

V. Criteria for Appointments and Promotions

Research - Research encompasses the conceptualization and design of investigations and the systematic collection, analysis, interpretation, and dissemination of information. Research is the scholarly contribution to the generation of knowledge. Included are studies that involve laboratory, field, clinic, library, archival, and other sources of information. Competence in research is primarily documented by refereed publications based on original research. Evidence must be submitted illustrating independence, collaboration, and leadership, refereed publications in top-tier scientific venues, and the impact or significance of the research and the recognition achieved through team science, a collaborative and interdisciplinary approach to scientific inquiry where individuals across different disciplines work together in ways that leverage their diverse expertise.

What follows are examples of ways to meet the research expectations for each rank.¹

	Assistant professor	Associate professor	Professor
Research examples	<p>Performance</p> <p>Initial</p> <p><u>Program of research</u></p> <ul style="list-style-type: none"> • Articulates focus of intellectual inquiry and direction of scholarly program. • Begins to establish an interdisciplinary network of collaborators. (at least 2 collaborators external to the SON) <p><u>Dissemination</u></p> <ul style="list-style-type: none"> • Makes data-based presentations at regional/national professional meetings that are relevant to research areas (at least 3) • Publishes data-based manuscripts in peer-reviewed journals. (A minimum of 5 total with at least one first authored) <p><u>Funding</u></p> <ul style="list-style-type: none"> • Successfully competes for internal grant funding (n= at least 1) • Seeks and acquire additional mentored training (multidisciplinary mentors) as needed through career award 	<p>Performance</p> <p>In addition to meeting the criteria outlined for the Midterm/third year review of the rank of Assistant Professor, the faculty continues to demonstrate:</p> <ul style="list-style-type: none"> • excellence in research, which is recognized nationally • and leadership in research including team science and articulates his or her unique contributions to interdisciplinary and team science endeavors. <p><u>Program of research</u></p> <ul style="list-style-type: none"> • Conducts research that adds to science as principal investigator on studies in his/her line of intellectual inquiry and in collaborative and interdisciplinary approaches to scientific inquiry. • Assumes scientific leadership of at least one multidisciplinary or transdisciplinary scientific team conducting research. • Establishes a distinct and coherent body of nursing-relevant knowledge through multiple, related, data-based, scholarly products. • Mentors students in grant development & research dissemination. • Integrates line of inquiry with teaching activities; includes opportunities for student involvement. <p><u>Dissemination</u></p>	<p>Performance</p> <p>Continues performance outlined for Associate Professors but with the focus on increasing research and scientific leadership roles, excellence of contributions, and the sustainment of leadership and contributions over time including team science.</p> <p><u>Program of Research</u></p> <ul style="list-style-type: none"> • Has a clear and coherent line of intellectual inquiry. • Maintains scientific leadership of at least one multidisciplinary scientific team conducting research. • Elaborates one's unique body of nursing-relevant knowledge through multiple, related, scholarly products. • Mentors PhD students, postdoctoral fellows, and junior faculty in scientific grant proposal development with sustained outcomes (funded research or career development grants). • Serves as consultant and/or advisory member at the SON RSC and/or on regional/national and international organizations relevant to defined line of research. • Provides evidence of integrating scholarly activities with teaching. • Engages students in collaborative research and scholarly activities. <p><u>Dissemination</u></p>

