EMORY

NELL HODGSON WOODRUFF SCHOOL OF NURSING

FACULTY HANDBOOK
February 11, 2026

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CHAPTER 1. HISTORY OF NELL HODGSON WOODRUFF SCHOOL OF NURSING

1.1   ONE HUNDRED YEARS AND COUNTING (1905-2005)

Over the past century, the Nell Hodgson Woodruff School of Nursing (School) has evolved from a small training school in a 50-bed hospital to a school that now graduates more than 500 baccalaureate, master's, and doctoral students each year.

The evolution of the School 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 and racial barriers by introducing more women to a traditionally male campus and 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, as 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 part of the hospital, and both were housed in a renovated mansion known as the Calico House. Directed by Alberta Dozier, the nursing program was comprised of 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 the Emory University Hospital School of Nursing.

The third 20-year period that Fort referenced included the School's third name change to the Emory University School of Nursing. At this time, the School separated from the hospital and became an independent school of the University and was 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 entered its fourth 20-year period at the time of its building groundbreaking in 1968 and was shortly thereafter 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 that included 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 doctoral student in 2003. The Doctorate of Nursing Practice (DNP) Program was initiated in Fall 2014.

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

1.2   A PROGRESSIVE MOVEMENT

At Emory, we shape the world through selfless service. The Lillian Carter Center for Global Health & Social Responsibility (LCC) was launched in 2001 to coordinate programs that serve vulnerable populations. From rural Georgia and Florida to the Dominican Republic and Ethiopia, the LCC gives our students and faculty a unique opportunity to participate in service-learning projects that span the globe. These service projects help our students expand their horizons while also making them ethically engaged nursing leaders.

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

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

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

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

2.1   EMORY UNIVERSITY: GUIDING UNIVERSITY PRINCIPLES

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

Emerging University Priorities: Emory is making choices that will guide the University into a bold future. Through strategic planning sessions, interviews, surveys, and conversations with people throughout the Emory community, university leaders have identified four emerging priorities. These priorities capture Emory's current strengths and bold future as an outstanding global research university, with a liberal arts core and a stellar healthcare 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

The Robert W. Woodruff Health Sciences Center (WHSC) is an academic health sciences and service center focused on the missions of teaching, research, health care, and public service. Its components include the schools of medicine, nursing, and public health; a national primate research center; the Winship Cancer Institute; the Emory Global Diabetes Research Center; 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 professional education, and health care through a framework of collaborative, interdisciplinary partnerships. The core purpose of the Woodruff Health Sciences Center is tp promote *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 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 healthcare systems 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.

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.

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 health care.
- 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 communities.

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 healthcare

delivery and issues of health equity and social justice.

Goal 5: Lead and model the integration of optimal health and wellness throughout the School, 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 on issues.

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 toward others.

CHAPTER 3. ADMINISTRATIVE GOVERNANCE

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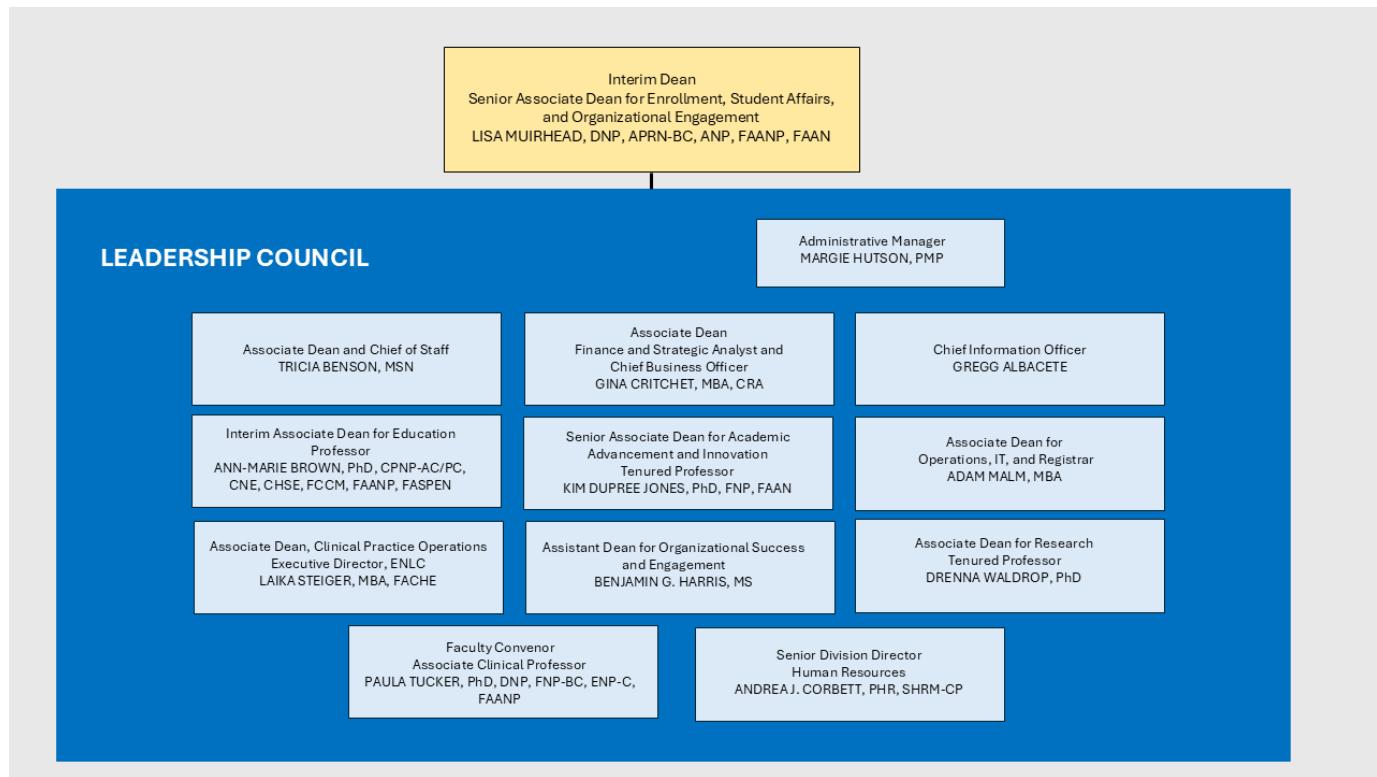
3.1   INTERIM DEAN

The Interim Dean is the chief academic and administrative officer of the School and a member of the tenured faculty. The Interim Dean is accountable to the Executive Vice President for Health Affairs, the Provost, and the President of the University. The Interim Dean provides the vision, overall direction, and leadership to ensure the ongoing development, quality, financial stability, and overall wellbeing of the School. The Interim Dean works collaboratively with faculty, School administrators, and other key colleagues in executing his/her responsibilities. The Interim Dean is responsible for considering faculty recommendations for faculty appointment, progression, promotion, and tenure, and for making decisions pertaining to these matters. The Interim 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   SENIOR ASSOCIATE DEAN FOR ACADEMIC ADVANCEMENT AND INNOVATION (SADAAI)

The Senior Associate Dean for Academic Advancement and Innovation 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 SADAAI 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 SADAAI engages in four broad areas of responsibility: mentorship, faculty development, administration, and leadership. The SADAAI 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 SADAAI oversees the recruitment of strategic hires within the School, recruits, develops, evaluates, and recommends faculty for promotion; contributes to the strategic initiatives of the School involving faculty, serves as the main contact for the School with the University, the Provost, and external stakeholders, and ensures that the guidelines for appointment, promotion, and tenure are followed.

3.3   ASSOCIATE DEAN FOR FINANCE AND STRATEGIC ANALYST (ADFSA)

The Associate Dean for Finance and Strategic Analyst is responsible 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.

3.4   ASSOCIATE DEAN FOR RESEARCH (ADR)

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

3.5   SENIOR ASSOCIATE DEAN FOR ENROLLMENT, STUDENT AFFAIRS, AND ORGANIZATIONAL ENGAGEMENT (SADESO)

The Senior Associate Dean for Enrollment, Student Affairs, and Organizational Engagement (SADESO) provides oversight of the Office of Admissions, Financial Aid, and Student Affairs in leading strategic initiatives to enhance the visibility of the School and the quality of the student body. The SADESO works with School leadership and advises on the development and implementation of strategic plans and policies that continuously improve the School's core brand attributes and provides leadership and oversight of services promoting recruitment, admissions, financial aid, student success, career services, and student records for the School. The SADESO leads organizational strategies that engage students, faculty, staff, alumni, and other stakeholders to foster an environment of inclusion and community, and to advance retention through fair practices. The SADESO establishes policies and procedures that allow the School to provide excellent customer services and comply with all federal, state, and university guidelines as they relate to students. While the current SADESO is serving in the Interim Dean role, all student-related matters should be directed to the appropriate program director, the Senior Assistant Dean

for Student Affairs, and/or the Senior Assistant Dean for Admissions and Enrollment.

