculty member.

8.4 EXPERT WITNESS SERVICES

The Emory University Faculty Handbook permits faculty to engage in private consulting outside the University. The School acknowledges the likelihood of its faculty being called to testify in legal proceedings, and such activities would be considered private consulting. Consistent with university policy, such services must be disclosed in writing and reviewed by the ADAA *in advance* to assure that the arrangement does not interfere with the faculty member's duties and responsibilities to the University.

Prior to acceptance of any engagement, faculty are required to: (1) obtain the written permission of the ADAA through entering the potential activity in the eCOL system, Emory's disclosure platform. By doing so, notification is also sent to Emory Healthcare's Office of Risk and Insurance Services (ORIS); and (2) contact the 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.

The School will permit expert witness fees for these services to be retained by faculty personally. If the fees are greater than \$5000 annually, they might be considered a Significant Financial Interest under [Emory Policy 7.7](#) Investigators Holding Financial Interests in Research and would be subject to the review procedures outlined in that policy. Failure to comply with the requirements prior to accepting an engagement may be grounds for disciplinary action. Such actions include, but are not limited to: reprimand, change of assignment, prohibition of outside activities for a specified time, and/or non-compensated leave of absence. If an activity or interest has not been properly disclosed, the faculty member may be required to disclose the activity or interest in all subsequent presentations and publications of research results.

8.5 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 this Intellectual Property Policy. 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. (See [Emory Policy 7.6](#) and [Emory Policy 7.7](#) for additional information)

8.6 UNIVERSITY POLICY ON USE OF LETTERHEAD 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.

For the same reasons, the use of University facilities for such personal matters is inappropriate.

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.

8.7 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. Additional information on how to submit grant proposals is available from the Emory University Office of Research Administration <http://www.ora.emory.edu/>. Proposals can only be submitted if there is an up to date, current disclosure on file for the year.

8.8 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)

CHAPTER 9. ANNUAL PERFORMANCE EVALUATION OF FACULTY AND CLINICAL INSTRUCTORS

Annual faculty performance review takes place at the end of each Spring Semester. The Associate Dean for Academic Advancement, Assistant Dean for Clinical Advancement, ADRI, and ADRO and faculty work together 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 assessment. (See the Faculty and Staff Guide to Emory Nursing website for the most recent Faculty Performance Self-Evaluation template.) The University has selected the Faculty Activities, Creativity, Excellence, & Training (FACET 180) system of Interfolio to collect certain information on faculty activities annually.

The ADAA, ADRI and ADAO and ADRO provide guidance and work with full time faculty members and doctorally prepared 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. An individual development plan (IDP), prepared at the beginning of each year and updated annually, is also used to guide the mentoring and faculty development/evaluation process.

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. 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 ADAA, ADRI and ADAO and ADRO in the spring of each year. Documents are uploaded into Canvas or FACET prior to review and completed documents are kept in a secure electronic file on the ADAA or Office of Education limited access folder.

Faculty members are provided with feedback in terms of a short summary statement and ranking according to the degree that the expectations for rank and individual annual goals are met.

The ADAA and ADAO 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.

Part-time Clinical Instructor evaluation is coordinated by the Senior Director of Clinical Placements (DCP). The DCP will work closely with the clinical course coordinators and course coordinators to elicit feedback on PT clinical instructor performance. The course coordinators and clinical course coordinators are responsible for providing course orientation and providing ongoing feedback and mentoring throughout the semester. The evaluation conferences and completion of the Clinical and Lab Instructor/Site Visitor evaluation form in Appendix C will occur at the end of their first semester of teaching, and at the end of the academic year, or at the end of a semester in which they teach if only a one-semester contract. Copies of the evaluation forms are retained in the Office of Education.

9.1 FACULTY SALARY POLICY

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 and citizenship). The following factors are considered: qualifications and experience, performance, academic rank, assigned duties and responsibilities relative to their importance, equity and market factors using appropriate benchmarking data and availability of resources. 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 to 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.

CHAPTER 10. COMPLIANCE

10.1 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, Director of the DNP program, and Specialty Coordinators, to seek ways to help the student to succeed. The Office of Enrollment and Student Affairs reviews all grades each term and reports to the Associate Deans, DNP program director, and Specialty Coordinators to inform them of any students who received less than a B grade in the current term. The Associate Dean for Education and Specialty Coordinators then implement the continuance policies as indicated in the School's undergraduate and graduate Student Handbooks. PhD student issues are handled by the graduate faculty, in accordance with the policies of the Laney Graduate School.

10.2 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 *Course Catalog*, as well as in the Student and Faculty Handbooks. Faculty advisors to the Honor Council are appointed in accordance with [Honor Council policy](#).

10.3 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](#).

10.4 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.

10.5 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](#).

10.6 RESPONSIBILITY FOR LICENSURE

In accordance with the approval of the Georgia Board of Nursing and the University to offer nursing 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.

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 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 Associate Dean for Academic Advancement with assistance from the 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 DFA, 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, if applicable). Advanced practice renewal is required if advanced practice teaching is assigned. Verification documentation will be placed in our tracking database.

- All faculty receive ongoing education about their professional responsibilities related to licensure yearly at the first All Faculty meeting held in September. This is addressed by ADAA;
- A faculty database provides the ability to track licensure (both RN and APRN) expiration dates and send reminders regarding renewal;
- The process for renewal parallels the initial credentialing with original licenses verified with identification, documentation signed by the ADAA, verified with the [Georgia Board of Nursing website](#), and placed in our tracking database;
- Verification for RN and APRN (if applicable) licensure for all clinical instructors will be completed annually by DFA.

CHAPTER 11. EMORY UNIVERSITY'S POLICY ON THE CONFIDENTIALITY AND RELEASE OF INFORMATION ABOUT STUDENTS AND THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

If your job involves working with students and/or their educational records, you must be familiar with FERPA and the guidelines provided in this web site. FERPA Training is required upon employment and reviewed annually for those with access to OPUS. Penalties may result in noncompliance of FERPA laws.

11.1 WHAT IS FERPA?

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.

11.2 DEFINITIONS AND EXAMPLES OF EDUCATIONAL RECORDS AND DIRECTORY INFORMATION

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 12. FACULTY AND FULL TIME CLINICAL INSTRUCTOR BENEFITS AND LEAVE POLICY

12.1 VACATION

Faculty and clinical instructors with 9-month appointments are not eligible for paid other than during the normal semester breaks during the academic year unless approved by the Dean. For purposes of the School, the academic session is defined as the period of time from the first day of faculty. 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 will be able to use an equivalent amount of days similar to the floating holidays system the University uses for staff.