	<p>Midterm</p> <p><u>Program of research</u></p> <ul style="list-style-type: none"> • Has research in progress that has a potential to add to scientific knowledge and advances; this research should be relevant to defined line of intellectual inquiry. • Creates and leads or co-leads an interdisciplinary team <p><u>Dissemination</u></p> <ul style="list-style-type: none"> • Presents at a national or regional conference 1-2 per year relevant to defined research area). • Publishes an average of 2-3 data-based publications in high quality peer-reviewed journal(s) with at least 1-2 first authored manuscript every year. <p><u>Funding</u></p> <ul style="list-style-type: none"> • Continues to seek and acquire internal funding to start a program of inquiry. • Demonstrates progress toward or plans for major extramural funding as a principal investigator (at least 1 grant submission). • Serves or have served as principal investigator on at least one extramurally funded research project, equivalent to a career development award or R03. 	<ul style="list-style-type: none"> • Presents at national meetings (at least 2) based on knowledge generated in one's own line of intellectual inquiry. • Serves as first or second author (or last, if discipline appropriate) on at least 2-3 data-based publications in peer reviewed journals every year. <p><u>Funding</u></p> <ul style="list-style-type: none"> • Demonstrates record of funding as the principal investigator or Co-investigator, including internal and extramural funding to support one's area of scientific inquiry that show progressive efficacy (grant submission, scored proposals, responsive to critiques and consultations; success of resubmission of proposals • Has obtained (internal and/or extramural grant) funding for at least one project in defined research area. • Serves or has served as co-investigator, participating investigator, or consultant on research projects of other faculty colleagues. 	<ul style="list-style-type: none"> • Demonstrates record as a productive scholar through continuing data-based publication activity over a period of years. • Continuously disseminates outstanding peer-refereed scientific products in the highest disciplinary and interdisciplinary venues (i.e., papers, oral and poster presentations, disseminated products; 2-3 refereed papers [1-2 first-authored or senior-authored] per year; 2-3 refereed national or international presentations per year) related to one's area of scientific inquiry. <p><u>Funding</u></p> <ul style="list-style-type: none"> • Exerts continuous, sustained efforts to acquire independent external funding to support one's area of scientific inquiry that show progressive efficacy • Demonstrates leadership as the principal investigator, multiple principal investigator, or a co-PI in seeking outside funding for scholarship through grants and contracts. • Acquires and leads sequential externally funded grants related to one's program of research. • Serves as a team member on multidisciplinary or team science projects (research grant Co-Investigator or consultant).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Research examples</p>	<p>Impact</p> <ul style="list-style-type: none"> • Evidence research is being cited by students and other researchers. • Invited to be an abstract reviewer on local and state levels in area of research expertise. • Research presentations rated satisfactory or above by attendees. • Participate in local and regional discipline specific or research topic specific research groups. 	<p>Impact</p> <p>Impact continues as described for Assistant Professors at midterm but with focus on sustained record of impact of research on profession and public, and interdisciplinary collaborations over time.</p> <ul style="list-style-type: none"> • Holds record of growing numbers of citations, published responses, evaluations, and/or reviews • Other researchers build on the candidate's measures, theory, research methods, findings, to guide their own work. • Research impacts local, regional, or national research, health practice, education, or policy. 	<p>Impact</p> <p>Impact continues as described for Associate Professors but with focus on sustained record of impact of research on profession and public, interdisciplinary and transdisciplinary collaborations, and excellence in leadership roles, excellence of contributions, and the sustainment of leadership and contributions over time.</p> <ul style="list-style-type: none"> • Significant impact of research on national/international research, health practices, education, or policies • Invited to serves as a reviewer on national and international levels in area of research expertise

		<ul style="list-style-type: none"> Invited to serves as a reviewer on state and national levels in area of research expertise 	
Research examples	<p>Recognition</p> <ul style="list-style-type: none"> Is recognized through local/regional awards for outstanding research and/or publication(s) Receives invitations to deliver lectures/ presentations about research work at local and regional levels. Is appointed to and/or elected as an officer in scientific organizations at local and regional levels. Receives Invitations to serve and service as editor or reviewer for scientific publication or grant agency. Is invited to serve and has service as research consultant, visiting scholar, keynote speaker. Receives externally funded grants and contracts awarded to conduct research. Local/regional media and discipline-specific media publicizes research. 	<p>Recognition</p> <p>Excellence in research recognized regionally/ internationally of the candidate's scholarship program area as evidenced by the following examples:</p> <ul style="list-style-type: none"> Receives awards from academic and professional organizations. Is invited to present at professional conferences. Receives research consultation requests. Holds record of membership or appointments to offices in scientific organizations. Receives invitations to serve on scientific review or advisory committees. Receives notifications of citations for scholarly products. Is invited to serve and/or has past and current service as research consultant, visiting scholar, keynote speaker. Grants and contracts awarded to conduct research. Is invited to be active contributor (i.e., co-investigator) on a team science initiative or endeavor. Regional/national media publicizes research. 	<p>Recognition</p> <p>Excellence in research recognized nationally/internationally of the candidate's scientific inquiry as evidenced by the following examples:</p> <ul style="list-style-type: none"> Receives invitations to present keynote or featured presentations at national/international conferences. Writes Center grants to develop student and faculty research. Is elected as Fellow of the American Academy of Nursing and/or other research-oriented /scientific organizations. Is Appointed to and/or elected into leadership offices of scientific organizations. Serves on national scientific review or advisory committees. Interviews by National/international media to publicize research. Demonstrates evidence of independent contributions to team science endeavors including letters from high ranking individual(s) in the team science group. Demonstrates scientific leadership of team science projects including significant administrative oversight.

¹ This table is not an exhaustive list of examples for performance, impact, and recognition, but serves as an example of the types of activities that would be expected at each rank.