3.6   ASSISTANT DEAN FOR ORGANIZATIONAL SUCCESS AND ENGAGEMENT

The School's Assistant Dean for Organizational Success and Engagement (ADOSE) leads strategic efforts to build, support, and advance the mission and positive experience of faculty, staff, and students within the School. The ADOSE partners with stakeholders throughout the School and the broader university to achieve desired outcomes for the School's community of students, faculty, and staff.

3.7   ASSOCIATE DEAN, CHIEF OF STAFF, AND EXECUTIVE DIRECTOR OF THE LILLIAN CARTER CENTER FOR GLOBAL HEALTH AND SOCIAL RESPONSIBILITY

The Associate Dean and Chief of Staff serves as the chief administrative officer, responsible for executive oversight and management of the operations of the Interim Dean's Office, facility operations, communications/marketing, and administration of the school. As Executive Director of the Lillian Carter Center, this individual leads strategic initiatives and provides oversight of the Lillian Carter Center for Global Health and Social Responsibility. This individual also builds on-going leadership and community engagement efforts and collaborates with the office of student affairs, key faculty, and staff to extend our partnerships to community colleges in metro-Atlanta, to expand the pipeline into nursing for talented students.

3.8   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. This 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 Continuance 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. This individual aligns all activities to meet the needs of NHWSN programs and works collaboratively within the School and University to foster an environment of academic excellence, collaboration, and inclusive excellence.

3.9   INTERIM ASSOCIATE DEAN FOR EDUCATION (IADE)

The Interim 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; conducts continuous quality improvement activities and collaborates with the Curriculum Committee in curriculum revisions. The IADE relates to external agencies and monitors and reports performance of students on licensing examinations and certification examinations. The IADE 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 IADE forecasts the instructional needs for course offerings and hires and evaluates the academic clinical instructors needed to support the course offerings in collaboration with the SADAAI. The IADE will fulfill these duties until a permanent ADE assumes this role.

3.10   ASSOCIATE DEAN FOR OPERATIONS, IT, AND REGISTRAR

The Associate Dean for Operations, IT, and Registrar provides oversight of the daily activities and support needs for all NHWSN locations. This includes maintaining annual academic calendars and schedules, prerequisite management, curriculum support, budget planning, student registration, and collaborating with the Chief Information Office and IT team on IT initiatives. Additionally, this individual is responsible for all School operations including event management, maintenance, facilities, space, and operational logistics as well as leading the administrative team in its daily support of research and clinical faculty.

3.11   CHIEF INFORMATION OFFICER

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

3.12   FACULTY CONVENER

The elected Faculty Convener works in partnership with the Interim 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 that include the following. 1) Facilitating organizational communication: the Convener works in partnership with the Interim 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 Interim 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 a means for understanding and feedback of decision-making throughout the School. 2) The Convener works in partnership with the Interim 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 Interim 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 semester of the Convenor's second year, a Convener-Elect is chosen by the faculty and serves concurrently during the Spring semester to provide a more consistent transition to this mechanism of faculty governance.

3.13   SENIOR DIVISION DIRECTOR, HUMAN RESOURCES

The Senior Division Director, Human Resources provides strategic leadership and oversight for all human resources activities affecting faculty and staff within the School. This role partners with School leadership to ensure compliance with federal and state employment laws, Emory University policies, and applicable School of Nursing practices, and serves as the primary liaison with University Human Resources. The Senior Division Director oversees core human resources functions and supports workforce planning, performance management, and the resolution of employment-related matters.

3.14   LEADERSHIP COUNCIL

The Leadership Council is the senior policy and leadership advisory body of the School and provides advice and guidance to the Interim Dean on matters pertaining 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 includes the: Interim Dean; Senior Associate Dean for Academic Advancement and Innovation; Associate Dean for Research; Senior Associate Dean for Enrollment, Student Affairs, and Organizational Engagement; Interim Associate Dean for Education; Associate Dean, Chief of Staff, and Executive Director of the Lillian Carter Center; Associate Dean for Clinical Practice Operations and Executive Director of the ENLC; Associate Dean for Finance and Strategic Analyst and Chief Business Officer; Assistant Dean for Organizational Success and Engagement; Associate Dean for Operations, IT, and Registrar; the Faculty Convener; and the Senior Division Director, Human Resources. The Leadership Council is supported by the Interim Dean's administrative manager. The Interim Dean chairs the Leadership Council and may appoint other members as needs arise.

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

4. 1 OFFICE OF ACADEMIC ADVANCEMENT

The Office of Academic Advancement (OAA) manages faculty affairs and is led by the Senior Associate Dean for Academic Advancement and Innovation (SADAAI). The OAA supports the entire lifecycle of faculty including:

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

The OAA serves as the central administrative hub for faculty-related matters, ensuring consistent application of policies while supporting faculty success and institutional excellence. The SADAAI is supported by three Assistant Deans within the Office of Academic Advancement and a Senior Faculty Advisor. Additionally, senior staff and program assistants help manage the OAA's day-to-day operations.

4.1A OFFICE OF ACADEMIC ADVANCEMENT ASSISTANT DEANS AND SENIOR FACULTY ADVISOR

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

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

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

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

The Senior Faculty Advisory provides high-level guidance to the SADAAI on faculty affairs issues, advises the OAA's three assistant deans as needed, and advises OAA staff on operational issues.

4.2 OFFICE OF EDUCATION

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

4.2A   ASSISTANT DEANS WITHIN THE OFFICE OF EDUCATION

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

The Assistant Dean for Pre Licensure (ADPRL) is an organizational champion, strategic leader, and tactical contributor to the School. This individual's primary responsibility is to oversee the operations of the pre-licensure nursing programs in the School in conjunction with the program directors. The ADPRL serves on the Dean's Educational Advisory Council and other committees as needed.

The Assistant Dean for Post Licensure (ADPOL) is an organizational champion, strategic leader, and tactical contributor to the School. This individual oversees the operations of the post-licensure nursing programs in conjunction with the program and specialty directors. The ADPOL serves on the Dean's Educational Advisory Council and other committees as needed.

The Assistant Dean for Educational Excellence (ADEE) is an organizational champion, strategic leader, and tactical contributor to the School. The ADEE provides internal and external leadership for education/teaching support, including online and in-person learning as well as faculty and student engagement around teaching and learning that advances the School's mission, vision, and values. The ADEE serves on the Dean's Educational Advisory Council and other committees as needed.

4.2.B   PHD DIRECTOR OF GRADUATE STUDIES

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

4.3   ENDOWED CHAIRS AND PROFESSORSHIPS

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

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

4.4 THE LILLIAN CARTER CENTER FOR GLOBAL HEALTH & SOCIAL RESPONSIBILITY

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

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

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

4.4.B ASSISTANT DIRECTOR FOR RESEARCH

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

CHAPTER 5. FACULTY GOVERNANCE

5.1   ROLES AND RESPONSIBILIES 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; and 5) the recruitment, review, recommendation, and development of peers.

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

5.2   FACULTY DEFINITION AND FACULTY GOVERNANCE

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

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

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

The Nell Hodgson Woodruff School of Nursing is a community of scholars and their collaborators and partners, enriched by the skills and ideas of all 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 its members to grow and thrive. The success of the academic community depends on the active, productive engagement of its members.

5.3 FACULTY EXPECTATIONS FOR ENGAGEMENT

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

CHAPTER 6. FACULTY AND CLINICAL INSTRUCTOR APPOINTMENTS

6.1   TERMS OF APPOINTMENT FOR RANKED FACULTY

Full-time faculty appointments on the tenured or tenure track, research track, and clinical track may be made on a nine- or twelve-month appointment basis, based on the needs of the School. These are generally one-year appointments issued by the SADAAI and the InterimDean, although multi-year contracts may be offered for those at more senior ranks and for administrative appointments. The majority of faculty appointments are renewed annually based on performance, School finances, enrollment, and other needs of 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").