Faculty and full-time Clinical Instructors with 12-month appointments are eligible for vacation leave, as approved by the Dean or ADAA. They are eligible to take up to 20 workdays as vacation each year, from September 1, through August 31. 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 vacation days are not paid as compensation either during employment or when a faculty or clinical instructor appointment ends.

Faculty vacation requests should be submitted via the Faculty Vacation Form and include details about dates of vacation, coverage of classroom, clinical and administrative responsibilities which are considered by the ADAA in the approval process.

12.2 LEAVES OF ABSENCE

It is the employee's responsibility to notify the HR Manager and ADAA or the ADE as soon as possible regarding a personal illness, serious illness or other unanticipated absence from the workplace.

Requests for consideration of leaves of absence are to be made in writing and discussed with the ADAA who will, in consultation with the office of the Dean, assist in determining the appropriate type of leave that can be approved.

Please refer to the Emory University Gray Book and the Emory University Human Resources website for additional information about the University policy regarding the types of leaves of absence that can be requested.

12.3 BENEFITS

All non-vacation employee benefits for faculty and clinical instructors are defined by the University. Consult the [Human Resources Division](#) for additional information and questions. Full time clinical instructors are eligible for all benefits available for faculty.

PART D. GUIDELINES 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.

This document sets 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.

CHAPTER 13. GENERAL POLICY STATEMENTS

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 decisions regarding appointment, promotion, and tenure shall reflect the candidate's qualifications without regard to race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran's status, or any factor prohibited under applicable law. To ensure compliance with the Affirmative Action, Equal Opportunity, and Non-discriminatory policies and Procedures of the University and the School, affirmative action reports will accompany each recommendation for appointment.

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 FCAPT. The FCAPT provides a written recommendation for all faculty members 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 14. 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 of time 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, or Assistant Professor 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. The Dean may ask for recommendations from the Committee on Clinical Faculty Promotions (CCFP) and the Faculty Committee on Appointment, Promotion, and Tenure (FCAPT) 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.

14.1 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 in order 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.

14.2 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.

14.3 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.

14.4 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 contributing to practice guidelines and/or leadership in professional organizations.

14.5 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.

14.6 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.

14.7 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. They would submit an application for a ranked faculty position if available and undergo the faculty Search process.

More information about Clinical Instructor appointments can be found in Part C, Chapter 2, Section 2.4.

14.8 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.

14.9 VISITING PROFESSORS AND SCHOLARS APPOINTMENTS

Visiting Professors and Scholars are appointed to the School by the Dean for varying lengths of service relating to purposes that are specific to each individual instance. They are sponsored by a current faculty member and supported by the Lillian Carter Center for Global Health & Social Responsibility (LCC). Appointments, terms and conditions of service are made by the Dean.

14.10 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 15. PROCEDURES FOR MIDTERM, PROMOTION, AND TENURE REVIEWS

15.1 THE ROLES AND RESPONSIBILITIES OF OFFICES AND COMMITTEES INVOLVED IN REVIEWS

15.1.1 The Office of Academic Advancement (OAA)

The Office of Academic Advancement, including the Director of Faculty Affairs (DFA), the Associate Dean for Academic Advancement (ADAA), and the ADAO (Associate Dean for Academic Operations), is the primary School unit responsible for shepherding faculty and materials through the review process. The ADAA 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.

15.1.2 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.

15.1.3 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.

15.1.4 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.

15.2 RESPONSIBILITIES OF THE FACULTY CANDIDATE

15.2.1 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. Promotions should be made in a track that is appropriate for the individual. Track selection should be reviewed by the individual and the ADAA.

15.2.2 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.

If the candidate wishes to obtain letters from individuals other than those who will be contacted through the process described above, faculty may have additional letters sent to the ADAA to be included in the dossier.

15.2.3 The Review Dossier

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

1. a Full CV in the NHWSN format;
 2. a One-page CV in the NHWSN format;
 3. a Personal Statement (no longer than 5 pages)
 4. a Teaching Portfolio (include documentation around clinical practice activities if appropriate)
 5. a Service Portfolio
 6. 3-4 Representative Publications
 7. a Scholarship and Research Portfolio
- Additionally, faculty on the Clinical Track are required to submit

A more comprehensive review of each of these components is presented in Chapter 16 of this Handbook. The date this dossier is due to the OAA is dependent on what type of review a faculty candidate is involved in, as follows:

- Promotion to Professor , Tenure Track = due June 1
- Tenure Reviews, Tenure Track = due June 1
- Promotion , Clinical or Research Track = due September 1
- Midterm Reviews, All Tracks = due October 1

15.3 START OF THE REVIEW PROCESS

The following processes apply to all reviews unless otherwise noted. Please see Appendix C for a distilled outline and timeline.

The review process begins when the Director of Faculty Affairs 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 Dean then sends letters to the respective faculty members informing them of the need for a review. Both of these notifications happen in the Spring semester of the prior year.

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

15.4 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 to the Dean for his/her selection of said reviewers. After the Dean revises or approves the final list, the OAA 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, the packet of materials sent to each reviewer will include the candidates dossier plus a copy of the School policy and criteria on Appointment, Promotion, and Tenure and the appropriate Appointment, Promotion and Tenure Criteria table (Appendix D, E, or F). 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.

15.5 COMMITTEE REVIEWS

15.5.1 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. 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 involving tenure are then reviewed by the University's Tenure and Promotion Advisory Committee (TPAC), the Provost, the President, and the Board of Trustees.

15.5.2 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 prepare oral statements, 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 Chair keeps notes of this discussion for use drafting 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 faculty candidate and whether the committee recommends promotion 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:

- a. CCFP Midterm or Promotion review letters: to the Dean, with a copy to the ADAA and ADAO
- b. FCAPT Midterm, Promotion, or Tenure review letters: to the Dean, with a copy to the ADAA

The review letter is not sent to the faculty member and the committee holds the review confidential and does not share its review with the faculty member. The Dean uses the committee letters in her meetings with the faculty to discuss the review and/or promotion and tenure outcomes.

15.6 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.

15.7 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:

- a. 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.