Teaching - Teaching refers to classroom, clinical, research, online, and continuing education instruction, in addition to supervision and mentorship of undergraduate and graduate students, postdoctoral fellows, visiting scholars, and participants in continuing education programs. Teaching scholarship includes publications concerning instructional techniques or curriculum development, development of teaching materials or new instructional methods and devices, and/or books, chapters, or journal articles contributing to the integration of knowledge in nursing. Scholarly contribution is defined as the transmission of knowledge, generation of knowledge about learning, and facilitation of the acquisition of knowledge.

What follows are examples of ways to meet the teaching expectations for each rank. ¹

	Assistant professor	Associate professor	Professor
Teaching examples	<p>Performance</p> <p>Initial</p> <ul style="list-style-type: none"> • Teaches according to agreed workload contract, which may be mentored depending on career stage. • Attends Center for Faculty Excellence sessions as applicable. • Obtains peer evaluation(s) of teaching and acts on recommendations from peer evaluator and Assistant Dean. • Becomes a mentored member of a PhD dissertation committee. • Serves as an advisor to students and student groups. • Leads at least 1 of the following: master's project and DNP capstone project. <p>Midterm</p> <ul style="list-style-type: none"> • Obtains peer evaluation(s) of teaching and acts on recommendations from peer evaluator and Assistant Dean. • Acts as a PhD dissertation committee member. • Act as advisors of undergraduate Honor's projects. • Serve as an advisor to students and student groups. • Assumes leadership on student committees: PhD and other graduate projects through completion (DNP, Master's, & undergraduate Honors projects). • Student evaluations reflect teaching effectiveness. • Demonstrates growth in teaching excellence. • Participates in interdisciplinary and interprofessional education activities. 	<p>Performance</p> <p>Continues the contributions outlined for midterm Assistant Professors but with the focus on teaching competency, assuming leadership roles, excellence of contributions, and developing a pattern of teaching leadership and contributions over time.</p> <ul style="list-style-type: none"> • Demonstrates excellence in teaching by receiving positive student and peer evaluations. • Provides leadership in the development and teaching of courses in area of expertise. • Chairs PhD dissertations and other graduate (DNP & Master's) and post-doctoral projects through completion. • Updates instructional strategies to meet changing student and curricular requirements. • Mentors Visiting International Scholars in advancing their professional development in teaching and curriculum innovations. • Mentors K-awardees and post-doctoral fellows in curriculum and teaching innovation. • Authors books, book chapters and articles on curriculum and teaching innovations. 	<p>Performance</p> <p>Continues performance outlined for Associate Professors but with the focus on increasing leadership roles, excellence of contributions, and the sustainment of leadership and contributions over time.</p> <ul style="list-style-type: none"> • Demonstrates leadership in academic programs within in the SON and university. • Exhibits outstanding and sustained record of student advising, including service as chair of students' theses, dissertations or post-doctoral committees. • Provides evidence of mentoring through sustained record of student achievement such as internal or external funding, scholarly publication and professional activities. • Mentors other faculty members, including those outside the SON, in teaching excellence, such as mentoring other faculty in chairing PhD committees and mentoring post-doctoral students and innovative interdisciplinary education. • Leads school-wide curriculum innovations and interdisciplinary and interprofessional education curricula.

		<ul style="list-style-type: none"> • Assesses and improves instruction and advisement using evaluation data, development consultations and emerging trends in educational science; measures progress using student outcomes. • Serves as PI/PD of training grants. • Engages in dissemination efforts on teaching/learning strategies through seminars, workshops, faculty development programs. • Leads or co-lead interdisciplinary and interprofessional educational activities. • Disseminates scholarship from interdisciplinary and interprofessional initiatives at state, national and international professional meetings/conferences. 	<ul style="list-style-type: none"> • Disseminates as lead or senior author, in collaboration with interdisciplinary and interprofessional teams, scholarship associated with education, pedagogy, teaching/learning.
Teaching examples	<p>Impact</p> <ul style="list-style-type: none"> • Provides feedback to students that is constructive and timely to facilitate improvements to students' products. • Participates in interdisciplinary and interprofessional educational activities and efforts are reflected in group's products. • Facilitates student progression in program and projects through advisement. • Contributions to interdisciplinary and interprofessional education initiatives are evident in curriculum, policies, procedures, and scholarship. 	<p>Impact</p> <p>Impact continues as outlined for midterm Assistant Professors, but with the focus on impact on others outside the classroom or teaching/learning venues.</p> <ul style="list-style-type: none"> • Teaches at a level that enriches academic culture of SON and other educational units locally, statewide, or nationally. • Provides effective supervision of student projects and theses. • Encourages and provides evidence of teaching strategies adopted by other faculty members within and external to the SON. • Facilitates K-award and post-doctoral fellows increased level of teaching competencies. • Influences others' educational scholarship through peer-reviewed articles and book chapters. • Disseminates Scholarship from interdisciplinary and interprofessional 	<p>Impact</p> <p>Impact continues as described for Associate Professors but with focus on sustained record of impact on profession and educational policies, interdisciplinary collaborations, and excellence in leadership roles, excellence of contributions, and the sustainment of leadership and contributions over time.</p> <ul style="list-style-type: none"> • Provides high quality leadership as chair of students' theses, dissertations, or post-doctoral committees. • Fosters mentees' success in teaching/learning activities by collaborations on educational scholarship products. • Engages in external teaching/learning activities that result in collaborations with other organizations that facilitate student/teacher exchanges, educational offerings, and educational research and scholarship opportunities.