6.2   TERMS OF APPOINTMENT FOR CLINICAL INSTRUCTORS AND SENIOR CLINICAL INSTRUCTORS

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

In accordance with policies of the Georgia Board of Nursing (GBON), the requirement to be hired as a Clinical instructor teaching in a nursing course is a Bachelor's degree in nursing and a graduate degree in nursing. Because the GBON states "for any given academic term, the overall program must be able to provide evidence that the majority of faculty are FT and that at least three-fourths of individual FT and PT members hold one or more earned graduate degrees in nursing," with the School's 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 courses that match their expertise, such as a candidate with a BSN and an MPH who is hired for population health or social responsibility clinical. In these circumstances, a faculty with a graduate degree in nursing will be in close and direct supervision of the course and experiences (i.e., clinical coordinator or Director of Social Responsibility).

6.3   FACULTY SALARY

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

A faculty member's salary may be adjusted if contributions to the missions of scholarship education and

service exceed goals and metrics, depending on the financial stability of the School and availability of merit funding. If they do not meet expectations and the goals and metrics established in the preceding performance review or other contract, a recommendation for salary adjustment may be made by the SADAAI and approved by the Interim Dean. Written notice of intent to reduce salary by a specified amount must be provided no less than three months prior to the reduction. Salary adjustment under this procedure does not include amounts paid as supplements for administrative responsibilities, which will be discontinued when the faculty member no longer serves in the administrative role or when the project has been completed or discontinued, bonuses or other incentive supplements, and other salary elements that come under a clinical arrangement.

6.4   SECONDARY AND JOINT APPOINTMENTS

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

6.5   ADJUNCT APPOINTMENTS

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

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

6.6 ACADEMIC FELLOWSHIPS

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

Academic fellowships with pay constitute a significant investment on the part of the School in the future career of the individual faculty member. Such academic fellowships are granted on the understanding that the faculty member has an obligation to return to their position at the School for a period of time at least equivalent to the length of the fellowship. This obligation will be made explicit in the notification that the academic fellowship is approved. If an individual accepts appointment at another institution after an academic fellowship is granted, the School's financial contribution (including benefits) to the fellowship will be terminated. An individual who does not return to the School after a paid academic fellowship must reimburse the School for the cost incurred to finance

the academic fellowship. Not all academic fellowships involve support from the School, and faculty members applying for an academic fellowship are expected to seek outside support if possible. Scholarly societies, government agencies, and private foundations are potential sources of funding for academic fellowships. Once permission for participation in the academic fellowship is granted, the written terms of the appointment will include reporting requirements to assure to the SADAAI and the Interim Dean that the goals of the fellowship are being met. This may involve the faculty recipient preparing written reports and/or providing a formal presentation to School administration and faculty.

CHAPTER 7. EXPECTATIONS FOR FACULTY

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

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 helps to continuously enhance the well-being of the community. Respect for others and use of principles of civil discourse are expected in communication with peers, staff, administration, students, and interdisciplinary colleagues. All faculty and clinical instructors are responsible for posting their regular class, clinical, and office hours on their Canvas sites and other appropriate places.

7.1   FACULTY EXPECTATIONS AROUND IN-PERSON AND REMOTE WORK

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

7.1. A ON-CAMPUS PRESENCE AND RELOCATION REQUIREMENTS

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

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

Relocation Notification and Approval
Faculty members must provide written notification to the Senior Associate Dean for Academic Advancement and Innovation of any plans to relocate their primary residence outside of the State of Georgia or within the state such that commuting to campus multiple times within a single week for in-person instruction for both morning and

afternoon classes would not be feasible. Out-of-state work arrangements create additional tax obligations and operational expenses for the University. See Emory University policy 2.91. Therefore, faculty must obtain explicit written pre-approval from the SADAAI as well as Emory University HR before commencing any out-of-state or other remote work arrangement. Such approval must be secured prior to the effective date of any remote work arrangement.

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

Workplace Access
Emory's Department of Accessibility Services coordinates ADA reasonable accommodations for Emory faculty to enable the employee with a disability to perform a job. Emory is not required to give preferential treatment to individuals or decrease qualification standards. The law does require that Emory consider reasonable modifications regarding how qualified individuals with disabilities demonstrate their abilities and skills. Should faculty have a disability that impacts their ability to perform essential job functions, they should reach out to the Emory University Department of Accessibility Services.

7.1.B FACULTY ENGAGEMENT REQUIREMENTS

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

Mandatory Meeting Attendance
Faculty must attend the following regularly scheduled meetings and events:
- Faculty meetings conducted in person
- Program-specific meetings relevant to teaching assignments (including doctoral and undergraduate programs)
- Faculty Development Workshops
- New Faculty Orientation (conducted in August and individually as needed)
- Annual Faculty Retreat (August)

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

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

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

7.2   FACULTY TEACHING EXPECTATIONS BY TRACK

All faculty on all tracks are expected to teach and participate in the different roles and responsibilities of the School (see section 5.1). Participation in these roles and responsibilities will vary based on the extent to which their effort is covered by their administrative roles, service in the School, service in the University (i.e., teaching in another unit at Emory), practice buyouts, and externally sponsored effort for grants and scholarship.

The Leadership of the School of Nursing reviews and modifies these teaching and effort expectations based on the need to balance the School's teaching and research missions and to align with budgetary constraints. Additionally, some external sponsors may have specific requirements regarding effort. For example, K01, K23, and other grants indicate 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 generally "costs shares" or covers the unfunded portion. In-kind effort on external grants is not counted toward offsetting teaching expectations. School of Nursing faculty are not currently asked to use their discretionary funds to cover unfunded effort. Similarly, faculty who are not externally funded and/or on 12-month contracts receive the same salary even if they are not fully deployed for the total number of expected courses to teach within a particular semester.

The number of courses assigned in any given semester may be more for individuals teaching in the post-licensure program where specific supportive roles in courses are required by accreditors such as site visitors, seminar leaders, or to help support intensives for simulation. In cases where more courses are assigned than what would typically be expected, OAA administration will provide the rationale to faculty. Assignments will be made to help support equity between faculty and across programs.

Below is the table for these expectations based on a 1.0 FTE academic appointment.

TRACK AND RANK	AMOUNT OF EFFORT COVERED BY ADMINISTRATIVE ROLES, SERVICE IN THE SCHOOL AND/OR THE UNIVERSITY, PRACTICE BUYOUTS, AND/OR EXTERNALLY FUNDED GRANTS AND SCHOLARSHIPS	TEACHING EXPECTATION
Research and Tenure Track (All Ranks)	0 - .24 FTE	Typically 3 courses per academic year
Research and Tenure Track (All Ranks)	.25 - .74 FTE	Typically 2 courses per academic year
Research and Tenure Track (All Ranks)	.75 – 1.0 FTE	Typically 1 course per academic year
Clinical Track (All Ranks)	0 - 0.1 FTE	Typically 9 courses per academic year
Clinical Track (All Ranks)	.11 - .40 FTE	Typically 7 courses per academic year
Clinical Track (All Ranks)	.41 – 1.0 FTE	Typically 5 courses per academic year

7.2.A. INTERNAL OVERLOAD EFFORT COMPENSATION

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

The following are general guidelines related to overload effort and compensation
- Prior approval by the Associate Deans within the Office of Academic Advancement and/or the Office of Education is required.
- Compensation for faculty who receive overload effort for teaching in didactic, clinical, immersions, and/or simulation or other internal School or Emory-related work within an academic year, cannot exceed 20% of the annual base salary.
- Assigning FTE above 1.0 FTE will be because there is a critical teaching need (based on expertise, credentials of faculty, etc.)
- Individuals who are over 1.0 FTE in any given semester should be prioritized to have reduced FTE in a subsequent semester to assure the faculty will be, on average, 1.0 FTE for the entire academic year.
- All faculty effort must be accounted for in the Teaching Assignment Management System (TAMS) to assure accurate cost accounting. Please note TAMS will be replaced with Coursedog.
- All pre-approved overload compensation will be paid out at the end of the fiscal year (August 31st)
- The School aligns with Emory University policy of allowing faculty to have no more than 1.2 FTE

7.3 SCHOLARSHIP EXPECTATIONS

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

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

PAID TIME OFF

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

Ranked Faculty, senior clinical instructors, and clinical instructors with 9-month appointments are not eligible for paid time off other than official university closings and holidays unless approved by the SADAAI, the Assistant Dean of Faculty Advancement, the Interim Dean, or their supervisor at OCCP. Faculty and instructors who have a schedule (due to clinicals and/or site visits, for instance) that requires them to work during official university closings and holidays should discuss how they can use an equivalent number of days with the SADAAI or the Assistant Dean of Faculty Advancement. Under no circumstances will PTO days be carried over to the next academic year, nor may they be paid out if not taken upon termination of employment.