- b. 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.
- c. 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 his or her recommendation for the appointment or promotion of the candidate to a tenured rank.

CHAPTER 16. 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.

16.1 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.
- d. 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.

16.2 PARTS OF THE REVIEW DOSSIER

- a. One-page summary of the candidate's Curriculum Vitae. See S:\Curriculum Vitae for format;
- b. Full Curriculum Vitae. In the official School format;
- c. 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.
- d. 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
- e. 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;
- f. Publications: Copies of three or four representative, refereed publications.

Clinical Track faculty must also include:

- g. 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 17. APPEALS, SPECIAL CIRCUMSTANCES AND RECORD MAINTENANCE

17.1 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.

17.1.1. Basis for appeals:

- a. 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.
- b. 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.
- c. Any faculty member may appeal an unfavorable decision believed to be based upon prohibited discrimination through the grievance procedure prescribed in the Affirmative Action Policy of the University.

17.2 TENURE CLOCK

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

17.2.1. 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 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.

17.2.2. 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.

17.3 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.

CHAPTER 18. STATEMENT REGARDING 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 review of the candidate's dossier by the CCFP and/or FCAPT in instances of faculty track change, with or without change in rank.

CHAPTER 19. 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 three documents located in the Curriculum Committee Blackboard page or contact the Curriculum Committee Chair. These documents are: a) the Syllabus Template; b) Course Review Form; and, c) the Curriculum Committee Procedures Form.

Curriculum Changes Checklist:

Curriculum Change	Process		
	Notify chair curriculum committee	Curriculum Committee Approval Required	Faculty Approval
Editing of course descriptions and/or objectives for clarity	X		
Changes within courses which result in adjustments in credit allotments (i.e. changes that impact contact hours)		X	
Changes in total credit hours in any course		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	
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		

19.1 TYPES OF COURSE CHANGES

19.1.1. Changes that are simply reported to the Committee

Changes that may be simply reported to the Curriculum Committee include those that do not involve major changes in course content, students' learning objectives or credit hours. A cover letter outlining the rationale and specific changes is sufficient. Changes that require approval of the Committee include major changes in course content, credit hours, learning objectives or evaluation measures. Changes that require approval of the Committee plus the full faculty, include new courses and changes in allocated credit hours.

19.1.2. Changes that require the approval of the Committee, or the approval of the Committee and the full faculty

Proposals for course/program changes *that require committee approval* should be presented in writing and submitted to the Curriculum Committee at least 2 weeks before the next regularly scheduled meeting. Furthermore, these proposals should be submitted prior to the February meeting preceding the academic year of implementation. Administrative and financial review of new proposals and curriculum changes should be requested early in the process.

The Curriculum Committee's decisions for course or program changes will be sent to the faculty member as soon as possible following the next committee meeting.

The Curriculum Committee members are available to faculty for answering any questions or providing any consultation if needed. Faculty members proposing changes are welcome, and may be asked, to attend the Committee meeting.

19.1.3. Substantive Changes

Significant changes in a program may require notification and when required, approval prior to the initiation of changes to the University, who will in turn review the change and notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditors. This is the University level accrediting body.

Substantive Change is defined as a significant modification or expansion of the nature and scope of an accredited institution. (For more information see the [guidelines at the SACSCOC site](#).) Under federal regulations, substantive change at the School level includes:

- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated by SACS.
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- Offering from 25% to 49% of the coursework required for a program on-line, simply require that the Commission be notified in advance of the implementation of the change.
- A change from clock hours to credit hours.
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program or the establishment of a branch campus.
- Closing a program, off-campus site, branch campus or institution.
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution.
- Acquiring another institution or a program or location of another institution.
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution.
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

CHAPTER 20. ALL FACULTY MEETING SUBMISSION GUIDELINE – ACTION ITEMS

In an effort to allow faculty ample time to review All Faculty Meeting material, the goal is to release meeting material five business days before each meeting. In order to do so, faculty are asked to submit their request to present to the Faculty Convener as early as possible but no later than three weeks prior to the meeting date. Material that needs to be reviewed prior to the meeting should be emailed to the Faculty Convener no less than seven days in advance of the meeting. The Director of Faculty Affairs should be copied on all meeting correspondence.

APPENDIX A. ADJUNCT FACULTY NOMINATION, APPROVAL, AND REAPPOINTMENT PROCESS

Adjunct faculty serve in non-compensated appointments to supplement, enhance, and complement the teaching, research, and service mission of the School of Nursing. Secondary appointments are provided to faculty who have another faculty appointment within Emory University who serve to supplement, enhance and complement the teaching, research and service mission of the School of Nursing.

CRITERIA FOR APPOINTMENT

- I. Faculty must have a graduate degree in nursing or in their field of specialization. Exceptions may be made for nurses without graduate degrees in nursing who document appropriate specialized experience.
- II. Candidates holding a doctoral degree and academic appointment should be proposed for an appointment as Adjunct Professor, Adjunct Associate Professor, or Adjunct Assistant Professor. The proposed rank should not exceed the rank held at their home institution.
- III. Candidates with a doctoral degree but no academic appointment could be proposed as Adjunct faculty (specifying rank) or Adjunct Instructor.

PROCEDURE FOR APPOINTMENT

*(A rolling timeline is used for this process – nominations are accepted throughout the year.)

- I. A **School of Nursing faculty member** completes the [Adjunct Faculty Nomination Form](#) on the Faculty and Staff Guide to Emory Nursing webpage, citing the expected contribution to the School and including a current CV of the candidate.
- II. This form and attached CV go to
 - a. 1) the Associate Dean of Academic Operations (**ADAO**) and 2) the **Associate Dean** for Education (ADE) for review. Both the **ADAO** and **ADE** send a reply email either approving or disapproving the appointment to;
 - b. The Office of Academic Advancement (OAA) for inclusion on the SON Adjuncts spreadsheet:
 - i. The OAA enters all of the data from the nomination form on the spreadsheet and saves a copy of the attached CV to the proper folder;
 - ii. Once both the ADAA and ADE have replied and approved the appointment,
- III. The **OAA** prepares and mails a letter to notify **the individual** (cc'ing the nominating faculty member) of the proposed Adjunct appointment using the template and including the following information:
 - a. Acknowledge the candidate's anticipated specific contribution to the school and thus, the purpose of their being appointed;
 - b. Provide the stated privileges/conditions of Adjunct faculty;
 - c. State the appointment start and end dates; Appointments will be for the period of three years and are subject to renewal. Appointment end dates should coincide with the academic calendar;
 - d. Enclose the Adjunct faculty policy and a Human Resources Action Form (HRAF), providing instructions for completion;
 - e. A return-by date ten (10) days later.
- IV. Upon return of the individual's paperwork, **OAA** will
 - a. Send an electronic copy of the executed offer letter to the **ADAA, Adjunct's nominating faculty member, and the Director of Faculty Affairs (DFA)**;
 - b. Forward the completed HRAF form to **DFA** for processing;
 - c. **DFA** will enter the new adjunct's relevant information into the database and update their status. Copies of all documentation will be stored in the appropriate folder on the S: drive;
 - d. **DFA** will send the new adjunct faculty member their NetID and login credentials after receiving them from HR.

