



University of South Florida, College of Nursing

Promotion and Tenure Guidelines

Approved – June 17, 2011

The following College-wide criteria must be met for faculty in the ranks of Assistant, Associate and Full Professor:

Evidence of competence in teaching, research and service by rank according to the tables 1-3.

1. *Earned doctorate*

In addition for Nurse Faculty

2. Evidence of current licensure to practice in Florida as a registered nurse and/or advanced practice nurse.
3. Master's degree in nursing for nurse faculty
4. Earned doctorate must be in nursing or related area

Assistant Professors should demonstrate a high level commitment and ability for teaching and advising students, demonstrate content knowledge and skills, demonstrate potential for research and scholarly work, and service activities to the academic unit, university, profession, and community..

Associate Professors should have all of the qualifications required for assistant professor, and normally are reviewed for promotion to Associate professor with tenure after 5 years at the Assistant Professor rank. Associate professors should have a high level of competence in

teaching, have demonstrated significant scholarly productivity, have leadership and mentorship experiences and strengths, and strong professional, academic and community service activities.

Professors should have all of the qualifications of Associate Professor, and should have achieved a distinguished record of teaching, an outstanding national and/or international reputation for their scholarly work, and evidence a continuing commitment of relevant and effective service.

A candidate for promotion to a higher rank must meet the criteria of that levels and those of the lower rank. *The examples listed are meant to be exemplars that demonstrate achievements of the major criteria.*

The College of Nursing's Appointment, Promotion and Tenure committee reviews applications for promotion and tenure on a yearly basis according to the Promotion and Tenure procedures and yearly timetable.

Table 1 Criteria for Teaching

Assistant Professor	Associate Professor	Professor
Demonstrates beginning competence in teaching	Demonstrates growth of competence in teaching	Demonstrates excellence in teaching
As reflected by: Peer and student reviews of teaching Teaching materials such as syllabi, lectures and laboratories, innovative teaching approaches Serving as a guest lecturer Monitors progress in teaching based on feedback from students and faculty	As reflected by additional indicators: Integration of research into teaching Innovative teaching strategies Teaching awards and recognitions	As reflected by additional indicators: Evidence of a pattern of innovation and creativity in teaching University or external teaching awards Adoption of one's teaching perspectives or models by others
Demonstrates ability to mentor others	Demonstrates leadership as a mentor and advisor	Is recognized as a master mentor and advisor

<p>As reflected by:</p> <p>Working with students in directed independent study</p> <p>Assisting students in achieving competencies in clinical and didactic course.</p>	<p>As reflected by additional indicators:</p> <p>Mentoring of graduate students in thesis and dissertation preparation.</p> <p>Serving <i>on</i>, co-chairing <i>and chairing</i> thesis/dissertation/DNP committees.</p>	<p>As reflected by additional indicators:</p> <p>Chairing and/or serving on graduate thesis and dissertation committees both internal and external to College of Nursing.</p>
<p>Demonstrates commitment to the educational mission of the College</p>	<p>Demonstrates leadership in the educational mission of the College</p>	<p>Demonstrates leadership in the academy</p>
<p>As reflected by:</p> <p>Participating in college curriculum committees and task forces</p>	<p>As reflected by additional indicators:</p> <p>Organizing, teaching and administering courses within the college</p> <p>Participating in activities to promote interprofessional education</p> <p>Chairing college curriculum committees and task forces</p> <p>Participating actively and consistently in curriculum revision, development and evaluation</p> <p>Submitting extramural training program grants</p> <p>Coordinating course offerings and concentrations</p>	<p>As reflected by additional indicators</p> <p>Participating in university and curriculum committees and task forces</p> <p>Is invited to guest lecture in courses across the university</p> <p>Serving as a leader in interprofessional education across the university</p> <p>Assuming leadership in educational activities related to the university or the profession</p>
<p>Demonstrates advanced expert knowledge and competence in a specialty area</p>	<p>Advances scholarly thinking with students and colleagues</p>	<p>Is recognized nationally for knowledge in area of expertise</p>
<p>As reflected by:</p> <p>Certification in content/specialty area</p> <p>Practice experience in content/specialty area</p>	<p>As reflected by additional indicators:</p> <p>Demonstrating ability to mentor students and less experienced faculty in content area</p> <p>Teaching courses, classes and consults in content area</p>	<p>As reflected by additional indicators:</p> <p>Achieves recognition for mentoring in teaching strategies and/or content area of expertise.</p> <p>Is invited to present on teaching/education expertise at conferences and in consultations</p>