Faculty paid time off requests must be submitted via the Emory University HR system – Oracle PeopleSoft Sign-in. Once the request is made in the HR system, the Assistant Dean of Faculty Advancement (ADFA) will receive an email notifying the ADFA of the request for approval. This system allows faculty to track their PTO. Making PTO

requests at least 30 days in advance is preferred to ensure timely reassignment of teaching and other responsibilities. Requests should include details about coverage of classroom, clinical, research, associated professional travel, and administrative responsibilities, which are considered by the Office of Academic Advancement in collaboration with the Office of Education in the approval process. If faculty are adding additional days off to a professional trip, they must submit those days as PTO requests for approval. Faculty must clearly detail on the PTO form the portions of the travel that will be covered by PTO.

LEAVES OF ABSENCE

When occasional faculty absences are necessary for maternity leave, personal illness, serious illness, or other unanticipated absences (i.e., birth or adoption of a child), the SADAAI or Assistant Dean of Faculty Advancement should be notified in advance of any absence and, in conjunction with Human Resources, will assist in determining the appropriate type of leave to request. This will provide opportunity to address any absence as class, laboratory, research, clinical instructional activities, or other University commitments may be affected. Please refer to the Emory University Gray Book and the Emory University Human Resources website "For Faculty Resources" for additional information about the University policy regarding the types of leaves of absence that can be requested. Additionally, the School's Senior Division Director for Human Resources should be consulted for guidance.

REDUCTION OF EFFORT

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

BENEFITS

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

7.5   FACULTY OPERATING EXPENSES THAT REQUIRE APPROVAL

Due to the Administration's Executive Orders and the financial constraints they have placed on Emory University, the School follows current University guidelines for budget mitigation. The School adopted the following policies regarding faculty expense approvals in response to these budget constraints. These policies may be updated as needed as the financial landscape changes. These efforts include implementing new expense processes designed to improve OAA's tracking of faculty members' expenses, which include travel, professional development, publication fees, purchases, and discretionary expenses.

Travel Policy

This policy outlines the guidelines for faculty travel support to ensure equitable and strategic use of school funds for professional development and scholarly dissemination. Travel support by external grants will follow the guidelines of the granting organization.

Personal travel: After receiving OAA's approval for paid time off, faculty are encouraged to plan as far in advance as possible and work closely with co-faculty to cover teaching responsibilities. Faculty are expected to communicate that they are out of the office and on personal travel. Faculty should communicate emergency time

out of the office (e.g., sudden or extended illness, death in the family/bereavement, other) to the course coordinator or others with whom they are teaching, the appropriate program/specialty director, and/or their research team.

Professional travel: Faculty are expected to communicate their professional travel (see below for process) to OAA and their co-faculty.

Eligibility and Scope
- All ranked faculty members and senior clinical instructors are eligible to apply for travel support.
- Faculty without discretionary accounts may request travel support from OAA up to $3,500 per academic year for all allowable costs (i.e., lodging during conferences, registration, flight, food).
- Faculty with discretionary accounts may use these funds to travel with the following restrictions:
  - Up to $3,500 per trip for allowable expenses (e.g., lodging during conferences, registration, flight, food).
  - Maximum of three trips per year.
- Travel funds can only be used to support travel expenses incurred directly related to the conference/workshop attendance.

Presentation Requirement
- Faculty must be presenting at the conference.
- Preference is given to paper or podium presentations.
- For poster presentations, only one faculty author will be eligible for travel support.

Student and Staff Travel Support
Faculty with discretionary accounts may use additional funds to support student and/or staff travel under the following conditions.
- The student or staff member must submit their own travel request.
- The faculty member must be the primary advisor for the student.
- The student must be presenting shared work with the faculty member or their own independent research.
- Only Emory University students are eligible for support.
- Staff must be employed by the SON and be active members of the faculty's research team.

Application Process
- Travel requests must be submitted on the Operating Expense Approval form found on the SON website under Faculty Resources.
- Requests will be reviewed on a rolling basis, subject to budget availability.

Additional Notes
- All travel must comply with university-wide travel policies and procedures.
- Reimbursement will be contingent upon submission of receipts.
- Faculty must use or communicate to their administrative staff to use an Emory Corporate Credit Card to purchase travel-related expenses.
- Faculty must register their Emory Corporate Credit Card with their preferred Emory Travel Partner (e.g., ctm, Cadence, and sequel) and distinguish it from any personal credit cards registered with their preferred Emory Travel Partner so that administrative staff are able to discern the correct card to use.
- Administrative staff must use the Trip ID number that faculty receive from OAA upon trip approval when processing the trip expense reports on behalf of faculty.

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

Non-Travel Professional Development Policy
This policy outlines the guidelines for faculty non-travel professional development to ensure equitable and strategic use of school funds. Examples of professional development may include licensing fees, course fees, books, professional dues, etc. Professional development supported by external grants will follow the guidelines of the granting organizations.

Eligibility and Scope
- All ranked faculty members and senior clinical instructors are eligible to apply for professional development funds.
- Faculty who do not have a discretionary account may request professional development funds up to $500/year from OAA.
- Faculty who do have a discretionary account may use their discretionary funds for professional development.

Application Process
- Professional development requests must be submitted on the Operating Expense Approval form found on the SON website under Faculty and Staff Resources.
- Purchases should not be made until the request has been approved, including requests to use funds from a discretionary account.
- Requests will be reviewed on a rolling basis, subject to budget availability.

Additional Notes
- All professional development opportunities must comply with university-wide policies and procedures.
- Reimbursement will be contingent upon submission of receipts.

Large Purchase Policy
A large purchase is a single item that costs $5,000 or more. This policy outlines the guidelines for faculty making large purchases.
- Faculty with or without discretionary funds must request approval from OAA for any large purchase that is $5,000 or more.

Application Process
- Large purchase requests must be submitted on the Operating Expense Approval form found on the SON website under Faculty and Staff Resources.
- Purchases should not be made until the request has been approved, including requests to use discretionary account or grant funds.

Additional Notes
- Reimbursement will be contingent upon submission of receipts.

Other Expenses
Faculty must obtain approval from OAA for other expenses such as computer software/hardware, materials and supplies, and publication fee support.

- These expense requests must be submitted via the Operating Expense Approval form found on the SON website under Faculty and Staff Resources.

7.5.A OUT-OF-STATE TRAVEL ALLOWANCE FOR FACULTY APPROVED TO BE REMOTE FACULTY

- Based on current IRS guidance, travel by out-of-state employees from their home to Emory Campus locations is considered commuting/personal and reimbursement or payment of such expenses are taxable income to the employee (subject to income and FICA/Medicare tax withholding)
- Travel by remote faculty to fulfill essential job functions at Emory Campus is not a reimbursable expense to be processed as would be done with professional travel. Instead, remote faculty must use the out-of-state travel process when commuting to Emory locations.
- The School is no longer permitted to reimburse for travel and out-of-state faculty will no longer be allowed to charge this type of travel-related expense(s) to a discretionary fund/use a corporate card/direct bill through CTM, etc.
- All travel related expenses associated with "commuting" will need to be paid by the faculty member, and the School will provide a taxable allowance in their paycheck to cover the expenses. Taxes will be deducted from this allowance.
- Additional funds will be added to the annual allowance to account for taxes that will be taken out.
- This travel allowance policy only pertains to NHWSN faculty that were actively recruited and permitted to reside outside of the state of Georgia and have a travel allowance that was approved by the School. It will NOT apply to faculty who were hired while living in GA and have elected to relocate.
- The travel allowance will include airfare, mileage, rental car, and lodging but will not include meals. The faculty allowance covers the period of September 1 through August 31 of the academic year.
  - The travel allowance is provided to support travel to the annual faculty/staff retreat, one graduation ceremony (typically the one where the majority of individuals from your program graduate), and intensives or other essential in-person, on-site, teaching or meeting days. Use of these funds are subject to university and SON policies which can be found at the website: https://www.finance.emory.edu/home/travel/index.html. These funds will be paid as a taxable travel allowance through the payroll system at the time the expenses are incurred.
- A travel allowance may be issued based on the projected travel expense amount in advance of the travel event and will be paid out through monthly payroll. Faculty should submit projected expenses at least 45 days in advance of travel so that it aligns with our payroll calendar. No on-demand checks will be issued for travel allowances.
- A travel allowance may be issued after a travel event based on actual expenses and associated receipts.
- Faculty shall provide the necessary documentation and justification supporting all travel expenses.
- All out-of-state travel allowance requests will be processed to be paid at the end of the month.