- V. If the nominee hasn't returned the signed appointment letter and HRAF within 10 days, the OAA will contact the nominator and ask them to re-send the appointment email and letter.

EVALUATION AND REAPPOINTMENT

The **OAA** will review the list of Adjunct faculty near the end of their three year appointment period and will consult with the **Adjunct's SON faculty sponsor** regarding the contributions of the individual, the need for the continued service of the individual and to confirm that the Adjunct has indicated a desire to continue. Only those individuals who continue to meet the expectations of the role will be reappointed.

During the final semester of the Adjunct's appointment, the **Adjunct's SON faculty sponsor** will evaluate and document the contribution(s) of each faculty. Along with an updated copy of the Adjunct's CV, they will fill out the Adjunct Faculty Renewal Form (found on the NHWSN website) answering the questions:

- What the adjunct faculty's contributions to the school were in the previous years of their appointment?
- What the adjunct faculty's contributions to the school will be in the upcoming years of their appointment?
- Are they still in good standing in their profession (nursing or otherwise)?

The **ADAO** and **ADE** will then make the decision for reappointment, and the OAA will notify the **Adjunct faculty** in writing accordingly.

APPENDIX B. EXPERT WITNESS SERVICES

The Emory University Faculty Handbook permits faculty to engage a private consulting outside the University. The School of Nursing acknowledges the likelihood of its faculty being called to testify in legal proceedings, and such activities would be considered private consulting. Consistent with university policy, such services must be disclosed in writing and reviewed by the Associate Dean for Academic Advancement in advance to assure that the arrangement does not interfere with the faculty member's duties and responsibilities to the University. Prior to acceptance of any engagement, faculty are required to:

1. obtain the written permission of the Associate Dean for Academic Advancement (ADAA) through entering the potential activity in the [University's eCOI system](#). By doing so, notification is also sent to Emory Healthcare's Office of Risk and Insurance Services (ORIS);
2. contact the 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;
3. If applicable, provide the ADAA with a copy of the engagement letter documenting the scope of work and expected compensation.

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 School of Medicine, Emory Healthcare, and Emory University policies. Faculty may not use University resources, other than library, in their private consulting activities as such use violates the "private inurement" and/or "private benefit" restrictions imposed on the University as a tax exempt entity and could result in the University's becoming involved in litigation. The SON will permit expert witness fees for these services to be retained by faculty personally. If the fees are greater than \$5000 annually, they might be considered a Significant Financial Interest under Emory Policy 7.7. Investigators Holding Financial Interests in Research and would be subject to the review procedures outlined in that policy. Failure to comply with the requirements prior to accepting an engagement may be grounds for disciplinary action. Such actions include, but are not limited to: reprimand, change of assignment, prohibition of outside activities for a specified time, and/or non-compensated leave of absence. If an activity or interest has not been properly disclosed, the faculty member may be required to disclose the activity or interest in all subsequent presentations and publications of research results.

Definition:

A practitioner testifying as a **"Fact Witness"** is one who treated a patient and is called upon to give testimony about that treatment and the practitioner's knowledge of the patient's condition both prior to and after the treatment. Because a treating practitioner is a fact witness, he/she can be compelled by subpoena to testify. A **"Retained Expert"** is one who generally did not treat the patient, but has been hired by one of the parties to examine the patient or review a patient's medical records and give opinion testimony as to the patient's condition and prognosis. A retained expert participates knowing a legal proceeding is pending and usually for the purpose of providing testimony to help the case of the party retaining the expert.

If retained as an expert, one generally works with the engaging party's lawyer. If retained as a fact witness, one may not work closely with either party's lawyer. In either event, one needs to be aware that neither party's lawyer represents The SON faculty member. Generally, one of the lawyers will be very nice and the other lawyer will be, at best, apathetic, at worst hostile and accusatory, but usually somewhere in between these two extremes.

Scope/Procedure:

If approached by an attorney requesting expert witness services, *either as a fact witness or as a retained expert*, the practitioner should adhere to the procedure below.

STEP 1: Have a preliminary discussion with the attorney and discuss the following issues:

- A. *Scope of the Engagement.* Discuss the scope of the services being requested. Some attorneys will request a review of medical records and an oral report, while others may want personal or telephonic conferences to discuss medical questions. Most engagements will require testimony either through deposition, trial or both. Faculty should try to get a feel for how much time the engagement will require. While you are permitted to provide expert witness service if approved by the ADAA, the time commitment will be an important factor for consideration.
- B. *Conflicts.* Immediately after determining the scope of the project, inquire as to the case name, number and court where the matter is pending as well as the identity of other experts involved in the case (for example, *Smith v. Jones*, DeKalb State Court, Case No. D-07777). This information must be reported to ORIS for a conflicts check prior to acceptance of the engagement. You should not accept an engagement where your testimony would be adverse to another Emory faculty member/practitioner. It may be difficult to determine whether a conflict exists during the initial phone call with an attorney because often the parties do not disclose the identity of experts during the early stages of a legal proceeding. However, an early inquiry should be made in the event that the identity of an opposing expert is known. All possible and potential conflicts should be discussed with the ADAA.
- C. *Fees.* During the initial phone conversation with an attorney, discuss fees for the services being requested. You may want to request a retainer from an out-of-state attorney or an attorney not known to you. You should be aware that under Georgia law fees permitted for an expert in workers' compensation cases are set by statute to be \$250 for the first hour and \$100 per hour for every hour thereafter. Since these fees are set by law, they are not subject to negotiation. Fees in other cases are subject to negotiation as would be any other contract, but you should communicate your rate clearly before the engagement starts. There is often variation in rates charged by practitioners depending on the type of service being requested and its disruption to your practice. Testimony rates are often higher than rates for non-testimony tasks. If you charge differing rates, make those distinctions clear.