	Publishing teaching materials such as education focused manuscripts, chapters and textbooks.	
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Table 2 Criteria for Research/Scholarship

Assistant Professor	Associate Professor	Professor
Demonstrates promise as a researcher/ scholar	Demonstrates achievement of recognition as a researcher/scholar	Demonstrates achievement of a nationally recognized program off research/scholarly activity.
<p>As evidenced by:</p> <ul style="list-style-type: none"> Initiating a program of original research Defining a focus area for one's program of research Developing a record of substantive contributions to research grants Publishing dissertation 	<p>As evidenced by additional indicators:</p> <ul style="list-style-type: none"> A consistent record of research/scholarly activities in a developing program of research Submission of extramural grant proposals as a P.I. with reviews indicating potential for funding Participation as a principal-investigator on an externally or internally funded grant 	<p>As evidenced by additional indicators:</p> <ul style="list-style-type: none"> Recognition of a program of original research/scholarship through funding, invited presentations at national and international conferences Leadership of research teams in the submission of extramural grant proposals A sustained record of successfully funded grants from a variety of funding sources Serving as a reviewer of grant proposals at a national levels
Presents and publishes scholarly work	Establishes a record of scholarly presentations and publications in well regarded scientific journals	Has a record of substantive presentations and publications in well regarded scientific journals
<p>As evidenced by:</p> <ul style="list-style-type: none"> Scholarly papers (reviews and data-based papers) published or in press in peer reviewed journal Research/scholarly work presented at peer-reviewed local and regional conferences 	<p>As evidenced by additional indicators:</p> <ul style="list-style-type: none"> A majority of scholarly papers that are data-based and peer reviewed A <i>majority</i> of first- or solo-authored peer reviewed papers Regularly presenting research/scholarly work at peer- 	<p>As evidenced by additional indicators:</p> <ul style="list-style-type: none"> A substantial record of data-based publications in high impact factor peer reviewed journals Serving as editor or guest-editor for prestigious, peer-reviewed journals or books Is invited or keynote speaker at

	reviewed national and international conferences	national and international conferences Receiving recognition through awards for contributions to research
Contributes to the research mission of the College	Mentors junior faculty and students in research	Demonstrates a record of research mentorship
As reflected by: Integrating research focus into teaching and service Participating in research interest groups, and other organized research focused activities Serving as a reviewer for journals Reviewing abstracts for local and regional conferences	As reflected by additional indicators: Coauthoring papers with students and junior faculty Copresenting poster and paper presentations with students and junior faculty <i>A record of advising doctoral students and participating on committees</i> Reviewing abstracts for national and international conferences	As reflected by additional indicators: A sustained record of advising doctoral students, and participating on and chairing dissertation committees A sustained record of involving students in research Funding and awards to mentees

Table Criteria for Service

Assistant Professor	Associate Professor	Professor
Demonstrates significant service contributions	Demonstrates leadership in service contributions	Is nationally recognized for service contributions
As evidenced by: Serving on college committees and representing the college on at least one university committee Active membership in professional organizations Participating in community service aligned with research and/ or educational mission	As evidenced by additional indicators: Chairing college committees and representing the college on at least one university committee Serving as a leader in professional organizations Integrating service with research and/or education components	As evidenced by additional indicators: Chairing or co-chairing university committees National recognition for leadership in professional organizations Organizing and chairing major community service efforts