7.6 ELECTRONIC AND SOCIAL MEDIA POLICY STATEMENT

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

Any patient information learned by the nurse must be safeguarded by that nurse. Such information may only be disclosed to other members of the healthcare team for healthcare 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 safeguard 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, X, Instagram, LinkedIn, personal websites, blogs, etc.) 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, the School 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.

[1]*National Council of State Boards of Nursing (2018). White Paper: A Nurse's Guide to the Use of Social Media. Retrieved from https://www.ncsbn.org/Social_Media.pdf.*

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

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

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

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

Without exception, on the first day of employment with the School (the first day of employment for payroll and Human Resources purposes), all regular faculty and clinical instructors who are nurses or other health professionals who engage in clinical practice must hold an active Georgia license and, if applicable, advanced practice authorization in the State of Georgia. The verification of licensure and advance 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 SADAAI, with assistance from the Senior Director of Faculty Affairs, will verify the status of the license with the appropriate professional review board and document the verification. Faculty members are required to complete renewal prior to the expiration date of the previous license (RN and APRN, if applicable). The SDFA or their designee, will verify the status of the license for all full-time and part-time clinical instructors and document the verification. Clinical instructors are required to complete renewal prior to the expiration date of the previous license (RN and APRN, other licenses if applicable). Active recognition by the State of Georgia of Advanced nursing practice certification is required if advanced practice teaching is assigned. Verification documentation will be placed in our tracking database. In some instances, faculty may be requested and supported to maintain licensure and advanced practice recognition outside of the State of Georgia to oversee APRN students who reside outside of Georgia.

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

University activities and outside professional activities are important potential contributors to fulfilling one's responsibilities as a scholar and member of the University community. These activities need to be undertaken in a manner consistent with meeting the faculty member's primary University obligations and scholarly development. Because compensated outside professional activity may raise the appearance, or the reality, of a conflict of commitment or conflict of interest to the faculty member's University obligations, the School has established specific guidelines for managing such activity. According to Emory University's Research Compliance and Regulatory Affairs Office, Conflict of Interest (COI) may arise in which an individual's (or the individual's family member's) financial, professional, or other personal considerations may directly or indirectly affect, or have the appearance of affecting, the individual's professional judgement in exercising any University duty or responsibility. Conflict of Commitment (COC) exists when the faculty member's effort (i.e., time and intellectual energy) spent on an outside interest, activity, or relationship could interfere or compete with their ability or willingness to perform the full range of responsibilities associated with their position at Emory University (i.e., institutional responsibilities); or could interfere or compete with the University's missions (teaching, research, service, etc.). Please note that full-time regular faculty are typically not allowed to teach at other schools of nursing/other academic institutions unless they have received prior approval by the Senior Associate Dean for Academic Advancement and Innovation.

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

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

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

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

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

Faculty who engage in expert witness services within a legal context as private consulting work, must do so consistent with University policies. Prior to acceptance of any engagement, faculty are required to: (1) obtain the formal permission of the SADAAI through entering the potential activity in the COC/COI compliance system for supervisor approval. Additionally, in consultation with the SADAAI, the activity must be reviewed by Emory Healthcare's Office of Risk and Insurance Services (ORIS), Risk and Claims Management Division to confirm that neither Emory nor any Emory employee is involved in the litigation as a party, witness, consultant, or

otherwise. The scope of work and expected compensation must be described in writing by the law firm. When the scope of work is related to their professional expertise and/or their Emory responsibilities, the SADAAI will consult with the Emory University Risk Management Office and the Office of General Counsel before his/her final decision about the activity to ensure that the activity is not likely to adversely affect Emory's interests and is compliant with pertinent Emory Healthcare and Emory University policies.

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

8.3 INTELLECTUAL PROPERTY POLICY

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

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

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

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

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

8.5 SUBMISSION OF RESEARCH PROPOSALS

Faculty, staff, students, and trainees must submit all research proposals through administrative channels at Emory if the research is related to the individual's normal professional duties at Emory (including

clinical duties, course of studies, field of research or scholarly expertise), except the Veterans Affairs Merit Award and other awards that derive from the VA. Faculty should review the School's Office of Nursing Research (ONR) website for more information about submitting proposals and accessing the ONR resources. Submission of the ONR proposal initiation form (PIF) is the process by which SON faculty investigators communicate to the ONR their intention to submit a grant and begin formal engagement with ONR grants pre-award grants' management staff. Funded research proposals are managed by ONR post-award staff, under the leadership of the Associate Dean for Research. Additional information on how policies related to submission of grant proposals as an Emory University faculty is available on the proposals is available from the Emory University Office of Research Administration.

8.6 EMPLOYMENT OF RELATIVES (NEPOTISM)

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

8.7   STUDENT REGISTRATION, PROGRESSION, AND CONTINUANCE

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

When a student advances to the last two semesters of their program of study, the School affirms its commitment to fostering the student's academic success. At this stage of matriculation, the Institution recognizes the significant investment of time, effort, and resources made by both the student and faculty. Accordingly, the student will be provided comprehensive academic support, guidance, and resources to facilitate successful completion of the program and may be allowed to repeat a course if necessary to avoid dismissal, given the student has upheld the University's and the School's code of conduct.

PhD student issues are handled by the PhD Program Director and the Interim Associate Dean for Education in accordance with the policies of the Laney Graduate School and School of Nursing.

8.8   STUDENT HONOR CODE AND STUDENT CONDUCT

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

maintenance of a culture of honesty and educational excellence. Policies related to these matters can be found in the [SON Student Handbook](#). Faculty advisors to the Honor Council are appointed in accordance with Honor Council policy.

8.9   PARTICIPATION IN CLINICAL SITES

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

8.10   HIPAA REGULATIONS

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

8.11   BLOODBORNE PATHOGENS (BBP) TRAINING

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

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

8.12 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) COMPLIANCE

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

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

Examples of educational records include:

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

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

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

- Degree or degrees earned (if any), date of degree, major area of concentration and academic honors received;
1. Awards of merit and participation in officially recognized activities and sports;
2. Address and telephone number; and
3. 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.](Office of the University Registrar)

CHAPTER 9. ANNUAL PERFORMANCE REVIEW OF RANKED FACULTY, SENIOR CLINICAL INSTRUCTORS, AND CLINICAL INSTRUCTORS

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

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

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

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

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

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

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

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

The primary responsibility for faculty development lies with each individual faculty member. Working in partnership and collaboration with faculty colleagues, associate deans, and others, each faculty member is expected to maintain a career of continuous professional development as an 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 Senior Associate Dean for Academic Advancement and Innovation and are made to the Interim Dean of the School. The Interim 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 Interim Dean. The Interim Dean is responsible for making a determination for the School and considers the recommendation in light of the overall needs and constraints of the School and the University.

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

CHAPTER 11. APPOINTMENTS & PROMOTIONS CRITERIA

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

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

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

The Dean may approve appointment to the ranks of Assistant Professor in any track on the basis of his/her review of the recommendation of the SADAAI 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 Interim Dean after her review of the recommendation of the SADAAI. The Interim Dean may ask for recommendations from the Committee on Clinical Faculty Promotions (CCFP) regarding rank. Appointments and promotions to the Associate Professor or Professor ranks on the research track may be approved by the Interim Dean after her review of the recommendation of the SADAAI 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 on the [Emory University Human Resources website](). Faculty are obligated to comply with University and School policies and procedures regardless of their limited or continuous status. These policies include those that are set forth in the [Emory University Faculty Handbook,]() as well as School-specific policies documented in the School's Faculty Handbook and any others promulgated by the University in other forms or venues, such as the Human Resources Division.