STEP 2: Obtain ADAA approval for the engagement.

Obtain written approval from the ADAA to accept an expert witness engagement through entering the potential activity in the [University's eCOL system](#). By doing so, notification is also sent to Emory Healthcare's Office of Risk and Insurance Services (ORIS); and (2) contact the 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 ADAA will be aware of business associates important to the SON and needs of the program which may be left unattended if the engagement is more demanding than originally anticipated.

STEP 3: Prepare an engagement letter.

An engagement letter is highly recommended if you wish to be paid for your services. The engagement letter serves as written evidence of your understanding with the lawyer. A sample form is provided for your convenience at the end of this policy.

- A. *Form of Engagement Letter.* No specific form is required and the decision to use one is yours. The sample provided at the end of this policy is the form recommended by the Emory Clinic's attorneys for your convenience. That sample has been carefully drafted to promote clarity and facilitate collection of your fees. If you wish to use a different format, it is recommended that you make clear the amount of money you expect to be paid for your time and the identity of who is obligated to pay you (e.g., the patient or the lawyer). This letter, as with any written document to a lawyer not acting on one's behalf, is not a privileged document. The adverse party's lawyer can and probably will, obtain a copy. Please keep that fact in mind when considering making revisions to the sample provided. This admonition is applicable when sending any correspondence to a lawyer.

B. *Notification.* Send a copy of all engagement letters to the EHC Office of Risk and Insurance Services for a cross check of conflicts (laura.deane@emoryhealthcare.org). A copy of all engagement letters must also be sent to the ADAA.

C. *Collection Issues.* There is some question as to whether a faculty member testifying as a "fact witness" is entitled to be paid for his/her services. Some lawyers take the position that since other "fact" witnesses do not get paid anything other than a subpoena fee, faculty should not either. Subpoena fees are generally \$10.00-\$45.00 per day, depending on the court. As might be expected, disputes over how much a faculty member will be paid do not usually arise until after the faculty member has already given the testimony. Prior to giving the testimony, the attorneys will likely be more agreeable to your fee because they need the testimony. Thus, *it is important to send engagement letters immediately after discussing possible testimony with a lawyer.* If the engagement letter is approved by the attorney (signed) and returned, you will be entitled to the agreed upon fees regardless of the fact witness/retained expert distinction; the letter will form a binding contract.

Most fees for expert services which end up uncollected are those where a signed engagement letter was not obtained. Without such documentation, the lawyers who hired the faculty member may either dispute the amount of the charge, assert that the patient is responsible and not the lawyer, or contend they did not realize that payment was expected at all. It is difficult to collect these receivables without written documentation to reflect the understanding of the parties. The engagement letter will keep everyone informed of what is expected and provide proof if needed by the faculty to pursue formal collection efforts.

STEP 4: Be aware of testimony retrieval services and insurance coverage issues.

Faculty should be aware that their testimony will likely be transcribed and thereafter forwarded to a testimony retrieval service. Such services make copies of transcripts available to others for a fee. As such, faculty should prepare carefully for any testimony, and be aware that it may be used against them in future cases.



EMORY

NELL HODGSON
WOODRUFF
SCHOOL OF
NURSING

[Name of Attorney Requesting Assistance]

[Firm Name]

[Address of Attorney]

Re: [Case Name], [Court and Case Number]

Dear [Attorney]:

I have received your request for assistance in the above matter. The purpose of this letter is to confirm that I will be able to provide professional assistance to you in your representation of this matter. It is my understanding that you need the services which are checked below:

- ☐ 1. Review of medical records and oral report: [\$_____/hour, or any part thereof]
- ☐ 2. Review of medical records and a written report: [\$_____/hour, or any part thereof]
- ☐ 3. Periodic conference by telephone or in person: [\$_____/hour, or any part thereof]
- ☐ 4. Testimony as an expert witness through deposition: [\$_____/hour, or any part thereof]
- ☐ 5. Testimony as an expert witness at trial: [\$_____/half day (4 hours), or an part thereof:
\$_____/full day (over 4 hours)]
- ☐ 6. Other service(s): _____: \$_____/hour, or any part thereof]

Fees for my services are indicated above. A retainer of [\$_____] will be required before I can initiate services. If the time devoted to the work does not consume the entire retainer, a proportional refund will be issued. It is understood that you and your law firm will be responsible for payment of my fees. Throughout the period of this engagement, I will send periodic (monthly) statements for services rendered, which statements are due on receipt. Each statement will contain a brief description of the services for the period covered by the statement. Charges for related expenses and services such as photocopying, computerized research, travel, long distance telephone, telecopy, word processing, delivery services and secretarial overtime to the extent required by the particular assignment will also be billed in the monthly statement. All payments are to be made payable to, "_____". Should you have a question about my statement please call me directly.

I would appreciate your acknowledging that this letter correctly reflects the terms of our engagement by signing, dating, and returning to me the enclosed copy of this letter. There is space for your acknowledgement below my signature. No work will begin on your request until the retainer has been received; unfortunately, past experiences with attorneys in other matters have made this policy necessary. I look forward to working with you.

Very truly yours,

[Faculty Name/Signature]

bcc: ADAA
Office of Risk and Insurance Services

Acknowledged and agreed to this _____ day of _____, 20__.

[Attorney Name/Signature]

APPENDIX C. ACADEMIC FELLOWSHIP POLICY

Purpose

Academic Fellowship is defined as a paid leave in support of faculty who request dedicated time to engage in research or other activities that will increase their scholarly achievement. Qualified full-time faculty members are encouraged to apply for scholarly and educational purposes when significant opportunities present themselves and when the academic fellowship can be arranged without impact to educational programs. Such academic fellowships are recognized to have the potential to increase the value of the faculty member to the School and to 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

Eligibility for an academic fellowship is 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.

Only full-time faculty at the Associate Professor or Professor ranks are eligible to be considered for academic fellowship and judged by the Dean and Associate Dean for Academic Advancement that such work will benefit the academic and scholarly development of the faculty member and of the program in which he or she serves.