		<p>initiatives at state, national and international professional meetings/conferences.</p>	<ul style="list-style-type: none"> Leads interdisciplinary/interprofessional educational programs or curricula to ensure excellence and have positive impact on the profession.
<p>Teaching examples</p>	<p>Recognition</p> <ul style="list-style-type: none"> Receives positive peer teaching reviews and positive student evaluations of effectiveness of teaching. Receives acceptance of peer-reviewed abstracts and papers for local and statewide programs focused on pedagogy/teaching/learning. Establishes a record of student disseminated products from coursework or projects (i.e. presentations and posters in SON and local and state venues). Receives nominations for and/or receives and awards for teaching by student groups. 	<p>Recognition</p> <p>Recognition continues as outlined for midterm Assistant Professors, but with the focus on recognition by others outside the SON, state and national organizations.</p> <ul style="list-style-type: none"> Holds a record of current and former students disseminating findings from projects in peer-reviewed publications, abstracts, and presentations in state and national venues. Receives nominations for and received awards for mentoring and teaching awards at profession, state and national levels. Receives nominations for or elected as fellow in national organizations in relation to teaching/curricular activities. Receives invitations to deliver presentations at national level on teaching or curricular innovations (including interdisciplinary and interprofessional education), invited and peer-reviewed scholarship in education and mentoring, mentoring models and programs. Is appointed as and/or elected to positions on national professional organizations for expertise related to credentialing, licensure, curricula, teaching methods, and evaluation. Receives funding for externally funded educational programs. Is appointed to grant review boards related to disciplinary education/training programs. Disseminates scholarship derived from interdisciplinary and interprofessional 	<p>Recognition</p> <p>Recognition continues as described for Associate Professors but with focus on sustained record of recognition as leader of national and international professional organizational education/teaching/learning efforts, national and international interdisciplinary collaborations, and awards for excellence in leadership roles, excellence of contributions, and the sustainment of leadership and contributions over time.</p> <ul style="list-style-type: none"> Receives recognition as a teacher/educator/mentor through national and international awards or other documentation. Receives national awards in teaching and educational leadership in disciplinary and interdisciplinary initiatives Is appointed to and/or elected to fellow status in professional organizations related to disciplinary, interdisciplinary, and interprofessional education. Is appointed to and/or elected to lead national and international efforts in curricular and educational policy and programs. Holds a record of consultation to interdisciplinary and interprofessional teams of educators at the national level. Serves as director or co-director of interdisciplinary and interprofessional education programs at university level.

		education at state, national, and international meetings/conferences	Serves as an evaluator of interdisciplinary and interprofessional curricula at the national level.
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¹ This table is not an exhaustive list of examples for performance, impact, and recognition, but serves as an example of the types of activities that would be expected at each rank.

Service - Scholarly contribution in service is primarily the integration, dissemination, and application of knowledge for the profession and the general public. This category includes: (a) professional and academic leadership roles directed toward improving the health of the public (b) clinical practice including responsibility for the care of people seeking health services, clinical consultation, active participation in technical assistance programs for health (may include continuing education efforts here if components of such programs), development or implementation of new systems for the delivery of health service or improvement of the health of the public, and effective advocacy of health causes; and (c) engaged scholarship and activities including creative, critical, scientific, and humanistic work for the public good that influences, enriches, and improves the lives of people in communities outside UNC-CH.