11.1   TENURED AND TENURE TRACK APPOINTMENT & PROMOTIONS CRITERIA

The tenure track is a series of progressive faculty ranks for faculty who vigorously participate in the full range of the activities of the academy throughout their careers. These activities are scholarship, teaching, and professional service. The fundamental requirement for the evaluation of faculty eligibility for appointment or promotion to a certain rank is the significance of their work and their continuous and progressive success in demonstrating their contributions to their field. For promotion and consideration of the award of tenure, candidates should ideally display excellence in all three areas of scholarship, teaching, and service. However, it is recognized that in order to fulfill the missions of the School and the University, it may be necessary for faculty members to concentrate their efforts in scholarship and either teaching or service. Thus, a tenure track faculty member may be recommended for promotion and/or for tenure based on the overall indicia for the respective rank and track. 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 with the

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

11.2 TENURED AND TENURE TRACK RANKS

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

*Professor***:** The rank of Professor is tenured. Candidates for appointment or promotion to the rank of Professor require scholarly excellence and to 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 mid-cycle review will be conducted in the second year, with mandatory tenure review in the fourth year. The mid-cycle 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 typically 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. Mid-cycle reviews will be conducted in the third and sixth years, with a mandatory tenure review in the eighth year. The mid-cycle 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 typically three to four years. The procedures for this process are described in a subsequent section of this document.

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

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

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

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

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 Interim 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 typically 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 mid-cycle review will be conducted in the fifth year, with a mandatory review in the 10th year. The mid-cycle 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 10th year of appointment. After this 10-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 10 years, informed of the change in status. These appointments are evaluated annually for renewal, based on the recommendation of the Senior Associate Dean for Academic Advancement and Innovation and the Assistant Dean for Clinical Advancement.

Candidates for this position possess demonstrated evidence of promise for the 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 typically three years.

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

11.5   RESEARCH TRACK APPOINTMENT & PROMOTIONS CRITERIA

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

11.6   RESEARCH TRACK RANKS

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

Professor: The rank of Professor, Research Track is non-tenured and a limited appointment. Faculty at the Professor rank on 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

continuous outstanding performance in research, grant funding acquisition, and scholarship as well as continuous 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 on 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 Interim Dean. Research track faculty must present a continuous record of peer-reviewed funding and publication that 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 typically 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 contributing a scholarly approach to a major field of clinical/educational study and by serving as a first or second author in publications that demonstrate appropriate scientific methodology, 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 mid-cycle review will take place at the beginning of the fifth year of employment, with a mandatory review in the 10th year. The mid-cycle 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 10th year of appointment. After this 10-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 10 years, informed of the change in status. These appointments are evaluated annually for renewal, based on the recommendation of the Senior Associate Dean for Academic Advancement and Innovation.

      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 methodology, analysis, and evaluation of results.

11.7   SENIOR CLINICAL INSTRUCTOR AND CLINICAL INSTRUCTOR APPOINTMENTS

      Senior Clinical Instructor and 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 three years as a Senior Clinical Instructor depending on teaching evaluations, teaching experience and contributions, evidence of scholarship, and the needs of the School. Exact titles may change to align with Emory University requirements.

11.8   PROFESSOR OF PRACTICE APPOINTMENTS

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

11.9   VISITING PROFESSOR AND SCHOLAR APPOINTMENTS

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

11.10   EMERITUS

A retired member of the faculty who has reached age fifty-five and has served as a member of the Emory faculty for at least 10 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 Interim Dean may recommend a faculty member to the Provost and Executive Vice President for Academic Affairs and the President who shall inform the Board of Trustees, if awarded.

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

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

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

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

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

The Committee on Clinical Faculty Promotions seeks to recognize the scholarly excellence of the clinical nursing faculty. The CCFP reviews candidates seeking promotion to the Associate Professor and Professor ranks on the Clinical Track. The committee also conducts mid-cycle reviews for Assistant Professors 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 mid-cycle reviews, the votes are for whether the faculty is on track or needs improvement toward meeting promotion criteria. 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 pertaining to the goal of the review;
- Forwarding the results of the committee discussion and vote for review by the SADAAI and Interim Dean.
- The Interim Dean makes the final decision regarding Clinical Track mid-cycle reviews and promotions, as they are not subject to review and approval outside of the School of Nursing.

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

The Faculty Committee on Appointments, Promotions, and Tenure seeks to recognize the scholarly excellence of the tenure and research track faculty. The FCAPT reviews all research and tenure track appointments, mid-cycles, and Associate Professor and Professor promotions in the School. The members evaluate each dossier and vote to recommend in favor of or against the proposed action by indicating that the candidate Exceeds Expectations, Meets Expectation, or Does Not Meet Expectations. Approved recommendations are then sent to the Interim Dean, who then makes the final decision. For mid-cycle reviews, the votes are whether the faculty is on track or needs improvement toward meeting promotion criteria. 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 recommendations appropriate to goal of the review;
- Forwarding the results of the committee discussion and vote to the SADAA.

- The Interim Dean makes the final decision regarding Research Track mid-cycle reviews and promotions, as they are not subject to review and approval outside of the School of Nursing.

12.2   RESPONSIBILITIES OF THE FACULTY CANDIDATE

12.2.A. OBTAINING SUPPORT FROM ACADEMIC ADMINISTRATION

If the faculty candidate would like to initiate a promotion review in the next academic year, he/she should speak with the SADAAI or Assistant Dean for Faculty Advancement regarding the feasibility of promotion by late winter/early spring of the prior year. If the SADAAI and the Assistant Dean for Faculty Advancement are 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.

12.2.B. REVIEWER RECOMMENDATIONS AND REQUIREMENTS

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 in the 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. We follow Emory University's [definition for arm's length criteria](#) when selecting reviewers. Please see the Evaluations section on page 15-16 of the linked policy document for additional information.

If participating in a promotion review in the next academic year, candidates should complete a Reviewer Form appropriately and submit it to the OAA. In this form, candidates provide information about faculty members external to Emory University from a comparable peer institution 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. Faculty should not reach out to potential external reviewers themselves; this is done by OAA as part of the promotion process. The review requirements for each track for promotion reviews to move forward are as follows:

Tenure Track:
- Candidates undergoing mid-cycle reviews are not required to obtain reviewer letters.
- No less than 6 external reviewers from aspirant institutions (Provost requirement).

Research Track:
- Candidates undergoing mid-cycle reviews are not required to obtain reviewer letters.
- 3 external reviewers from aspirant institutions.

Clinical Track:
- Candidates undergoing mid-cycle reviews are not required to obtain reviewer letters.
- 3 external reviewers from aspirant institutions. At least 1 and up to 3 reviewers must commit to participating in the review to proceed.
- Lists of suggested external reviewers should be submitted when requested by the OAA.

12.2.C. The REVIEW DOSSIER

Promotion, Tenure, and Mid-cycle Review participants are required to compile and submit to the OAA a dossier including:
- a Full CV in the NHWSN format;
- a One-page CV in the NHWSN format;
- a Personal Statement (5 pages maximum, single spaced)

- a Teaching Portfolio (include documentation around clinical practice activities if appropriate)
- a Service Portfolio
- a Scholarship and Research Portfolio
- 3-4 Representative Publications

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

12.3   START OF THE MAJOR REVIEW PROCESS AND REVIEW TIME-CLOCKS

The review process begins when the Senior Director of Faculty Affairs (SDFA) reviews time-clock schedules for all faculty during the annual evaluation season in early spring. Faculty members are identified for mid-cycle or promotion review if their time-clock indicates a required review in the upcoming academic year, or if their annual review demonstrates that they have met the criteria for early promotion and have served the minimum required number of years in rank. The SDFA notifies the Interim Dean and the SADAAI of all upcoming candidates. For Clinical and Research Track faculty, major review time-clocks begin on September 1, which serves as the initial appointment date for most faculty members. For non-tenured faculty on the Tenure Track and faculty members who start mid-year, major review time-clocks begin the upcoming September 1. For tenured faculty, major review time-clocks begin the date the Board of Trustees approved their current appointment or most recent promotion.

Following the SDFA's notifications, which typically occur in mid-spring of the prior academic year, the SDFA sends letters on behalf of the SADAAI to the respective faculty members informing them of the need for a review. Once these notifications are sent, the SDFA will coordinate with the faculty member the review schedule and the process for submitting the review dossier.

12.4   EXTERNAL REVIEWERS – OAA RESPONSIBILITIES

Once the OAA has received the faculty member's Reviewer Form and has verified that the potential reviewers are from aspirant institutions and are experts in the respective fields, the SADAAI will generate a final list of potential reviewers. OAA staff, on behalf of the SADAAI, will contact reviewers to request their objective evaluation of the candidate's eligibility for promotion to the rank in question based on the School's rank criteria. Once the reviewers commit to participating in the review, OAA staff shares the SADAAI's review guidance letter, the candidate dossier, along with a copy of the School's policy and criteria on Appointment, Promotion, and Tenure. The reviewers will be asked to evaluate the candidate using 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, peer schools of nursing. The format for the letters requesting these evaluations will be the same for every candidate for promotion.