It is stipulated that at the conclusion of an academic fellowship the faculty member will forward to the Associate Dean for Academic Advancement and the Dean copies of a report on activities undertaken during the fellowship and how the experience and contribution will be interwoven into the School's mission and strategies.

Term and Compensation of the Academic Fellowship

Arrangements to fulfill faculty members' duties while they are on academic fellowship must be made with the Associate Dean for Academic Advancement and the Associate Dean for Education and will depend in part on the funds available for the program. The School of Nursing may support the academic fellowship of a faculty member up to the maximum rate of full salary and benefits for one academic semester (Fall, Spring, Summer), or half salary for two academic semesters (Fall, Spring, Summer).

Each application for academic fellowship will be reviewed by the Dean or the Dean's designate with full consideration of all the circumstances relating to the individual and the nature of the proposal. Arrangements for others to assume the faculty member's duties while the individual is on academic fellowship and arrangements concerning salary must be made with the Associate Dean and the Associate Dean for Education.

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 as necessary. Scholarly societies, government agencies, and private foundations are also sources of funds for academic fellowships.

Required Application Information and Process

To allow for planning within the School, applications for academic fellowship must be submitted to the Associate Dean one year prior to the start of the fellowship period. Deadline dates are June 15th for academic fellowships that will begin July or September of the subsequent academic year (eg, applications are due June 15, 2021 for academic fellowships that will begin July or September 2022); and December 15th for academic fellowships that will begin January of the year following the next calendar year (eg, applications are due December 15, 2021 for fellowships that will begin January 2023). Individual exceptions to these dates may be considered (i.e due to timeliness of funding decisions) at the discretion of the Associate Dean and Dean.

Application materials should include the following:

- Cover letter requesting the academic fellowship and period of leave
- Goals for scholarship activities during the term of the academic fellowship
- Description of the alignment of the fellowship with the mission, values, and strategic goals of the school
- Examples of how the investment in the academic leave will result in demonstrable resources or expertise to the overall school
- Salary requested during the academic fellowship (i.e. full salary for one semester, half salary for year or other)
- Designating percentages requested from the academic fellowship budget, from grants and unpaid if desired
- Summary of teaching, administrative, and other responsibilities with recommendations for coverage if applicable.

Reporting Requirement at the conclusion of the Academic Fellowship

Within one month of the conclusion of the academic fellowship, faculty are expected to submit a report to the Associate Dean and Dean including the scholarship activities undertaken during the term of fellowship and how the experience will contribute to the mission and strategy of the school. If appropriate, the faculty would be invited to provide a presentation to the faculty or program on the experiences of the academic fellowship and outcomes.

APPENDIX D. PRINCIPAL INVESTIGATOR ELIGIBILITY POLICY

Effective Date:

January 1, 2021

Purpose:

NIH Grants Policy Statement - Definition of a Program Director/Principal Investigator (PD/PI):

The Program Director/Principal Investigator (PD/PI) is defined as the individual(s) judged by the applicant organization to have the appropriate level of authority and responsibility to direct the project or program supported by the grant. The applicant organization may designate multiple individuals as PD/PIs who share the authority and responsibility for leading and directing the project, intellectually and logistically. Each PD/PI is responsible and accountable to the applicant organization, or, as appropriate, to a collaborating organization, for the proper conduct of the project or program including the submission of all required reports.


PI Eligibility Criteria:


Please use the table below to determine whether an individual with a specific role may or may not be eligible to be a PI, as well as what requirements are needed in each situation.

Role	Rule	Requirements
Regular full-time or part-time faculty: <ul style="list-style-type: none">• Instructor• Assistant Professor• Associate Professor• Professor	Eligible.	All research proposals to be submitted through the School and University in accordance with School and University policies and procedures.
Postdoctoral Fellows	Eligible if submitting as the PI for NIH R21 or R03 grants, F32 grants, or K series grants (depending on the branch of NIH).	Prior written approval from mentor and Associate Dean for Research. Mentor to provide space in their research group or lab and to provide letter outlining the commitment – to be signed by the Department Chair. Note: Postdoctoral Fellow CANNOT hold an IND or IDE (mentor can hold the IND or IDE if the grant requires it).
Staff Scientists: <ul style="list-style-type: none">• Assistant Staff Scientist• Associate Staff Scientist• Staff Scientist• Senior Staff Scientist	Eligible.	Prior written approval of Faculty Supervisor and the Associate Dean for Research. Supervisor to provide space in their lab and to provide letter outlining the space commitment signed by the Associate Dean for Research.
Emeritus Faculty	May be eligible.	Prior written approval and agreement on terms signed by the Associate Dean for Research, SON Office of Academic Advancement and faculty member.

<p>Other faculty, staff, and students:</p> <ul style="list-style-type: none"> • Temporary and Visiting Faculty • Staff Members (preferred: health care degrees) • Trainees • Undergraduate and Graduate Students • Professional Students • Residents • Interns • Postdoctoral Fellows (not described above) 	<p><u>Generally, not eligible</u> for NIH proposals (exceptions are NRSA and Career Development Grants per NIH requirements). Foundation proposal eligibility is per their requirements.</p>	<p>Exceptions to this rule require prior written approval of the Associate Dean for Research and the Office of Academic Advancement.</p> <p>Letter from ADR to OAA Dean confirming that the person meets eligibility for PI/PD status, availability of supervision/mentorship and available space in which to conduct the research.</p> <p>If a student: a named mentor to access EPEX.</p>
<p>Pending Faculty Members (not faculty when the proposal is submitted but will be appointed prior to funding by the external sponsor)</p>	<p>Generally eligible.</p>	<p>Request must include:</p> <ol style="list-style-type: none"> 1. Offer letter from the Dean that is provided by the Office of Academic Advancement. 2. Letter of Assurance from the Office of Academic Advancement that the PI will have a faculty appointment prior to funding by the external entity and that the appointment is not contingent on the funding of the proposal.
<p>EHC Nursing Staff</p>	<p>Eligible, when doctorally prepared (PhD or DNP)</p>	<p>All research proposals to be submitted through the School of Nursing and University in accordance with School and University policies and procedures.</p> <p>Approval by the ADR.</p> <p>EHC nurses are strongly encouraged to include a SON faculty advisor</p>