What follows are examples of ways to meet the service expectations for each rank.¹

	Assistant professor	Associate professor	Professor
Service examples	<p>Performance</p> <p>Initial</p> <ul style="list-style-type: none"> • Identifies a professional organization, attends its annual meetings, and begins to engage with other researchers and/or practice and policy leaders who are involved with that organization. • Reviews for at least one journal in area of research expertise. <p>Midterm</p> <ul style="list-style-type: none"> • Becomes a member of a SON committee. • Serves as a member of a relevant committee in selected professional organization. • Explores options for service on the University Campus. • Engages in NIH Early Career Reviewer Training and other opportunities. • Reviews for at least one journal in area of research expertise. • Explores/initiates participation in/partnership with a community, organization, and/or initiative directed toward improving the health of the public or advancing the nursing profession, with support for specific contributions and, where relevant, percent effort. 	<p>Performance</p> <ul style="list-style-type: none"> • Actively participates on one or more SON committees. • Assumes leadership of a SON committee. • Assumes leadership of one the SON's organizational units. • Serves as a reviewer for an NIH or other external grant awarding organization. • Becomes a member of a University Committee. • Assumes a leadership position within a professional organization. • Assumes an editorial role for a journal in area of expertise. • Contributes expertise and/or provides leadership to a state, national, or international initiative directed toward improving the health of the public or advancing nursing and other health-related professions. • Contributes expertise and/or provides leadership to a state, national, or international initiative directed toward advancing research with support for specific contributions and, where relevant, percent effort. 	<p>Performance</p> <p>Continuous service performance outlined for Associate Professors but with the focus on increasing leadership roles, excellence of contributions, and the sustainment of leadership and contributions over time. Serves/chairs on high impact committees at the school or university levels (e.g. university APT, executive search committees).</p>

Service examples	<p>Impact</p> <ul style="list-style-type: none"> • Participation in a SON committee leads to improvements in policies, processes, or outcomes that advanced the SON's research, teaching, or service missions. • Participation on a university committee or initiative leads to improvements in policies, processes, or outcomes that advanced UNC-Chapel Hill's research, teaching, or service missions. • Participation in a professional organization or associated subcommittee leads to improvements in health, healthcare, or professional policies, processes, or outcomes at the regional or national level. • Participation in or contributions to regional or state, initiatives leads to new policies or practices with important implications for health, healthcare, or the professions. <p>For collaborative activities, evidence is provided for specific contributions.</p>	<p>Impact</p> <ul style="list-style-type: none"> • Participation in/leadership of SON committee or organizational unit leads to improvements in policies, processes, or outcomes that advanced the SON's research, teaching, or service missions. • Participation in/leadership of a university committee or initiative leads to improvements in policies, processes, or outcomes that advanced UNC-Chapel Hill's research, teaching, or service missions. • Participation in/leadership of a professional organization or associated subcommittee leads to improvements in health, healthcare, or professional policies, processes, or outcomes at the regional or national level. • Participation in/leadership of/or other contributions to regional, state, national, or international initiatives led to new policies or practices with important implications for health, healthcare, or the professions. • Holds editorial role on a journal and, in that role, has a positive influence on journal's content, reach, and/or impact. <p>For collaborative activities, evidence is provided for specific contributions.</p>	<p>Impact</p> <p>Impact continues as described for Associate Professors but with focus on sustained record of impact on profession, health, and public, interdisciplinary collaborations, and excellence in leadership roles, excellence of contributions, and the sustainment of leadership and contributions over time.</p>
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Service examples	<p>Recognition</p> <ul style="list-style-type: none"> • Receives invitations to join advisory boards for local or regional organizations/projects that are working to improve health, advance research, or develop the profession. • Receives invitations to serve as a member of committees, task groups, or other initiatives to improve policy, guidelines, or processes relevant to the nursing profession, health, or healthcare at the local or regional levels. • Receives awards for service-related activities at state and regional levels. 	<p>Recognition</p> <ul style="list-style-type: none"> • Receives invitations to join advisory boards for regional or national organizations/projects that are working to improve health, advance research, or develop the profession. • Receives invitations to serve as a leader or member of committees, task groups, or other initiatives to improve policy, guidelines, or processes relevant to the nursing profession, health, or healthcare at the regional, national or international levels. • Receives awards for service-related activities at the national or international levels. 	<p>Recognition</p> <p>Recognition continues as described for Associate Professors but with focus on sustained record of recognition as leader of national and international professional organizational service, national and international interdisciplinary collaborations, and awards for excellence in leadership roles, excellence of contributions, and the sustainment of leadership and contributions over time.</p>
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¹ This table is not an exhaustive list of examples for performance, impact, and recognition, but serves as an example of the types of activities that would be expected at each rank.

References

Bennett, L.M., Gadlin, H. & Levine-Finely, S. (2010). Collaboration and Team Science: A Field Guide. National Institutes of Health Publication No. 10-7660, National Institutes of Health, Bethesda, MD