All documents associated with the review are housed within Emory's FACET system. The candidate, the reviewers, and OAA staff have access to specific sections of the dossier as it progresses through each step of the review.

12.5   COMMITTEE REVIEWS

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

For each track and type of review, the CCFP and FCAPT are tasked with goals involving recommendations distinct to the review in question. For Promotion/Tenure reviews, the goals are to determine whether a candidate's dossier packet shows that they meet the criteria for the proposed rank and track in question and to provide a recommendation on promotion to the Interim Dean. In some instances, on the tenure track, the review may involve recommendation for tenure (in rank) without promotion in track. For Mid-cycle reviews, the goals are to provide the SADAAI and Interim 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 Interim Dean, while Tenure Track and Research Track candidates are reviewed by the FCAPT before going to the Interim Dean. Tenure Track promotion and/or the grant of tenure are then reviewed by the University's Tenure and Promotion Advisory Committee (TPAC), the Provost, the President, and the Board of Trustees.

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

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

A full discussion of the faculty member's progress is conducted by the committee. The discussion is based on the faculty member's review materials and the statements presented by the assigned reviewers. The oral reports by the reviewers are meant to stimulate discussion and not to serve as written review summaries for the committee. The committee reviewers share the notes about their review to the committee Chair, who also keeps notes of this discussion. The notes are used to draft the committee's recommendation letter, but the committee meeting minutes do not contain any documentation of the discussion.

Committee members vote following the discussion. If eligible voting faculty members are not able to be present, the procedure is for them to meet with the committee chair to provide their review, receive a summary of the discussion, and then they can vote.

The committee 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. The committee letter is not shared with the candidate; however, the committee feedback recommendations are verbally shared with the candidate during their review outcome meeting with the Interim Dean and SADAAI to conclude the review.

Mid-cycle:
- One member of the committee is assigned as the primary reviewer and leads the discussion about the candidate in the committee meeting.
- The 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.
- Once approved by the committee, the final letter is sent to the Interim Dean, with a copy to the SADAAI.
- The Interim Dean and SADAAI use the committee letter in meetings with the faculty to discuss the review outcomes.

CCFP Appointments/Promotions:
- Two members of the CCFP are assigned (primary and secondary reviewer) and lead the discussion about the candidate in the committee meeting.
- The vote is to indicate the degree of achievement of the promotion criteria by the faculty candidate and whether the committee recommends promotion.
- Once approved by the committee, the final letter is sent to the Interim Dean, with a copy to the SADAAI.
- The Interim Dean and SADAAI use the committee letter in meetings with the faculty to discuss the review outcomes.

FCAPT Appointments/Promotions:

- Two members of the FCAPT are assigned (primary and secondary reviewer) and lead the discussion about the candidate in the committee meeting.
- The vote is to indicate the degree of achievement of the promotion and/or tenure criteria by the faculty candidate and whether the committee recommends promotion and/or tenure.
- Once approved by the committee, the final letter is sent to the Interim Dean, with a copy to the SADAAI.
- After the Interim Dean receives the FCAPT promotion or tenure review letters, the Interim Dean prepares a letter according to specific guidelines from the Provost to provide her recommendation around promotion and/or tenure.
- The SADAAI letter, the FCAPT letter, and the Interim Dean's letter are all included in the promotion dossier that is uploaded to the Provost's website and ultimately sent to TPAC and the Board of Trustees.

12.6   SENIOR ASSOCIATE DEAN FOR ACADEMIC ADVANCEMENT AND INNOVATION (SADAAI) REVIEW

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

12.7   INTERIM DEAN'S REVIEW AND OUTCOMES

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

Mid-cycle Reviews: The Interim 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 Interim Dean will schedule a meeting to discuss the review with the faculty candidate and SADAAI. Normally, renewal after a mid-cycle review implies an intention to continue the faculty member's appointment through the next review, be it another mid-cycle or promotion. For an Associate Professor on the Tenure Track under review, renewal following the mid-cycle review normally implies an intention to continue the Associate Professor's appointment through review for promotion and/or tenure. The assessment should form the basis for future mentoring.

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

Promotion or Tenure Reviews, Tenure Track: The Interim Dean reviews all documentation and approves, defers, or denies the recommendation for promotion. If the Interim Dean approves the recommendation for promotion, she will write a recommendation letter and notify the OAA, which will begin preparing 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 Interim Dean's letter), the Provost, TPAC, the President, and the 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 Interim Dean of the outcome of the Board of Trustee's decision regarding the promotion and/or tenure faculty action for the appointment or promotion of the candidate to a tenured rank.

CHAPTER 13. THE REVIEW DOSSIER

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

13.1   DEFINITIONS AND EXAMPLES OF SCHOLARSHIP, TEACHING, AND SERVICE

a.   **Scholarship** advances knowledge in specialized fields of intellectual inquiry through a systematic collection of evidence that may be replicated by other researchers. Regardless of its subject or form, a candidate's scholarship must show evidence of continued research productivity. Evidence of scholarly achievement includes research funding awards, publication in peer-reviewed journals, and research and other scholarly presentations at national and international meetings in their area of inquiry. Candidates rated as outstanding in scholarship demonstrate significant and continuous scholarly accomplishment that includes national and/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 transmit knowledge, inspire engagement with the subject, and offer a model of scholarly inquiry for students to pursue in their own discovery and research. Teaching and research should be seen as complementary endeavors. Successful teaching finds expression through a variety of avenues. Faculty will enrich prelicensure, master's, doctoral, and postdoctoral education in the School through program and course design, classroom lectures, mentorship, participation in academic seminars, and supervision of students in academic programs and clinical practice. Evidence of scholarship of teaching includes portfolios of materials that document educational activities encompassing classroom, clinical, and laboratory teaching with course evaluations by students and peers. Scholarship of teaching is expected to be buttressed by peer-reviewed publications and presentations focused on teaching and learning processes and outcomes. To demonstrate their effectiveness and innovation as teachers, faculty will assemble teaching portfolios of materials that document their educational activities, including evaluations by students and colleagues.

c.   **Service** is the active application of expertise to improve the wellbeing of the professional communities within and beyond the School and University. Service includes, but is not limited to, participation in professional clinical work, participation in the work of administrative or advisory committees, and consultation and/or technical assistance. Service and leadership activities must be performed within the School and evolve over time. For example, faculty are expected to also provide significant service and leadership within professional organizations, governmental entities, and national or international communities as their career advances. To evaluate service, reviewers will consider the degree of significance, competence, and integrity displayed by the faculty member in his or her service activities and the significance of the contribution to the School, the University, professional organizations, and the nursing and diverse health communities.

Clinical Practice is complex and usually falls into two related areas. One is the demonstration of clinical outcomes and public good. This first form of clinical practice includes the delivery of care with opportunities for creating new roles for nursing or new models of care and care delivery. These roles or models are designed to advance the knowledge of the profession and of society in creating new ways to resolve perplexing problems in care delivery and often focused on individuals, groups or communities who have not been able to reap the full benefits of advances in science to improve their health. The second form of clinical practice is translation and encompasses the faculty clinician making use of existing knowledge and creatively applying this knowledge to improve patient care, often in quite novel ways or to diverse groups. To be judged as scholarly clinical practice means that the work is reviewed and approved by peers in the form of a combination of the following: publications

in peer-reviewed journals; presentations; books and book chapters; policy papers; and presentations to boards and government agencies.

13.2 COMPONENTS OF THE REVIEW DOSSIER

- One-page summary of the candidate's Curriculum Vitae. See S:\Curriculum Vitae for format;

- Full Curriculum Vitae. In the official School format;

- Candidate's Personal Statement. The personal statement, written in language that a non-specialist can understand, is a concise (should be 5 pages, single spaced) description of the candidate's achievements in scholarship, teaching and/or clinical practice, and professional service, including a clear description of the candidate's plans for the contributions he or she will make to each of these three areas during the next three to four years. For faculty on the tenure and research tracks, the candidate's plans for his or her program of research should also be emphasized in this document, and the areas should be addressed in the order of Scholarship, Teaching, and Service. For faculty on the clinical track, the areas should be addressed in the order of Clinical Practice & Teaching, Scholarship, and Service.