APPENDIX E. EVALUATION CHECKLIST FOR CLINICAL AND LAB INSTRUCTORS/SITE VISITORS

 EMORY NELL HODGSON WOODRUFF SCHOOL OF NURSING	Rating Scale			
	Not Applicable	Does not meet Expectations	Meets Expectations	Exceeds Expectations
Evaluation Checklist for Clinical & Lab Instructors/ Site Visitors	0	1	2	3
1. Participates in course meetings as deemed necessary by the course coordinator.				
2. Fosters an environment to enhance the learning experience and promote the development of critical thinking skills.				
3. Coordinates the daily pre and post conference sessions which emphasize key elements covered in course lectures.				
4. Supervises the delivery of patient care in accordance with acceptable standards of practice, student's abilities and facility policy and procedure.				
5. Selects student clinical assignments that are appropriate for the current course content and clinical objectives to enhance the student learning experience; seeks opportunities for creative learning experiences for students.				
6. Provides constructive feedback for each student as a component of the clinical day.				
7. Maintains anecdotal notes for each student documenting performance, areas for improvement, feedback and student response to feedback, conference findings and recommendations.				
8. Evaluates student performance: a) Maintains regular notes regarding student progress and challenges; b) Provides written summaries of weekly student clinical performance, mid-clinical formative and end of clinical summative performance evaluation for each assigned student (BSN student) <u>OR</u> c) Provides written evaluations of student clinical performance, appropriateness of clinical site and peer evaluation of preceptor (MSN student)				
9. Schedules time as needed with each student to review clinical performance. Schedules time with each student to review mid and end of clinical evaluations and provides for response and support to the student.				
10. Provides course coordinator with timely updates regarding issues and/or concerns as related to student clinical progress.				
11. Demonstrates and maintains a professional relationship with the clinical site coordinator(s), clinical staff of the institution, faculty, SON staff and students; represents Emory School of Nursing values and standards while in clinical facilities.				
12. Accesses NHWSN email accounts at least twice weekly and conveys information/communication with students and course coordinator as needed or required using NHWSN email accounts only.				

 EMORY NELL HODGSON WOODRUFF SCHOOL OF NURSING	Rating Scale			
	Not Applicable	Does not meet Expectations	Meets Expectations	Exceeds Expectations
Evaluation Checklist for Site Visitors Only	0	1	2	3
1. Email students and introduces self as clinical site supervising faculty; attends first class.				
2. Reviews the course syllabus and discusses with course coordinator the requirements for the clinical notebook. Documenting patient encounters in Typhon is a minimum (not negotiable)!				
3. Emails preceptors and introduces self to them as the supervising clinical instructor. Shares the course syllabus as an attachment to review the students' learning objectives (course objectives) and point out the clinical evaluation tool that preceptors will need to complete at the end of the student's rotation.				
4. Provides continuous and ongoing feedback to students in their journal or notebook, as required by the course syllabus.				
5. Reviews students' documentation of clinical encounters in Typhon.				
6. Completes the following forms (Typhon) after site visits: an evaluation of the site for NP students, an evaluation of the preceptor's teaching and an evaluation of the student's clinical performance.				
7. During the site visit (approximately 2-4 hours), talk with the preceptor alone and/or with the student about their impression about how things are going. Observe the student's performance with at least one patient and during the student's presentation to the preceptor. Observe the preceptor's interaction with the student.				

Overall Evaluation:

Comments:

Course Number and Title

Semester

Course Coordinator's Signature

Date

Clinical Instructor/Site Visitor Signature

Date

APPENDIX F. FACULTY MIDTERM, PROMOTION, AND TENURE REVIEW PROCESSES TIMELINES

APPENDIX D. FACULTY MIDTERM, PROMOTION, AND TENURE REVIEW PROCESSES TIMELINES							
	Clinical Track - Midterm	Clinical Track - Promotion	Research Track - Midterm	Research Track - Promotion	Tenure Track - Midterm	Tenure Track- Award of Tenure	Tenured Promotion to Professor
Director of Faculty Affairs (DFA) checks timeline and sends faculty list to Dean and SADAA; AND Dean sends letter to faculty member notifying them of the need for a review, OR Faculty declares intent to go up for promotion with SADAA	Asst: Spring, Year 4	Asst: Spring, Year 9 Assoc: Spring	Asst: Spring, Year 4	Asst: Spring, Year 9 Assoc: Spring	Asst: Spring, Years 2 & 5	Asst: Spring, Year 8 Assoc: Spring, Year 4	Assoc: Fall
	↓	↓	↓	↓	↓	↓	↓
Internal/External Reviewer Lists - due date =>	(not needed)	1 Internal, 3 External - May 1	(not needed)	(not needed)	(not needed)	6 External - May 1	6 External - May 1
OAA contacts internal/external reviewers, coordinates letters of recommendation	↓	↓	↓	↓	↓	↓	↓
Dossier - DUE date =>	Oct 1	Sept 1	Oct 1	Sept 1	Oct 1	June 1	June 1
OAA sends dossier to reviewers	↓	early Sept	↓	early Sept	↓	early June	early June
DFA schedules reviews with FCAPT & CCFP	↓	↓	↓	↓	↓	↓	↓
DFA incorporates letters into dossier packet	↓	Oct/Nov	↓	Oct/Nov	↓	Sept/Oct	July/Aug
DFA sends dossier packet to committee members	↓	Nov/Dec	↓	Nov/Jan	↓	Oct/Nov	Aug/Sept
CCFP Review	Dec/Jan/Feb	Dec/Jan	(not needed)	(not needed)	(not needed)	(not needed)	(not needed)
CCFP Chair writes recommendation letter for Dean and/or SADAA/FCAPT Chair	↓	↓	(not needed)	(not needed)	(not needed)	(not needed)	(not needed)
FCAPT Review	(not needed)	Jan/Feb	Nov/Jan/Feb	Nov/Jan	Nov/Jan/Feb	Oct/Nov	July/Aug
FCAPT Chair writes recommendation letter for Dean	(not needed)	↓	↓	↓	↓	↓	↓
SADAA writes recommendation letter for Dean	(not needed)	↓	↓	↓	↓	↓	↓
Dean makes decision, Dean & SADAA have review meeting with faculty member, OR	Spring, Year 5	(not needed)	Spring, Year 5	(not needed)	Spring, Years 3 & 6	(not needed)	(not needed)
Dean makes decision, sends letter to faculty member, OR	(not needed)	Spring, Year 10	(not needed)	Spring, Year 10	(not needed)	(not needed)	(not needed)
Dean makes decision, sends letter to Provost & TPAC	(not needed)	(not needed)	(not needed)	(not needed)	(not needed)	Dec/Jan	Early Fall
	END	END	END	END	END	↓	↓
TPAC Review						Spring Semester	Fall Semester
DFA sends dossier packet to Provost						Early Spring	Early Fall
TPAC Reviews, sends recommendation to BoT						↓	↓
BoT makes decision, President sends decision letter to Dean						↓	↓
Dean notifies faculty of result						Spring/Summer	Winter/Spring
						END	END
*Shaded portions are the responsibility of the faculty member							

APPENDIX G. 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	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.	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.	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.
	Includes students in clinical practice activities.	Integrates students into own clinical practice and mentors students in clinical practice.	Leads development of clinical practice opportunities and mentor faculty and students in clinical practice. Evaluates methods and disseminates results.
	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	Disseminates results of scholarly activity through poster and podium	Disseminates results of scholarly activity through poster and podium

Area/Criteria	Clinical Track, Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
Demonstrates expertise in scholarship/research continued	presentations locally and regionally.	presentations regionally and nationally.	presentations nationally and globally.
	Publishes occasionally in peer-reviewed journals.	Publishes regularly in peer-reviewed journals.	Publishes regularly in peer-reviewed journals.
	Disseminates results in alternative or lay media to limited audiences.	Disseminates results in alternative or lay media to multiple and varied audiences.	Disseminates results to national audiences in alternative or lay media, often by request.
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.

**APPENDIX H. APPOINTMENT AND PROMOTION CRITERIA
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

Area/Criteria	Research Track, Evidence at the rank of:		
	Assistant Professor	Associate Professor	Professor
Contributes to nursing through involvement in professional service	Serves as a professional research role model for nursing students	Serves as a professional research role model for nursing students and faculty	Serves as a professional 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

**APPENDIX I. APPOINTMENT AND PROMOTION CRITERIA
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.
	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.
Demonstrates expertise in scholarship/research continued		

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 leadership and engagement in the research or scholarship mentorship of others, including students, faculty, and other interdisciplinary colleagues.
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 J. UNIVERSITY GUIDELINES FOR CANDIDATE FILES (updated August 2020)
FORMAT FOR FACULTY PROMOTION AND TENURE DOSSIERS

Part I

Cover sheet that includes:

- ✓ School name
- ✓ Full name of the candidate and terminal degree(s)
- ✓ Candidate's current rank and title
- ✓ Proposed action and candidate's proposed rank and title
- ✓ Proposed effective date, must be "September 1" of the following academic year, "upon approval of the board," or the effective date must coincide with the faculty member's date of hire
- ✓ Overall assessment by school-based review committee of scholarship, teaching and service for candidate's proposed tenure and/or promotion, including the vote for each assessment (if applicable)
- ✓ Overall vote by school-based faculty review committee (if applicable)

Dean's Letter that includes:

- ✓ Introductory paragraph with proposed recommendation, candidate's full name and terminal degree(s), proposed rank, and effective date (must be "September 1" of the following academic year, "upon approval of the Board," or the effective date must coincide with the faculty member's date of hire). Faculty who arrive prior to Board approval MUST carry the title of Acting Professor or Acting Associate Professor
- ✓ Process/chronology paragraph summarizing the appointment/review process
- ✓ If faculty member holds a joint appointment, explain how the appointment letter informs the tenure and promotion standard, if applicable
- ✓ If the candidate is going up for tenure and/or promotion early (e.g. before the last year on the tenure track or, at or before the minimum time in rank for promotion to full), please provide a justification (e.g. retention, far surpasses relevant standards)
- ✓ External reviewers' summary paragraph: The relationship to the candidate must be at arms-length (see p. 2), otherwise detail any potential conflicts of interest that exist. Selected reviewers should be from disciplinary peer institutions, peer aspirational institutions, or justify reviewer's expertise
- ✓ Candidate's background:
 - Educational history; include graduating year for each degree
 - Broad field and subfield
 - Please include details regarding candidate's discipline/research and how it aligns with both the school and university's strategic priorities.
 - H-index (if applicable)
 - Funding history (if applicable) - include current grants with funding amounts, total awards, number served as PI or Co-PI, etc., and funding amount
 - Publishing record (indicate how many first or senior author and number of publications in rank)
If the recommendation is for promotion to Full Professor, include number of publications post-tenure
- ✓ Identify and address any issues in the school-based faculty committee report
- ✓ Identify and address any issues in the department chair's report (if applicable)
- ✓ Dean's critical perspective and independent recommendation. This should include:
 - an assessment of the candidate's (scholarship, teaching, service),
 - a brief description of the cohort within which the candidate was evaluated,

- for internal tenure candidates, an assessment of whether the dean would hire this candidate laterally (and why),
- the candidate's expected career trajectory
- identification of the candidate's strengths, weaknesses, and any concerns, particularly those highlighted by the school-based faculty committee (if applicable) or external reviewers
- the value of the candidate to the unit and the University

Supporting Materials:

- ✓ Letter from school-based faculty committee to the dean (if applicable)
- ✓ Letter from department chair/division to the dean (if applicable)
- ✓ Candidate's one-page summary curriculum vitae (CV)
- ✓ External reviewers:
 - Copy of initial solicitation letter/email to one of the external reviewers
 - Copy of the school's most recent tenure and promotion guidelines shared with the external reviewers
 - Brief biographical description for each external reviewer who submitted a review letter; including a description of relationship to the candidate (maximum two pages)
 - External reviewers' letters (minimum of six) and signed External Reviewer Forms preceding each letter
 - Review letters from internal reviewers (if applicable)
- ✓ Candidate's personal statement (maximum of five pages) on scholarship, teaching and service
- ✓ Candidate's COVID impact statement (if applicable)
- ✓ Candidate's full curriculum vitae (CV)

PART II

- ✓ Teaching dossier (teaching statement, numerical evaluation summary sheets, handwritten comments, course creation total and other related materials)
- ✓ Service dossier (service statement, service activities and other related materials)
- ✓ Copy of the selected scholarly work submitted to external reviewers

PART III

- ✓ External Reviewer's Tracking Form

APPENDIX K. DOSSIER CHECKLIST
CLINICAL 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 5 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"

APPENDIX L. DOSSIER CHECKLIST
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 5 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"

APPENDIX M. DOSSIER CHECKLIST
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 5 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"