- Teaching Portfolio. Evidence of teaching performance includes peer evaluations, letters from students or others, and student evaluation results. If letters on quality of teaching were solicited, the portfolio should include a statement about the authors' qualifications and their relationship to the candidate. To demonstrate the full range of the candidate's contributions in teaching, the portfolio should also include syllabi for new courses created; a list of courses taught, number of classroom hours, and number of students enrolled; a list of courses taught in continuing education or outside the University with evaluations; a list of doctoral dissertations directed and committees with title, name of student and degree program; a list of masters' theses or projects with titles, names of students, and degree programs; Faculty on the clinical track should also include evidence supporting clinical practice activities and impact, if appropriate.

- Service Dossier. To demonstrate evidence of service or achievement in nursing practice, this dossier should include a list of committees the candidate has chaired or served on for the School, the University, professional societies, and government or non-governmental agencies. Letters that describe the candidate's service contribution or impact on nursing practice should be accompanied by a statement about the letter writers' qualifications and their relationship to the candidate. This dossier should also describe the elected or appointed offices the candidate has held in professional associations and the journals for which he or she has served on the editorial board or for which he or she has acted as a referee, including the dates of service. Other evidence of service may include a list of items such as fellowships for non-research activities or descriptions of technical assistance, including consultation for the School, the University, professional organizations, or governmental and non-governmental agencies;

- Publications: Copies of three or four representative, refereed publications.

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

CHAPTER 14. APPEALS, SPECIAL CIRCUMSTANCES, AND RECORD MAINTENANCE

14.1   APPEALS

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

14.1A BASIS FOR APPEALS

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

14.2   TENURE CLOCK

September 1 is the beginning date of each faculty employment year for the calibration of the "tenure clock" for tenure track appointments*.*

14.2A 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 SADAAI and Interim 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 SADAAI and Interim Dean in writing of the desire to maintain the original tenure review date, within one year of the birth or adoption. A tenure track faculty member may, under certain circumstances, receive a delay of the tenure review for a period not to exceed two years. Such circumstances may include among others, the birth or adoption of a child, responsibility for managing the illness or disability of a family member, or illness of the faculty member.

14.2B 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 Interim Dean, shall be submitted to the Provost. For faculty in the Woodruff Health Sciences Center, the petition must be approved by the Executive Vice President for Health Affairs before submission to the Provost. In the event that the petition is denied before being submitted to the Provost, the faculty member shall have the right to appeal directly to the Provost. The Provost, in consultation with the President, shall grant or deny the petition. The Provost will report regularly to the Board of Trustees on the numbers of extensions requested, the reasons advanced in support of each request, and the granting or denial of each request.

14.3   RECORDS

These Guidelines must be kept on file in the Office of the Interim Dean, the office of the Senior Associate

Dean for Academic Advancement and Innovation, and made readily available to the faculty. Complete records of the review process for each candidate, including all pertinent data and the written reports of recommendations, must be kept on file in the Office of Faculty Affairs for a period of not less than three years, regardless of whether a recommendation for appointment or promotion was made. A complete record of the appointment and promotion history of each faculty member shall be kept on file in the Office of Academic Advancement and Human Resources for at least seven years following the individual's resignation, termination, or retirement date.

14.4   TRACK CHANGES AND TRACK CHANGE PROCESS

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 a change in rank, may be approved by the Interim Dean and Provost after his or her review of the recommendation of the SADAAI. The Interim Dean may ask for the CCFP and/or FCAPT to review the curriculum vitae for feedback, and rank recommendations in instances of faculty track change, with or without change in rank.

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

Faculty members may formally request a transition from one academic appointment track to another (e.g., research track to tenure track, or clinical track to tenure track). To be considered for a track change, the candidate must submit the following materials to the Office of Academic Advancement:

1. Track Change Request Memo: A formal request providing justification based on their demonstrated achievements in scholarship, teaching, and service that align with the criteria for the requested track. This memo serves as the faculty member's self-assessment and commitment statement, articulating their qualifications for the new track, acknowledging the permanent nature of the change and their understanding that it represents a one-time opportunity, and establishing the proposed effective date for the track transition.

2. Curriculum Vitae: Both full and one-page versions of the candidate's CV.

3. The SADAAI and Interim Dean each draft individual letters of support for the track change.

4. All documents are submitted to the Provost for final approval.

CHAPTER 15. GUIDELINES FOR NEW PROGRAM PROPOSALS AND CURRICULUM REVISIONS

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

Curriculum Procedure Approval Process

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

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. Assists in leading unit or practice based teams or workgroups. Assists in planning, implementing, and evaluating unit/local evidence driven practice changes.	Coordinates the development, presentation and evaluation of a course. Leads unit or practice based teams or workgroups. Plans, implements, and evaluates unit/local evidence driven practice changes.	Coordinates course/Directs complex courses with multiple faculty. Leads system level projects. Plans, implements, and evaluates system level evidence driven practice changes.
	Uses well organized, effective, and innovative methods of teaching. Demonstrates expert clinical judgment and practice skills.	Faculty of record/Specialty coordinator who models well-organized, effective and innovative methods of teaching undergraduate and graduate students. Recognized as a clinical/practice expert at the unit or clinical practice level.	Faculty of record/Program or specialty coordinator who models well-organized, effective and innovative methods of teaching undergraduate and graduate students. 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.

Includes students in clinical practice activities. | 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.

Integrates students into own clinical practice and mentors students in clinical practice. | 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.

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. Publishes occasionally in peer-reviewed journals. Disseminates results in alternative or lay media to limited audiences.	presentations regionally and nationally. Publishes regularly in peer-reviewed journals. Disseminates results in alternative or lay media to multiple and varied audiences.	presentations nationally and globally. Publishes regularly in peer-reviewed journals. 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.

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

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.
Demonstrates expertise in scholarship/research continued	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	Presents at national and international meetings including invited presentations in area(s) of inquiry and expertise or other

Area/Criteria	Tenure Track, Evidence at the rank of:	
	Associate Professor	**Professor**
	inquiry.	related topics.
	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

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

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

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

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

_____   One-page summary curriculum vitae (use SON template)

_____   Candidate's full curriculum vitae (use SON template)

_____   Candidate's personal statement (5 pages, single spaced), focusing on Clinical Practice & Teaching, Scholarship, and Service in that order

_____   Clinical Practice and Teaching Portfolio

_____   Scholarship/Research Portfolio

_____   Professional Service Portfolio

_____   Copy of three to four representative publications from refereed journals

Please use the following formats for naming your files:
"Last,First_OnePageCV_date"
"Last,First_FullCV_date"
"Last,First_PersonalStatement_date"
"Last,First_ClinicalPractice&TeachingPortfolio_date"
"Last,First_ScholarshipPortfolio_date"
"Last,First_ServicePortfolio_date"
"Last,First_Publication1_date", "Last,First_Publication2_date", "Last,First_Publication3_date"

RESEARCH TRACK, MIDTERM AND PROMOTION REVIEW

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

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

_____   One-page summary curriculum vitae (use SON template)

_____   Candidate's full curriculum vitae (use SON template)

_____   Candidate's personal statement (5 pages, single spaced), focusing on Scholarship, Teaching, and Service in that order

_____   Clinical Practice and Teaching Portfolio

_____   Scholarship/Research Portfolio

_____   Professional Service Portfolio

_____   Copy of three to four representative publications from refereed journals

Please use the following formats for naming your files:
"Last,First_OnePageCV_date"
"Last,First_FullCV_date"
"Last,First_PersonalStatement_date"
"Last,First_TeachingPortfolio_date"
"Last,First_ServicePortfolio_date"
"Last,First_Publication1_date", "Last,First_Publication2_date", "Last,First_Publication3_date"

TENURE TRACK, MIDTERM AND PROMOTION REVIEW

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

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

_____   One-page summary curriculum vitae (use SON template)

_____   Candidate's full curriculum vitae (use SON template)

_____   Candidate's personal statement (5 pages, single spaced), focusing on Scholarship, Teaching, and Service in that order

_____   Teaching Portfolio (should include teaching philosophy)

_____   Scholarship/Research Portfolio

_____   Professional Service Portfolio

_____   Copy of three to four representative publications from refereed journals

Please use the following formats for naming your files:
"Last,First_OnePageCV_date"
"Last,First_FullCV_date"
"Last,First_PersonalStatement_date"
"Last,First_TeachingPortfolio_date"
"Last,First_ServicePortfolio_date"
"Last,First_Publication1_date", "Last,First_Publication2_date", "Last,First_Publication3_date"